

The Role of Social Accountability Program in Improving Quality of Primary Education

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Addis Ababa, Ethiopia

Addis Ababa University
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**The Role of Social Accountability Program in Improving Quality of
Primary Education**

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

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Declaration

I, the undersigned, declare that this thesis is my original work, has never been presented in this or any other university, and that all resources and materials used herein, have been duly acknowledged.

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This is to certify that the thesis prepared by **Tadios Tesfaye Tegegn** entitled “**The Role of Social Accountability Program in Improving Quality of Primary Education**” is submitted in partial fulfillment of the requirements for the Master of Art in Social Work complies with the regulation of Addis Ababa University and meets the accepted standards with respect to originality and quality.

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Acronyms and Abbreviation

CSOs	Civil Society Organizations
FDRE	Federal Democratic Republic of Ethiopia
ESAP	Ethiopia Social Accountability Program
FGD	Focus Group Discussion
GTP	Growth and Transformation Plan
KII	Key Informant Interview
MDGs	Millennium Development Goals
MOE	Ministry of Education
OPRIFS	Organization for Prevention, Rehabilitation and Integration of Female Street Children
PTSA	Parent Teachers and Student Associations
SA	Social Accountability
SAC	Social Accountability Committee
SAP	Social Accountability Program

Abstract

This research has dealt with the Role of Social Accountability Program in Improving Quality of Primary Education. In this research, the extent and contribution of social accountability program in improving quality of primary education are assessed. The research used a descriptive research design and used a cross sectional study in data collection. Deductive logic of reasoning is applied. The selection of samples followed multi-stage sampling procedure. There are three strata: sub-city, woredas and school levels. This study used questionnaire, interview and FDG as methods of data collection. From school level social accountability clubs, a total of 72 sample respondents participated in filling the survey questionnaire. 17 FGD discussants and 6 key informants from woreda and sub city level purposively selected and participated in the research. The study employed mixed methods in collecting and analyzing data.

The findings of the study revealed that, the social accountability program has been well implemented as per the social accountability building blocks (information, voice and negotiation for change) and made a contribution in improving the national quality education indicators. Most of the quality indicators (percent of primary school teachers with at least diploma qualification, primary school students to textbook ratio, primary education (1-8) student to teacher ratio and primary education (1-8) student to sections ratio) are progressively achieved. However, the contribution of social accountability program to the completion rate at grade 5 and the completion rate at grade 8 still need further improvement. Particularly, at grade 8 national exam, student who scored above 50% is low. Hence, the social accountability program should not only focus on improving the facilities(input) but also on improving the teaching learning (process) and academic performance of students (output) to bring change on quality of primary education.

Key words: *Social accountability, quality education, information, voice and negotiation for change, empowerment.*

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Chapter One: Introduction

1.1 Background of the Study

In many developing countries, citizens are often required to visit several places to access government services, and they may receive little or no information about public services or service delivery standards. This lack of transparency reduces administrative efficiency and undermines trust between citizens and the state. Thus, enhancing citizens' access to basic government services is one of the very important undertakings a country can track. Though individual government departments and agencies (e.g. education sector) have historically been tasked with providing government services. (David Post and Sanjay Agarwal, 2015).

In low-income countries, effective public services are necessary for poverty reduction. With many countries falling behind on the Millennium Development Goals (MDGs), there is an urgent need for finding ways in which progress can be accelerated. In particular, there is a need to ensure that the poorest and most vulnerable groups are served and are not left behind (UNDP, 2013).

According to Central Statistics Agency of Ethiopian Welfare Monitoring Survey 2011, in reflecting on the population and educational characteristics of the country, the nation has a relatively large household size, recording an average of 4.8 persons. About 46% of household members are children under age 15. 25% of all Ethiopian households are headed by women. The Ethiopian population is predominantly illiterate. 46.8% of the total Ethiopian population is literate with a large discrepancy between rural and urban residents. Literacy rates in urban areas are about two times higher than that of rural areas (78.0 % against 39.5 %).

For the last two decades in Ethiopia, education has been at the center of the country's development strategy and recently started to be seen as one of its success results, with school enrolment (Grades 1-12) rising from below 10 million in 2002/3 to over 20 million in 2013/14

and higher education enrolment rising from around 0.18 million to more than 0.62 million over the same period (MoE 2014). Yet, in spite of such unprecedented enrolment at all levels, there is still a long way for the country to go to address major policy concerns in the sector, i.e. address quality of education (Tassew, 2016).

Social Accountability was introduced in Ethiopia in the early 1990s by development agencies and civil society groups. Since then, Social Accountability has been used as a mechanism 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 using different social accountability tools (SAP, 2016).

The Ethiopian Social Accountability Program (ESAP) is part of the Promotion of Basic Services programs, which is implemented by the Government of Ethiopia at regional, woreda and kebele levels in collaboration with the World Bank. The Program has a nationwide scope and expresses the needs and concerns of citizens regarding their access to education, health, water and sanitation, agriculture and rural roads. Working through civil society organizations, the program opens up channels of communication between citizens, responsible government bodies and public service providers (AFSR, 2015).

The overall objective of the social accountability program is to strengthen the capacities of citizen groups including children and the government to work together in order to enhance the quality of basic public services delivery to citizens. Social accountability as such seeks to give voice to the concerns of all citizen's regard to quality of basic public services. Through CSO partners, the program seeks to bring citizens into dialogue with local governments and service providers to contribute and increase the demand for improved quality public basic services (ESAP2, 2015).

The project is using a range of tools, mechanisms and good practices to build and enhance local capacity on SA in support of the Government of Ethiopia's wider efforts to improve transparency, accountability and citizens' participation in public basic services delivery (Lucia

and Meskerem, 2015). Service users and service providers were evaluating the access and quality of basic services using Social Accountability tools and agreed up on joint actions for service delivery improvements. The revitalized prominence of accountability stems from the increasing numbers of development scholars and practitioners who, over the past decade, have argued that relationships of accountability between different social actors are central to improving service delivery and to making policy and planning processes more inclusive (Lucia and Meskerem, 2015).

Based on this discourse, many development institutions have adopted social accountability agendas that, on one hand, support civil society and citizens to engage in processes of service delivery and to exerting various kinds of pressure on their governments and, on the other hand, support state capacity to respond to those voices and to live up to policy commitments (UNDP, 2013).

Citizens driven accountability measures complement and reinforce conventional supply-side mechanisms that improve governance and strengthen public accountability institutions (Sanjay, 2016). Social Accountability is an emerging issue in Ethiopia to improve service delivery quality and enhance citizen's participation. Implementing social accountability program requires a coordinated effort of various actors including donors, government, civil society, and community based structures. More recently, although still very limited in number, there have been several attempts to assess the impact of social accountability initiatives on various outcomes, including service delivery, aid transparency, governance and extractive industries, budgets and freedom of information (Rocha, 2008).

1.2 Statement of the Problem

A number of scholars have emphasized the importance of accountability in improving service delivery outcomes. More importantly, many contemporary efforts seek to improve service performance either through strengthening existing accountability mechanisms or creating new channels of accountability. While attempts 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-termed ‘social accountability’-to enhance downward accountability of service providers to users of different social services (Ackerman, 2005).

Since the early 2000s, a number of publications attempting to conceptualize, describe and assess social accountability initiatives, there is limited researches were undertaken in Ethiopia in relation with social accountability and quality of primary education (UNDP, 2013). Several papers have focused on conceptualizing social accountability and why it matters (Ackerman, 2005).

As UNDP (2013) asserts, scholars have invested in a number of stocktaking exercises of social accountability initiatives in various regions of the world. Recent reviews of experience with social accountability initiatives have identified more than 50 cases across Asia, Latin America, Eastern Europe and Africa.

Looking into the Ethiopian context, the Ethiopian Social Accountability Program’s baseline survey findings indicated that the involvement and participation of citizens in planning, budgeting, implementation and monitoring of quality of basic public services is very minimal. Looking into the proportion of citizens (respondents) who participated in developing a joint action plan on basic public services, only 14.4% affirmed that they had participated in education, 14.4% in health, 12% in water and sanitation, 9.8% in rural roads and 15.2% in agriculture. In all, less than one fifth of the respondents affirmed to have been involved in planning any kind of joint action plan.

The Ethiopian Social Accountability Program's baseline study finding indicated that, at national level, about one-half of the local government officials stated they have had received training on Social Accountability (SA) and only one third of the trained officials have actually applied the social accountability tools. Only one third of the service providers have received training on SA tools while about one quarter stated they had no idea what the subject was all about. However, both local government officials and service providers work with people and have a high appreciation of the citizens' capacity to assess the quality of basic services provided (ESAP 2013).

Ermias (2014) pointed out that following the implementation of the ESAP 2, participating in social accountability program has improved the interaction of community members with one another. A detailed analysis of data showed that community members' participation in the social accountability program has improved individuals' skills and ability to interact with local (Woreda) administrative bodies, decision makers and service providers (mainly in health and education sectors). 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 implementation of basic social services such as education and health. It is now widely realized that in many developing countries, the low quality of public services including education service provision can limit the scope of poverty reduction and growth (Klaus et.al.2004).

Improving educational effectiveness is defined as increasing the number of primary schools whose students master the core knowledge and skills of the curriculum. Although poor-quality education exists at all levels, improvement is urged at the primary level, where children develop their basic attitudes, skills, and approaches to learning. Improving the quality of education for students in primary schools is a prerequisite for developing the human resource base required to meet the changing technology demands of the 21st Century (Lockheed,1990).

Structural obstacles stem from a profound failure to respect and value the contributions of parents and communities to contribute, collectively and individually, to their children's education. Schools and administrators rarely seem to involve parents and the broader community in school

governance as a central obligation of their work, and often take an adversarial stance toward parents. More importantly, low-income parents are routinely dismissed, mistreated, and excluded. Even if school administrators try to engage children and adult community members, they are more of tokenistic than meaningful participation to influence school decision making to improve school delivery (Elizabeth Sullivan, 2003). In Ethiopian context, there was also very little follow up on the implementation of sectorial plans. Citizens' access to information on the development of the services is very low. Little training has been given to citizens about how and where they should raise their demands (ESAP, 2013).

Social Accountability has triggered real change in improving service delivery outcomes across Ethiopia. However, there is no adequate researches were conducted in Ethiopia on the area of social accountability program in improving the delivery of social services including quality of education (UNDP, 2013). Therefore, this study is designed to assess role of social accountability program in improving quality of primary education service delivery in selected schools of Arada sub-city.

In view of the above problem description, the researcher poses the following key research questions.

1. To what extent is the social accountability program implemented to improve the quality of primary education service delivery?
2. Has the social accountability programming improved the quality of primary education services delivery?

1.3 Research Objectives

1.3.1 General Objective

To assess the role of social accountability program in improving quality of primary education services delivery.

1.3.2 Specific Objective

- To assess the extent of social accountability program implementation to improve the quality of primary education.
- To assess the contributions of social accountability program in improving quality of primary education.

1.4 Significance of the Study

The findings and recommendations of this research will be useful evidences and resources for social accountability implementing organizations in Ethiopia. In connection with this, this research will also provide evidence for government institutions to see policy/implementation gaps of social accountability program to improve quality of primary education. Besides, the research findings will also trigger further interest for social workers and other researchers to conduct additional researches on the area.

1.5 Scope of the Study

The thematic scope of the study is delineated in exploring the role of social accountability program in improving quality of primary education services in the case of Organization for Prevention, Rehabilitation and Integration of Female Street Children in Arada Sub- City of Addis Ababa. While assessing the role of social accountability program, the study examined certain dimensions-i.e. the extent and contribution of social accountability program in improving quality of primary education. The geographical scope of this study is restricted to 3 schools where the social accountability program is being implemented. The research respondents of this research are who are participating in the social accountability committees/clubs at sub city, woreda and school level.

1.6 Limitation of the study

There was financial and time limitation in undertaking this research at large scale. Besides, one of the challenges in conducting this research has been absences of adequate national studies in the area of social accountability program in improving quality of primary education. 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.

1.7 Operational Definition

- **Children:** - students who are attending the first and second cycle of primary education.
- **Citizens-** students who are attending primary education in the selected schools.
- **Extent of Implementation of Social Accountability Programme:** in this case, it refers to the level of implementation of the social accountability program against the social accountability implementation benchmark.
- **Level of Children’s Participation:** the extent of children’s involvement in the social accountability program implementation to improve quality of primary education service delivery.
- **Primary Education:** It refers to both first cycle (grade 1-4) and second cycle (grade 5-8) within the Ethiopian government education system.
- **Quality of Primary Education Service Delivery:** In this study, quality of primary education refers to the current level of quality indicators in the selected primary schools as measured by the Ethiopian Ministry of Education standard.
- **Social Accountability Programme:** It is defined as a tool/process by which ordinary citizens (children and community members), 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.

Chapter Two: Literature Review

2.1 Conceptual Framework of Social Accountability and Quality Education

Traditionally, efforts to tackle the challenge of accountability have tended to concentrate on improving the ‘supply-side’ of governance using methods such as political checks and balances, administrative rules and procedures, auditing requirements, and formal law enforcement agencies like courts and the police. These ‘top-down’ accountability promoting mechanisms have met with only limited success in many countries (Carmen, et.al 2004). More recently, increased attention has been paid to the ‘demand side’ of good governance that is to strengthening the voice and capacity of citizens (especially poor citizens) to directly demand greater accountability and responsiveness from public officials and service providers (Carmen, 2004).

To explain the concept of social accountability, it is important to first start with a concrete definition of accountability. UNDP (2010) describes accountability as the obligation of power-holders to take responsibility for their actions. According to the conceptualization of Carmen. (2004) accountability can be defined as the obligation of power-holders to account for or take responsibility for their actions. ‘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).

If this is a starting point to understanding accountability more broadly, then social accountability is a specific type of accountability. Social accountability can be defined as an approach towards building accountability that relies on civic engagement in which it is ordinary citizens or civil society organizations who participate directly or indirectly in exacting accountability. Mechanisms of social accountability can be initiated and supported by the state, citizens or both, but very often they are demand-driven and operate from the bottom-up (Carmen, 2004).

According to the conceptualization of Carmen (2004), Social accountability mechanisms have 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. Social accountability also has strong potential to contribute to poverty reduction through more-pro-poor policy design, improved service delivery, and empowerment. Similarly, social 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.

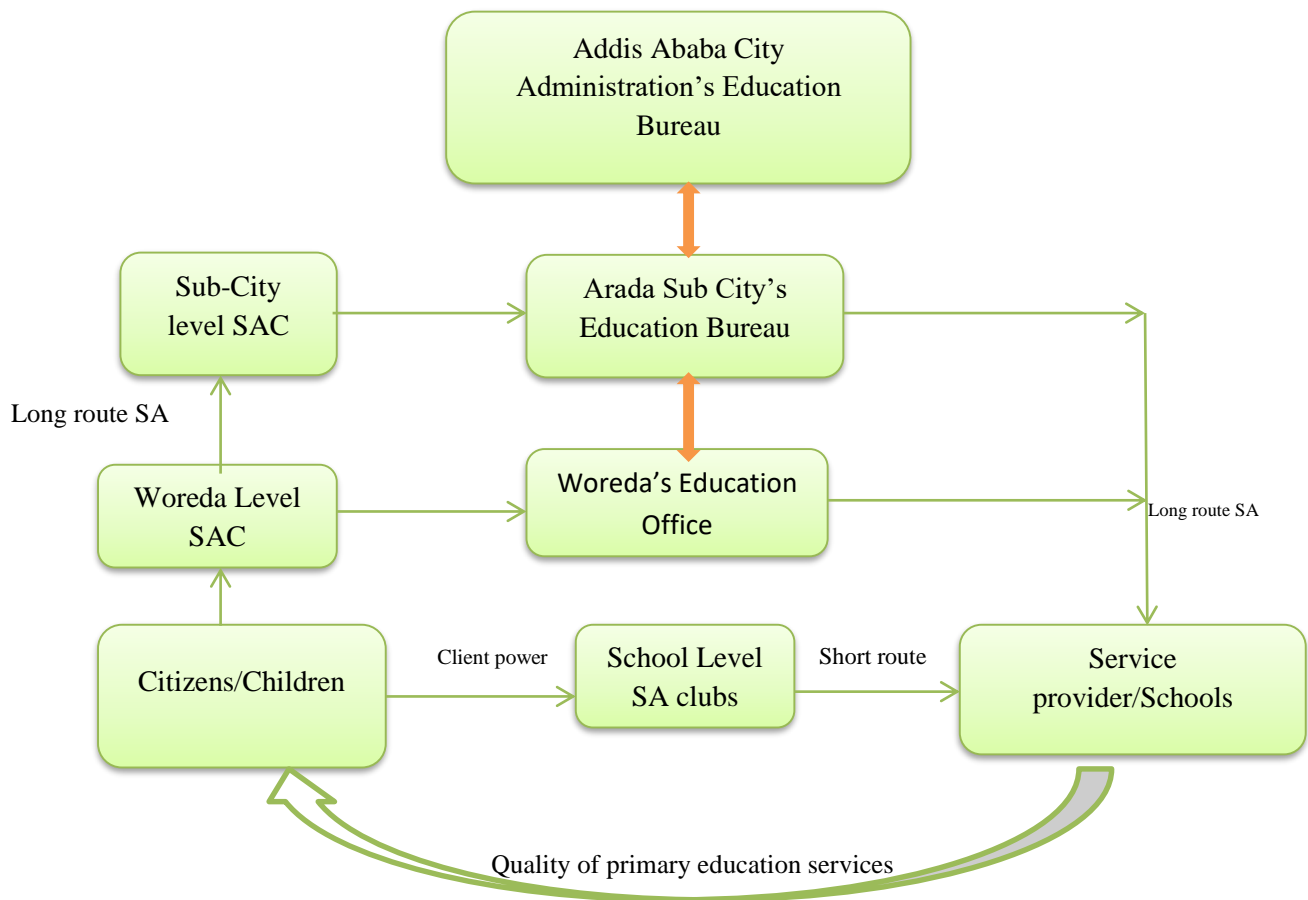


Figure 1: Social Accountability Framework Contextualized from the World Development Report 2004

Figure 1 illustrates the framework suggested that, the demands for improvement coming from citizens'/children groups and with the level of improvement depending upon the influence that citizens'/children groups can bring to accept on the service providers, either directly ('client power') or via the Woreda and/or sub-city level. It distinguishes between two routes of accountability: the short route, whereby the citizens/children exert an influence directly on the service provider/schools, and the long route, whereby they influence form the Woreda and Sub-City Level government education bureau, which in turn influence the service providers. Both involve articulated public demands for improvements.

While social accountability encompasses a broad array of diverse practices, there are several core elements or building blocks that are common to most social accountability approaches. These include (i) accessing information, (ii) making the voice of citizens heard, and (iii) engaging in a process of negotiation for change (SAP, 2015).

There are depicts four groups of factors that are critical to achieving social accountability:

- (i) Citizen-state bridging mechanisms
- (ii) Attitudes and capacities of citizens and civil society actors
- (iii) Attitudes and capacities of state actors
- (iv) An enabling environment.

Each of these groups of factors can be looked at in terms of the three key core elements of social accountability – information, voice and negotiation. While social accountability initiatives usually focus on creating or strengthening mechanisms for enhanced accountability, it is also important to take into account actions by government, civil society, development partners or other actors that can promote social accountability by addressing factors in each of these four key areas. In order to be effective, social accountability mechanisms often need to be preceded or complemented by efforts to enhance the willingness and capacities of citizens, civil society and government actors to engage in actions to promote a more enabling environment (SAP, 2015).

In a public sector context, social accountability refers to a broad range of actions and mechanisms that citizens, communities, independent media and civil society organizations can use to hold public officials and public servants accountable. Evidence suggests that social

accountability mechanisms can contribute to improved governance, increased development effectiveness through better service delivery, and empowerment (Carmen, et.al.2004). Moreover, Social accountability practices seek accountability with regard to the relevance, accessibility and quality of public goods and services. Typically, this involves citizen participation in the monitoring and evaluation of priority services (World Bank, 2005). While transparency consists of essentially a one-way flow of information, participation involves citizens' engagement with a government. The ability of citizens to contribute their opinions (voice) in decision-making processes is therefore central to democratic accountability (UNDP, 2013).

As Derebssa D. (2006) asserts, despite a growing consensus about the importance of quality, there is much less agreement on what the concept means in practice. Quality in education is relative and not easy to define and measure. Many educators agree that an adequate definition of quality of education must be related to students' achievement (output) as its basis. In the context of 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 (As cited in UNESCO,1993).

According to the Federal Democratic Republic of Ethiopia, Education Statistics Annual Abstract, six quality indicators are identified which includes; % Primary school teachers with at least diploma qualification; Primary School Students/Textbook Ratio; Primary education (1-8) Student/Teacher Ratio; Primary education (1-8) Student-Section Ratio; Completion rate at grade 5 and Completion rate grade 8 are national level quality indicator.

“Under the human rights framework, governments are obligated to build the capacity of citizens especially its primary stakeholders, to make meaningful contributions to the management and oversight of public institutions” (Elizabeth Sullivan, 2003, p.12).

Social accountability can also be understood as a particular form of civic engagement, one in which citizens engage with the state for the purpose of holding public officials accountable. The concept of social accountability is closely linked to that of participation. It is the participation of citizens that distinguishes social accountability from conventional mechanisms of accountability. In many cases, citizens, communities and CSOs do not merely participate in social accountability activities but initiate and control them. While many participatory approaches focus exclusively on the individual community or micro-level, social accountability mechanisms expand opportunities for participation at the macro-level. 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 initiatives are thus found in many types of governance spaces, from the interface between communities and the planning processes of decentralized government to constructed spaces for civil society participation in global policy processes. The various types of rules for accountability in these spaces can be set by international agreements, government policy commitments or national legal frameworks. There is also diversity in the spaces and actors, ranging from bureaucrats at the national or local levels to youth and civil society leaders in such areas as education and human rights (UNDP, 2013).

2.2 Theoretical Frameworks of the Study

One of the social accountability program primary focuses is enhancing citizen's participation and engagement to claim their rights to duty bearers. More importantly, the Social accountability program will give room for right holder to empower them and claim their rights. The citizen's participation and engagement has its roots in human rights approach, social interdependence, motivational and human capital theoretical perspectives to explicate its achievement effects to quality education. The frameworks of this study are, therefore, based on the supposed theoretical perspectives which are discussed in the section given below.

2.2.1 Human Rights Approach

The human rights approach to education quality is interested in the role of education in securing rights to education, rights in education and rights through education (Subramanian, 2002). In this sense the human rights discourses have implications for education quality. Hence, teaching approaches that are broadly identified as learner-centered and democratic school structures are promoted within the human rights approach. The human rights discourse has become pervasive. The human rights discourse has also contributed towards sustained initiatives to transform schooling (Leone, et.al. 2011). Child-centered processes of teaching and learning in which children are active agents. Models of a good quality education within a rights-based approach have contributed to understanding of key issues relating to relevance and democracy in education. The need for greater accountability and efficiency to drive up quality gave greater emphasis to underlining issues of equity in relation to governance. As the United Nations Convention on the Rights of the Child article 12 stated that, children have the rights to participation and the government, service provider should consider the view of the child through participation. Children have a right to quality education. As per the right based approach, quality education is right.

The concept of accountability is at the heart of both democratic, rights-based governance and equitable human development. A democratic and inclusive society is based on a social contract between a responsive and accountable state and responsible and active citizens, in which the interests of the poorest and most marginal are taken into account. contract between a responsive and accountable state and responsible and active citizens, in which the interests of the poorest and most marginal are taken into account (UNDP, 2013).

2.2.2 Human Capital Development Theory

As Leone T. (2011) asserts, human capital theory has begun to complement a continued interest in rates of return with an interest in education's role in alleviating poverty and promoting social welfare. This has prompted a shift in political commitment from cost-sharing to free primary

education (as cited in Jones, 2007). Human capital approaches have provided policy makers with an important economic rationale for a focus on education quality (Vegas and Petraw, 2008). However; Human capital theory does not in itself provide a framework for understanding education quality.

For example, writing about Latin America, argue that “expansion of educational opportunities has not markedly reduced income inequality, underdevelopment and poverty, possibly because of the poor quality of education (Hanushek,2007). Quality, as measured by student achievement on standardized tests, correlates more strongly with economic growth than simply years spent in school (Leone et.al. 2011). It is argued from a human capital perspective that countries which have the highest levels of inequality (of any kind) in the education sector also have the slowest national growth rates Margaret (Koziol and Courtney Tolmie, 2010).

Improving all aspects of the quality of education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The influence of the human capital approach on development thinking as it has become institutionalized in the Dakar Framework for Action with its assumption of the role of the state in ensuring excellence for all (Leone et.al. 2011).

2.2.3 Social Interdependence Theoretical Perspective

As Stanne (1999) stated positive interdependence is posited to create forces for responsibility that increase group members’ feelings of responsibility and accountability for completing one’s share of the work and facilitating the work of other group members. When a person’s performance affects the outcomes of collaborators, the person feels responsible for their welfare as well as his or her own. The shared responsibility created by positive interdependence adds the concept of ‘ought’ to group members’ motivation. Social interdependence theory views cooperation as resulting from the positive links of individuals to accomplish a common goal.

Positive goal interdependence is sufficient to generate higher achievement and productivity than are engendered by individualistic efforts, the combination of goal and reward interdependence tends to increase achievement (Stanne (1999)). Therefore, that cooperative efforts tend to promote greater efforts to achieve, more positive relationships, and greater psychological health than do competitive or individualistic efforts. Furthermore, the power of cooperation has been shown to depend on the presence of clear, positive interdependence (which includes individual accountability) that results in promoting interaction.

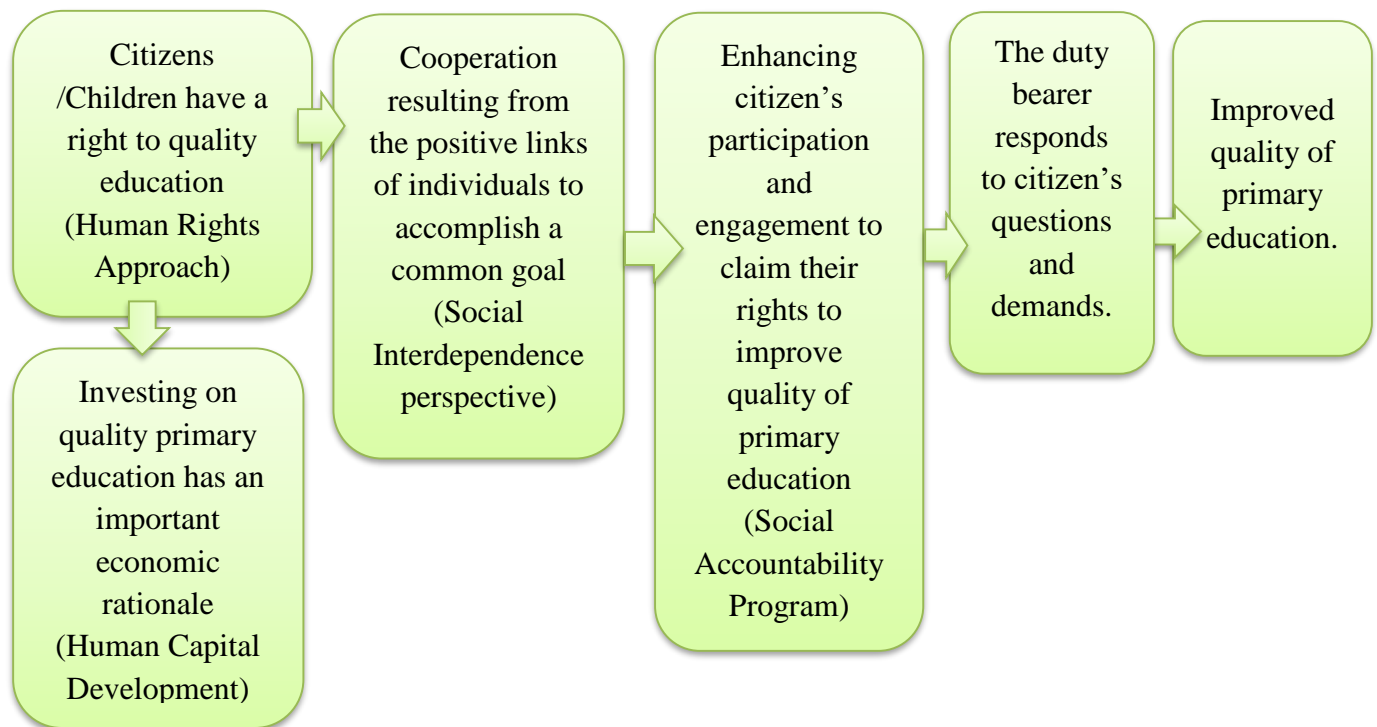


Figure 2: Integration of Theoretical Perspectives on SA in Improving Quality of Primary Education.

The diagram given above begins with a focus on citizen's participation and engagement to claim their rights through social accountability program to improve quality of primary education. It assumes that Citizens /Children have a right to quality of education and also investing on quality of primary education have an important economic rationale. In connection with this, positive goal interdependence perspective will be a base for the member of social accountability group to

generate higher achievement and productivity than individualistic efforts thus, through the social accountability program citizens will be empowered and also group members help their group mates and encourage them to exert maximum efforts to claim their rights to duty bearers. And hence, the duty barrier will response citizen's questions and then quality of education will be improved at the end.

2.3 Review of Empirical Studies

Quality education is universally recognized as a fundamental human right. Yet, New York City persistently fails to ensure that its public schools provide a quality education for all students. For example, in 2001, 70% of New York City public school eighth graders tested below grade level, and 20% of high school students dropped out of school before graduation. While many factors contribute to the poor quality of education, parents and advocates universally report that one of the primary obstacles to guaranteeing the right to education is a widespread lack of accountability by school officials (Elizabeth Sullivan, 2003).

Although more than four fifth of the citizens surveyed claimed to know their rights, responsibilities and entitlements to contribute to and demand better quality basic services, far fewer practiced it. In other words, the effective awareness level of their rights to demand them rights, to complain about the services and hold service providers accountable is quite low and, therefore, needs necessary action to change the situation (ESAP,2013).

For accountability structures to function effectively, the human rights framework requires that school systems create an environment that welcomes and respects participation and guarantees access across communities and sectors of the public. Yet, many parents feel unwelcome when they approach school officials and have little faith that principals or administrators will consider their concerns (Elizabeth Sullivan,2003).

Local administrative bodies and public basic service providers are working with community representative mainly a community representing committee called 'Social accountability

committee' in different local development activities like local development planning, regularly visit and monitor public service centers among others (Ermias,2014).

Social Accountability project has directly assisted the Government to allocate resources in line with community needs. The teacher of Ethiopia Tikdem Primary school (found in Addis Ababa) said that the lobbying of the combined forces of government officials, Teachers, students and the community influenced the district's decision to construct accessible secondary school. When the need came from citizens, the Government realized that they really needed the requested school nearer to Ethiopia Tikdem Primary school. That is how the Government planned and immediately acted on the construction of the secondary school with an estimated cost of 11,000,000 ETB (AFSR, 2015). As a result of SA intervention, a large number of service improvements have been achieved for physically challenged people and marginalized groups in Meskerem Secondary School (AFSR, 2015).

According to the Most Significant Change story of SA project, which is compiled and edited by Lucia and Meskerem (2015), the project has resulted in various remarkable service improvements and citizens' engagement in all ESAP2 project target schools. The social accountability program is made significant contribution in responding citizen's demand on educational facilities particularly, question on requires for additional class rooms, qualified teachers to be assigned, additional chairs for students, provision of more text books, separate toilets for girls & boys, additional tutorial classes to be given to less performing students, school playground, school fence building /repairs, availability of safe drinking water in the school and school supplies & equipment are the main issues that the social accountability made significant contribution in improving quality education.

Chapter Three: Research Methodology

3.1 Study Design

This research used descriptive design. It is descriptive in nature as the study tries to describe the extent to which the social accountability program has been implemented as per the social accountability implementation standard. In connection with this, deductive logic reasoning applied to be specific in assessing the quality of primary education service delivery from among other basic social services provisions. The researcher used across sectional study methods in collecting the primary data from participants. To get more comprehensive understanding of the research problem, the study employed mixed methods of data collection and analysis from primary and secondary data. A mixed approach with survey questionnaire, focus group discussions and key informant interview was carried out and secondary data from target schools were collected and analyzed.

3.2 Study Area

This research was conducted in 3 primary schools in three woredas (Woreda 7, 8, and 9) of Arada-Sub-City in Addis Ababa City Administration. According to the 2007 Population and Housing Census Report, Arada is one of the sub cities located in the central part of Addis Ababa. The sub-city has 10 woreda administrations. Its population is around 212,009 (male= 99,392, female= 112,617), 7.78 % from Addis Ababa total population. Regarding density, Addis Ketema has the highest (25,560 persons per km²), followed by Arada (18,340 persons per km²).

Organization for Prevention, Rehabilitation and Integration of Female Street Children/ OPRIFS/ is local non-governmental organization implementing social accountability program in the three weredas of Arada Sub-City of Addis Ababa-Ethiopia. OPRIFS has been implementing the project named ‘Together for Change: Collaborate Community, Government and Civil Society to Enhance Social Accountability in Public Service Delivery since January 2013. The partner uses Community Score Card as the main Social Accountability tool to implement the program. The main objective of the project is to improve the problems of poor basic public service deliveries of the education sector.

OPRIFS is implementing the program in 8 schools in three woredas. These are: Bihere Ethiopia primary school in woreda 7, Kebena primary School in woreda 7, Meskerem Hulet primary School in woreda 8, Meskerem Hulet Secondary School in woreda 8, Dagmawi Menelik Preparatory School in woreda 9, Kedamawi Menelik Primary School in woreda 9, Dagmawi Menelik Primary School in woreda 9 and Mehale Ginfle Primary School in woreda 9 in Arada sub city of Addis Ababa. Although OPRIFS implements the social accountability program in 8 schools (of which two of them are secondary schools), this study is limited to 3 primary schools.

OPRIFS has been awarded for its contribution in improving education service delivery using the social accountability program in Arada Sub-City of Addis Ababa.

Vanderstoep and Johnston (2009) said that convenient samples often involve people whom the researcher knows or people who live close to the research site. Of the many primary schools found in Addis Ababa, the researcher, based on Vanderstoep and Johnston' notion, used the convenient sampling technique to choose OPRIFS implementing Schools for the research. This is because, the school is familiar with the researcher and situated within 'Arada city' where the researcher has been living.

3.3 Sampling Methods

The selection of samples followed multi-stage sampling procedure. There are three strata: Sub-city, weredas and schools. The study population includes three groups: children who are members of social accountability clubs at school level; and members of social accountability groups at woreda and sub-city levels in which teachers, school principals, Parent Student and Teachers' Associations, children, and woreda education officials are represented.

The organization is implementing the social accountability program in three Woredas (Woreda 7, 8, and 9) in 8 primary and secondary schools. Using random sampling technique, 3 primary schools from the three woredas were selected for the study. These schools include: Bihere

Ethiopia primary School in woreda 7, Meskerem Hulet primary School in woreda 8, Kedamawi Menelik Primary School in woreda 9.

There is one social accountability group (having 9 members), at sub-city level, 3 social accountability groups in each of the three woredas (one wereda social accountability group having 7 members); and six social accountability clubs in each of the 6 primary schools (each social accountability club in each school having 30 members). Using cluster random sampling technique, three social accountability groups at all levels (Sub-city, woreda and schools) were selected as respondents for the study to collect primary data through survey questionnaire, FGD and KII. To determine the sample respondents from school level social accountability clubs, the researcher used one sampling formula.

Quantitative data: primary quantitative data were collected through survey questionnaire using a structured and pre-tested questionnaire. First, the questionnaire was developed in English and then translated into Amharic (the working language in Addis Ababa). 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 two 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 clubs in schools. To make the data collection easy and comprehensive, one assistant data collector supported the researcher. Using random sampling technique, the sample respondents (children) from school level social accountability clubs was determined based on the following formula (Yemane, 1967).

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{90}{1 + 90(0.05)^2} = 73$$

Where,

- ‘n’ is number of respondents to be selected.
- ‘N’ is the members of the school level social accountability clubs which equals 90 members (population).
- ‘e’ is the precision level. A 95% confidence level was taken and $e=0.05$

Based on the formula, 72 children from school level social accountability clubs are sampled respondents to fill the survey questionnaire.

Qualitative data: 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 Service delivery in their respective schools.

Using purposive sampling technique, 15 respondents from the three social accountability groups at each woreda level and 2 participants from sub-city social accountability groups selected for FGD. In general, two focus group discussions were organized composing from member of social accountability group at woreda and sub city level. Thus, a maximum of 9 persons participated in each of the focus group discussions. In connection with this, 3 key informants from Social Accountability Program Implementing Organization/OPRIFS/ and 2 social accountability senior experts and one participant from school principal (social accountability champion) were interviewed for this study. A total of 23 participants (17 as focus group discussants and 6 as key informants) took part for the qualitative data collection.

3.4 Data Collection Instruments

The questionnaire was adopted from World Bank Social Accountability survey questionnaire. The structured and standardized questionnaire was prepared in English and translated to Amharic version to be filled by sample respondents. Pertaining to the qualitative study instruments, semi structured discussion guides were developed and applied for focus group discussions and key-informant interview. The guides are translated into Amharic language to suit the respondents.

Furthermore, additional secondary source of data (i.e government policy documents and official reports, published documents from OPRIFS and others were analyzed.

3.5 Study Variables

- Independent variable: The independent variable is the social accountability program.
- Dependent /outcome variable: is the quality of primary education as defined by the Federal Democratic republic of Ethiopia Ministry of Education. (According to the Federal Democratic Republic of Ethiopia, Education Statistics Annual Abstract (2015), six quality indicators are identified which includes; % Primary school teachers with at least diploma qualification; Primary School Students/Textbook Ratio; Primary education (1-8) Student/Teacher Ratio; Primary education (1-8) Student-Section Ratio; Completion rate at grade 5 and Completion rate grade 8 are national level quality indicator.

3.6 Inclusion and Exclusion Criteria

Inclusion Criteria: All social accountability groups at sub-city, woreda, and school levels were included in the study.

Exclusion Criteria: Individuals who are not able to communicate during the data collection period were excluded. Two secondary schools where social accountability program is being implemented were purposefully excluded from the study.

3.7 Data Analysis Methods

For Quantitative Data: The data collected from the field were analyzed using SPSS version 24 statistical packages. Data cleaning was performed to check for frequencies, accuracy, and consistencies and missed values and variables. Any logical and consistency error identified during data entry is corrected after revision of the original completed questionnaire. The cleaned and edited data were ready for appropriate statistical analysis. Frequency and percentages were generated and analyzed. The result of the analysis is presented using tables.

For Qualitative Data: FGDs and KIIs notes were typed and audio recorded, and the data were transcribed. Responses were analyzed by arranging them in the general categories identified in the discussion guide. The various opinions were assessed and summarized so that the degree of consensus or differences are expressed by the groups and synthesized by the themes or patterns that emerged. All the recorded interviews with informants are transcribed and analyzed.

3.8 Data Quality Assurances

For the quantitative part, the quality of data was assured by proper designing and through pretest. The researcher conducted piloting (pretesting) in Mehale Ginfle Primary School in woreda 9 to check validity and improve the quality of the questionnaire. Besides, every day after data collection, the filled questionnaires are reviewed and checked for completeness and relevance by the researcher. To ensure the quality of data for the qualitative design, the discussion issues were recorded and checked after the completion of FGDs and KIIs by checking the information with the notes taken by the researcher, and also the information was checked for their completeness and whether the audio was well captured. To get a maximum confidence not to lose the information's obtained; the researcher wrote down the main thematic areas that participants raise and the data were triangulated against the audio records. The information was recorded and analyzed in an organized manner at the day of data collection, so as not to forget the issues raised by the participants.

3.9 Ethical Consideration

Once the researcher secured support letter from School of Social Work, Addis Ababa University, the selected school's principals were communicated to get permission and support from the school administration to communicate students in their respective schools to collect data for the research. The purpose and importance of the study were 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 have been collected from each study participants. Data were collected after full informed verbal consent was obtained and confidentiality of the information was maintained by omitting their names and personal identification or privacy. They are informed that the information obtained from them were not be disclosed to the third person and/or body.

Chapter Four: Findings

This section of the study intends to point out the various findings of the study based on the data collected through qualitative and quantitative research methods. It is classified in to three parts. The first part deals with the characteristics of the respondents (sex, age, address, name of the schools and level of education). The second part assesses the extent to which the social accountability program implementation to improve the quality of primary education service delivery focusing on accessing information (building blocks of social accountability-1), making the voice of citizens heard (building blocks of social accountability-2) and engaging in a process of negotiation for change (building blocks of social accountability-3). Whereas the third part focuses on the contributions of social accountability program in improving quality of primary education services deliveries.

2.1 Characteristics of Respondents

The characteristics of the respondents are important to understand the existing situation of the survey population. The following table deals with sex and age of the respondents. As it can be seen in Table One below, majority (61%) of the social accountability clubs in schools are male and the rest 38.9% are female. Thus, the gender balance in the social accountability members are not equal hence, girl participations and engagement should be promoted to maintain the gender balance in the social accountability clubs in schools. In connection with this, 76.4 % of the social accountability members are 11-14 years old and 16.7% are above 15 years old.

			Sex of respondents		Total
			Male	Female	
Age of respondents	7-10	Count	3	2	5
		% of Total	4.2%	2.8%	6.9%
	11-14	Count	36	19	55
		% of Total	50.0%	26.4%	76.4%
	above 15	Count	5	7	12
		% of Total	6.9%	9.7%	16.7%
Total		Count	44	28	72
		% of Total	61.1%	38.9%	100.0%

Table 4.2: Address and schools of respondents						
			Name of school			Total
			Bihere Ethiopia Primary School	Meskerem Hulet Primary School	Kedamawi Menelik Primary School	
Address of respondents	Arada sub city Woreda -7	Count	24	0	0	24
		% of Total	33.3%	0.0%	0.0%	33.3%
	Arada sub city Woreda -8	Count	0	21	0	21
		% of Total	0.0%	29.2%	0.0%	29.2%
	Arada sub city Woreda -9	Count	0	0	27	27
		% of Total	0.0%	0.0%	37.5%	37.5%
Total		Count	24	21	27	72
		% of Total	33.3%	29.2%	37.5%	100.0%

As the above table -2 indicates that all schools were proportionally presented thus, among the 72 sample respondents 37.5% of the respondents were form Kedamawi Menelik Primary School of woreda -9 and 33.3% are from Bihere Ethiopia Primary School of woreda -7 and the remaining 29.2% were form Meskerem Hulet Primary School of Woreda -8. In view of this, all OPRIFS operation woreds are presented and each schools are represented the woreda.

Table 4.3 : Level of Education of the social accountability clubs in schools			
		Frequency	Percent
Level of Education	Attending primary (1-4th grades)	9	12.5%
	Attending primary (5-8th grades)	63	87.5%
	Total	72	100.0%

On the other hand, as the above table 3 showed that, -87.5% of the respondents are attending primary (5-8th grades) and the remaining 12.5% are attending primary (1-4th grades). All most all the social accountability members are representing grade 5-8th thus it is considering the age of the students to be the member of the social accountability clubs in schools. Hence, majority of the

social accountability members are represented from the second cycle of primary education thus the representation of first cycle students are low. This might have an implication on this research, which is the concern of first cycle students are might not be properly flagged in the discussion of the social accountability clubs with the service providers because of the limited number of representation in the school level of the social accountability clubs.

4.2 Major Descriptive Findings

4.2.1 The Extent of the Social Accountability Program Implementation to Improve Quality of Primary Education Service Delivery.

4.2.1.1 Accessing Information (Building Blocks of Social Accountability-1)

Table 4.4: Respondents' understanding of their entitlements to demand for quality education services.						
			Response of the participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	21	0	3	24
		% of Total	29.2%	0.0%	4.2%	33.3%
	Meskerem Hulet primary School	Count	20	0	1	21
		% of Total	27.8%	0.0%	1.4%	29.2%
	Kedamawi Menelik Primary School	Count	22	3	2	27
		% of Total	30.6%	4.2%	2.8%	37.5%
Total		Count	63	3	6	72
		% of Total	87.5%	4.2%	8.3%	100.0%

As it can be seen from the above table 4, all most all participants respond (87.5%) know their entitlement as a citizen to demand/voice for proper provision of quality of primary education services and the remaining 8.3% of the respondents did not have the information weather it is their entitlement of not and 4.2% of respondents are not quite sure it is their entitlement or not. In connection with this, in Meskerem Hulet Primary School only one (1.4%) respondent did not know his/her entitlement which means all the social accountability clubs have knowhow on their entitlement as a citizen to demand/voice for proper provision of quality of primary education

services. And also the project implementation status across schools are almost similar with regard to awareness creation program.

In respect to this, the focus group discussion-one findings show that when OPRIFS stated implementing the social accountability program in Arada Sub city Woreda 7,8 & 9 in 6 primary schools, series of trainings were provided on the social accountability concept, tools and techniques to selected students and teachers. Hence, social accountability committees were established at sub city, woreda and school levels. More importantly, all social accountability committees' members are well aware of how to exercise social accountability program to improve quality education in their respective school. In connection to this, the senior social accountability specialist who is working for OPRIFS had the following to say.

“Intensive awareness raising trainings and workshops were provided on the concept, tools and techniques of social accountability program. School mini-media program such as ‘Yagebagnale’ meaning ‘I have a stake’ was used as a tool to raise the awareness of the school community on social accountability. Even though, it is difficult to say all members have equal understanding on the tools and techniques, their level of understanding is enough to claim their rights and be the voice for other.”

Table 4.5: Participation on improvement and investment on quality primary education.

			Response of the participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	11	6	7	24
		% of Total	15.3%	8.3%	9.7%	33.3%
	Meskerem Hulet primary School	Count	9	0	12	21
		% of Total	12.5%	0.0%	16.7%	29.2%
	Kedamawi Menelik Primary School	Count	5	9	13	27
		% of Total	6.9%	12.5%	18.1%	37.5%
Total	Count	25	15	32	72	
	% of Total	34.7%	20.8%	44.4%	100.0%	

The above table 5 showed that, with regards to citizens are consulted or not on improvement and investment of quality of primary education services in their schools 44.4% of the respondents indicated that, citizen is not consulted on issues related to investment of quality education. However, 34.7% respondents' stated that, the schools administrative consulted citizens and the remaining respondents (20.8%) are not quite sure. In line with this, in Kadamawi Menelik Primary School only 6.9% of citizens are consulted but in Bihere Ethiopia primary School is much better which is 15.3% of respondents said that, the school administrative has consulted with citizens.

The findings of the focus group discussion-two indicated that: from the very beginning it was very challenging and also there was some confusion among the service providers on how to respond to the question of social accountability committees and on how social accountability committees make accountable the service provider. However, gradually, while all the school community and government officials internalize the aim of the program, the service providers become committed to work closely with the social accountability committees at all levels. The social accountability expert working in the program stated the following.

“It is better to compare the level of understanding of citizens on the concept of social accountability before and after the social accountability program is implemented. Before the program started, students, teachers and school administrators did not have any understanding of social accountability program, and hence the rights holders’/service users did not claim their entitlement and the service providers were not fully accountable for issues raised by service users. But, after the social accountability program was implemented, capacity of service users and service providers is enhanced and social accountability clubs/committees were established at school and woreda levels.”

Table 4.6: Access to information on their schools’ education development plan, budget allocation and expenditures.

			Response of the participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	12	6	6	24
		% of Total	16.7%	8.3%	8.3%	33.3%
	Meskerem Hulet primary School	Count	8	2	11	21
		% of Total	11.1%	2.8%	15.3%	29.2%
	Kedamawi Menelik Primary School	Count	14	10	3	27
		% of Total	19.4%	13.9%	4.2%	37.5%
Total	Count	34	18	20	72	
	% of Total	47.2%	25.0%	27.8%	100.0%	

As it can be seen in the above Table-6, access to information on their schools’ education development plan, budget allocation and expenditures, 47.2 % of respondents have access to information on educational developmental plan of the schools and 27.8 % and 25% respectively did not have information and they are not quite sure on the issue. However, in Meskerem Hulet Primary School 15.3% of respondents did not have an information on the issues.

Besides the focused group discussion-one findings indicated that, in connection with, the social accountability committees are aware of the quality education standard also the quality education standard, plan and budget is posted on the notice board to be public for all and hence, the social accountability committees will claim the rights of other and students also can claim their rights to duty bearer as per the quality education standard which planned by the school administrative and education bureau. The school principal of Bihere Ethiopia primary School stated the following.

“The social accountability program is a new approach to empower citizens/students to claim their rights. The view of citizens is gathered through community scrod card. Besides, education indicators and related plans are posted in the notice board to be seen by the citizens and give citizens the opportunity to give their suggestions and monitor the implementation of annual plans and budgets.”

Table 4.7: Engagement of citizens with service providers with the support of Social Accountability Implementing Partner.

			Response of the participants			
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	11	5	8	24
		% of Total	15.3%	6.9%	11.1%	33.3%
	Meskerem Hulet primary School	Count	9	1	11	21
		% of Total	12.5%	1.4%	15.3%	29.2%
	Kedamawi Menelik Primary School	Count	16	5	6	27
		% of Total	22.2%	6.9%	8.3%	37.5%
Total		Count	36	11	25	72
		% of Total	50.0%	15.3%	34.7%	100.0%

As the above Table- 7 indicated that, 50% of participants approached a service provider in the past year with the support of the Social Accountability Implementing Partner and the remaining 34.7% are they are not approached by the implementing organization and 15.3% of respondents were not quite sure. Whereas, Kedamawi Menelik Primary School have better approached with the implementing organization which is 22.2% of respondents are confirmed this which is the highest rate when it compares with other schools. In supporting this findings, the focused group discussion- one findings showed that, an intensive consultative meetings were conducted to create common understanding and to come up with common consensus on how to implement social accountability program at all levels. One of the school principal who is a Champion in implementing social accountability program at school level had the following to say.

“Before the program was commenced, citizens didn’t have awareness on the education quality, quality indicators, and social accountability program. Through implementing the social accountability program, the quality education gaps, roles and responsibilities of the service providers in improving the quality of education, the rights of citizens to voice their concerns and claim their entitlements, and the need for strengthening coordination among different stakeholders were revealed. As a result, ‘Mogache Temariwoch ’ meaning children/students who demand their entitlements from duty bearers social accountability program are created.”

4.2.1.2 Making the Voice of Citizens Heard (Building Blocks of Social Accountability-2)

Table 4.8: Availability of mechanisms to complaints of citizens to access quality education.

			Response of participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	16	8	0	24
		% of Total	22.2%	11.1%	0.0%	33%
	Meskerem Hulet primary School	Count	17	4	0	21
		% of Total	23.6%	5.5%	0.0%	29.1%
	Kedamawi Menelik Primary School	Count	16	8	3	27
		% of Total	22.2%	11.1%	4.3%	37.6%
Total		Count	49	17	3	72
		% of Total	68%	27.7%	4.3%	100.0%

The above Table 8 indicated that, the means of submitting your complaints on problems of getting quality education services to the schools' administrative; majority of the respondents responded that (68%) there is a means to submit any complains to schools administrative only 4.3% respondents in Kedamawi Menelik Primary School did not know the mechanism how to submit their compliments and also the remaining 27.7% are not quite sure on the issues.

In connection with this, the focused group discussion-one, findings showed that, the school social accountability clubs in collaboration with the school's Parent Teacher and Students Association/PTSA/ are working together to identify challenges and fill the gap to improve quality education. Besides, students are empowered to claim their rights to school administrative particularly, member of the social accountability club students is member of the school management team to evaluate their teacher. More importantly, students started to report cases to the schools administrative. For instance, when the teacher has missed class and/or when tutor class is canceled, students will report the case to the school administrative and immediate corrective measure will be undertaken. In connection with this, one of the key informants (social accountability expert) stated that social accountability program is a new approach to empower

citizens including children (students) to claim their rights from duty bearers. The view of citizens is gathered through community scrod card, which is a very simple tools to apply. Thus, students can submit their complaints using this and other similar tools and the service providers and government authorities are pushed to consider the identified issues/service gaps in their plans and programs. Besides, currently, the quality indicators are posted to notice board to make public for all.

Table 4.9: Ways of submitting citizens' complaints.

			Individually by yourself to service providers	Together with Social Accountability committee member	Through Parent Teacher Student Association	Through all the above	Other	Total
Name of school	Bihere Ethiopia Primary School	Count	2	16	2	2	2	24
		% of Total	3.9%	22.2 %	3.9%	3.9%	3.9 %	37.8 %
	Meskerem Hulet primary School	Count	3	7	3	8	0	21
		% of Total	5.9%	9.7%	5.9%	15.7%	0.0 %	37.2 %
	Kedamawi Menelik Primary School	Count	3	18	3	3	0	27
		% of Total	5.9%	25%	5.9%	5.9%	0.0 %	42.7 %
Total		Count	8	20	8	13	2	72
			15.7%	56.9%	15.7%	25.5%	3.9 %	100%

As it can be seen in the above Table-9, citizens submit their complaints through various means. 56.9 % of the respondents submit complains together with social accountability committee member and the remaining 15.7 % are submit either individually by themselves to service providers or through Parent Teacher Student Association. Besides, in Kedamawi Menelik Primary School 25% participants submit the complaints together with Social Accountability committee member.

The findings of focus group discussion- two showed that, the social accountability program is a means to empower citizens so as to claim their rights. Currently citizens including children are

empowered especially members of the social accountability clubs/committees have become change agents. In connection with this, teachers and parents have pivotal role in achieving quality education. One of the key informants (teacher) stated that even though there is a system (such as suggestion box) to hear the voice of children/citizens, the system is not functional as such. Hence, it is challenging to address the question of citizens with the existing mechanisms. But, the social accountability as mechanisms helps to interface between citizens including students and service providers, and hold the service providers and authorities accountable for their actions and inactions.

Table 4. 10: Reasons for not demanding their rights to quality primary education.

		Response of participants				Total	
		Because I do not know the means of submission of my complaints	Because I feel I do not get responses	Because I am afraid of reprisals	Any other reasons		
Name of school	Bihere Ethiopia primary School	Count	2	18	3	1	24
		% of Total	7.7%	25%	11.5%	3.8%	48.0 %
	Meskerem Hulet primary School	Count	9	10	1	1	21
		% of Total	12.5 %	13.8%	3.8%	3.8%	33.9 %
	Kedamawi Menelik Primary School	Count	5	17	2	3	7
		% of Total	6.9%	23.6%	2.7%	4.1%	37.3 %
Total		Count	16	45	6	5	72
		% of Total	22.2%	62.5%	8.3%	6.9%	100.0 %

As the above Table 10, indicated that, if the citizens did not complain or demand for better education services, the reason that citizens did not express their demand/complaints are because of various reason. Thus, 62.5 % of respondents indicated that, they don't want to complain their concern because of they feel that they do not get responses form the duty bearer and 22.2% of

them are because of they do not know the means of submission of complaints likely 8.3% are also, afraid of reprisals. In connection with this, in Bihere Ethiopia primary School 25.5% respondents indicated, the reason why doesn't want to submit their complaints are because of they do not get responses for the service provider.

The Group discussion one, findings indicated that, the role of family, students and teachers are pivotal to ensure quality education. At this time the role of the family is increasing because of the social accountability program in schools since the schools are working to make the information accessible for all and this has increased the engagement of the school community and student's family. Similarly, sometimes students are not willing to submit their complaints to the service provider because of various reason, but fear of getting appropriate response from the concerned body and fear of revenges and its consequences.

Table 4.11: Promptness and effectiveness of responses from services providers to citizens' demands/complaints								
			Participants response					Total
			Within 7 days	Within 15days	Within 21 days	Within 30 days	Not all	
Name of school	Bihere Ethiopia primary School	Count	5	5	3	4	7	24
		% of Total	6.9%	6.9%	4.2%	5.6%	9.7%	33.3%
	Meskerem Hulet primary School	Count	9	5	1	0	6	21
		% of Total	12.5%	6.9%	1.4%	0.0%	8.3%	29.2%
	Kedamawi Menelik Primary School	Count	5	2	7	7	6	27
		% of Total	6.9%	2.8%	9.7%	9.7%	8.3%	37.5%
Total		Count	19	12	11	11	19	72
		% of Total	26.4%	16.7%	15.3%	15.3%	26.4%	100.0%

As it can be seen the above table 11, 26.4% of the participants responded that, when they submit their complaints and problems they get quick and effective responses within 7 days from service providers and the remaining 16.7 % of respondents responded that they get response within 15

days and the remaining 15.3% are getting their response more than 15 days. Supporting this finding, the social accountability specialist who participated as key informant stated the following.

“Social accountability is a breakthrough to promote and ensure quality education. This program has brought remarkable achievement in improving the quality of education. The social accountabilities committees and services providers and authorities come into on board to identify the challenges in delivering quality education and address the issues. Social accountability as a tool should be institutionalized in the school system to sustain the program and also scale up some programs in various schools. Outcome of monitoring reports by implementing partner showed that schools where social accountability program has been implemented have shown improvement in quality education delivery compared to those schools where the program has not been implemented.”

The focus group discussion-two, findings also indicated that, Students become more active to claim their right ‘Mogache Zega’ and they can claim their right without any fear when we compare students who are a member of social accountability clubs with those who are not member of the social accountability clubs, the member of the social accountability is active enough than who are not in member of social accountabilities clubs to report the case to the service provider as early as possible. The social accountability expert working in OPRIFS stated that one of the key strategies to easily identify the challenges in delivering quality education is conducting regular meetings with the social accountability committees. Members of the social accountability committees hold interface meetings with school principals and evaluate the service provision. This platform gives room for students to discuss the issues directly with the service provider/duty bearer and hold the service providers more accountable to address the identified reform agenda.

Table 4.12: Actions taken by citizens when their demands are not addressed by service providers

			Response of the participants					Total
			Do noting	Submit appeal to the Woreda sector Social Accountability committee	Submit appeal to the Sub city Social Accountability committee	Submit appeal to the Addis Ababa Education office	Other, Specify	
Name of school	Bihere Ethiopia primary School	Count	7	6	4	6	1	24
		% of Total	9.9%	8.5%	5.6%	8.5%	1.3%	33.7%
	Meskerem Hulet primary School	Count	11	8	2	0	0	21
		% of Total	15.5%	11.3%	2.8%	0.0%	0.0%	29.6%
	Kedamawi Menelik Primary School	Count	7	12	3	4	1	27
		% of Total	9.9%	16.9%	4.2%	5.6%	1.4%	38.0%
Total		Count	25	26	9	10	2	72
		% of Total	35.2%	36.6%	12.7%	14.1%	1.4%	100 %

As the above table 12 indicated that, when citizens did not get any response for the question that have been submitted to the service provider or to duty bearer 36.6% of them submit their appeal to the woreda sector social accountability committees which shows the coordination between the school level of social accountability committees and the woreda level social accountability committees. Likewise, 35.2% of participants responded that, they don't want do nothing which means they did not want to report the case to the next body and they give up on the issues.

As the group discussion indicated that, students who were member of the social accountability clubs are super active 'Tenefashe Ayasewetum' to claim their rights and to make the duty bearer accountable by expanding we should create empower citizen to exercise democracy and

responsible citizen to their community and country. More importantly, issues which are identified by schools' level social accountability committees definitely will be addressed by the government. If not, the students will push the issue to be an agenda of the woreda level social accountability committee. If the issues are not addressed at wereda level, they will take the issue to sub- city level social accountability committees. However, one of the big challenges in implementing social accountability program at all levels is ongoing staff turnovers of the social accountability committees. This is significantly affecting the program because there is no proper handover mechanism.

4.2.1.3 Engaging in a Process of Negotiation for Change (Building Blocks of Social Accountability-3)

Table 4.13: Service providers' survey on quality education delivery and citizens' complaints

			Response of the participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	11	6	7	24
		% of Total	15.9%	8.7%	9.7 %	34.3%
	Meskerem Hulet primary School	Count	12	0	9	21
		% of Total	17.4%	0.0%	13.0%	30.4%
	Kedamawi Menelik Primary School	Count	13	7	7	27
		% of Total	18.8%	10.1%	9.7%	38.7%
Total		Count	36	13	23	72
		% of Total	52.2%	18.8%	29.0%	100.0%

As the above Table 13, indicated that, 52.2% of the participants responded that, the service provider conducted a regular and/or occasional service users survey to learn about the quality of primary education service delivery and complaints on the provision of quality education and 29% of them are they don't know the information weather the service provide conduct the regular service user survey or not.

As the focus group discussion-one, indicated that, quality education should be seen at input, process and output level. At input level, all the national quality indicators should be fulfilled, at

process level the teaching and learning process has to be smooth and effective, and at output level, students' academic performances should be improved. Thus, in this regard there is a regular assessment to ensure quality education for all. In connection with this, the social accountability expert working in OPRIFS stated that OPRIFS has been implementing the social accountability program for four years. In the last four years, various capacity building trainings and awareness raising workshops, and serious of interface and review meetings were conducted to make the implementation of the program effective. Different project level monitoring activities were conducted to improve the program implementation.

Table 4.14: Actions taken by service providers to address issues identified by the service providers' survey

			Response of the participants			Total
			Yes	No	Don't Know	
Name of school	Bihere Ethiopia primary School	Count	15	3	6	24
		% of Total	20.8%	4.2%	8.3%	33.3%
	Meskerem Hulet primary School	Count	12	1	8	21
		% of Total	16.7%	1.4%	11.1%	29.2%
	Kedamawi Menelik Primary School	Count	11	7	9	27
		% of Total	15.3%	9.7%	12.5%	37.5%
Total		Count	38	11	23	72
		% of Total	52.8%	15.3%	31.9%	100.0 %

As it can be seen the above table 14, more than half (52.8%) of the participant's service providers take positive steps to respond to complaints and to resolve the problems expressed in the surveys on users and 31.9 % of them are did not have any information on the matter. In connection with this, in Bihere Ethiopia primary School 20.8 % of the participants responded the service provider has taken positive action on the citizen's complaint.

In the group discussion session, Behere Ethiopia Primary school principal mentioned that Behere Ethiopia Primary schools were actively implementing the social accountability program and has achieved remarkable results to improve quality primary education.

Previously, the school was called ‘Woldo Metaya’ meaning students who joined this school will not be successful because the school did not have good learning and teaching environment and facilities. But now, everything is on track to make the teaching and learning process smooth and ensure quality primary education for all students in school. In connection with this, the social accountability coordinator said that the social accountability program has created sense of ownership among school community to talk about common goal for mutual benefit. More importantly, once the challenges are identified, the required resources are mobilized to address the gaps and the service providers are proactive to take the necessary measures.

Table 4.15: Forums/meetings organized by school administrations to hear citizens voice on provision of quality education services

		Response of the participants			Total	
		Yes	No	Don't Know		
Name of school	Bihere Ethiopia primary School	Count	14	7	3	24
		% of Total	19.4%	9.7%	4.2%	33.3%
	Meskerem Hulet primary School	Count	17	3	1	21
		% of Total	23.6%	4.2%	1.4%	29.2%
	Kedamawi Menelik Primary School	Count	17	6	4	27
		% of Total	23.6%	8.3%	5.6%	37.5%
Total		Count	48	16	8	72
		% of Total	66.7%	22.2%	11.1%	100.0%

As shown in Table 15, indicated that, 66.7% of the participants responded that forums/meetings are regularly/occasionally organized by school administrations to hear citizens’ voice on provision of quality education services and 11.1% of them did not have any information in this regard. In Meskerem Hulet and Kedamawi Menelik Primary Schools, there are similar practices as responded by 23.6% of participants in each school. A teacher who participated in the focus group discussions in Kedamawi Menelik primary school stated that, social accountability is our lenses to see any governance related issues in our school. When we started the social accountability program, different service gaps were identified which include, students’ disciplinary problems, absence of clean drinking water, absence of separate toilets for girls and boys, and absence of school fences.

Based on the identified gaps, the social accountability committees organized interface meetings with the school administration and have come up with joint solutions. Local resource was mobilized and the identified service gaps were addressed phase by phase.

Table 4. 16: Citizens' demands for inputs to improve the quality of education services in the selected schools	Degree of responses					
	No comment	Bad	Not satisfactory	Good	Very good	Total
Requires for additional class rooms	22.2%	4.2%	11.1%	23.6%	38.9%	100.0%
Requires for qualified teachers to be assigned.	8.3%	6.9%	16.7%	33.3%	34.7%	100.0%
Requires for additional chairs for students	8.3%	6.9%	11.1%	37.5%	36.1%	100.0%
Requires for provision of more text books	4.2%	8.3%	9.7%	44.4%	33.3%	100.0%
Requires for separate toilets for girls & boys	6.9%	6.9%	15.3%	30.6%	40.3%	100.0%
Requires for additional tutorial classes to be given to less performing students	2.8%	8.3%	20.8%	33.3%	34.7%	100.0%
Requires for school playground	4.2%	8.3%	9.7%	48.6%	29.2%	100.0%
Requires for school fence building /repairs	5.6%	2.8%	18.1%	38.9%	34.7%	100.0%
Requires for availability of safe drinking water in the school	2.8%	9.7%	13.9%	30.6%	43.1%	100.0%
Requires for school supplies & equipment	2.8%	9.7%	6.9%	37.5%	43.1%	100.0%

As the above Table 16 showed that, the degree of responses to the different complaints raised by citizens is relatively good and very good. Accordingly, 37.5% and 43.1% of participants responded that they have got good and very good responses from the service providers. 43.1 % (each) have demanded improved availability of safe drinking water as well improved school supplies & equipment affirmed that he degree of response from the service provider is very good.

48.8% of the respondents affirmed that the degree of response from service providers to their demands for the fulfillment of school playground is good. On the other hand, 20.8% of the respondents stated that the degree of response for citizens' demand for an additional tutorial classes to be given to less performing students was not satisfactory and 18.1% of them reported that the degree of response for their demand for school fence building /repairs is not satisfactory.

During the focus group discussion one, the school principal of Behar Primary School pointed out that, for instance in Behar primary school, even though there is adequate book in the store children have not get books one to one and the library and laboratory are always closed. Besides the teachers are not punctual to start the class in addition to this, the school are surrounded by deferent chat kiosks, bar including other evil things. But, after the social accountability program is implemented, these problems were addressed by the school administrative in collaboration with the woreda and school social accountability committees. As a results, the quality education improved- books distributed to all students, those bar clubs and chat house were closed, all teachers come on time, teachers will not have canceled class, student arrives in and out on time, the Library and laboratory become functional and hence the teaching learning process becoming smooth.

The social accountability specialist working at OPRIFS 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, book distribution, teachers' absenteeism, some teachers teaching without having the required profession, 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, a sport teacher was teaching mathematics and physics without his profession in one school. However, once the social accountability clubs reported this case, the school administration took the necessary measure by assigning qualified teachers.

4.2.2 Contributions of Social Accountability Program in Improving Quality of Primary Education Services Deliveries.

Table 4.17: Contribution of Social Accountability programming in improving national level quality indicators.

	<i>Degree of responses</i>					Total
	No comment	Bad	Not satisfactory	Good	Very good	
% Primary school teachers with at least diploma qualification;	12.5%	4.2%	15.3%	29.2%	38.9%	100.0 %
Primary School Students/Textbook Ratio;	9.9%	5.6%	15.5%	36.6%	32.4%	100.0 %
Primary education (1-8) Student/Teacher Ratio;	11.1%	4.2%	13.9%	36.1%	34.7%	100.0 %
Primary education (1-8) Student-Section Ratio;	11.1%	4.2%	12.5%	44.4%	27.8%	100.0 %
Completion rate at grade 5	13.9%	8.3%	23.6%	27.8%	26.4%	100.0 %
Completion rate grade 8	9.7%	9.7%	12.5%	34.7%	33.3%	100.0 %

As shown in Table 17 above shows the contribution of social accountability program in improving the completion rate of grade eight students. Accordingly, 33.3 % and 34.7 % of the respondents believed that the social accountability program has contributed to improving quality education in selected schools in a good and very good manner respectively. And also, 9.7 % of them did not have any comment on this and 12.5% of them said that it is not satisfactory. Thus, the contribution of the social accountability program is not sufficient enough to ensure quality education. In connection with this, 44.4% of participants indicated that the social accountability program made a contribution in improving primary education (1-8) student-section ratio and also 38.9% of respondents showed that percent of primary school teachers with at least diploma qualification has improved.

Results of the focus group discussions with members of the social accountability groups revealed that government has its own quality improvement program/ package but it is difficult to implement the package since is not friendly working manual. However, they affirmed that the social accountability program has an added value to improve the quality education because, the social accountability tools and mechanisms are easily to implement them on the ground. Thus, the target schools are implementing the social accountability program to bring quality education for all students in selected schools. Supporting this assertion, the social accountability expert stated that though the government has its own quality education package, it has not been effectively implemented so far. Recently, the social accountability program is new approach to support the government quality education package to improve the quality education in schools and the program has its own contribution to bring quality education.

Adding to this, a school principal in Behar Primary School pointed out that if a person has a vision problem, he or she is provided with a supportive glass to correct the vision. The social accountability program is our supportive lens to see the challenges of quality education and find the solution. Currently, Behar Primary School is implementing the social accountability program and this program has helped the school administration to identify the challenges and 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.

Recognizing its importance, the woreda-8 education bureau believed that, the social accountability program is hugely contributing to ensure quality education in social accountability implementing schools. Now, the woreda has a plan to scale up the program in others schools in collaboration with social accountability implementing agency.

Chapter Five: Discussion

5.1 The Extent to Which the Social Accountability Program has been Implemented to Improve the Quality of Primary Education.

The extent of social accountability implementation is depending on the building blocks of social accountability. Thus, the findings of this research are discussed in terms of the building blocks of social accountability which are accessing information, making the voice of citizens heard and engaging in a process of negotiation for change in line with, research findings, various theoretical and secondary data reviewed. In connection with this, the contribution of social accountability program is assessed and discussed accordingly.

5.1.1 Accessing Information

Social accountability initiatives frequently involve citizens in either seeking information from government in such areas as budgets, expenditures or compliance with national and international legal frameworks or in creating new information about access to and quality of services like quality education. They provide information to citizens about their rights and legal and institutional procedures. Building awareness of these issues is often a first step to fostering active and effective citizenship and encouraging citizens to engage (Gaventa and Barrett, 2010).

Social accountability creates new dynamics and is an interactive process. This calls for the promotion of a general learning process and information sharing among all stakeholders. In order to make member of the social accountability clubs capable, the implementing partner(OPRIFS) and the service provider is intensively working to make the information reachable to all members of the social accountability committees.

In connection with this, intensive consultative meetings were conducted to create common understanding and to come up with common consensus on how to implement social accountability program at all levels. As the quantitative findings indicated that 87.5% of the social accountability committees know their entitlement as citizens to demand/voice for proper provision

of quality of primary education services. However, with regards to citizens are consulted or not on improvement and investment of quality of primary education services in their schools 44.4% of the respondents indicated that, citizen is not consulted on issues related to investment of quality education. Thus, though, the social accountability implementing partners(OPRIFS) provided adequate awareness creation program to the member of social accountability, it requires further effort to make the duty bearer should consult with the rights holders in their concern. In connection with this, only 50% of the respondents indicated that a service provider approached the rights holders with the support of the social accountability implementing partner. Hence, the rights holders have knowhow on their entitlement to influence the service provider in relation with quality primary education but if they don't get a space for meeting with the service provider it would be hard to make the voice of the citizens to be heard. In line with this, one of the social accountability specialist stated the following.

“Even though various trainings of trainers were provided to members of the social accountability clubs; the training has not been cascaded down to the school community due to the financial constraints.”

Hence, to empower more citizens, additional budgets were required. Thus, it would be better, if the program is integrated in school's program as a key strategy to promote quality education for all and to make the program sustainable for the future.

5.1.2 Making the Voice of Citizens Heard

To strengthen the capacities of citizens, citizen groups and government to work together in order to enhance the quality of basic public services delivered to citizens. The program seeks to give voice to the needs and concerns of all citizens on the delivery and quality of basic public services in the areas of education, the use of SA tools, approaches and mechanisms by citizens and citizen groups, CSOs, local government officials and service providers should result in more equitable, effective, efficient, responsive and accountable public basic service delivery (ESAP,2016)

As the quantitative findings indicated that, 71% of the respondents said that, there are a means to submit any complains to schools administrative to getting quality education services to the

schools' administrative which means majority of the respondents believed that there is mechanism to report their grievance to the school administration. In connection with this, even though, 39.2% of the respondents submit complains together with social accountability committee member, 42.3 % of respondents indicated that, they don't want to complain their concern because of they feel that they do not get responses form the duty bearer which is they don't have trust on the service provider weather the question of the citizens responded or not.

In line with this, 26.4% of the participants responded that, when they submit their complaints and problems they get quick and effective responses within 7 days from service providers if not 36.6% of them submit their appeal to the woreda sector social accountability committees which shows the coordination between the school level of social accountability committees and the woreda level social accountability committees. *The social accountability specialist of OPRIFS had stated the following.*

“Students’ participation plays a pivotal role if we are aspiring quality education for all. Citizens should engage in the assessment, planning, implementation and monitoring of the quality education related programs in schools.”

The focus group discussion-one, findings indicated that, there are turnover among the social accountability committees due to various reason which is a big challenge to effectively run the program and address the question of the citizens. More importantly, the social accountability program is chaired by the school principle thus, the issue will get attention by decision makers and also it will create a space for students and social accountability committees to get in touch with service provider especially the school administrative team. To ensure quality education for all the duty bearer make the voice of citizens heard. Interestingly, social accountability program is a good means to ensure the quality of education. To this end, even though, majority of the respondents stated, there is a mechanism to report the compliance to the duty bearer, still the number of cases reported to the social accountability committees and service providers is few and some of them are not willingness because they don't want to complain their concern because of they feel that they do not get responses.

5.1.3 Engaging in a Process of 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. Negotiation processes may be ad hoc or institutionalized. They 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 (Social accountability source book(undated).

As the quantitative findings indicated that, 52.2% of the participants responded that, the service provider conducted a regular and/or occasional service users survey to learn about the quality of primary education service delivery and complaints on the provision of quality education similarly (52.8%) of the participant's service providers take positive steps to respond to complaints and to resolve the problems expressed in the surveys on users. Likewise, 66.7% of the participants responded that forums/meetings are regularly/occasionally organized by school administrations, to hear citizens voice on provision of quality education services. To this end, the degree of response in different complaints issue is relatively good and very good thus 37.5% and 43.1% of participants responded that they have got good and very good response from the service provider which is encourage results in engaging a process of negotiation for change.

The group discussion findings indicated in engaging a process of negotiation for change at all levels. Sub-city level social accountability committees: it has an inspection and supportive role to the woreda level social accountability committees. More importantly, various assessments were conducted to provide evidence based support and to document disaggregate data to track the changes. In connection with this, the sub-city social accountability developed a standardized checklist to collect data from students, teacher, children's families.

Likewise, the woreda level social accountability committees had a role to support the school level social accountability clubs to empower citizens and make them change agent. Interestingly, they have an interface meeting with schools' levels social accountability committees to overcome the identify challenges and address the problem. Similarly, the school level social accountability committees were responsible to the day to day challenges in schools and they will discuss with the beneficiaries/children/ to jointly identify the challenges in collaboration with the

schools administrative. Even though, the service provider conducted a regular survey to take positive step to provide response for citizens, the degree of response in different complaints issue is relatively below 50% which is not enough to address the question of the citizens.

5.2 The Contributions of Social Accountability Program in Improving Quality of Primary Education Services Deliveries.

As the quantitative findings indicated that, 34.7 % of the respondents believed that the social accountability program made a very good contribution and 33.3 % of them said the social accountability had good contribution in improving the completion rate of grade eight which is one of the national quality indicator. In connection with this, 44.4% of participants responded that the social accountability program made a contribution in improving primary education (1-8) student-section ratio and also 38.9% of respondents showed % primary school teachers with at least diploma qualification is also improved. As quantitative findings showed that, the social accountability programs have a contribution in improving quality education in selected schools. The overall degree of response on improving quality education is more that 27% is good and 26% of them said vary good. The Bihere Ethiopia primary School's teacher stated that the concept of the social accountability is integrated in the school community.

Members of the social accountability clubs were active participants to implement the social accountability program in their respective schools. Besides, the woreda education bureau representative stated that, the social accountability program is hugely contributing to ensure quality education in social accountability implementing schools. Now, the woreda has a plan to institutionalize the program and scale up the program in others schools.

Thus, the social accountability program has been encouraging in improving quality education thorough participatory approach to ensure quality education in the respective schools. To see the trends of quality education achievements across the year since 2006-2009 E.C secondary documents have been reviewed and presented in the below table.

Table 5.18: Trend of achievement against the national quality indicators in each selected school. -Bihere Ethiopia Primary School(W-7) -Meskerem Hulte Primary School(W-8) -Kedmawi Menelik Primary school(W-9)		Years											
		2006 E.C			2007 E.C			2008 E.C			2009 E.C		
		Bihere E. P. School	Meskerem P. School	Kedmawi Menelik P. School	Bihere E. P. School	Meskerem P. School	Kedmawi Menelik p. School	Bihere E. P. School	Meskerem P. School	Kedmawi Menelik p. School	Bihere E. P. School	Meskerem P. School	Kedmawi Menelik P. School
% Primary school teachers with at least diploma qualification;	Degree	4	8	15	3	8	15	6	9	15	10	8	15
	Diploma	25	45	15	38	45	15	38	44	15	28	45	15
	Certificate	1	1	1	1	1	1	1	2	1	2	1	1
	Total	30	54	31	42	8		45	54		40	54	31
Primary School Students/Textbook Ratio;		1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1
Primary education (1-8) Student/Teacher Ratio;		1:16	1:18	1:13	1:13	1:16	-	1:14	1:14	-	1:16	1:12	1:18
Primary education (1-8) Student-Section Ratio;		1:44	1:53	1:12	1:36	1:49	-	1:39	1:43	-	1:38	1:38	1:18
Completion rate at grade 5	Total	49(F-27)	113(F-68)	43(F-16)	73(F-42)	102(F-62)	-	80(F-50)	91(F-62)	34(F-12)	78(F-50)	88(F-50)	
	Passed	44	-	34	72	91	-	73	79	28	-	-	-
	Failed	F-1 M-4	-	F-8 M-1	F— M-1	F-2 M-3	-	F-3 M-4	F-5 M-1	F-5; M-1	-	-	-
	Pass score	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Completion rate at grade 8	Total	64(F-44)	188(F-124)	100(F-59)		174(F-127)	-	89(F-55)	128(F-75)	87(F-52)	100(F-63)	123(F-71)	
	Passed	47	79	70	61(F-46)	104	-	80	110	81	-	-	-
	Above 50%	27	36	-	61(F-46)	33	-	69	29		-	-	-
	Failed	F- 8 M- 9	F- 79; M- 30	F-11 M-19	55	M-20; F-46	-	F- 7 M-1	F- 12;M- 6	F-2; M-4	-	-	-
	National entrance score	Av.-38 or 36 %	same	same	Av.-41 or 30.4 %	same	same	Av.-37 or 32%	same	Same	-	-	-

Source: Student roster, annul and periodic reports from the record office of the respective schools since 2006-2009 E.C

As it can be seen the above table, the trends of the national quality indicators in each respective schools are improving. For this improvement, the social accountability program is made a significant contribution. As the researcher reviewed the 4 years (2006-2009 E.C) data from each selected schools, the input(facilities) for quality education is progressively improved in all selected schools.

The percent of primary school teachers with at least diploma qualification in all schools is 99% which is majority of the teachers at each schools are above diploma level thus, this indicator is achieved. In connection with this, the primary school students to textbook ratio is also one to one (1:1) even there are an extra book in the store thus, student to text book ratio is not an issue for primary school students in all schools. In relation with this, the average of primary education (1-8) student to teacher ratio is one to sixteen (1:16) and also the average of primary education (1-8) student to section ratio is one to thirty-seven (1:37) which is good and improving throughout the year.

However, the completion rate at grade five (5) showed that on average at least five (5) students have failed in each school. This indicates that the schools are not achieving at scale as compared to other quality indicators. Looking the completion rate of grade eight (8) students, even though the majority of students passed the national entrance exam, the number of students who scores above 50% is low. For example, in Meskerem Hulte Primary School (Woreda-8), a total of 188 (females-124) sat for grade eight national exam and of this only 79 students (42% of them) passed to grade nine (9) when the national pass score was 36%. However, if the national pass score was 50%, only 36 students (19% of them) would pass. In the same school, in 2008 (E.C), out of the total 128 (females-75) students who sat for grade eight (8) national exam, 110 students (86% of them) passed the national exam at this time when the national grade 8 student pass score was 32%. However, if the national exam passing score is 50%, only 29 students (22% of them) will pass the exam.

As the focus group discussion findings indicated that, one of the unseen challenges in relation with quality education, students are good at school exams but when they are seat for national grade eight exam, only few students are score above 50 % which is really critical when we are

comparing with private school students. Hence, the social accountability and other quality education package should focus on academic performance of student not only facilities or inputs.

The social accountability is trying to achieve the quality indicators at scale, the quality education issues still have other many factors that affect the teaching learning process to see the impact on students' academic performance. As the focus group discussion findings identified that, one of the big challenges in implementing social accountability program at all levels are reshuffles and turnovers of the social accountability committees. This is significantly affect the program because there is no proper handover mechanism and to newly elected social accountability members.

Besides, economic problem is very challenging for public schools' students because most of student come from destitute family. Even though, the humanitarian clubs in schools are supporting many students who come from poor family, the challenge is rooted. Thus, students who come from destitute family, the problems that are faced every day might have a negative implication on their academic performance. In line with this, student who are from these families might not be interested in engaging in social accountability clubs, because students are tied up with different work to support their families.

In connection with this, the social accountability committees are also working closely with the school administrative to support children who come from destitute family. The organization is providing education materials for these children to make them in school and attained their education through sponsorship program. Thus, the program has also a role in supporting students who come from poor family to continue their education. In connection to this, Behar Primary School SAC member summarizes the Social Accountability project experience as follows.

“This project is benefiting us in many ways. We are able to ask our local administrators to address the service gaps based on our interests. We buried our past habit of asking haphazard questions to decision makers. Now, we can ask them based on our plans to fill the identified gaps. The Social Accountability project has become our voice.”

Chapter Six: Conclusions and Recommendations

In this chapter, the researcher presented the conclusion part which focuses on the extent to which the social accountability program has been implemented to improve the quality of primary education in terms of the three building blocks of social accountability program which is accessing information, making the voice of citizens heard and engaging in a process of negotiation for change. In connection with this, the study also assessed the degree of response of the respondents on the contributions of social accountability program in improving quality of primary education services deliveries. Based on the findings, recommendations are presented for policy and implementation as well as an implication for social work profession and positive social change.

6.1 Conclusions

Based on the findings of the study, the researcher has given the following conclusive remarks.

The social accountability program which has been implemented to improve the quality of primary education in the selected schools. Members of the social accountability committees know their entitlement as a citizen to demand/voice for proper provision of quality of primary education services. Although, there are mechanisms to submit any complaints to school administrations, there is still a gap in consulting citizens on issues related to investment of quality education in schools.

In view of making the voice of citizens heard, members of all social accountability committees are empowered. However, some of them didn't want to complain their concern for the reason that, they feel that they do not get responses from the service providers and government authorities. When they submitted their complaints and problems, they got quick and effective responses within 7 days from service providers, if not they will appeal to the woreda sector social accountability committees. This implies that the social accountability mechanism is well functioning.

With regard to the process of negotiation for change, the service providers conducted a regular and/or occasional service user survey to learn about the quality of primary education service delivery and complaints on the provision of quality education. Following this, the service providers had taken positive steps to respond to complaints of citizens and to resolve the problems expressed in the surveys. Similarly, forums/meetings were regularly/occasionally organized by school administrations to hear citizens voice on provision of quality education services. Hence, the degree of response/actions taken by the service providers to the different complaints was really encouraging, which paves the way to improve the quality education for all.

Looking to the degree of response on the contribution of social accountability program to improve the quality of education against the national quality indicators, most of the quality indicators (% primary school teachers with at least diploma qualification, primary school students to textbook ratio, primary education (1-8) student to teacher ratio and primary education (1-8) student to sections ratio) are progressively improving in the selected schools, though there could be other factors which might have contributed to this result in addition to the social accountability program. However; the completion rate at grade five (5) and grade eight (8) is low which needs further improvement.

In particular, the number of students who scored above 50% at grade 8 was considerably low which implies that the social accountability program needs to give attention towards improving the academic performance of student not only focusing on improving facilities even though they are important education inputs to improve quality. Even though the social accountability intervention tries to achieve the quality indicators at scale, ensuring quality education and more importantly improving academic performance of students can be affected by many other factors, which requires depth investigation.

6.2 Recommendations

6.2.1 Recommendations for policy implication

- 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 to sustainable integration of the social accountability concept, tools and mechanisms in the Master's program of Social Work. Therefore, social workers can add one more additional knowledge and skill in the social work profession and trained human power for the market as well.
- To make the program sustainable, social accountability as a key strategy need be included in the existing education quality package/policy.
- The social accountability program is a good approach to empower citizens. Thus, this program need to be resourced by the government rather it would be donor driven program.
- Continuous capacity building programs are required to empower citizens and implement the program to achieve at scale. To ensure "Quality Education for All", the social accountability program should be scaled up and implemented in all primary schools.

6.2.2 Recommendation for practitioners/implementers

- The social accountability program gave much emphasis to achieve the quality indicators, but it didn't try to address issues related to academic performance of students. Hence, the program should give attention to improving factors such as teaching learning process, that contribute to improving students' academic performances.
- Social accountability program is an innovative approach to make the service providers accountable for their service provisions. Thus, this program need be integrated in the school administrative system using the existing school structures
- The proportion of girls in the committees is found to be very low. Hence, when social accountability implementing organization establishes and strengthens the social

accountability committees /clubs, gender issue should be seriously considered and ensure that the views of girls is addressed in the program.

- Awareness creation is a base for the implementation of social accountability program thus, the organization gave due priority to awareness creation in making citizens aware of their rights and make them to be the voice of others. Thus, there is a need to look in to an innovative way of enhancing citizens' awareness on their rights and entitlements to quality education.

6.3 Implications for Positive Social Change in View of Social Accountability and Social Work Practice.

Social accountability initiatives can contribute to citizens' empowerment, particularly of poor people. The 2001 World Development Report and the World Bank Empowerment and Poverty Reduction Sourcebook all recognize accountability as an integral component of empowerment, poverty reduction and sustainable development.

In connection with this, one definition put forward on concept of social work is that of the International Association of Schools of Social Work and the International Federation of Social Workers, 2005, p.5

*“The social work profession promotes social change, problem solving in human relationships and the **empowerment** and liberation of people to enhance well-being.....”*

From the above definition empowerment is one of the key term 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 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 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.

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Annex -1: Survey Questionnaire

Addis Ababa University

School of Social Work

Survey Questionnaire for School Level Social Accountability Clubs' participants

Introduction

Hello, my name is Tadios Tesfaye. Am studying Master of Social Work at Addis Ababa University. Currently, am working my thesis on the “*The Role of Social Accountability Program in Improving Quality of Primary Education Service Delivery*” in the Case of Organization for Prevention, Rehabilitation and Integration of Female Street Children /OPRIFS/ In Arada Sub-City of Addis Ababa-Ethiopia. The overall purpose of this study is for Partial fulfillment of the Requirements for the Degree of Master of Social Work in Addis Ababa University. Thus, the researcher wants to assure you that this research is intended fully for academic purpose. I am asking you about your opinion and experiences and all information that you provided will be used only for research purpose and will be confidential.

Instructions:

This questionnaire has 3 parts. The first part is about personal information of the respondents. The second part deal with respondent's opinion and experiences in implementing the social accountability program to improve quality of primary education service deliveries in selected schools and the questionnaire will focus on accessing information, making the voice of citizens/ children heard and engaging in a process of negotiation for change and the subsequent part, part 3 focuses on assessing opinion of respondents about changes observed in realizing the national quality indicator of primary education service delivery.

Section 1. Personal Information

	Name/Code	
1	Address	1-Woreda 7
		2-Woreda 8
		3-Woreda 9
2	Sex	1-Male
		2-Female
3	Age	1.7-10 years
		2.11-14 years
		3. Above 15 years
4	Name of school	1. Bihere Ethiopia primary School
		2. Meskerem Hulet primary School
		3. Kadamawi Menelik Primary School
5	Level of Education:	1-Attending primary(1-4 th grades)
		2-Attending primary(5-8 th grades)

Section 2: Questions to assess the extent to which the social accountability program has been implemented to improve the quality of primary education in the selected schools.

Theme 1: Accessing information (building blocks of social accountability-1)

6. Do you know that it is your entitlement as a citizen to demand/voice for proper provision of quality of primary education services? 1. Yes _____ 2. No _____ 3. Don't Know _____
7. Have you been consulted on improvement and investment of quality of primary education services in your schools or woredas?
 1. Yes _____ 2. No _____ 3. Don't Know _____
8. 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 _____
9. 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 _____

Theme 2: making the voice of citizens heard (building blocks of social accountability-2)

10. Is there means of submitting your complaints on problems of getting quality education services?
 1. Yes _____ 2. No _____ 3. Don't Know _____

11. If yes to question No. 10 how do you submit your complaints and problems?

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, _____

12. If yes to question No. 10 but did not complain or demand for better education services, why did you not express your demand/complaints?

- 1 Because I do not know the means of submission of my complaints
- 2 Because I feel I do not get responses
- 3 Because I am afraid of reprisals
- 4 Any other reasons _____

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

1. Within 7 days
2. Within 15 days
3. Within 21 days
4. Within 30 days
5. Not all

14. If your complaints regarding education services are not solved by service providers after submitting complaints through various means, what next steps do you take to demand proper service?

1. Do nothing

2. Submit appeal to the Woreda sector Social Accountability committee
3. Submit appeal to the Sub City Social Accountability committee
4. Submit appeal to the Addis Ababa Education office
5. Other, Specify _____

Theme 3: Engaging in a process of negotiation for change (building blocks of social accountability-3)

15. 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 _____
16. 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 _____
17. 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 _____
18. 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?

Nature of complains/problems	Degree of responses				
	No comment (1)	Bad (2)	Not satisfactory (3)	Good (4)	Very good (5)
18.1 Requires for additional class rooms					
18.2 Requires for qualified teachers to be assigned.					
18.3 Requires for additional chairs for students					
18.4 Requires for provision of more text books					
18.5 Requires for separate toilets for girls & boys					
18.6 Requires for additional tutorial classes to be given to less performing students					
18.7 Requires for school playground					
18.8 Requires for school fence building /repairs					
18.9 Requires for availability of safe drinking water in the school					
18.10 Requires for school supplies & equipment					

Section 3-Questions to assess the contributions of social accountability program in improving quality of primary education services deliveries.

19. : Is Social Accountability programming made a contribution in improving the following national level quality indicators or not.	Degree of responses				
	No comment (1)	Bad (2)	Not satisfactory (3)	Good (4)	Very good (5)
19.1 % Primary school teachers with at least diploma qualification;					
19.2 Primary School Students/Textbook Ratio;					
19.3 Primary education (1-8) Student/Teacher Ratio;					
19.4 Primary education (1-8) Student-Section Ratio;					
19.5 Completion rate at grade 5					
19.6 Completion rate grade 8					

Annex -2: Focus Group Discussions (FGDs) Checklist

Section:1 Accessing information (building blocks of social accountability-1)

- 1.1. Did you attend workshops, trainings, seminars or conferences to learn about your citizenship entitlements specifically the right to quality education?
- 1.2. Do you understand clearly the concepts of citizens' entitlement to improved education services and to hold service providers accountable for their service delivery performance?
- 1.3. Is your awareness of your entitlement to get information and demand improved education services and to hold accountable public basic services providers?
- 1.4. How do you interact with education service providers to demand for better quality education services delivery?

Section 2-Making the voice of citizens heard (building blocks of social accountability-2)

- 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?

Section 3- Engaging in a process of negotiation for change (building blocks of social accountability-3)

- 3.1 What are the roles and responsibilities of the following actors in making sure citizens get quality Education services? Social accountabilities Committees
 - Sub city level social accountability committees
 - Woreda level social accountability committees
 - 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 is your suggestion for ensuring citizens' education service priorities are addressed effectively?

Many thanks for your time and useful information

Annex -3: Key Informant Interviews Checklist

Section:1 Accessing information (building blocks of social accountability-1)

- 1.1 Are you aware that citizens have a 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 Are you aware that you are accountable to citizens for your service delivery performance? If yes,
- 1.4 Do you report your service delivery performance and challenges to citizens'?

Section 2-Making the voice of citizens heard (building blocks of social accountability-2)

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

Section 3- Engaging in a process of negotiation for change (building blocks of social accountability-3)

- 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

አዲስ አበባ ዩኒቨርሲቲ

የሶሻል ወርክ ትምህርት ክፍል

በትምህርት ቤት ለሚገኙ የማህበራዊ ተጠያቂነት ክላብ አባላት የተዘጋጀ መጠይቅ፤

መግቢያ: ሰላም! ታዲያስ ተሰፋዬ እባላሁ፤ በአዲስ አበባ ዩኒቨርሲቲ በሶሻል ወርክ ትምህርት ክፍል የማስተረስ ፕሮግራም እያጠናሁ እገኛለሁ። በአሁኑ ሰዓት የመመረቂያ ጥናቴን የማህበራዊ ተጠያቂነት የመጀመሪያ ደረጃ ትምህርት ጥራት ለማሻሻል ያለውን ሚና በተመለከተ አዲስ አበባ- አራዳ ክፍለ ከተማ የሚገኝ OPRIFS የተባለ ድርጅት ላይ እየሰራሁ እገኛለሁ። የዚህ መጠይቅ አላማ በአዲስ አበባ ዩኒቨርሲቲ-ሶሻል ወርክ ትምህርት ክፍል የማስተረስ ፕሮግራም ለማጠናቀቅ የመመረቂያ ፅሁፍ የሚውል ነው። ስለዚህ ይህ ጥናት ሙሉ በሙሉ ለትምህርት እና ለምርምር አላማ ብቻ የሚውል ሲሆን የሚሰጡት መረጃ ሚስጥራዊነቱ የሚጠበቅ ይሆናል።

መመሪያ: ይህ መጠይቅ ሶስት ክፍሎች አሉት፡ የመጀመሪያው ክፍል የተሳታፊዎች ግላዊ መረጃ ላይ የሚያተኩር ነው። ሁለተኛው ክፍል የማህበራዊ ተጠያቂነት ፕሮግራም የመጀመሪያ ደረጃ ትምህርትን ጥራት ለማሻሻል የለውን ሚና የተመለከተ ሲሆን፤ በሶስት የማህበራዊ ተጠያቂነት መሰረቶች(መረጃን ተደራሽ ማድረግ፣ የዜጎች ድምጽ እንዲሰማ ማድረግ እና ለውጥ ለማምጣት ከሚመለከተው አካላት ጋር በጋራ መስራት) ላይ ያተኩሩ ጥያቄዎች ሲሆኑ በክፍል ሶስት ሐገራዊ የጥራት መለኪያዎችን መሰረት የማህበራዊ ተጠያቂነት ፕሮግራም የመጀመሪያ ደረጃን ትምህርት ጥራት ለማሻሻል የታዩ ለውጦችን በተመለከተ የተሳታፊዎችን አስተያየት የሚዳስስ ነው። ስለሆነም በመጠይቁ የተዘረዘሩት ጥያቄዎች በሙሉ የሚመለሱ ሲሆን ካለዎት ልምድና እውቀት አንጻር ትክክለኛ ነው ብለው የሚያምኑበትን ምላሽ እንዲሰጡን በትህትና እየጠየቅኩ ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናሁ። ትክክለኛ ነው ብለው የመረጡትን መልስ የ'X' ምልክት ያስቀምጡ።

ክፍል አንድ: ግላዊ መረጃዎች

	ስም ወይም ኮድ	
1	አድራሻ	1) ወረዳ 7 2) ወረዳ 8 3) ወረዳ 9
2	ጾታ	1) ወንድ 2) ሴት
3	እድሜ	1) 7-10 ዓመት 2) 11-14 ዓመት 3) ከ 15 አመት በላይ
4	የትምህርት ቤቱ ስም	1) ብሄረ ኢትዮጵያ አንደኛ ደረጃ ትምህርት ቤት 2) መስከረም ሁለት አንደኛ ደረጃ ትምህርት ቤት 3) ቀዳማዊ ሚኒሊክ አንደኛ ደረጃ ትምህርት ቤት
5	የትምህርት ደረጃ	1) የመጀመሪያ ደረጃ ሳይክል 1-4ተኛ ክፍል 2) የመጀመሪያ ደረጃ ሳይክል 5-8ተኛ ክፍል

ከፍል ሁለት የማህበራዊ ተጠያቂነት ፕሮግራም የመጀመሪያ ደረጃ ትምህርት ጥራት ለማሻሻል ምን ያህል ተተግብሯል ?

ርዕስ 1: የመረጃ ተደራሽነት (የማህበራዊ ተጠያቂነት መሰረት አንድ)

6. ጥራት ያለው የመጀመሪያ ደረጃ ትምህርት የማግኘት እና የመጠየቅ መብት አንደላዎት ያውቃሉ?

- 1, አዎ 2, የለም 3, አላውቅም

7. በትምህርት ጥራት ማሻሻያ ፕሮግራሞች ወይም ስራዎች ላይ በትምህርት ቤት ወይም በወረዳ ደረጃ ተሳትፈው ያውቃሉ?

- 1, አዎ 2, የለም 3, አላውቅም

8. በወረዳ ወይም በትምህርት ቤት ደረጃ የትምህርት ማሻሻያ ፕሮግራም፣ በጀትና አጠቃቀሙን በተመለከት መረጃ ይደርሰዎታል?

- 1, አዎ 2, የለም 3, አላውቅም

9. በማህበራዊ ተጠያቂነት ፕሮግራም በሚተገብሩ ድርጅቶች ድጋፍ አገልግሎት ሰጭውን (ትምህርት ቤቱን) ጥራት ያለው ትምህርት ለማምጣት ተቀራርበው ይሰራሉ?

- 1, አዎ 2, የለም 3, አላውቅም

ርዕስ 2: የዜጎች ድምጽ እንዲሰማ ማድረግ (የማህበራዊ ተጠያቂነት መሰረት ሁለት)

10. ጥራት ያለው ትምህርት ለማግኘት የሚያጋጥሙ ችግሮችንና ቅሬታዎችን ለማቅረብ የሚችሉበት አሰራር አለ?

- 1, አዎ 2, የለም 3, አላውቅም

11. ለተራ ቁጥር 10 መልስዎ አዎ ከሆነ : ቅሬታዎን እንዴት ነው የሚያቀርቡት ?

- 1. በግል ለአገልግሎት ሰጭው በመቅረብ
- 2. ከማህበራዊ ተጠያቂነት ኮሚቴ አባል ጋር በመሆን
- 3. የወላጅና የመምህር ማህበር ጋር በመሆን
- 4. በሁሉም
- 5. ሌላ ካለ.....

12 ለተራ ቁጥር 10 አይደለም ከሆነ መለስዎ: ቅሬታዎን ለምንድን ነው የማይገልጹት ?

- 1 ምክኒያቱም ቅሬታዎን እንዴት እንደማስገባ አላውቅም

2 ምክኒያቱም መልስ አላገኝም ብዬ ስለማስብ

3 ምክኒያቱም አጻፋው መጥፎ ይሆናል ብዬ ስለምፈራ

4 ሌሎች ምክኒያች ካሉ ይጥቀሱ.....

13 ቅሬታዎን ባስገቡ ከአገልግሎት ሰጭው ተገቢውን ምላሽ በምን ያህል ጊዜ ያገኛሉ?

- 1. በ 7 ቀን ውስጥ
- 2. በ15 ቀን ውስጥ
- 3. በ21 ቀን ውስጥ
- 4. በ30 ቀን ውስጥ
- 5. ምላሽ የለም

14. የትምህርት ጥራትን ለማምጣት በአገልግሎት ሰጭው ምላሽ የማያገኙ ከሆነ ምላሽ ለማገኘት በቀጣይ ምን ያደርጋሉ?

- 1. ምንም አላደርግም
- 2. ለወረዳው ማህበራዊ ተጠያቂነት ኮሚቴ ቅሬታዬን አቀርባለሁ
- 3. ለክፍለ ከተማው ማህበራዊ ተጠያቂነት ኮሚቴ ቅሬታዬን አቀርባለሁ
- 4. ለአዲስ አበባ ትምህርት ቢሮ ጥያቄን አቀርባለሁ
- 5. ሌላ ካለ ይጥቀሱ.....

ርዕስ 3: ለውጥ ለማምጣት በሚደረገው ሂደት ውስጥ መሳተፍ (የማህበራዊ ተጠያቂነት መሰረት -3)

15. የትምህርት ሴክተር አገልግሎት ሰጭዎች ጥራት ያለው ትምህርትን በተመለከተና በትምህርት አገልግሎቱ ዙሪያ የሚቀርቡ ቅሬታዎችን በተመለከተ ሁለጊዜ ወይም አልፎ አልፎ የተገልጋይ ፍላጎት ዳሰሳ ጥናት ይካሄዳል?

- 1, አዎ 2, የለም 3, አላውቅም

16. ለተራ ቁጥር 10 መልስዎ አዎ ከሆነ፤ በዳሰሳው ጥናት የተለዩ ቅሬታዎችንና አስተያየቶችን አገልግሎት ሰጭው ምላሽ ይሰጣል?

- 1, አዎ 2, የለም 3, አላውቅም

17. ጥራት ያለው ትምህርት በተመለከተ የተማሪዎች ጥያቄና ቅሬታ ለመስማት መደበኛ የሆነ ውይይት አልፎ አልፎ በትምህርት ቤቱ አሰተዳዳሪ የሚዘጋጁ ስብሰባዎች አሉ?

- 1, አዎ 2, የለም 3, አላውቅም

18. አገልግሎት ተጠቃሚው የሚያቀርባቸውን ጥያቄዎች መሰረት በሰአቱ ምላሽ ያገኙ ችግሮችን በተመለከተ የምላሽ ደረጃውን በሚከተለው ሰንጠረዥ ውስጥ ያመለካቱ፤

	የቅሬታው አይነት	የምላሽ ደረጃ				
		አስተያየት የለኝም (1)	መጥፎ ነው(2)	አጥጋቢ አይደለም (3)	ጥሩ ነው (4)	በጣም ጥሩ ነው (5)
18.1	ተጨማሪ የመማሪያ ክፍል በተመለከተ					
18.2	በቁ መምህር እንዲመደብ በተመለከተ					
18.3	ተጨማሪ ወንበር በተመለከተ					
18.4	ተጨማሪ የመማሪያ መጽሐፍ በተመለከተ					
18.5	ለሴቶችና ለወንዶች የተለያየ መጻፍት ቤት በተመለከተ					
18.6	ዝቅተኛ ውጤት ላላቸው ተማሪዎች ማጠናከሪያ ትምህርት በተመለከተ					
18.7	የትምህር ቤት የመጨዋቻ ቦታዎች በተመለከተ					
18.8	የትምህር ቤት ግቢ አጥር እንዲገነባ/እንዲጠገን በተመለከተ					
18.9	በትምህርት ቤት ውስጥ ንጹህ የመጠጥ ውሃ እንዲኖር በተመለከተ					
18.10	የትምህርት አቅርቦትና መሳሪያዎች እንዲኖር በተመለከተ					

ክፍል 3፡ የማህበራዊ ተጠያቂነት ፕሮግራም ጥራት ያለው የመጀመሪያ ደረጃ ትምህርትን ለማምጣት ያለውን አስተዋጾ የሚዳስስ ጥያቄዎች፤

19. የማህበራዊ ተጠያቂነት ፕሮግራም ሐገራዊ የጥራት መለኪያዎች መሰረት ለውጥ አምጥተዋል	የምላሽ ደረጃ				
	አስተያየት የለኝም (1)	መጥፎ ነው (2)	አጥጋቢ አይደለም (3)	ጥሩ ነው (4)	በጣም ጥሩ ነው (5)
19.1 ዲፕሎማ ያለው የመጀመሪያ ደረጃ መምህር እና ከዚያ በላይ የትምህርት ዝግጅት ያለው አሰተማሪ አንዲመደብ በተመለከተ					
19.2 የመጀመሪያ ደረጃ ተማሪ ለ መጽሀፍ ጥምርታ በተመለከተ					
19.3 የመጀመሪያ ደረጃ (1-8) ተማሪ ለመምህር ጥምርታ በተመለከተ					
19.4 የመጀመሪያ ደረጃ (1-8) ተማሪ ለ ክፍል ጥምርታ በተመለከተ					
19.5 5 ተኛ ክፍል የሚያጠናቅቁ ተማሪዎች ብዛት በተመለከተ					
19.6 8 ተኛ ክፍል የሚያጠናቅቁ ተማሪዎች ብዛት በተመለከተ					

13. በመጨረሻ የትምህርት ጥራትን ለማስጠበቅ ምን መደረግ አለበት ብለው ያስባሉ?

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አመሰግናሁ!

የአትኩሮ ቡድን ውይይት ችክሊሶት

ክፍል 1: የመረጃ ተደራሽነት (የማሕበራዊ ተጠያቂነት መሰረት-1)

- 1.1 ጥራት ያለው ትምህርት የማገኘት መብትዎን በተመለከተ የተለያዩ ስልጠናዎች፣ ዎረክሾጎች፣ ሴሚናሮችና ኮንፈረንሶችን ተሳትፈው ያወቃሉ?
- 1.2 ጥራት ያለው ትምህርት ለማሻሻልና አገልግሎት ሰጭው (ትምህርት ቤቱ) ተጠያቂ ለማድረግ ዜጎች ስላላቸው መብት በቂ ግንዛቤ አለዎት?
- 1.3 ጥራት ያለው ትምህርት የማገኘት መብት በተመለከተ ያለዎት ግንዛቤ አገልግሎት ሰጭውን አካል ተጠያቂ የማድረግ ሁኔታ ጨምረዋል?
- 1.4 ጥራት ያለው ትምህርት ለማገኘት ከአገልግሎት ሰጭው (ትምህርት ቤቱ) ጋር ያለዎት የመረጃ ግንኙነት ምን ይመስላል?

ክፍል 2: የዜጎች ጥያቄ/ድምጽ/እንዲሰማ ማድረግ (የማሕበራዊ ተጠያቂነት መሰረት-2)

- 2.1 መብትዎን ለመጠየቅ ያለዎት ግንዛቤ መጨመር የትምህርት ጥራት አምጥቷል ብለው ያስባሉ? አዎ ከሆነ መልስዎ፤ ምሳሌ ሊጠቅሱ ይችላሉ? .
- 2.2 የአገልግሎት ሰጭው ተግባርና ሃላፊነቱን ለመወጣት እና ተጠያቂ በመሆን ጥራት ያለው ትምህርት ለማምጣት ያለው ሁኔታ ተሻሽሏል፤ አዎ ከሆነ መልስዎ፤ ምሳሌ ሊጠቅሱ ይችላሉ?
- 2.3 የአገልግሎት አሰጣጡን ሂደት ለመዳሰስ የሚያስችል የተለየ አሰራር ስልት አለ? አዎ ከሆነ መልስዎ፤ የአገልግሎት አሰጣጡን ለመዳሰስ ምን አይነት ስልት ይጠቀማሉ?

ክፍል 3: ለውጥ ለማምጣት በሚደረገው ሂደት ውስጥ መሳተፍ (የማሕበራዊ ተጠያቂነት መሰረት-3)

- 3.1 ዜጎች ጥራት ያለው ትምህርት እንዲያገኙ የሚከተሉት የማህበራዊ ተጠያቂነት ኮሚቴዎች ምን አይነት ተግባርና ሃላፊነት አለባቸው?
 - የክፍለ ከተማ የማህበራዊ ተጠያቂነት ኮሚቴ፤
 - የወረዳው የማህበራዊ ተጠያቂነት ኮሚቴ፤
 - በየትምህርት ቤቱ ያሉ የማህበራዊ ተጠያቂነት ክለብ፤
- 3.2 በእርሰዎ አስተያየት ከላይ የተዘረዘሩት የማህበራዊ ተጠያቂነት ኮሚቴ አባላት ተግባርና ሃላፊነታቸውን በተገቢው ሁኔታ እየተወጡ ይገኛሉ ብለው ያስባሉ?
- 3.3 የዜጎች የትምህርት ጥራት ተቀዳሚ ጥያቄዎች ምላሽ እንዲያገኙ ምን መደረግ አለበት ብለው ያስባሉ

ስለነበረን ጊዜና ስለሰጡኝ መረጃ በጣም አመስግናለሁ!

ቃለ መጠይቅ ቸክሊስት

ክፍል 1: የመረጃ ተደራሽነት (የማሕበራዊ ተጠያቂነት መሰረት 1)

1.1 ዜጎች ጥራት ያለው ትምህርት የማገኘት መብት እንዳላቸው ያውቃሉ? አዎ ከሆነ መልስዎ?

- አገልግሎት ሰጪውን ተጠያቂ ለማድረግና ዜጎች ጥራት ያለው ትምህርት የማገኘት መብት እንዳላቸው እንዴት አወቁ?

1.2 ለሚሰጡት አገልግሎት ጥራት ደረጃ ለዜጎች ተጠያቂ እንደሆኑ ያውቃሉ? አዎ ከሆነ መልስዎ?

- የአገልግሎት አሰጣጥ ደረጃና ተግዳሮቶችን ለዜጎች ያቀርባሉ?

ክፍል 2: የዜጎች ጥያቄ/ድምጽ/እንዲሰማ ማድረግ (የማሕበራዊ ተጠያቂነት መሰረት-2)

2.4 አገልግሎት ተጠቃሚው ጥራት ያለው ትምህርት ለማገኘት መብቱን ይጠይቃል?

2.5 የአገልግሎት ተጠቃሚው የሚያነሳቸውን ቅሬታዎች ምላሽ ለመስጠት የሚያስችል የተዘረጋ ስልት/ሂደት አለ? አዎ ከሆነ መልስዎ ምን ዓይነት ስልት አለ?

2.6) የአገልግሎት ተጠቃሚው የሚያነሳቸውን ቅሬታዎች ምላሽ ይሰጣሉ? አዎ ከሆነ መልስዎ እንዴት ነው ምላሽ የሚሰጡት?

ክፍል 3: ለውጥ ለማምጣት በሚደረገው ሂደት ውስጥ መሳተፍ (የማሕበራዊ ተጠያቂነት መሰረት-3)

3.1 የማህበራዊ ተጠያቂነት ኮሚቴ አባላት ጥራት ያለው ትምህርት ለማምጣት በመከታተልና እና ከአገልግሎት ሰጪው ጋር በጋራ ለመስራት የሚያስችል አቅም አላቸው?.

3.2 የትምህርት ቤቱ አስተዳደራዊ መዋቅር ውጤታማና ሁልጊዜ ስራውን በጥሩ ሁኔታ ይሰራል?

3.3 የማህበራዊ ተጠያቂነት ፕሮግራም መተግበር የትምህርት ጥራትን ያመጣል ብለው ያስባሉ?

3.4 ጥራት ያለው ትምህርት ለሁሉም ዜጎች ተድራሽ ለማድረግ ምን አስተያየት አለዎት?

ስለነበረን ጊዜና ስለሰጡኝ መረጃ በጣም አመስግናለሁ!

Participants in the Focus Group Discussion and Key Informants Interview

No.	Name of the participants	Position
Participants of Focus Group Discussion-One		
1.	Asgedech Endris	Parent, Teacher and Students Association/PTA and member of Social Accountability committee/SAC/
2.	Azbe Bogale	SAC chairperson- Woreda- 7
3	Almework Degefe	SAC chairperson- Woreda- 8
4	Ybechaye Wondemagegn	SAC secretary – Woreda-9
5.	Tigest Beru	Student representative- member of SAC
6.	Wondmu Omer	SAC member
7.	Wosenyelshe Hailemichel	SAC member
8.	Seyfe Michel	Social Accountability Specialist-OPRIFS
9.	Azmeraw Belay	A person who have knowledge and experience on social accountability program in Ethiopia .
Participants of Focus Group Discussion-Two		
10.	Wondwossen Fentale	Parent, Teacher and Students Association/PTA and member of Social Accountability committee
11	Esayase Metaferiya	SAC secretary- Woreda-7
12.	Hirut Ababe	SAC secretary- Woreda -8
13	Almesgde Woldemaryam	SAC chairperson- Woreda- 9
14.	Berhanu Tsgaye	SAC member
15.	Zelalme Tefera	SAC member
16	Fikru Alemu	Social Accountability officer
17.	Solomon Zewedu	School teacher
Key Informants Interview participants		
18	Gebrye Kfealwe	Social Accountability Specialist -OPRIFS
19.	Wondmu Omer	SAC member
20	Seyfe Michel	Social Accountability Specialist-OPRIFS
21	Eshetu Bekele	A person who have knowledge and experience on social accountability program in Ethiopia
22	Sisay Dejene	A person who have knowledge and experience on social accountability program in Ethiopia.
23	Feakdu Tesema	School teacher

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