

Running Head: Social Accountability Program for Improving Primary Education
Quality

**ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE
SCHOOL OF SOCIAL WORK**

**Social Accountability Program for Improving Primary Education
Quality: The Case of Primary Education in Wolmera
Woreda, Oromia Regional State**

**By
Desalegn Tesfa**

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the
Degree of Master of Social Work**

**Advisor
Dr. Debebe Ero**

June, 2018

Addis Ababa

Running Head: Social Accountability Program for Improving Primary Education
Quality

School of Graduate Studies

MSW Examining Committee

This is to certify that the thesis prepared by **Desalegn Tesfa** entitled: Social Accountability program in improving primary education quality. The case of Wolmera Woreda, Oromia Regional State submitted in partial fulfillment of the requirements for the Degree of Master of Arts (School of Social Work) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Acknowledgement

First and for most I would like to thank my advisor, Dr. Debebe Ero for his unprecedented and unreserved support, comments and follow up throughout my work. I also owe him immense thanks for all I learnt from him while doing this research.

My deepest gratitude also goes to HUNDDEE Oromo Grassroots Development Initiative Woreda Social Accountability Expert Ato Girma Gonfa and other HUNDDEE staffs for the continuous provision of information and constructive support throughout the data collection process.

Finally, my sincere thanks go to all individuals who participated in filling the survey questionnaire and taking part in focus group discussions and key Informants.

Running Head: Social Accountability Program for Improving Primary Education
Quality

Table of Contents

Acknowledgement.....	i
Table of Content.....	ii
List of Table.....	v
Acronyms.....	vi
Abstract.....	vii
CHAPTER ONE: INTRODUCTION.....	1
Background of the study.....	1
Statement of the problem.....	3
Objectives of the study.....	5
General objective.....	5
Specific objectives.....	5
Research question.....	5
Main research question.....	5
Specific research questions.....	5
Significance of the Study.....	6
Delimitation/scope of the study.....	6
Limitation of the Study.....	7
Organization of the study.....	7
Operational definitions.....	7
CHAPTER TWO: REVIEW OF THE LITERATURE.....	9
Concept and application of social accountability.....	9
Accountability.....	9
Social accountability.....	9
Social Accountability Tools.....	11

Running Head: Social Accountability Program for Improving Primary Education Quality

Participatory Budgeting (PB)	11
Public Expenditure Tracking (PET)	12
Citizens' Report Cards (CRC).....	12
Community Score Card (CSC).....	13
Social accountability: Building Blocks.....	13
Social accountability program and quality education	14
Defining Quality in Education.....	15
Social Accountability Experience in Ethiopia	16
CHAPTER THREE: RESEARCH METHODOLOGY	20
Description of the study area	20
Study design and approach.....	21
Data sources	22
Data collection tools.....	22
Primary data	22
Survey Question	22
Focus Group Discussions (FGDs)	23
In depth interview.....	23
Secondary sources	24
Study population	24
Sampling techniques.....	24
Sample size.....	25
Data Analysis Methods.....	26
Ethical Considerations.....	26
CHAPTER FOUR: FINDINGS.....	27
Description of Respondents.....	27
Major results of the study	31

Running Head: Social Accountability Program for Improving Primary Education
Quality

CHAPTER FIVE: DISCUSSION	51
Accessing Information.....	51
Making the Voice of Citizens Heard	52
Advocating and Negotiation for Change	53
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	58
Conclusions	58
Recommendations	Error! Bookmark not defined.
Implications.....	59
Implication for research.....	59
Implication for policy	59
Implication for social work practice	60
References.....	62
Annex-1 survey questionnaire	66
Annex -2: Focus Group Discussions (FGDs) guide.....	71

Running Head: Social Accountability Program for Improving Primary Education Quality

List of Table

Table 4.1 Age and sex of Respondents	28
Table 4.2 Address and School of Respondents	28
Table 4.3 Level of Education of the SA Clubs in Schools.....	29
Table 4.4 Respondent’s understanding of their entitlements to demand for quality education provision.....	31
Table 4.5: Participation on Improvement and Investment on Quality Primary Education	32
Table 4.6: Access to information on their School’s education development plan, budget allocation and expenditures.....	33
Table 4.7 Cooperation between Service providers and social accountability implementing partners for the improvement of quality education.....	34
Table 4.8 Availability of Mechanisms/platforms/ for Complaints of Citizens/respondents/ to access Quality Education.....	36
Table 4.9 Ways of Submitting Citizens Complaints.....	38
Table 4.10: effects of Social accountability program on primary education quality indicators	48
Table 4.11: Duration of responses from services providers to complaints	40
Table 4.12: service providers’ survey on service delivery to know quality education services delivery	42
Table 4.13: service providers’ action to address the identified problems conducted through survey on service delivery to know quality education services delivery	43
Table 4.14 Regular meetings conducted by service providers to know quality education services delivery	44
Table 4.15: citizen demands of facilities for quality education services delivery.....	45
Table 4.10 Reasons for not demanding their rights to quality primary education if any	39

Running Head: Social Accountability Program for Improving Primary Education Quality

Acronyms

SA	Social Accountability
SAP	Social Accountability Program
SAC	Social Accountability Committee
CSOs	Civil Society Organizations
ESAP	Ethiopian Social Accountability Program
UNDP	United Nations Development Program
GTP	Growth and Transformation Plan
MDGs	Millennium Development Goals
PBS	Protection of Basic Services
PTSA	Parent Teachers and Student Association
WDR	World Development Report
CSC	Community Score Card
CRC	Citizens' Report Card
PET	Public Expenditure Tracking
PB	Participatory Budgeting

Running Head: Social Accountability Program for Improving Primary Education Quality

Abstract

This research has dealt with the contribution of social accountability program to improve the quality of primary education. It is a case study that looked in to the social accountability program in selected schools of Wolmera woreda, Holeta town of Oromia National Regional State. This study used questionnaire, interview and FDG as methods of data collection. From school level social accountability clubs, a total of 67 sample respondents participated in filling the survey questionnaire. 15 FGD discussants and 4 key informants from school, kebele and woreda level purposively selected and participated in the research. The study employed mixed methods in collecting and analyzing data. Thus, the findings of the study indicate that the social accountability program has been used effectively and triggered real change in the provision of quality education service delivery. The study identified various contributions of social accountability like increased awareness and capacity of citizens to know their entitlement and effectively communicate their demands to service providers and local officials. Besides, the study also identified the potential of social accountability initiative in facilitating constructive engagement among citizens, service providers and government officials which yield positive results in addressing the challenges of quality service in primary education. As a result, Most of the quality indicators like qualified primary school teachers, student-textbook ratio, student-teacher ratio, student-bench ratio are progressively achieved. Moreover, the school facilities, the conduct of teachers and students have improved and created a better condition for learning. In general, through the study it has been identified that Social Accountability programs are effective tools for ensuring quality primary education service delivery. Thus, it is appropriate to consider scaling up the program to other schools where the program is not applicable.

CHAPTER ONE: INTRODUCTION

Background of the study

There is an increasing importance in Social Accountability (SA) programs to foster basic social services' delivery (Velleman, 2000). Government sectors and civil society organizations (CSOs) are considering SA as the fundamental means for basic service improvement, enhancement of good governance and community resource mobilization to be responsive and accountable to citizens that had been generally addressed in development strategies and public policy issues (World Bank, 2005).

Social accountability has emerged as an important means in the fighting for better governance and service delivery. Traditional accountability relationships rely on top-down or external donor-driven monitoring of service providers. As a complementary strategy, social accountability strengthens citizens-clients to monitor and exert accountability. This is based the idea that citizens must have reliable information on their entitlements and the performance of services, and they must be able to take actions based on that information to demand accountability, something which often requires collective action. This way, social accountability can improve service delivery, especially for the poor (World Bank, 2004).

Social Accountability is a process by which communities either individually or by group who are the users of public basic services expresses their needs, demands and priorities regarding basic service delivery process. The initiative heavily relies on ordinary citizens' participation (Ackerman, 2005) and creates conducive environment for involvement of peoples to influence social policy development, implementation, monitoring and evaluation of local development activities and path through of public budget and expenditure (McNeil and Malena, 2010).

Running Head: Social Accountability Program for Improving Primary Education Quality

Governments can do a great deal on their own to improve accountability through actions such as strengthening top-down oversight, professionalizing staff through civil service reform, empowering internal controllers, establishing performance contracts and creating new independent public oversight agencies. Nevertheless, pro-accountability reform is much more effective when societal actors play a central role as well. In many third world countries, citizens are usually required to visit several places to access government services, and they may receive little or no information about public services or service delivery standards. The absence of or lack of transparency reduces administration efficiency and undermines trust between citizens and the state. Therefore, improving citizens' access to basic government services is one of the very important activities a country can path through (Post and Agarwal, 2015).

Ethiopia is one of the third world countries where over the last few years the social accountability initiative referred to as the, Ethiopian Social Accountability Program" (ESAP) has been operational. It was introduced in Ethiopia in the early 1990s by development agencies and civil society groups. From then onwards, Social Accountability has been used as a means to build the community's social capital and to inform and educate citizens of their constitutional rights and responsibilities. It has also been used as a means to inform citizens about their basic entitlements and service standards and engage communities with public officials and service providers (SAP, 2016).

Access to education has been at growing rate in Ethiopia, and recently started to be seen as one of government's success results. In spite of such growth at all levels, there is still a long way for the country to go to address major policy concerns in the sector, i.e. to address quality of education (Tassew, 2016). Therefore, social accountability program is using a range of tools, mechanisms and good practices to build and enhance local capacity in support of the Government of Ethiopia's

Running Head: Social Accountability Program for Improving Primary Education Quality

wider efforts to improve transparency, accountability and citizens' participation in public basic services delivery in which primary education services are one of basic services.

Although, there are various studies of conceptualizing the idea of social accountability and, assessing theoretical issues related with social accountability practices (Ackerman, 2005), still very limited in number on assessing the outcomes of these initiatives brought on quality primary education. Hence, studying the contribution of SA program for improvement in the quality of primary education is appropriate. Bearing this in mind, the focus of the study is to assess the contribution of SA program for the improvement of primary education quality in Wolmera woreda, by focusing on social accountability program that supports quality primary education delivery.

1.2. Statement of the problem

The rationale behind choosing this topic for master's thesis emanates from my interest to investigate the contribution of social accountability program in improving quality primary education delivery. Improving the quality of education for students in primary schools is basic for developing the human resource base required to meet the changing technology demands of the 21st century and is a prerequisite for education for sustainable development, achieving basic literacy and numeracy amongst all pupils, as establishing foundations in science, mathematics, geography, history and other social sciences and the economic and social health of a nation depends on the quality of its education system (Lockheed, 1990).

Study by Ermias (2014) pointed out that participating in social accountability program has improved the interaction of community members with one another. It also indicated that, community members' participation in the social accountability program has improved

Running Head: Social Accountability Program for Improving Primary Education Quality

individuals' skills and ability to interact with local administration bodies, decision makers and service providers mainly in the improvement of education quality. This is very much related with the views of the community members who affirmed the program has created them an opportunity to participate in monitoring the achievement of quality of education. So recently it is widely recognized that in many developing countries, the low quality of public services including quality education can limit the scope of poverty reduction and growth (Klaus, 2004).

More importantly, many contemporary efforts seek to improve service performance either through strengthening existing accountability mechanisms or creating new channels of accountability. Although, an effort to strengthen accountability in basic services provision are not new, what is new about the current initiatives is the emphasis given to citizen led accountability-what is called 'social accountability'-to enhance downward accountability of service providers to users of different social services (Ackerman, 2005).

Many papers have focused on conceptualizing social accountability. For instances , the study conducted by Ackerman (2012), explored the relationship between human right and social accountability, and more specifically right based approach to development. Number of literatures also by McNeil and Mumvuma (2006), and Devarajan, Khemani, and Walton (2013), are specifically concerned with exploring the role of civil society organizations in developing countries play in scaling up social accountability programs toward good governance.

In Ethiopian situation, communities' access to information on the development of the services is very low and little training has been given to communities about how and where they should raise their demands (ESAP, 2013). Here the role of social accountability program gets prominence. However, there is a limited research conducted in the country on the area of social accountability

Running Head: Social Accountability Program for Improving Primary Education Quality

program in improving the quality of education (UNDP, 2013). Therefore, this study is designed to assess the contribution of social accountability program in fostering quality of primary education in selected primary schools in Wolmeraworeda, Oromia National Regional State, Ethiopia.

Objectives of the study

General objective

The general objective of this research is to assess the contribution of social accountability program to improve quality primary education.

Specific objectives

Examining the strategies used by social accountability program to improve the quality of primary education

Assessing the contribution of social accountability program in terms of improving the quality of primary education

Research question

Main research question

How is the contribution of social accountability program explained in improving primary education quality in the study area?

Specific research questions

What are the activities undertaken by the social accountability program to improve primary education quality in the study area?

Running Head: Social Accountability Program for Improving Primary Education Quality

1. How do primary school children, community members and school administrations interact through the social accountability program in the study area?
2. What are the contributions of the social accountability program to improve primary education quality in the study area?

Significance of the Study

Social accountability is a mechanism to bridge the gap between service providers and service users to jointly address the challenges in service delivery. More specifically, citizens can act as change agents in their communities to bring about improved service delivery and should not be dependent on government for this change but can work in partnership with local government. Thus, by assessing the experience of social accountability program in the selected primary schools in Wolmera woreda, this study will provide social workers and other development professionals the knowledge of practically constructing an accountability system grounded in civic engagement. In addition, it can serve as an input to understand how citizen led demand for accountability can increase transparency, open doors for government institutions and make the voices of citizens heard to influence decision-makers. It can serve as an input to social workers involved in community work, and present evidence-based documents for policy makers. It also helps practitioners to understand the role and potential of citizens in basic service delivery and as change agents. Finally it can serve as a basis for other researchers to conduct deep investigation in the area.

Delimitation/scope of the study

The scope of this study will be to explore the contribution of social accountability program in improving quality of primary education, in the case of primary schools found in Wolmera woreda.

Running Head: Social Accountability Program for Improving Primary Education Quality

Due to constraints in time and money, the scope of the study will be restricted to two primary schools out of five where the social accountability program is being implemented.

Limitation of the Study

Financial and time limitations were major limitations while undertaking this research at large scale. In addition, absence of managers and experts from office for field work is other problem that hindered data collection through focused group discussion and interview.

The focus of the study is also delimited to purposively selected participants of social accountability program within specific geographic areas and selected schools where the social accountability program is being implemented. There might be likelihood that stake holder's response could be different if the study is carried out another time.

Organization of the study

The organization of the study will include five parts that the first part as an introductory part, including statement of the problem, objectives of the study, significance of the study, delimitation of the study and limitation of the study. The second chapters will include review of the literature, the third chapter contains the methodology part, the fourth part will addresses the result of the study and the final fifth part will address the conclusion and recommendation part.

Operational definitions

Accountability: Accountability can be defined as “the obligation of public power holders to account for or take responsibility for their actions (Carmen, 2004). Accountability exists when power holders must explain and justify their actions or face sanctions.” (McNeil and Malena, 2010).

Running Head: Social Accountability Program for Improving Primary Education Quality

Social accountability: is an evolving umbrella that encompass citizens monitoring public and /or private sectors performance, public information access system, public complaint and grievance redress mechanism and citizen participation in resource allocation.

(<http://www.socialaccountability.net> , 2015)

Social accountability program: is process/means to or by which ordinary citizens namely children and community who are the users of primary education services, voice their needs and create opportunities to hold school administrators and woreda education officials accountable for their actions to improve quality education service delivery(ESAP2, 2016).

Children: - students who are attending the first and second cycle of primary education.

Citizens- students who are attending primary education in the selected schools

Primary Education: It includes to both first cycle (grade 1-4) and second cycle (grade 5-8) within the Ethiopian government education system.

CHAPTER TWO: REVIEW OF THE LITERATURE

Concept of social accountability

Accountability

In order to explain the concept of social accountability it is essential to first start with a concrete definition of accountability. Accountability can be defined as “the obligation of public power holders to account for or take responsibility for their actions (Carmen, 2004). Accountability exists when power holders must explain and justify their actions or face sanctions.” (McNeil and Malena, 2010). Power-holders refers to those who hold political, financial or other forms of power and include officials in government, private corporations, international financial institutions and civil society organizations. The concept of social accountability underlines both the right and the corresponding responsibility of citizens to expect and ensure that government acts in the best interests of the people (World Bank, 2005).

Social accountability

Having said about accountability concept more broadly, then social accountability is a specific type of accountability. Social accountability has been defined as an approach towards building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organizations who participate directly or indirectly in exacting accountability (Malena, Forster and Singh, 2004 cited in Ahmad, 2008). It involves a process of engagement and dialogue between citizens, civil society and the state, in order to make government more responsive to citizens’ needs. Recent practices implementing the concepts of social accountability include, among others, participatory budgeting, public expenditure tracking, monitoring of public service delivery, investigative journalism, public commissions and citizen

Running Head: Social Accountability Program for Improving Primary Education Quality

advisory boards. A key feature of such practices is the increased reliance on Civil Society Organization (CSOs) to influence government priorities for spending and reform, and monitoring public expenditures. Some of the best models have arisen at the local level, either from civil society or local government usually with external donor support, and signal the importance of reaching down to local levels for innovation.

In the context of social accountability, we can speak of a ‘demand’ and a ‘supply’ side of accountability. Supporting the ‘demand side’ which has got, increased attention has been paid to the ‘demand side’ which means that citizens are supported to understand (and put into practice), their entitlements and responsibilities with respect to access and use of basic public services. SA aims to empower and build the capacity of citizens and civic groups to demand better basic public services and hold service providers accountable for poor performance. It does not mean that citizens are accountable for the delivery of basic public services. On other hand, the ‘supply side’, which is traditional, one, the SA engages with government officials and service providers with the aim of making them more accountable: to develop and establish mechanisms and procedures to listen to citizens’ voices, demands and priorities. It also requires service providers to respond with appropriate solutions to service delivery deficiencies in a timely manner (Carmen, et.al 2004).

As stated by Carmen (2004), Social accountability is conceptualized as mechanisms having a key role to play in improving governance and deepening democracy. Social accountability is sometimes referred to as the “demand side of good governance”, as it is based upon the active involvement of citizens. It also has strong potential to contribute to poverty reduction through more-pro-poor policy design, improved service delivery, and empowerment. In addition, social

Running Head: Social Accountability Program for Improving Primary Education Quality

accountability initiatives have great potential and have already been used to draw attention to the needs of vulnerable groups in society, whether disabled people, children or youth.

Social Accountability Tools

The basic social accountability tools that promote and foster effective, efficient, equitable and quality basic service delivery are for example: Participatory Budgeting (PB), Public Expenditure Tracking (PET), Citizens' Report Cards (CRC) and Community Score Card(CSC).The effectiveness and sustainability of social accountability tools are improved when they are “institutionalized” – that is, when the government has incorporated the use of these tools into its practices and when the state’s own mechanisms of accountability are rendered more transparent and open to civic engagement. It is also improved when citizen groups and community based organization and membership-based organizations actively and routinely use social accountability mechanisms and tools to assess service providers’ performance, advocate and negotiate for change, and participate in basic services planning and delivery (ESAP2).

A brief description of the four frequently used social accountability tools is given below.

Participatory Budgeting (PB)

The process of Participatory Budgeting involves stakeholders and/or independent individuals, such as citizens and citizen groups, in the formulation of the basic services budget. Through their involvement, they can influence the amount and priorities of budgets allocated to basic services delivery. In the process, stakeholders examine and assess public budgets in relation to policy, preparation processes, implementation and outputs. This implies information sharing, focus groups consultations, and collaborative discussions among different groups and in the end, citizen contributions to governments’ decision-making. If deemed necessary, civil society actors prepare

Running Head: Social Accountability Program for Improving Primary Education Quality

alternative budgets aiming at influencing budget formulation by expressing their preferences for budget allocations. Participatory budgeting usually occurs at the local level but can be applied at higher levels of government (ESAP2).

Public Expenditure Tracking (PET)

Public Expenditure Tracking surveys the flow of resources (human, financial, in-kind) through various levels of government to observe how much of the originally allocated public resources reach each level. Citizen groups can thus track how the local government actually spends funds, with the aim of identifying leakages and/or bottlenecks in the flow of financial resources or inputs. PET can track funds for basic services, such as funds for textbooks in primary education and funds for medication in health clinics. It can stimulate reforms through access to relevant information and reviewing priorities through interface meetings of government representatives and community members. Information is disseminated through media, publications and public meetings (ESAP2).

Citizens' Report Cards (CRC)

The Citizens' Report Card process involves gathering and disseminating citizen feedback on the access and quality of services to facilitate improvements in service delivery. The CRC is designed for a single locality and can be used in both rural and urban areas. CRC's are surveys that compile service users' opinions on their satisfaction with service delivery, availability, usage, quality and equity. A key component is interface meetings where citizens can engage with government officials to address their concerns regarding service delivery, quality or equity and jointly agree on a reform agenda and action plan to be monitored by both sides (ESAP2)

Running Head: Social Accountability Program for Improving Primary Education Quality

Community Score Card (CSC)

A Community Score Card is a tool where community members evaluate their access to basic services and the quality of services they receive. It is a participatory tool for assessing, planning, monitoring and evaluating basic services. In focus group discussions, community members develop indicators to evaluate the services they receive.

At the same time, the service providers also assess in their focus group their performance in delivering services according to indicators. Access, quality and equity of basic service delivery are indicators used for evaluating performance. In interface meetings, service providers and service receivers present the results of their assessments, and discuss and analyze discrepancies found. Jointly, a reform agenda will be prepared with a plan of action to improve the services by all stakeholders. All stakeholders jointly steer and monitor the implementation of the action plan (ESAP2).

Social accountability: Building Blocks

Citizens can take an extremely broad array of actions that can hold government officials and bureaucrats accountable (Carmen Malena, Reiner Forster, 2004). These actions may be carried out by a wide range of actors like individual citizens, communities, CSOs, and media. Some of the common key elements or building blocks of social accountability includes: (a) building information/accessing information. Accessing or generating relevant information and building a credible evidence base that will serve to hold public officials accountable is a critical aspect of social accountability. (b) Making the voice of citizens heard(c) Advocating and negotiating for change. The most crucial and challenging element of a social accountability strategy is to be able to elicit a response from public officials and effect real change.

Social accountability program and quality education

The definition of quality in education is relative and not easy to define and measure (Derebssa, 2006). However, many educators agree that an adequate definition of quality of education must be related to students' achievement (output) as its basis. With regards to schooling, the concept of quality is linked to how efficiently learning takes place. This is believed to be strongly determined by the teaching and learning style taking place at the classroom level, teachers' subject knowledge and pedagogical skills, the availability of textbooks and other learning materials including the time spent by pupils actually learning their lessons (Derebssa, 2006 cited in UNESCO,1993). Therefore, Social accountability mechanisms can complement public sector reforms, by addressing the demand side aspects of public service delivery, monitoring and accountability (Carmen, 2004).

Social accountability has been used effectively in education sector across the globe to improve education outcomes. Some characteristics of education sector make it especially amenable to social accountability. Provision of quality education services depends on multiple accountability relationships among a large number of stakeholders, for example, between policy makers and citizens, among different tiers of government, school administration and teachers, and between teachers and their students. Social accountability approaches can effectively complement other forms of accountability in enforcing these multiple relationships. Moreover, education outcomes overwhelmingly depend on teacher behavior in class and with her students, which is difficult to measure and standardize (McLoughlin and Batley, 2012). Various social accountability approaches are used in the education sector with aims as diverse as to tackle the problem of

Running Head: Social Accountability Program for Improving Primary Education Quality

teacher absenteeism and increasing accountability in the procurement of textbooks. Perhaps, the most prominent way has been to establish forms of multi-stakeholder decision-making and monitoring bodies such as School Management Committees (SMC) or Parent Teacher Student Associations (PTSA). Stakeholders generally include community members, parents, students, teachers and local government representatives.

Defining Quality in Education

Education is universally acknowledged in a vast body of literature as an essential element in the process of national development (UNESCO, 2005). Today, with a greater understanding of the function that education has in society and in the nation as a whole, the world is striving to deliver primary education to every child. In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the center. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999).

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

Running Head: Social Accountability Program for Improving Primary Education Quality

- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Piphoo, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993).

Social Accountability Experience in Ethiopia

The social accountability initiative program which is called Ethiopian social accountability program (ESAP) is an extension of a pilot project called Protection of Basic Service (PBS) piloted between January 2008 and June 2009. In 2006, the Ethiopian Government with the collaboration of the World Bank in and also with other development Partners like DFID and Irish Aid introduced the initiative to strengthen service delivery at the Woreda / town level (Piloting Social Accountability in Ethiopia, 2010). Although the initiative is new to Ethiopia, social accountability is a widely practiced program in different African countries. Social

Running Head: Social Accountability Program for Improving Primary Education Quality

accountability is a process by which community members voice their need and preference; and also influence decision maker and administration bodies to acquire quality basic social services like educational services service. The initiative tried to build accountability through empowered and capacitated role of individuals, groups and communities.

Different organizations are using various social accountability tools to improve basic service delivery in five sectors (ESAP Flash, 2014). The tools used under social accountability project are known to be community lead techniques promoting bottom up approach. The Social Accountability tools adopted by implementers in the Ethiopian Social Accountability Project include: the Community Score Card, the Citizen Report Card, Participatory Budgeting and planning, Gender Responsive Budgeting, and Social Audit. (Protection of Basic Services, 2013)

Ethiopia's Promoting Basic Services Program (formerly the Protection of Basic Services Program) is a nationwide program that aims to contribute to (i) expanding nationwide access to basic services notably education, health, water supply, sanitation, rural roads and agricultural extension services, and (ii) improving the quality of these services. It funds block grants that support adequate staffing and recurrent expenditures for these services, accompanied by measures to promote transparency and accountability at the woreda (district) level. It has also helped to strengthen the decentralized public financial management system and supports local civil society organizations that improve opportunities for citizens to provide feedback on service delivery to local administrators and service providers (Protection of Basic Services, 2013).

Social accountability is a relatively new concept in Ethiopia. Apart from the first pilot project, ESAP1, which tested Social Accountability on a much smaller scale, the methods, tools, and principles have never been used in government programs. As a pilot project, ESAP1 was

Running Head: Social Accountability Program for Improving Primary Education Quality

implemented in 86 Woredas in selected regions of Ethiopia and covered four sectors: education, health, water and sanitation, and agriculture. Under ESAP2, SA is being implemented in 223 Woredas and covers all regions including the federal cities of Addis Ababa and Dire Dawa. It includes the rural roads sector in addition to the four sectors covered under ESAP1 (Protection of Basic Services, 2013).

Ethiopia's Promoting Basic Services Program (formerly the Protection of Basic Services Program) is a nationwide program that aims to contribute to (i) expanding nationwide access to basic services notably education, health, water supply, sanitation, rural roads and agricultural extension services, and (ii) improving the quality of these services. It funds block grants that support adequate staffing and recurrent expenditures for these services, accompanied by measures to promote transparency and accountability at the woreda (district) level. It has also helped to strengthen the decentralized public financial management system and supports local civil society organizations that improve opportunities for citizens to provide feedback on service delivery to local administrators and service providers.

The PBS was established in 2006 and is now in its third phase, with financing of \$600 million for PBS III approved by the World Bank in September 2012. It is a national program that serves about 84 million people across Ethiopia, and has contributed to large gains in human development and Ethiopia's rapid progress towards many of the Millennium Development Goals that fall due in 2015. The PBS has greatly strengthened Ethiopia's delivery of public services, by enabling woredas to hire 100,000 additional primary school teachers; 38,000 health extension workers (two for every kebele or ward); and 45,000 agricultural extension workers. It has also supported the setting up of 500 woreda road desks that are working to improve rural transport services (ESAP-2, 2013).

Running Head: Social Accountability Program for Improving Primary Education Quality

Greater capacity to deliver public services and enhanced government accountability for these services has contributed to some exceptionally strong development results in Ethiopia between 2004 and 2012: More children survive their 5th birthdays—child mortality has fallen from 118 per 1,000 births to 68. More children are in school—the net primary enrollment rate has grown rapidly from 68% to 85.9%. More people have water in rural areas access to safe water has doubled from 35% to 71%. Ethiopia has achieved the Millennium Development Goals (MDGs) for child mortality. It is also on track for achieving them in gender parity in education, HIV/AIDS, and malaria and good progress has been made in universal primary education (ibid).

In the context of Social Accountability, we can speak of a ‘demand’ and a ‘supply’ side of accountability. Supporting the ‘demand side’ means that citizens are supported to understand (and put into practice), their entitlements and responsibilities with respect to access and use of basic public services. SA aims to empower and build the capacity of citizens and civic groups to demand better basic public services and hold service providers accountable for poor performance. It does not mean that citizens are accountable for the delivery of basic public services. In many Woredas and Kebeles, social accountability has promoted collaborative problem solving, and better citizen-service provider relationship in which Wolmera woreda is one of them.

CHAPTER THREE: RESEARCH METHODOLOGY

Description of the study area

The study area is in Wolmera Woreda. Wolmera Woreda is found in Holeta which is a town and separate woreda in central Ethiopia, Located in the Oromia special Zone surrounding Finfinne of the Oromia Region. It is found on the main road of Addis Ababa to Ambo. It is 45 kilometers away from Addis Ababa towards the West direction, at an altitude of 2400 meters above sea level in central high lands. The research was conducted in two primary schools out of five primary schools supported by HUNDEE Oromo Grassroots Development Initiative.

HUNDEE Oromo Grassroots Development Initiative is a local not-for-profit, and non-denominational membership NGO established in April 1995. Pursuant to the new law on charities and societies, proclamation No.621/2009, it is re-registered as Ethiopian Resident Charity under registration No. 0074. Its primary economic and social engagements over the years entailed working for and with resource poor rural and peri-urban communities. So far, HUNDEE exclusively operates in Oromia National Regional State, the largest and most populous state of the nine federated states of the Federal Democratic Republic of Ethiopia. It has nine semi-decentralized area offices and more than five project offices, and through these area offices it maintains active presence in executing and monitoring day-to-day activities aimed at improving the livelihoods of the communities it works with and for. It has two major areas of engagements, namely development and community/popular education. Currently, HUNDEE's development and community education programs are being promoted in nearly 50 target Woredas often identified and specifically situated in ten administration zones of Oromia National Regional State. Wolmera woreda of Holeta town is among the 50 target woredas where the organization has been implementing social accountability programs on two sectors namely education and water.

Running Head: Social Accountability Program for Improving Primary Education Quality

HUNDEE is currently implementing SA program in five primary schools in the target Woreda. (<https://hundee-oromo-grassroots-development-initiative>)

Study design and approach

This research used descriptive design. Descriptive research is selected to better describe the characteristic of population and phenomena under study. The study tries to describe the extent to which the social accountability program has been implemented as per the social accountability implementation standard. The research design used in this research is descriptive with the justifications such as the kind of problems identified and the research questions raised in this study directly interconnect the theoretical arguments forwarded by scholar in favor of descriptive method. For example, according to Krueger and Newman (2006), descriptive research “presents a picture of the specific details of a situation, social setting, or relationship, problem, phenomena program and the needs of community.”As a result, in this study descriptive study was employed due to the problems, the research questions and the types of questions will engaging to the above determents of descriptive design. Hence, the research attempts to assess the contribution of SA program in primary education quality, descriptive research design is more appropriate to describe phenomena’s of process.

For more complete and comprehensive understanding of the research problem, the researcher will use both qualitative and quantitative research approach. Ragin (1994) as cited in Krueger and Newman (2006), explained the complementary feature of qualitative and quantitative research methods, accordingly most quantitative methods condense data and show big picture, whereas qualitative methods are known to be data enhancers and demonstrate key aspect of cases more

Running Head: Social Accountability Program for Improving Primary Education Quality

clearly. Thus, a mixed research combining survey with key informant interview and FGDs has been used to compliment data and obtain relevant information in the area.

Study Participants

Data regarding the contribution of social accountability program for improvement of quality education was gathered in numerous ways by making reference document review, interviewing and surveying. For the purpose of this study, data was collected from both primary and secondary source so as to answer the basic questions of this research. It is believed that the combination of both primary and secondary information obtained from different groups of respondents and organizational documents has given a clear picture of the existing situation.

Data collection tools

Primary data

Survey Question

Primary quantitative data was collected through survey questionnaire using a structured and semi-structured question. First, the questionnaire was developed in English and then translated into Afan Oromo for ease questions and it was pre tested by pilot survey outside the sample respondents. To ensure its reliability and validity, standardized questionnaire was employed and also face validity and content validity are checked. To check the face validity of the questionnaire, teachers and members of Parent Teacher and Students' Association filled during the pilot test exercise. The questionnaire was shared to three social accountability experts who have ample experience on the issue, to review and provide their feedbacks. Thus, the instrument was further improved before it was administered. The final questionnaire was administered to members of the social accountability groups in schools. Data that was collected for the study includes strategies

Running Head: Social Accountability Program for Improving Primary Education Quality

or ways used by SA program namely; about accessing information, making the voice of the citizens heard, engaging in a process of negotiation for change and situation of primary education quality indicators. To make the data collection easy and comprehensive, one assistant data collector was deployed to support the researcher.

Focus Group Discussions (FGDs)

One of the tools used in this study to collect primary qualitative data is through FGDs. Research participants for these data were selected based on their knowledge and experience in working on social accountability program in improving the quality of primary education. Using purposive sampling technique, 15 respondents from the social accountability group at school, kebele and woreda level were taken for FGD to substantiate data obtained from quantitative research. Members of social accountability groups at kebele and woreda levels, Parent Teacher Student Association (PTA), teachers, school principals, kebele and woreda council members and education officials were FGDs participants. In general, two focus group discussions were organized composing from member of social accountability group at woreda, kebele and school level. Thus, a maximum of 8 persons participated in the focus group discussions. Data that was collected for the study includes strategies or ways used by SA program namely; about accessing information, making the voice of the citizens heard, engaging in a process of negotiation for change and situation of primary education quality indicators.

In depth interview

The researcher also conducted face to face interviews with participants with the help of interview guide to collect primary qualitative data. Participants for these data were selected based on their knowledge and experience in working on social accountability program in improving the quality

Running Head: Social Accountability Program for Improving Primary Education Quality

of primary education. In-depth interview was used to collect data from three key informants from social accountability program implementing organization including (two experts and one program coordinator) and one participant from school principal ,i.e. all together four individuals were used as key informant.. In-depth interview facilitates respondents to give their explanations of their experiences, opinions and feelings in their own way (Payne and Payne, 2004). This is to substantiate data obtained from quantitative research.

Secondary sources

Secondary data gathering techniques of analyzing written documents- both published and unpublished materials were used for this study. Document review used for secondary data gathering from written documents both published and unpublished material such as the social accountability program document, school administration documents, policy documents on social accountability and related materials were reviewed.

Study population

The main study populations for this study were children who are members of social accountability clubs at school level. Members of social accountability committee at kebele and woreda level which includes kebele and woreda council members, one member from Financial Transparency and Accountability (FTA), parents, teachers, Parent Teachers Association (PTA), school principals, and woreda education officials were FGDs participants. Key informants were selected from social accountability program implementing organization and one school principal.

Sampling techniques

The selection of samples followed multi-stage sampling procedure. To get members of social accountability clubs at school level, first number of schools that get support from SA program

Running Head: Social Accountability Program for Improving Primary Education Quality

implementing organization in the woreda were identified; then, number of SA clubs in the selected schools was identified; finally, members of social accountability clubs were selected.

There are five schools in five kebeles where SA practices are being implemented. Among which, two Primary schools from two kebeles were selected through simple random sampling technique method. The names of these schools are Barkume primary school which is found in Bakaka kebele and Abba W/Mariam primary school in Marfata tokkofa kebele. Each selected schools has one SA club having 40 student members each. All together there are 80 students in the selected schools. Finally, using random sampling technique, the sample respondents (students) from school level social accountability clubs were determined.

Sample size

Using random sampling technique, the sample respondents (students) from school level social accountability groups were determined based on the following formula (Yamane, 1967), a famous statistician who has had great contribution in developing sampling methods and this sample size calculation is one of his achievements.

$n = N / (1 + N(e)^2)$ where 'n' is number of respondents to be selected.

'N' is the members of the school level social accountability groups which equals members (population).

'e' is the precision level. A 95% confidence level was taken and $e=0.05$

$$n = 80 / (1 + 80(.05)^2)$$

$n = 67$ so, this is the sample size for this study

Running Head: Social Accountability Program for Improving Primary Education Quality

Data Analysis Methods

The method of data analysis was mainly descriptive type and the analysis has been handled in a way that each issue included in the study is addressed. For quantitative data, the filled questionnaires were used as main inputs. Frequency and percentages will be generated and analyzed. The result of the analysis will be presented using tables. For qualitative data; FGDs and KIIs text will be written and typed and the responses were analyzed by arranging them in the general categories identified in the discussion guide and used to substantiate the quantitative data.

Ethical Considerations

This study was carried out as per the code of Ethic of Social Work. Prior to the assessment the researcher has obtained approval of the research proposal from the school of social work in Addis Ababa University. A consent letter from the School of social work was given to administration bodies and organizations where the study was conducted.

The Researcher described the main purpose of the study in the consent letter and provided the purpose to the participants. The objective and importance of the study was explained to all participants and those participants who refused to participate in the study were not forced to participate. Confidentiality was granted for information that had been collected from each study participants.

CHAPTER FOUR: FINDINGS

Introduction

This section of the study intends to show findings based on the data collected through qualitative and quantitative research methods. The findings are classified in to three parts. The first part deals with the description of the respondents (sex, age, and address, name of the schools and level of education). The second part assesses the extent to which the social accountability program is implemented to improve the quality of primary education service delivery focusing on accessing information, making the voice of citizens heard and engaging in a process of negotiation for change. Whereas, the third part focuses on the contributions of social accountability program in improving quality of primary education services deliveries.

Description of Respondents

A total number of 67 respondents were participated in the survey, and the response rate was 100%. Based on the survey result, 61% of the participants in the school social accountability club are males and 38.8% are females. Consequently, the participants of the school social accountability clubs are from different age groups where 80.6% of the respondents are identified to be between age ranges of 11-14 years old and 13.4% are above 15 years old.

Running Head: Social Accountability Program for Improving Primary Education Quality

Table 4.1 Age and sex of Respondents						
Age Group	Male		Female		Total	
	No	% of total	No	% of total	No	% of total
7-10	3	4.5%	1	1.5%	4	6%
11-14	32	47.8%	22	32.4%	54	80.6
Above 15	6	13.4%	3	4.5%	9	13.4%
Total	41	61.2%	26	38.8%	67	100%

Source: computed from survey result

Table 4.2 Address and School of Respondents								
		Address of Respondents				Total		
		Bakaka kebele		Marfata tokkoffa kebele				
Name of the School		NO	% of total	No	%	No	%	
		Barkume Primary school	34	50.7%	0	0%	34	50.7%
		Abba W/Mariam Primary School	0	0%	33	49.3%	33	49.3%
Total		34	50.7%	33	49.3%	67	100%	

Source: computed from survey result

Running Head: Social Accountability Program for Improving Primary Education Quality

The above table 4.2 indicates the school and address of respondents. Based on this, 50.7% of the respondents were from Barkume primary school which is found in Bakaka kebele and 49.3% of the respondents are from Abba W/Mariam primary school of Marfata Tokkofa kebele.

		Frequency	Percentage
Level of Education	Attending first cycle(1-4)	10	14.9%
	Attending Second Cycle(5-8)	57	85.1%
	Total	67	100%

Source: computed from survey result

As we can see from the table 4.3 above, majority of the respondents 85.1% were social accountability club members attending second cycle primary education (5-8). Respondents from the first cycle (1-4) account only 14.9%. As it is stated by the school principal, most social accountability club members are from the second cycle(5-8); this is because students in the second cycle are matured and aware of their entitlements to demand better education than those in the first cycle.

Running Head: Social Accountability Program for Improving Primary Education
Quality

Table 4.4. Summary of FGD and KII participants					
NO	Name of the Participant	Sex	Age	Education	Organization / Position
KII Participants					
1.	KIP01	M	34	Degree	HUNDDEE
2.	KIP02	M	36	Degree	HUNDDEE
3.	KIP03	M	40	Degree	FTA focal
4.	KIP04	M	42	Degree	School Principal
FGD Participants					
1.	FGP001	M	44	Diploma	Kebele SAC
2.	FGP002	F	33	Degree	Woreda SAC
3.	FGP003	M	28	Diploma	School Teacher
4.	FGP004	M	36	12 Complete	PTA member
5.	FGD005	F	30	10+	Woreda SAC
6.	FGD006	M	32	Degree	SA Expert
7.	FGP007	M	26	Diploma	School Teacher
8.	FGP008	F	28	Diploma	Kebele SAC
9.	FGP009	F	25	10+2	Kebele SAC
10.	FGP010	M	46	Diploma	Woreda SAC
11.	FGP011	M	40	10	PTA
12.	FGP012	M	39	Degree	Principal/Barkume
13.	FGP013	M	41	Degree	Woreda SAC
14.	FGP014	M	32	Diploma	Kebele SAC
15.	FGP015	M	36	12+	Kebele SAC

Running Head: Social Accountability Program for Improving Primary Education Quality

Major results of the study

Accessing Information

Table 4.4.1 Respondent's understanding of their entitlements to demand for quality education provision						
			Response of Participants			Total
			Yes	No	Don't know	
Name of School	Barkume Primary School	No	27	2	5	34
		%	79.4%	5.9%	14.7%	100%
	Abba W/Mariam Primary School	No	31	0	2	33
		%	93.9%	0	6.1%	100%
Total		No	58	2	7	67
		%	86.6%	3%	10.4%	100%

Source: computed from survey result

As it can be seen from the table 4.4 above, (86.6%)of the respondents knew their entitlement as a citizen to demand better provision of quality primary education where as 10.4% of the respondents do not know their entitlement to demand quality education. The remaining 3% of the respondents were not certain if it is their entitlement or not. In this regard, in Abba W/Mariam primary school majority of the respondents knew their entitlement to demand quality education and no social accountability club member has responded as he/she was not quite sure of his/her entitlement.

Running Head: Social Accountability Program for Improving Primary Education Quality

			Response of Participants			Total
			Yes	No	Don't know	
Name of the School	Barkume Primary School	Count	22	5	7	34
		%	64.7%	14.7%	20.6%	100%
	Abba W/Mariam Primary School	Count	25	3	5	33
		%	75.8%	9.1%	15.1%	100%
Total	Count	47	8	12	67	
	%	70%	12%	18%	100%	

Source: computed from survey result

As indicated in the table 4.5 above, (70%) of respondents confirmed that they were consulted by the school administration and participated in the investment of quality education. 12% of the respondents indicated that they are not consulted or participated in the investment of quality education and the remaining 18% of the respondents indicated as they had no idea about it. In both schools the percentage of respondents who are consulted by the school administration is high. In line with this, the findings of the focus group discussion indicated that intensive training had been given on how to exercise social accountability program, and the appointments of committed social accountability committee has made the work easy from the very beginning. One of the key informants (KIP01) a social accountability expert working on the program has stated his views like this:

“Before implementing the program on the selected schools in Wolmera woreda, the organization (HUNDDEE) arranged an interface meeting where more than 300

Running Head: Social Accountability Program for Improving Primary Education Quality

community members and the service providers, including the town administrator, Woreda council, kebele officials and heads of sector offices come together and a thorough discussion was made on the main aim of the program and awareness was created. As a result, 15 social accountability committees were selected at woreda level and 7 social accountability committees at kebele level. The SAC members trained the community develop group members. Then, FGD groups were established and the SA tool application was started. After that, FGDs identified and prioritized service issues. Finally, kebele and woreda level interface meeting was conducted. Service providers and users reached an agreement on service issues and prepared a joint action plan (JAP) to solve the issues identified. Then the JAPs will be signed and distributed to service providers to be incorporated in their annual plan to allot budget for these activities and to support the implementation. Intensive training has been given for the committees to create awareness and internalize the aim of the program. That is why we are witnessing rapid progress in these schools”.

Table 4.6: Access to information on their School’s education development plan and budget allocation

			Response of the Participants			Total
			Yes	No	Don’t know	
Name of the School	Barkume Primary School	Count	16	6	12	34
		%	47%	17.7%	35.3%	100%
	Abba W/Mariam Primary School	Count	12	7	14	33
		%	36.4%	21.2%	42.4%	100%
Total		Count	28	13	26	67
		%	41.8%	19.4%	38.8%	100%

Source: computed from survey result

Running Head: Social Accountability Program for Improving Primary Education Quality

In the Table 4-6 above, the rate of respondents who have access to information on their schools' development plan and budget allocation is 41.8% whereas the remaining 38.8% and 19.4 % respectively did not have information and they are not quite sure on the issue. As it is observed in the table above, in Abba W/Mariam School 42.4% of the respondents did not have any information on their school's development plan and budget allocation.

From the focus group discussion findings, the social accountability committees are aware of their rights to access information on the quality education standard, school development plan, and budget allocation. But the social accountability clubs at school level have little knowledge on these issues.

Regarding this, (KIP04) the principal of Abba W/Mariam primary school expressed his views in this way:

“Though we know that every social accountability club members have the right to access information on the school's development plan and budget allocations some have little knowledge on those issues due to the nature of complexity of budget allocations and the understanding level of young citizens about budget allocations. So we are working further towards enhancement of transparency around budgeting and monitoring procedures to members of social accountability clubs at school level.”

Running Head: Social Accountability Program for Improving Primary Education Quality

				Response of the participants			Total
				Yes	No	Don't know	
Name of school	Barkume Primary School	Count	19	6	9	34	
		%	55.9%	17.6%	26.5%	100%	
	Abba W/Mariam Primary School	Count	16	5	12	33	
		%	48.5%	15.1%	36.4%	100%	
Total		Count	35	11	21	67	
		%	52.2%	16.4%	31.4%	100%	

Source: computed from survey result

As it is indicated in the above Table- 4.7, (52.2%) of participants approached a service provider in the past year with the support of the Social Accountability Implementing Partner and the remaining 31.4% are they are not approached by the implementing organization and 16.4% of respondents were not quite sure. Regarding the schools, both schools have relatively better approached with the implementing organizations. To substantiate the findings from the survey, the focused group discussion findings indicated that service providers are considering the social accountability implementing partner as key stakeholder in the schools development activities. Accordingly, the organization is working very closely with the service provider through facilitating trainings and regular interface meeting to create awareness on how to implement social accountability program at all levels. One of the school's principal (FGP4) has stated his views as the following:

Running Head: Social Accountability Program for Improving Primary Education Quality

“The most challenging issue before the social accountability program was teacher absenteeism and student dropouts. Besides, the school had inadequate educational inputs which help to improve quality education. But after HUNDDEE has started implementing the social accountability program in our school, the social accountability committees have been empowered to influence decisions and demand better quality education service delivery. As a result, the above problems are addressed and the school is in progress”.

Table 4.8 Availability of Mechanisms/platforms/ for Complaints of respondents to access Quality Education

			Response of Participants				Total	
			Yes		No			Don't know
Name of school	Barkume Primary School	Count	21		4		9	34
		%	61.7		11.8		26.5	100
	Abba W/Mariam Primary School	Count	20		3		10	33
		%	60.6		9.1		30.3	100
Total		Count	41		7		19	67
		%	61.2		10.5		28.3	100

Source: computed from survey result

The above Table 4.8 shows respondents' means of submitting their complaints on problems of getting quality education services to the schools' administration. Based on the survey; majority of the respondents (61.2%) responded as there is a means to submit their complaints to schools administration. About 30.3% of respondents in Abba W/Mariam Primary School did not know the mechanism on how to submit their complaints and also the remaining 10.5% are not quite sure on how to submit their complaints.

Running Head: Social Accountability Program for Improving Primary Education Quality

Regarding this, FGD participants agree that, the school administration has a regular monthly meeting with the social accountability clubs members. During this meeting the students raise different issues concerning quality education. For example students might complain about teacher absenteeism, compensation for missed classes, teachers' relationship with students and the like. Then the school administration will take corrective measures. Besides, the school encourages social accountability club members to bring their complaints to the office as soon as the problem occurs. So, there is no need to wait till the monthly meeting. Moreover, the school is working very closely with Parent Teacher Student Associations to respond to citizens' need.

As one of the key informants (KIP03) who is a social accountability expert described,

“Through engaging citizens with proper use and application of social accountability tools, our organization (HUNDDEE) has created a conducive environment for dialogue between schools (service providers) and citizens (service users). To help citizens and community members evaluate their access to quality education they receive, we collect the views of citizens through a community score card. It is a participatory tool for assessing, planning, monitoring, and evaluating the quality of services. The organization has been using community score cards to monitor service quality and gather the view of citizens. Information is generated through input tracking, focus group interactions and interface meetings.”

Running Head: Social Accountability Program for Improving Primary Education
Quality

Table 4.9 Ways of Submitting Citizens Complaints					
			Name of School		Total
			Barkume Primary School	Abba W/Mariam Primary School	
Response of Participants	Individually by yourself to service providers	Count	7	9	16
		%	20.6%	27.3%	23.9%
	Together with social accountability committee members	Count	12	10	22
		%	35.3%	30.3%	32.8%
	Through Parent Teacher Student Associations	Count	5	6	11
		%	14.7%	18.2%	16.4%
	Through all the above	Count	10	8	18
		%	29.4%	24.2%	26.9%
	Other	Count	0	0	0
		%	0%	0%	0%
Total		Count	34	33	67
		%	100%	100%	100%

Source: computed from survey result

As it can be seen in the above Table 4.9, citizens submit their complaints through various means. 32.8% of the respondents submit complains together with social accountability committee members, 23.9% of the respondents submit their complaints individually. 16.4% of the respondents submit their complaints through Parent Teacher Student Association and the remaining 26.9% of respondents submit their complaints through all the mentioned ways. No respondent from both schools has responded to submit their complaints through other ways.

The findings of focus group discussion, Indicated that the social accountability members were given trainings to create awareness about their rights, responsibilities and entitlements to contribute to and demand better quality education. Besides, they were also informed on ways of redressing their grievances to the school administration, PTA, and kebele SA committees respectively.

Running Head: Social Accountability Program for Improving Primary Education Quality

Table 4.10 Reasons for not demanding their rights to quality primary education if any					
			Name of School		Total
			Barkume Primary School	Abba W/Mariam Primary School	
Response of the participants	Because I don't know the means of submitting my complaints	Count	7	5	12
		%	20.6%	15.2%	17.9%
	Because I feel I don't get response	Count	6	8	14
		%	17.7%	24.2%	20.9%
	Because I am afraid of reprisals	Count	19	16	35
		%	55.9%	48.5%	52.2%
	Any other reason	Count	2	4	6
		%	5.8%	12.1%	9%
Total		Count	34	33	67
		%	100	100	100

As it is indicated in the above Table 4.10, majority of the respondents (52.2%) are afraid of reprisals if they complain about better education services. 20.9% of respondents indicated that, they don't want to complain their concern because of they feel that they do not get responses from the service provider and 17.9% of them do not know the means of submission of complaints. The remaining 9% responded as they have any other means of not submitting their complaints. In connection with this, 55.9% of respondents in Barkume Primary School indicated that, the reason why they don't want to submit their complaints are because they are afraid of reprisals.

The focus group participants agreed that although the participation of students to demand their right is improving, the reprisal issues raised by participant students should be addressed. They indicated that, quality is judged in terms of change. Citizens enter a certain program with limited knowledge and their participation allows them to learn. Thus, to bring quality education, it would be important to empower and consolidate citizens' participation to demand their right and submit their complaints freely.

Running Head: Social Accountability Program for Improving Primary Education Quality

Table 4.11: Duration of responses from services providers to complaints								
			Durations of responses					Total
			Within a week	Within two weeks	Within three weeks	Within a month	Not at all	
School Name	Barkume primary school	count	1	19	8	3	3	34
		%	3%	55.9%	23.5%	8.8%	8.8%	100%
	Abba w/mariam primary school	count	2	18	3	5	5	33
		%	6%	54.5%	9%	15.2%	15.2%	100%
Total		count	3	37	11	8	8	67
		% of total	4.5%	55.3%	16.4%	11.9%	11.9%	100%

Source: computed from survey result

The major lasting impact of social accountability is the awareness created among the citizens on the possibility to demand for their entitlements. From the above table 4.11 most of the respondents (55.3%) get response from service providers within two weeks. Only 4.5% the participants responded that the school administration respond in a week. Whereas 11.9% of the participants responded as they don't get any response from the service provider.

One of the focused group discussant (FGP07), a school teacher from Abba W/Mariam Primary School described his views as the following:

“I have been teaching in this school for the last nine years. Despite poor school facility and inadequate educational inputs, there was no organization or government body accountable to the poor service and performance. Citizens used to keep silent and confronted their sufferings, but this has changed now. Citizens can demand their

Running Head: Social Accountability Program for Improving Primary Education Quality

entitlements to quality education provision and they are given response from the school as much as possible”.

Another key informant from the implementing organization (KIP02) indicated as follows:

“To ensure the desired outcome, that is quality education, the voice and capacity of citizens should be strengthened. Our organization (HUNDDEE) has been enhancing the citizens’ ability to demand greater accountability and responsiveness from service providers and public officials. We do this through enhancing the availability of information, strengthening citizens’ voice, promoting dialogue and consultation between citizens, service providers and public officials for improved performance.”

The focus group discussion findings indicated that, citizens who are member of SA club become more aware and active to claim their entitlements than those who are not member of SA club. The SA club members have a regular interface meeting with school administrations, where they voice their demands and evaluate service delivery. This facilitates constructive dialogues and communication to take place among students and school administrators.

Running Head: Social Accountability Program for Improving Primary Education Quality

Engaging in a process of negotiating for change

Table 4.12: service providers’ survey on the quality of service delivery						
Does service provider conduct regular survey to know students satisfaction on the quality of service delivery?			Responses of participants			
			Yes	No	Don’t know	Total
Schools name	Barkume primary school	count	21	5	8	34
		%	61.8%	14.7%	23.5%	100%
	Abba W/Mariam primary school	count	16	5	12	33
		%	48.4%	15.2%	36.4%	100%
Total		count	37	10	20	67
		% of total	55.2%	14.9%	29.9%	100%

Source: computed from survey result

From the table 4.12 above, 52.2% of the participants responded that, the service provider conducted service users survey occasionally to learn about the quality of primary education service delivery and complaints on the provision of quality education where as 14.9% of the participants responded as the service provider has not conducted any survey on service delivery and 29.9% of them don’t know the information weather the service provide conduct the regular service user survey or not.

As one of the key informants (KIP02) Program coordinator at HUNDDEE indicated that to strengthen citizens’ voice and stimulate direct feedback mechanism between service users and providers a survey on service delivery has been conducted to know the level of satisfaction of citizens and address their complaints on the provision of quality education to bring about change.

Running Head: Social Accountability Program for Improving Primary Education Quality

			Responses of participants			
			Yes	No	Don't know	Total
Schools name	Barkume Primary School	count	22	3	9	34
		%	64.7%	8.8%	26.5%	100%
	Abba W/Mariam Primary School	count	21	2	10	33
		%	63.6%	6.1%	30.3%	100%
Total		count	43	5	19	67
		% of total	64.2%	7.5%	28.3%	100%

Source: computed from survey result

As it can be seen the above table 14, majority (64.2%) of the participants responded as service providers take positive steps to respond to complaints and to resolve the problems expressed in the surveys on users and 28.3% of the respondents did not have any information on the matter.

In this regard, 64% of participants at Barkume Primary School and 63.6% of Participants from Abba W/Mariam Primary School responded the service provider has taken positive action on the citizen's complaints respectively.

One of the focused group discussant (FGP06) Barkume Primary School Principal described as the following:

“The service provider has conducted a survey using community score card to take in to account the needs and concerns of citizens. Then the problems identified by the survey were prioritized. Those problems that could be solved by the service provider were addressed in a short time where as if the identified problem is beyond the service providers, an interface meeting will be held with implementing

Running Head: Social Accountability Program for Improving Primary Education Quality

organization to develop a joint action plan. The findings of the survey and the content of the (JAP) will be handed to kebele, woreda, zonal and regional levels for advocacy with relevant stake holders”.

Table 4.14 Regular meetings conducted by service providers to know quality education services delivery						
			Responses of participants			
			Yes	No	Don't know	Total
School name	Barkume primary school	count	20	8	6	34
		%	58.8%	23.5%	17.7%	100%
	Abba W/Mariam primary school	count	22	4	7	33
		%	66.7%	12.1%	21.2%	100%
Total		count	42	12	13	67
		%	62.7%	17.9%	19.4%	100%

Source: computed from survey result

The relationship between citizens and the providers of public services is at the core of the social accountability concept. To develop this relationship into one where entitlements are realized, quality of service provision is improved, regular meetings should be organized to hear citizens' voice on the provision of quality education service. Based on this 62.7% of the participants responded that forums/meetings are regularly organized by school administrations and 17.9% of the respondents are not certain about the issue. The remaining 19.4% of them did not have any information. With regard to the two schools, Barkume and Abba W/Mariam Primary Schools

Running Head: Social Accountability Program for Improving Primary Education Quality

large number of participants responded as the school organizes meetings regularly (58.8% and 66.7% respectively).

Focus group discussant (FGP09), Barkume Primary School Teacher stated his views as follows:

“Through regular meetings and the provision of intensive trainings, the school community has become more aware of the service standards. Whenever they realize that there is service gap, the social accountability committees will organize an interface meeting with the school administration and have come up with joint solutions. Local resource was mobilized and the identified service gaps were addressed step by step to ensure quality education delivery”.

Table4.15: citizen demands of facilities for quality education services delivery

	Response rate											
	No comment		Very bad		bad		good		Very good		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
How do you rate the provision of qualified teachers	14	20.9%	3	4.5%	10	14.9%	15	22.4%	25	37.3%	67	100%
How do you rate the provision of text books	10	14.9%	3	4.5%	4	5.9%	32	47.8%	18	26.9%	67	100%
How do you rate the provision of desks and chairs	5	7.5%	1	1.5%	1	1.5%	40	59.7%	20	29.9%	67	100%
How do you rate the provision of class rooms	7	10.5%	6	8.9%	12	17.9%	27	40.3%	15	22.4%	67	100%
How do you rate the provision of clean water points	8	11.9%	13	19.4%	17	25.4%	20	29.9%	9	13.4%	67	100%
How do you rate the provision of tutorial class for low achievers and female students	2	3%	4	5.9%	6	8.9%	25	37.3%	30	44.8%	67	100%

Running Head: Social Accountability Program for Improving Primary Education Quality

How do you rate the provision of school library	7	10.5%	2	3%	8	11.9%	32	47.8%	18	26.8%	67	100%
How do you rate the provision of separate toilet facilities for male and female students	3	4.5%	1	1.5%	1	1.5%	28	41.8%	34	50.7%	67	100%
How do rate the provision of equipped laboratory facilities	12	17.9%	16	23.9%	11	16.4%	23	34.3%	5	7.5%	67	100%
How do you rate the provision of pedagogy facilities	13	19.4	14	20.9%	9	13.4%	18	26.9%	13	19.4%	67	100%

Source: computed from survey result

The above Table 4.15 indicates the response of citizens on school facilities for quality education service delivery. The response of participants was presented as follows. Concerning qualified teachers 37% of the participants rated as very good while only 4.5% of them rated as very bad and 20.9% of them had no comment about it. Most of the participants rated the provision of student text books as good (47.8%) and very good (26.9%) respectively. 59.7% of the respondents affirmed that the degree of response from service providers to their demands for fulfillment of additional desk for students was good, while only 1.5% of them rated as it is bad. Concerning the demands of citizens for clean water points, the response rate of participants was 29.9% and 5.9% good and bad respectively. On the other hand, 44.8% of the respondents stated that the degree of response for citizens' demand for an additional tutorial class for low achievers and female students is good, while 5.9% of them stated as it is very bad.

Running Head: Social Accountability Program for Improving Primary Education Quality

The result of citizens' demand for additional library and laboratory facilities is good 47% and 23.9% respectively. Demand for separate toilet facilities for male and female students is rated very well (50.7%)

From the focus group discussion, as (FGP03) one of the PTA indicated, *“Before the social accountability has commenced, students had been taught in a suffocating and dusty classrooms with up to four students in a desk. The toilet facilities were very poor and students were using toilets in queue. But now, after the program has implemented, things have changed. Last year one new block class rooms was built at Barkume Primary School. Now, the student classroom ratio is to the standard.”*

Another focus group discussant (FGP06) head of the woreda education office has much to tell about the changes in the selected schools where the program is implemented. According to him

“The most significant contribution of the program is the method of collecting the voices of the community. This has changed the attitude and social accountability practice of the community. HUNDDEE is implementing SAP in five impoverished schools in our woreda. Nowadays, these schools are in a good progress and the quality of education given to the students has significantly improved. The woreda council member expressed his views in this way: ‘ we are witnessing rapid changes in the community this is because they are now able to voice their concerns and are contributing their time and resource to improve educational inputs and school facilities. The community has built new classes, renovated the school fence. The SA initiative has directly assisted the woreda council and sector offices to allocate resources based on the needs and priorities of the community”.

Running Head: Social Accountability Program for Improving Primary Education Quality

The social accountability coordinator (KIP02) who works at HUNDDEE pointed out that the social accountability clubs have identified the education challenges through intensive discussion and then issues have been prioritized. Among others are pedagogy, laboratory facilities, teachers' absenteeism, school playground, large students' class room ratio. Following this, the social accountability clubs together with the service providers have developed a joint action plan based on the identified problems, time frame and resources to address the challenges in a coordinated manner. For instance, laboratory and pedagogy centers were filled with the necessary equipment.

Table 4.16: effects of Social accountability program on primary education quality indicators

	Responses rate											
	No comment		Very bad		bad		good		Very good		total	
	N	%	N	%	N	%	N	%	N	%	N	%
Percent of teachers who have at least diploma holders	9	13.4%	3	4.5%	1	1.5%	36	53.7%	18	26.9%	67	100%
Student text book ratio in percent	5	7.5%	0	0%	7	10.4%	45	67.2%	10	14.9%	67	100%
Student teacher ratio in percent	14	20.9%	5	7.5%	9	13.4%	23	34.3%	16	23.9%	67	100%
Student class room ratio in percent	12	17.9%	16	23.9%	13	19.4%	15	22.4%	11	16.4%	67	100%
Students who complete grade 5	10	14.9%	6	9%	9	13.4%	22	32.8%	20	29.9%	67	100%
Student who complete grade 8	16	23.9%	7	10.4%	5	7.5%	21	31.3%	18	26.9%	67	100%

Source: computed from survey result

As shown in Table 4.16 above, 57.7% and 26.9% of the participants responded as the presence of qualified teachers in the school is good and very good respectively. 67.2% of participants indicated as the student-textbook ratio is good while only 7.5 of them rated as it is bad. Concerning student-classroom ratio, 22.4% of the participants responded as the student-class ratio is very good where as 23.9% of them indicated as it is very bad. With regard to the completion

Running Head: Social Accountability Program for Improving Primary Education Quality

rate at grade 5 and grade 8, 32.8% and 31.3% of participants responded as the program has contributed in a good manner.

One can understand from the above table that the social accountability program is contributing to the quality of primary education service through improving school facilities and fulfilling educational supplies like: textbook, desks, library and laboratory facilities.

Data collected from the (KIP01), HUNDDEE social accountability program woreda coordinator stated that through empowering social accountability committees and community members, the SA initiative is addressing problems that affect quality primary education by allocating resources based on priorities. Besides, the SA initiative is working with all stake holders in leading and managing the planning, delivery, evaluation and improvement of education service through strategic deployment of resources.

As (FGP02), member of the PTA indicates, he has a daughter who is a student at Barkume Primary School. He deeply knows the changes the school has brought in recent years, both as a father and a (PTA) member. He remembers that the school and its services were by far less than the standard set by the government. *“But things have now significantly improved. I can see the change in my daughter’s school progress. Before, she was sharing text books with other students. The communication between the school and student parents on the student’s progress was very poor. But after the program has started, we know each and every activity that takes place in the school.”*

In connection to this, the principal of Abba W/Mariam Primary School (KIP04) stated his views as follows:

“The most significant change is that citizens (students) and social accountability committees have voiced their entitlements, which then revitalized quality education.

Running Head: Social Accountability Program for Improving Primary Education Quality

Improvements were subsequently made in the school class size, the student text book ratio, recruitment of qualified and skilled staff and above all the ownership and responsibility of all stake holders in the school matters. In addition, the social accountability program has helped the school administration to identify the challenges and limitation of quality service, prioritize the problems and to find the solution. The program has created a spirit of cooperation among our school teachers, students and student's parents and hence this has an implication to work smoothly and jointly to contribute for quality teaching and learning process in schools. Moreover, these changes have contributed to a much better academic achievement of the students".

CHAPTER FIVE: DISCUSSION

Introduction

This chapter discusses the findings with the reflection of literature reviews and conceptual framework of the study in mind. Thus, the findings of this research are discussed in terms of accessing information, making the voice of citizens heard and engaging in a process of negotiation for change. In addition, the contribution of social accountability for education quality and the interaction of school-community and other stakeholders to bring quality education are discussed.

Accessing Information

Access to information is about users' right to basic services, their entitlements and service performance is deemed a critical component of citizens' influence over quality service delivery (SA Policy and Practice paper, March 2015). By increasing citizens' access to information about their rights and service performance, and by providing them opportunities to act on this information, they can be empowered to engage public actors influence decisions and demand better and quality education service delivery. Greater awareness leads to increased citizen engagement and empowerment leading citizens to demand their entitlements and take action.

The research findings indicate that citizens have increased their awareness of the concept and forms, tools and mechanisms of social accountability practices. This is due to the intervention of the social accountability initiative (HUNDDEE) and the service provider, by working collaboratively to make the information reachable to all members of the social accountability committees. Thus, throughout the survey there is a consensus about the awareness of the citizens' entitlements.

Running Head: Social Accountability Program for Improving Primary Education Quality

In this regard, the social accountability initiative partner has been promoting SA through holding stakeholder and social accountability committee to reach the relevant public at large with information about social accountability. As a result, an impressively large majority of respondents claim that they are aware of their constitutional right. The quantitative findings indicated that 86.6% of the social accountability committees' member primary school students know their entitlement as citizens to demand/voice for proper provision of quality education. But, level of access to information on the schools development plan, budget allocation and expenditure is relatively low. 38.8% of the respondents' do not know about their schools' development plan.

Making the Voice of Citizens Heard

Bringing information and findings in to the public sphere and generating public debate around them are key element of most social accountability initiatives (Carmen Malena, Reiner Forster, 2004). It could be budget details, the findings of public expenditure reviews, or project evaluation results. This information takes on new significance and impact when made accessible to the public at large. This is done by organizing public meetings and events as well the strategic use of both modern and traditional forms of media. Transmitting relevant information to government officials who are in a position to act on it and interacting directly with those decision makers on a going basis is also an essential aspect of social accountability (Carmen Malena, 2004).

As the research findings indicated that, 61.2% of the participants responded that, there is a means to submit any complaints to the schools administration in order to get quality education service. Reasons given for not having forwarded complaints are varied. The most important ones are fear of reprisals (52.2%) that they do not feel they get response (20.9%), lack of knowledge about how

Running Head: Social Accountability Program for Improving Primary Education Quality

to complain (17.9%), and the feeling that it would be a futile exercise (25%). A small percentage (6%) does not complain because of any other reasons.

With regard to responses, the responses to complaints were varied. Those who definitely did not get any response totaled 11.9%. On the other hand, those receiving the responses within two weeks numbered 55.3% and those receiving the responses after a month totaled 11.9%. Those who get responses quickly in a week were 4.5%.

As one of the key informants (KIP01) SA coordinator, indicated that, the school together with the SA committees did their best to address the complaints of citizens as much as possible. He further stated that the issues of social accountability committee coordinators turn over both at kebele and woreda level has become a big challenge to run the program effectively. He said that their initiative (HUNDDEE) takes immediate measures to replace the left committees to make the job done.

Advocating and Negotiation for Change

The most crucial and challenging element of a social accountability strategy is to be able to elicit a response from public officials and achieve real change. The most effective strategies usually involve direct interaction and negotiation with the concerned government counterparts and in some cases the institutionalization of mechanisms for ongoing consultation and dialogue. Negotiation processes can take the form of direct citizen-state interaction, for example, community level meetings with government officials or indirect, mediated forms of consultation and negotiation (Carmen Malena, Reiner Forster, 2004).

The research findings indicate that service providers have conducted service user survey to learn about the quality of primary education service delivery and complaints on the provision of quality

Running Head: Social Accountability Program for Improving Primary Education Quality

education. 52.2% of the respondents said that the service provider has conducted a regular service user's survey to make sure the provision of quality primary education service is going well. Following this, the service providers had taken positive steps to respond to complaints of citizens and to resolve the problems expressed in the surveys. As a result, according to 64.2% of the respondents service providers take positive steps to address the complaints. Similarly, forums/meetings were regularly/occasionally organized by school administrations to hear citizens voice on provision of quality education services. Based on this majority of the respondents 62.7% said that the school administration has conducted a regular meeting. Thus, actions taken by the service providers to the different complaints were really encouraging, which paves the way to improve the quality education for all.

The focus group discussion findings indicated that through regular meetings and the provision of intensive trainings, the school community has become more aware of the service standards. Whenever they realize that there is service gap, the woreda and kebele social accountability committees will organize an interface meeting with the school administration and the school social accountability members to come up with joint solutions. Local resources will be mobilized and the identified service gaps will be addressed step by step to ensure quality education delivery.

Social accountability Program and Quality Dimensions of Primary Education

Social accountability has been used effectively in education sector to improve education outcomes. Some characteristics of education sector make it especially amenable to social accountability (Global partnership for social accountability, 2015). Provision of quality education service depends on multiple accountability relationships among a large number of stake holders, for example between policy makers and citizens, among different tiers of government, school

Running Head: Social Accountability Program for Improving Primary Education Quality

administration and teachers, and between teachers and their students (Pritchett and Wolcock, 2004; McLoughlin and Batley, 2012).

According to the (KIP01), the different stakeholders have been playing a great role in the schools development plan, staffing and budgets, decision-making and monitoring to tackle the problem of quality education service. He said that, the SA implementing organization (HUNDDEE) works very closely with School Management, SA Committees at school, kebele and woreda levels, Parent Teacher Associations and local officials to ensure the provision of quality education.

The concept of quality primary education is linked to how efficiently learning takes place. This is believed to be strongly determined by the teaching and learning style taking place at the classroom level, teachers' subject knowledge and pedagogical skills, the availability of textbooks and other learning materials including the time spent by pupils actually learning their lessons (Derebssa, 2006 cited in UNESCO, 1993).

Findings from the survey showed that social accountability program has contributed to improve quality primary education in the study area. According to the quantitative findings, 84.6% of the respondents indicated that the presence of qualified teachers in their schools is quite good. Student-text book ratio is 1:1. 34.3% and 23.9% of respondents rated as the average of primary education (1-8) student to teacher ratio is good and very good respectively. The primary education (1-8) student to section ratio is rated good (22.4%) and very good (16.4%) by respondents. While most (61.2%) of the respondents rated as the student-section ratio is not good. 62.7% and 58.2% of respondents rated as completion at grade 5 and grade 8 is good.

Focus group participants agree that the implementation of the social accountability program has brought a significant progress in the schools and the quality of education and students' performance has improved from year to year. Although the schools' enrollment rate has been

Running Head: Social Accountability Program for Improving Primary Education Quality

increasing every year, the service provider and social accountability committee in collaboration with HUNDDEE staff have been doing their best in mobilizing the community to build additional class rooms , new toilet facilities, and renovate the existing once. As a result, the students are getting better education and enjoying better services.

(FGP04) stated that, *“before the program, students were not able to get proper service and quality education. This was evidenced by high student dropout rates and teacher absentees. In addition, the students’ result in some subjects particularly in Amharic subject was very poor. This was due to lack of Amharic teacher in the area. But, after the program has started, teachers are now happy that, their students are scoring better and the problems of teachers have been solved. The SA initiative has been working closely with the school administration to empower the disadvantaged citizens, specifically female students. We facilitate tutorial classes for female students and low achievers. As a result, the enrollment and school performance of female students has increased”*.

Another way in which social accountability approaches have aimed to improve transparency and accountability is by generating information and soliciting feedback from various stakeholders (ESAP2; Global partners for social accountability, 2015). The idea is to capture stakeholders’ perception of quality of service and identify issues and challenges, and to use this information to galvanize public debate. This process is generally followed by engagement between citizens and government officials to find solutions to the challenges identified. The process is usually called Community Score Cards.

The focus group discussion findings indicated that Community Score Card has been employed to assess level of service satisfaction by users and monitoring of service quality. Score cards compile information on quality education provision from both service users and service providers’ side.

Running Head: Social Accountability Program for Improving Primary Education
Quality

The information is then reviewed by all stakeholders in an interface meeting to allow for immediate feedback and action plan development.

CHAPTER SIX: CONCLUSION AND IMPLICATIONS

Based on the findings and major discussion of the study, this chapter concludes the entire study. It encompasses a conclusion followed by recommendations for future research. The conclusion part focuses on the extent to which the social accountability program has been implemented to improve the quality of primary education in terms of accessing information, making the voice of citizens heard and engaging in a process of negotiation for change.

Conclusions

The overall assessment of SA program at the selected schools of Wolmera woreda indicates that there is a greater possibility of ensuring quality of primary education service using social accountability programs. The program has succeeded in achieving several indicators of dimensions of quality primary education provision.

As the finding of the study indicates, most of the citizens surveyed claimed to know their rights, responsibilities and entitlements to contribute to and demand better quality basic services. Citizens and SAC members participating in social accountability program improved their interaction with one another to demand better service. Although all parties agree that citizens have a high capability to assess the quality of education service standards, the survey finding indicates that citizens' level of access to information on school development plan and budget allocation seems to be low. The service providers conduct regular surveys and meeting with citizens and social accountability committee to create an opportunity to hear their voice and act together for common goal. Following this, the service providers had taken positive steps to respond to complaints of citizens and to resolve the problems expressed in the surveys. Hence, the degree of response from eservice provider to the complaints of citizens is good. As a result citizens are

Running Head: Social Accountability Program for Improving Primary Education Quality

empowered engage public actors influence decisions and demand better, more effective quality education services.

Moreover, the social accountability program has been improving quality dimensions of education. Thus, the selected schools are moving towards achieving quality standards. Most of the quality standard indicators like qualified primary school teachers, student-textbook ratio, student-section ratio has been achieved. The completion rate at grade 5 and grade 8 is also in progress.

In general, the social accountability program has improved quality education delivery in the selected schools by mobilizing citizens, service providers, social accountability committees and government officials equipping them with tools to monitor school services and facilities through facilitating a constructive engagement between these stake holders to find collaborative solution to improve the quality of primary education service.

Implications

Implication for research

Most of the literatures on the area of SA mainly focus on conceptualization of theories and performance report. Limited researches are conducted in the area of quality service delivery especially, quality primary education service delivery. Hence, based on the findings of this study, many approaches and mechanism to ensure quality education challenges could be explored. Moreover, the sustainability and scalability system of the program can be addressed.

Implication for policy

Social accountability and social work concepts complement each other especially in the concept of empowerment. Thus, the course on social accountability can be included in social work curriculum so that, social workers can add one more additional knowledge and skill in the social

Running Head: Social Accountability Program for Improving Primary Education Quality

work profession. To make the program sustainable, social accountability as a key strategy need be included in the existing education quality package/policy. In addition, the social accountability program is a good approach to empower citizens. So, the program should be resourced by the government rather it would be donor driven program. Moreover, to ensure “Quality Education for All”, the social accountability program should be scaled up and implemented in all primary schools.

Implication for social work practice

The social work profession promotes social change, problem solving in human relationships and empowerment and liberation of people to enhance well-being, utilizing theories of human behavior and social systems (IFSW, 2005).The World Development Report and the World Bank (2001) Empowerment and Poverty Reduction Sourcebook clearly recognize accountability as an integral component of empowerment, poverty reduction and sustainable development.

Thus, Social accountability initiatives can contribute to citizens’ empowerment, particularly of poor people. The findings of this study reveal that social accountability program implemented in the study areas has brought significant changes in increased empowerment of citizens to use their entitlements and hold government officials accountable. Besides, participants of the program are empowered with new skills and developed mechanisms and approaches to demand access to quality education service delivery.

From the above assumptions, empowerment can be considered as one of the key terms for social work practice. Empowerment literally means ‘becoming powerful’ but in social work it has come to mean much more than that, it embraces both theory and method (Mesele, M., 2014). According to the Dictionary of Social Work, empowerment is theory concerned with how people may gain

Running Head: Social Accountability Program for Improving Primary Education Quality

collective control over their lives, so as to achieve their interests as a group, and a method by which social workers seek to enhance the power of people who lack it.

The degree to which a person or group is empowered is influenced by agency (the capacity to make purposive choice) and opportunity structure (the institutional context in which choice is made). By providing critical information on rights and entitlements and introducing mechanisms that enhance citizen voice and influence vis-à-vis government, social accountability initiatives serve to enhance both of these key determinants of empowerment (Mesele, M.,2014).

Of particular importance is the potential of social accountability initiatives to empower those social groups that are systematically under-represented in formal institutions such as women, youth and poor people.

Pursuing social justice through achieving equality if citizens' social rights are equated with systems for allocating resources based on principles of social justice. Both social accountability and social work undertake group base empowerment, which is social accountability committees/clubs in kebeles/wordea and school. Taking the initiative by engaging in user-led activities is one route to self-empowerment and the empowerment of others (Mesele, M, 2014).

Hence, social accountability has an implication for positive social change. Thus, social workers can use the social accountability tools and mechanism to empower citizens. The researcher recommended that, the course on social accountability can be included in social work curriculum to sustainable integration of the social accountability concept, tools and mechanism in the Master program of social work. Therefore, social worker can add one more additional knowledge and skill in the social work profession to support disadvantage groups in the community.

Running Head: Social Accountability Program for Improving Primary Education Quality

References

- Ackerman, J. (2005). Social accountability in the public sector: A conceptual discussion. Social Development Papers. Washington, D.C: The World Bank
- Ahmad, R. (2008). Governance, Social Accountability and the Civil Society, JOAAG, Vol. 3.No
- Carmen, M. Reiner, F. &Janmejy, S. (2004). Social Accountability: An Introduction to the Concept and Emerging Practice
- David Post and Sanjay Agarwal (2015). World Bank's Social Development Department (SDV). Citizen Service Centers: Enhancing Access, Improving Service Delivery, and Reducing Corruption. Accessible at <http://gaciprojects.org> and <http://dfgg.org>.
- Derebssa Dufera Serbessa (2006). Tension between Traditional and Modern Teaching-Learning Approaches in Ethiopian Primary Schools. Addis Ababa University.
- Ermias Emiru (2014). The role of Social Accountability program in community empowerment the case of Addis Ababa Women Association social accountability program. Addis Ababa University, school of Social Work.
- ESAP Flash (2014, March).Ethiopian social accountability news letter.
- Ethiopia Social Accountability Program (ESAP2) (2013). Ethiopia Protection of Basic Services Social Accountability Program: Baseline Survey Report.
- Ethiopia Social Accountability Program (ESAP2) (n.d). SAIP Operational Manuals: Ethiopia Protection of Basic Services Social Accountability Program. Grant Agreement [TF099878].
- Ethiopia Social Accountability Program (ESAP2) (n.d).SAIP. Operational Manuals: Ethiopia Protection of Basic Services Social Accountability Program. Grant Agreement [TF099878].

Running Head: Social Accountability Program for Improving Primary Education Quality

Ethiopia Social Accountability Program (ESAP2)(2016) retrieved on 25 October,2016, from <http://esap2.org.et/partners/in-ethiopia/al>.

Krueger, L.W., &Neuman, W.L. (2006). Social work research methods: Quantitative and qualitative approaches. Boston: Allyn& Bacon.

Malena, C., Forster.,R. and Singh, J. (2004).The role of civil society in holding government accountable, a perspective from world bank on the concept of emerging practice of social accountability. Paper no 76.

Mcloughlin, Claire, and Richard Batley (2012)."The effects of sector characteristics on accountability relationships in service delivery."

McNeil, M., and Malena, C., (2010).Demanding good governance in Africa, lessons from social accountability initiatives in Africa. The International Bank for Reconstruction and Development / the World Bank, Washington DC.

Ministry of Education (2008), General Education Quality Improvement Package (GEQIP).

Payne, G. & Payne, J. (2004). Key Concepts in social research. Britain, Trowbridge, Wilture: SAGE Publications

Piloting social accountability in Ethiopia. (2010). Management Agency of Ethiopian Social

Protection of Basic Services (2013). Ethiopian Social Accountability Program, social Accountability guide, Management Agency of ESAP 2 (ESAP -2).

Samuel Taddesse, Swain, B., MergaAfeta, Gadissa Bultosa (2010) Evaluation Report, Evaluation and Design of Social Accountability Component of the Protection of Basic Services Project, Ethiopia, June 2010, Infrastructure Professionals Enterprise (P) Ltd Green Park Main, New Delhi, India Social accountability; (<http://www.socialaccountability.net> , 2015) accessed on 11 February 2018)

Tassew Woldehanna and Mesele Araya (2016).Educational Inequalities among Children and Young People in Ethiopia. Young Lives.

Running Head: Social Accountability Program for Improving Primary Education Quality

United Nations Development program (2013). Reflection on social accountability, catalyzing democratic governance to accelerate progress towards the Millennium Development Goals UNDP, New York.

Velleman, Y. (2010). Social accountability: Tools and mechanisms for improved urban water services. Water Aid June 2010, London.

World Bank (2007), Education Quality and economic growth, Washington, DC:

World Bank (2005), World Bank's Sourcebook on "Social Accountability: Strengthening the Demand Side of Governance and Service Delivery

World Bank (2005). Social Accountability: What Does It Mean for The World Bank

Yamane, Taro. (1967): Statistics: An Introductory Analysis, 2nd Ed., New York: Harper and Row.

Running Head: Social Accountability Program for Improving Primary Education
Quality

ADDIS ABABA UNIVERSITY

SCHOOL OF SOCIAL WORK

Questionnaire

Dear Respondent

My name is Desalegn Tesfa. I am a Master of Social Work student at Addis Ababa University. Currently, am conducting my research on “Social Accountability Program in Improving Primary Education Quality: The Case of Primary Education in Wolmera Woreda, Oromia Regional National State, Ethiopia

The Social Accountability program in improving quality primary education: The cases of Primary Education” in Wolmera Woreda, Oromia National Regional State. The purpose of this questionnaire is to gather pertinent data that will be used as an input for doing my research thesis. Therefore, you are kindly requested to provide your kind and honest responses. The data collected here will be used to understand the contribution of social accountability in fostering Primary education programs. The information you are going to provide will be kept confidential and used purely for academic purpose.

Thank you in advance for your contribution!

Running Head: Social Accountability Program for Improving Primary Education Quality

Annex-1 survey questionnaire

Part one: Personal profile of the respondents

1.1.Location/address of the respondents?

A. Kebele (name) _____

B. School (name) _____

1.2.Sex 1. Male 2. Female

1.3.Age(completed years) _____

1.4.Educational level(grade level)_____

Part two: Questions related to assess the ways by which the social accountability program has been implemented in the selected schools to improve the education services

A. Through accessing information

1. Are you aware of your constitutional rights and entitlements to demand better primary education services? 1. Yes _____ 2. No _____ 3. Don't Know

2. Have you been incorporated/ consulted on expansion, accessibility and improvement of quality primary education services in your schools or woredas?

1. Yes 2. No 3. Don't Know

Running Head: Social Accountability Program for Improving Primary Education Quality

3. Do you have access to information on your school/woreda's education development plan, budget allocation and expenditures

1. Yes _____ 2. No _____ 3. Don't Know _____

4. Have you ever approached a service provider in the past year with the support of the Social Accountability Implementing Partner? 1. Yes 2. No 3. Don't Know

B. Through making the voice of citizens heard

1. Do you have any complains on the provision of getting quality education services?

1. Yes 2. No 3. Don't Know

2. If your answer is yes to question No. 10, what is the main subject of your complaints? 1.

Quality of service

3. In adequacy of service

2. Accessibility of service

4. Skilled staff

3. How do you submit your complaints and problems to service providers?

1. Individually by yourself to service providers

2. Together with Social Accountability committee member

3. through Parent Teacher Student Association

4. Through all the above

5. Others, _____

Running Head: Social Accountability Program for Improving Primary Education
Quality

4. When you submit your complaints and problems, do you get quick and effective responses from service providers within? (Thick Possible answers)

1. Within one week
2. Within two weeks
3. Within three week
4. Within a month
5. Not at all

C. Advocating and negotiation for change

1. Do the sector service providers conduct regular/occasional service users' survey to learn about quality of primary education service delivery and complaints on provision of education services? 1. Yes 2. No 3. Don't Know

2. If yes to question No. 15, do the service providers take positive steps to respond to complaints and to resolve the problems expressed during such surveys on users?

1. Yes
2. No
3. Don't Know

3. Are there any forums/meetings that are regularly/occasionally organized by school administrations, to hear citizens voice on provision of quality education services?

1. Yes
2. No
3. Don't Know

4. Please indicate the degree of responses and timely actions being taken when complaints on problems are /submitted on quality education service by users through different means?

Running Head: Social Accountability Program for Improving Primary Education Quality

Nature of complains/ problems	Degree of responses				
	No comment (1)	Very Bad(2)	Bad	Good(4)	Very good(5)
4.1 How do you rate the provision of qualified teachers					
4.2 How do you rate the provision of additional text books					
4.3 How do you rate the provision of additional desks and chairs for students					
4.4 How do you rate the provision of new class rooms and renovation of the existing classrooms					
4.5 How do you rate the provision of water points					
4.6 How do you rate the provision of additional tutorial classes to be given to less performing students					
4.7 How do you rate the provision of school library					
4.8 How do you rate the provision of separate toilet facilities for male and female students					
4.9 How do you rate the provision of equipped laboratory					
4.10 How do you rate the provision of pedagogy facilities					

Running Head: Social Accountability Program for Improving Primary Education Quality

Part three: Questions to assess the contribution of social accountability program in fostering quality of primary education delivery

1. please indicate your response with regards to the contribution of SA program

Is Social Accountability programming made a contribution in improving the following national level quality indicators or not.	Degree of responses				
	No comment (1)	V.Bad (2)	Bad(3)	Good(4)	V.good (5)
1.Primary school teachers with at least diploma qualification					
2.Primary School Students/Textbook Ratio					
3.Primary education (1-8) Student/Teacher Ratio					
4.Primary education (1-8) Student-Section Ratio					
5.Completion rate at grade 5					
6.Completion rate grade 8					

Running Head: Social Accountability Program for Improving Primary Education
Quality

Annex -2: Focus Group Discussions (FGDs) guide

Ways by which SA program implement the program

1. Accessing information

1.1. Do you attend workshops, trainings, seminars or conferences to learn about your citizenship entitlements, specifically the right to quality education?

1.2 How do you participate in the preparation of a joint action plan, budget, implement and monitor public basic delivery?

1.3 Do you understand clearly the concepts of citizens' entitlement to improved education services and to hold service providers accountable for their service delivery performance?

1.4. How do you interact with education service providers to demand for better quality education services delivery?

2. Making the voice of citizens heard

2.1 Do you feel your awareness to exercise your entitlements and to demand improved education service has increased? If yes, please provide examples.

2.2 Do you believe that service providers' awareness regarding their responsibility to deliver quality basic services and to be held accountable by citizens has improved? If yes, please give specific examples.

2.3 Do you know what specific mechanisms or procedures service providers use to assess their performance of service delivery? If yes,

What mechanisms/procedures do they use to assess their service delivery performance?

Running Head: Social Accountability Program for Improving Primary Education Quality

3. Engaging in a process of negotiation for change

3.1 What are the roles and responsibilities of the following actors in making sure citizens get quality Education services? Social accountabilities Committees

1. Woreda level social accountability committees

2. School levels social accountabilities clubs

3.2 In your opinion did these actors fulfill their roles and responsibilities? If yes, please explain?

3.3 What needs to be done to address and ensure the provision of quality education?

Thank you very much for your valuable time and useful information

Annex -3: Key Informant Interviews Checklist

1. Accessing information

1.1 Are you aware that citizens have the right to demand quality education services and to hold service providers accountable? If yes,

1.2 How did you come to know that citizens have the right to demand quality education services and to hold service providers accountable?

1.3 Do you report your service delivery performance and challenges to citizens'?

2. Making the voice of citizens heard

2.1 Do service users exercise their entitlement and demand improved education services?

Running Head: Social Accountability Program for Improving Primary Education
Quality

2.2 Are there processes/mechanisms in place to receive citizens' /service users' complaints? If yes, what mechanisms are in place?

2.3 Do you respond to citizens' / service users' complaints? If yes, how do you respond?

3. Engaging in a process of negotiation for change

3.1 Do citizens'/service users have the capacity to monitor and assess the quality of basic services and to engage with service providers constructively to improve the quality of education services?

3.2 Are the management /schools administrative structures effective and always functional?

3.3 Do you think the Social Accountability program will improve quality of primary education?

3.4 What is your suggestion for ensuring those citizens' quality of education service to be addressed effectively?

Thank you for your time and valuable information

Running Head: Social Accountability Program for Improving Primary Education
Quality

YUNVAARIISTII ADDISABAABATTI

KUTAA BARNOOTA SOSHAL WORKII

Miseensota Itti Gafaatamumaa Hawaasa Mana Barumsaa jiraniif gaaffii qophaaye

Seensa: Ani maqaan koo Dassaaleny Tasfaa kanan jedhamu Yunvaarstii Addisaabaatti kutaa barnoota Soshal Workii sagantaa Masteersii barataa kanan ta'e yeroo amma kana waraqaa qorannoo (research) mata dureen issa ga'ee itti gafatamummaa hawaasaa qulqullina barnootaa sadarkaa tokkoffaa foyyessuuf jedhuun nannoo Wolmaraatti waajjira miti motummaa Hunddee jedhamu irratti hojjechan jira. Kayyoon qorannoo kanaa, barnoota fi qorannoo qofaaf kan oolu yoo ta'u odeeffannoon isin kennitan iccitiin kan qabamu ta'a.

Qajeelfama: Gaaffiin kun kutaa sadii kan qabu yemmu ta'uu, kutaan jalqabaa odeeffannoo matayyaa (personal information) kan hirmaattotni qoranno kana deebisan ta'a. Kutaan lammataa ga'een itti gafaatamummaa hawaasaa qulqullina barnoota sadarkaa tokoffaa foyyessuuf qabu ilaalchisee bu'uura itti gafaatamummaa hawaasummaa sadii irratti kan xiyyeffatu yeroo ta'u, isannis (odeeffannoo diriirsuu, sagaleen umataa akka dhagahamu tasisuufi qulqullina fiduuf qaama ilaalatu hirmaachisuun waliin hojjechuu) kan jedhan ta'a. Kutaa sadaffaan immoo qulqullina barnootaa sadarkaa tokkoffaa foyyessuuf sadarkaa biyyatti agaarsiistuu ka'ameen jijjirama qulqullina barnoota sadarkaa tokkoffaa irratti dhufee ilaalchisee yaada hirmaattota kan qoratu ta'a. kanaaf muxannoo keessan irraa katanii deebii sirridha jettanii itti amantaan malattoo'X' kaa'uudhaan akka ibsitan kabajaan isin gaafachaa deegarsa naaf gotan hundaaf galatni koo guddaa dha.

Kutaa 1.Odeeffannoo Matayyaa (personal information)

Bakka jireenyaa hirmaata(deebisaa)

1. Ganda(maqa)------

2.Saala 1. Dhiira 2. Dhalaa

3.Umurii 1.waggaa 7-10 2. Waggaa 11-14 3. Waggaa 15 fi issa oli

4.Maqa mana barumsaa 1. Mana barumsaa Barkumee sadarkaa 1ffa

Running Head: Social Accountability Program for Improving Primary Education Quality

2. Mana barumsaa Abbaa W/Maryaam sadarkaa 1ffaa

5. Sadarkaa barnootaa 1. Maroo(cycle) 1ffaa kutaa 1-4

2. Maroo(cycle) 2ffaa kutaa 5-8

Kutaa2. Sagantaan itti gafaatamummaan hawaasaa manneen barnootaa filatamoo ta'an kessatti qulqullina barnootaa foyyessuuf akkamin hojjetaa jira?

A. Odeeffannoo Dirirssuu (Bu''uura itti gafaatamummaa hawaasaa-1)

6. Barnoota foyya'aa argachuuf mirga heeran isiinif kenname qabachuu kessan ni beektuu?

1. Eeyye 2. miti 3.hin beeku

7. Mana barumsaa ykn Aanaa kessan kessatti Sagantaa Qulqullina barnootaa foyyeessuuf, babal'isuuf akkasumas hunda qaqqabssisuuf godhamu irratti hirmattanii beektuu?

1. eeyye 2. miti 3. Hin beeku

8. Sagantaa foyyaa'insa mana barumsaa fi haala ramaddii baajata mana barumsaa irratti odeeffanno qabdu? 1. Eeyye 2. miti 3.hin beeku

9. Waajjiraaleen sagantaa itti gafaatamummaa hawaasaa deegaran qulqullina barnootaa fiduuf mana barumsaa waliin walitti dhufeenyaan ni hojjetuu?

1. eeyye 2. miti 3. Hin beeku

B. Sagalee lammiwwaanii dhageessisuu(Bu'uura itti gaafatamummaa-2)

10. Rakkowwan qulqullina barnootaa furuuf komii keessan dhiyeeffachuuf haalli mijaatan jiraa?

1. Eeyyye 2. Miti 3. Hin beeku

11. Gaaffii lakkofsalf. Deebiin keessan eeyye yo ta'e, komii kessan akkamiin dhiyeeffattu?

1. Dhunfaan tajaajila kennaa (dhiheessaa) bira deemudhaan

2. Miseensa itti gaffatamummaa hawaasaa waliin ta'uudhaan

Running Head: Social Accountability Program for Improving Primary Education Quality

3. Miseensa maatii barattootaa waliin ta'uudhaan

4. hundaa

5. karaan bira -----

12. Gaaffii lakkofsa 1f. Deebiin keessan miti yoo ta'e, komii kessaan maliif hin dhiyeffanne?

1. komii koo akkamitti akkan dhiyeefadhu waan hin beekneef

2. Deebii qubsaa nan argadha jedhe waan hin yaadneef

3. Shakkii yoon komii dhiyeefadhe deebise na miidha soda jedhu waanan qabuuf

4. Sababa biraa-----

13. Komii keessan erga dhiyyessattanii boodaa deebii yeroo hagamii kessatti argattu?

1. Guyyaa 7 kessatti 4. Ji'a tokko kessatti

2. Guyyaa 15 kessatti 5. Deebii hin argadhu

3. Guyyaa 21 kessatti

C. Adeemsa Jijjiirama fiduuf godhamu irratti hirmaachuu (Bu'uura itti gaafatamummaa hawaasaa-3)

15. komiiwwan qulqullina barnootaa irratti lammiwwan kaasan ilaalchisee darbe darbee qorannoon tajaajila dhiyeessadhan godhamu ni jira?

1. eeyyee 2. miti 3. Hin beeku

16. Gaaffii lakkofsa 1f. deebiin keessan eeyyee yoo ta'e komiiwwan qorannodhaan adda bahanif tajaajila kennan deebii ni kennaa?

1. eeyyee 2. miti 3. Hin beeku

17. Qulqullina barnootaa ilaalchisee gaaffii fi komii lammiwwan dhagahuuf marii idileedhan ykn darbe darbe walga'iin karaa bulchiinsaa mana barumsaatiin godhamu jiraa?

Running Head: Social Accountability Program for Improving Primary Education Quality

1. eeyye 2. miti 3. Hin beeku

18. Tajaajilamttootni haala gaaffii dhiyeessaniin rakkowwaan yeroodhaan deebii argatan ilaalchisee deebii kessan sadarkaan gabatee armaan gadii kessatti agarsiisaa.

	Gosa komii	Sadarkaa deebii				
		Yaada hin qabu (1)	Bayy'ee Yaraa dha (2)	Yaraa dha(3)	Gaarii dha (4)	Baayyee gaarii dha (5)
18.1	Barsiisota ga'umsa qaban ilaalchisee					
18.2	Kitaaba dabalataa ilaalchisee					
18.3	Teessuma dabalataa ilaalchisee					
18.4	Kutaa barnootaa sadarkaa isaa eggate ilaalchisee					
18.5	Bishaan dhugaatii qulqulluu ilaalchisee					
18.6	Barattoota dadhaboo ta'aniif barnoota dabalataa(tutotial class)ilaalchisee					
18.7	Laybiraarii (mana kitaabaa) sadarkaa issa eggate ilaalchisee					
18.8	Dabalataa mana fincaanii shamaraniif dhiira adda ta'e ilaalchisee					
18.9	Laaboraatoorii guutuu ilaalchisee					
18.10	Dhiyeessa meeshaale barnootaa ilaalchisee					

Running Head: Social Accountability Program for Improving Primary Education Quality

Kutaa 3. Sagantaa Itti gaafatamummaan hawaasaa barnoota qulqullu sadarkaa 1ffaa fiduuf ga'ee inni taphatu ilaalchisee gaaffiwwan dhiyaatan

19.	Sagantaan itti gaafatamummaa hawaasaa akka agaarssiistuu safartuu sadarkaa biyyoleessatti(National level quality indicators) jijjiirama fidee jira	Sadarkaa deebii				
		Yaada hin qabu (1)	Baayy'ee Yaraa dha (2)	Yaraa dha(3)	Gaarii dha (4)	Baayyee gaarii dha (5)
19.1	Barsiisaa sad.1ffaa Diplomaa fi isaa ol qaban jiraachuu ilaalchisee					
19.2	Ratio kitaaba fi barataa sad.1ffaa(1-8) ilaalchisee					
19.3	Ratio barataa fi barsiisaa sad.1ffaa (1-8) ilaalchisee					
19.4	Ratio barataa fi daree ilaalchisee					
19.5	Baay'ina barattoota kutaa 5ffaa xumuran ilaalchise					
19.6	Baay'ina barattoota kutaa 8ffaa xumuran ilaalchise					

Running Head: Social Accountability Program for Improving Primary Education Quality

Gaaffii fi Deebii (Interview)

Kutaa1. Odeffannoo Diriirsuu (bu'uura itti gafatamummaa Hawaasaa-1)

- 1.1. Lammiwwan barnoota qulqullu argachuuf mirga qabaachuu isaniif tajaajila kennaa (mana barumsaa) waa'ee qulqullinaa irratti itti gaafatamaa taasiisuu akka danda'an hubanoo ni qabdduu?
- 1.2. Sadarkaa qulqullina tajaajila kennitan ilaalchisee, akka lammiwwan ykn hawaasni itti gaafatamaa issin taasiisu akkamiin beektan?
- 1.3. Tajaajila kennitani fi rakkowwaan isin mudatan ilaalchisee, lammiwwaaniif gabaasa rawwii ni gootuu?

Kutaa2. Sagalee lammiwwaanii dhageessisuu (Bu'uura itti gaafatamummaa-2)

- 2.1. Tajjajilamttootni barnoota qulqullu argachuuf mirga akka qaban ni gaafatu?
- 2.2. Gaaffii tajjajilamttootni kasan deebiisuf haalli mijatan jiraa?

Deebiiin kessan eeyye yo ta'e, mala akkamitu jira?

- 2.3. Gaaffii tajjajilamttootni kasaniif deebin ni kennamaa?

Deebin kessan eeyye yoo ta'e ,haala deebii itti kennitan ibsaa

Kutaa3. Adeemsa Jijjiirama fiduuf godhamu irratti hirmaachuu (Bu'uura itti gaafatamummaa hawaasaa-3)

- 3.1. Tajaajilamttootni fi miseensotni itti gafaatamummaa hawaasaa qulqullinaa barnootaa eegsisuuf tajaajila warra kennan waliin abbummaan hojjechuu fi horddoffii tasiisuu irratti ga'umsa ni qabuqabuu?
- 3.2. Caasaan bulchiinsa mana barumsaa hojii issaa haala garii fi bu'aa qabeessummaan yeroo hundaa ni hojjetaa?
- 3.3. Itti gafatamummaa hawaasaa hojii irra olchuun qulqullina barnootaa ni fida jettanni ni yaadduu?
- 3.4. Barnoota qulqulluu lammiwwaan hundaan ga'uuf maal ta'uu qaba jettanii yaadduu?

Running Head: Social Accountability Program for Improving Primary Education Quality

Yeroo keessan aarsaa gootanii deebii naaf laattan maraaf galatni koo guddaa dha.

Cheek-listii Maree Garee

Kutaa1. Odeffannoo Diriirsuu (bu'uura itti gafatamummaa Hawaasaa-1)

1.1. Mirga barnoota qulqulluu argachuu fi tajaajila foyya'a gaafachuu ilaalchisee, hubannoo keessan ciimsuuf leenjii, kora kaayyoo fi yaa'ii adda addaa irratti hirmaattannii ni beektuu?

1.2. Qulqulina barnootaa foyyeessuf akkasumas warra tajaajila kennan (mana barumsaa) itti gaafatamaa taasissuuf lammiwwan (barattotni fi hawaasni nannoo) akka mirga qaban hubanna ga'a ni qabduu?

1.3. Mirga barnoota qulqullu argachuu ilaalchisee hubannoo issin qabdan, haala itti tajaajila kenna itti gafatamaa tasiisuu ni dabalataa?

1.4. Barnoota qulqulluu argachuuf tajaajila kenna (mana barumsaa) waliin oddeffanno fi walitti dhufeenyi kessan maal fakkaata?

Kutaa2. Sagalee lammiwwaanii dhageessisuu (Bu'uura itti gaafatamummaa-2)

2.1. Hubanno mirga kessannitti fayyadamuun barnootaa foyya'aa argachuuf qabdan qulqullina barnootaa dabaleera jettani ni yaadduu? Deebiin kessan eeyye yo ta'e fakkeenyaan ibsaa

2.2. Warreen tajaajila kennan hojiwwan issan irraa eegamu ba'uuf akkasumas itti gafaatamummaa fudachuun barnoota qulqulluu dhiyeessuf haalli issan irra jiran foyyee qabaa? Deebiin kessan eeyye yo ta'e fakkeenyan ibsaa

2.3. Adeemsa dhiyeessii fi haalaa raawwii tajaajilaa qorachuuf kan dandeessisu toftan jiraa? Eeyye yoo jettan kenninsa tajaajila to'achuuf mala akkamii fayyadamtuu?

Running Head: Social Accountability Program for Improving Primary Education
Quality

**Kutaa3. Adeemsa Jijjiirama fiduuf godhamu irratti hirmaachuu (Bu'uura itti
gaafatamummaa hawaasaa-3)**

3.1. Barnoota qulqullu lammiwwan hundaan ga'uuf, missensonni itti gafatamummaa hawaasa armaan gadii gahee fi dirqama ba'uu qaban ilaalchisee maaltuu irraaa eegama?

- Miseensa itti gafaatamummaa aanaa

-Miseensa itti gafaatamummaa mana barnootaa

3.2. Koreewwan itti gafaatamummaa hawaasaa armaan olitti eeraman kun itti gafatamummaa issani sirritti ba'aa jiru jettani ni yaadduu?

3.3. Qulqullina barnootaa ilaalchisee gaaffii lammiwwan kaasan deebii quubsa akka argatan maaltu godhamuu qaba jettani yaadduu?

Yeroo keessan aarsaa gootanii odeeffanno na kennitan hundaaf galatni koo guddaa dha