



**Addis Ababa University**

**College Of Business and Economics**

**Department Of Public Administration and Development Management**

**The Role of Ethiopian Social Accountability Project in Improving Service Delivery in Two Primary Schools in Kofele District; West Arsi, Oromia**

**By Kedir Filicha Ireysa**

**June, 2018**

**Addis Ababa, Ethiopia**

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**A thesis Submitted to the Department of public Administration and Development Management of Addis Ababa University in Partial Fulfillment for the Degree of Masters of Arts In Public Management And Policy(MPMP)**

**June, 2018**

**Addis Ababa, Ethiopia**

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**Department Of Public Administration and Development Management**

**DECLARATION**

I, the undersigned, declare that *the thesis entitled “The Role Of Ethiopian Social Accountability Project in Improving Service Delivery in Two Primary Schools in Kofele District; West Arsi, Oromia”* 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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**APPROVAL SHEET**

This is to certify that the thesis prepared by Kedir Filich entitled “*The role of Ethiopian Social Accountability project in improving Service delivery in two primary schools in Kofele district, West Arsi, Oromia*” which is submitted in partial fulfillments of the requirements for the degree of Masters in Public Management and Policy (MPMP) complies with the regulation of the university and meet the accepted standard with respect to originality and quality.

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## **ABBREVIATIONS**

ADAA	African Development Aid Association
AFSR	Action for Self Reliance Organization
CBOs	Community Based Organizations
CC	Citizen Charter
CFS	Child Friendly School
CRC	Citizens' Report Cards
CSA	Central Statistical Authority
CSC	Community Score Card
CSOs	Civil Societies Organizations
DEO	District Education Office
EPRDF	Ethiopian Peoples' Revolutionary Democratic Party
EGRA	Early Grade Reading Assessment
ESAP2	Ethiopian Social Accountability Program two
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FTA	Financial Transparency and accountability
HIV	Human Immune Virus
HUNDEE	Oromo grass root initiative
INGOs	International Non-governmental Organizations
IWA	Integrity Watch Afghanistan
MoE	Ministry of Education (Ethiopia)
MS-TCDC	- Tanzania Centre for Development Cooperation
NLA	National Learning Assessment
OECD	Organization for Economic Cooperation and Development
PADET	Professional Alliance for Development in Ethiopia
PETS	Public Expenditure Tracking Survey
PFM	Public Finance Management
PBS	Protection of Basic Services

PHs	Public hearings
PPB	Participatory Planning and budgeting
PTA	Parents and teachers Association
PTSA	Parents’ teachers and Students Association
RCWDO	Rift Valley Children and Women Development Organization
SA	Social Accountability
SAC	Social Accountability Committee
SAIP	Social Accountability Implementing Partner
SAP	Social Accountability project
SMS	Short Messages Service
UNICEF	United Nations International Children’s Education Fund
UNDP	United Nations Development Program

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## **ABSTRACT**

*This research has dealt with the Role of Social Accountability Project in improving service delivery in two primary schools in Kofele district, West Arsi Zone, Oromia . In this research, the contribution of social accountability project in improving service delivery in two primary schools in which SAP implemented are assessed. The research used a descriptive research design and used a longitudinal study in data collection. The selection of samples followed purposive and simple random sampling procedure. This study used questionnaire, interview, FDG, and document review as methods of data collection. From school level social accountability students, a total of 84 sample respondents, 22 teachers and 10 members of Woreda Social accountability committee participated in filling the survey questionnaire. 4 FGD discussants and 11 key informants from woreda and Kebele 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 service delivery as the national quality education indicators set by regional education bureau. 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 improved from time to time after the intervention of SAP. 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. Similarly students' academic achievement observed particularly that of female students at Guchi Primary school needs further remedial action. 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, decentralization, service delivery**

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background of the study**

From the perspective of service delivery, governance can be understood as the set of incentives, accountability arrangements, and rules that affect the way key actors including policy makers and provider organizations and their managers and staff are held accountable for their behaviors and ability to deliver high-quality services with efficiency and responsiveness (Ringold, et al. 2012:4).

Social Accountability is processes by which individuals and groups who are the users of public basic services express their needs, demands and priorities regarding basic service delivery process. In addition, the mechanism paves the way for community members to hold service providers and decision makers accountable for weak or no performance (Samuel Tadesse and others as cited by Ermias , 2014; 1).

According to Management Agency (Social Accountability Guide 2013; 7) Social Accountability is understood to be the process by which ordinary citizens, who are the users of public services, can voice their needs, preferences and demands regarding public services, and are able to hold policy-makers and service providers accountable for any weak performance.

The justification for broadening and deepening social accountability mechanisms within basic service delivery programs across Ethiopia also comes from the very successful implementation of protection of basic services (PBS). PBS was designed to support development and implementation of accountability mechanisms both at the government and citizens' end. PBS I Component 4 (PBS I Component 4 (Social Accountability) Social Accountability was aimed at strengthening citizens' voice, enhancing public sector service provider responsiveness and accountability to citizens, build demand-side pressure for accountability in public budgeting processes, and build citizen capacity to engage in the public budgeting processes. These twin objectives have been successful in "strengthening the use of social accountability approaches by citizen and civil society organizations (CSOs) as a means to make basic service delivery more effective, efficient, responsive and accountable" (Samuel *et al*, 2011:7)

Social accountability mechanisms can be initiated and supported by the state, citizens or both, but very often are demand driven and operated from 'the bottom up'. At the same time, they allow providers to improve the efficiency and quality of services and organizational structures,

while improving their relationship with users and increasing revenue by growing their customer base (Velleman, 2010:9).

Social accountability mechanisms, created with a variety of tools on both the supply and demand side, and applied in a context specific manner, play a role in improving both short and long routes to accountability.

Accountability mechanisms that concentrate on the “supply side” of governance have failed to deliver results in terms of minimizing corruption and improving access to and quality of public service for poor communities. Citizens, especially the poor, lack the capacity to organize themselves in order to demand good governance from their elected officials or holders of power.

The Government of Ethiopia and international development partners established the Protection of Basic Services (PBS) Program in June 2006. PBS supports Ethiopia’s progress towards the Millennium Development Goals (MDGs). Its goal is to protect and promote the delivery of basic services in health, education, agriculture, water and sanitation sectors by sub-national governments while deepening transparency and local accountability in health, education, agriculture, water and sanitation sectors (Management Agency Base line survey June 2013:8).

The overall objective of ESAP2 is to strengthen the capacities of 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, health, water and sanitation, agriculture and rural roads. The use of SA tools, approaches and mechanisms by citizens and citizens groups, civil society organizations, local government officials and service providers should result in more equitable, effective, efficient, responsive and accountable public basic service delivery. It is designed to complement the supply side reform of the government by the demand side of the citizens and citizen groups (Management Agency Base line survey June 2013:8). The Ethiopia Social Accountability Program 2 (ESAP2) is part of PBS and seeks to improve basic public service delivery by local governments by helping to make services better attuned to the needs and priorities of citizens. The overall objective of ESAP2 is to strengthen the use of social accountability tools, approaches and mechanisms by citizens and citizen groups, civil society organizations, local government officials and service providers as a means to make basic service delivery more equitable, effective, efficient, responsive and accountable. It targets both men and

women, including those living with HIV/Aids and/or disabilities (Management Agency Grant manual 2013: 5).

ESAP2 is the logical follow-up of the pilot project ‘Ethiopia Social Accountability Project’ (ESAP1) that was implemented from January 2008 until June 2009. The purpose of the second phase is to scale-up the social accountability activities. Considering the lessons learnt during the first phase, ESAP2 enhanced its coverage, put more emphasis on building capacity, on mainstreaming socially excluded groups, and institutionalization and strengthening of monitoring and evaluation system(Management Agency Grant manual 2013:7).

According to Quadri (2013:5), local government can play important role in the development of local society. Local government have purposes like ; address the basic needs of the people within a particular locality, serve as a two-way channel of communication between the local population and the upper tiers of government (state and federal), permits the officials of state at the centre to concentrate on vital and complex national issues, living the local issues with the local officials, and supposed to mobilize the local people and resources for national development and exists to encourage greater public participation in governmental activities.

At the international level, local governments are improving their performance by playing a very significant role in providing better cooperation together with the people at local level concerning community development (Vadeveloo, 2013: 54).

Local communities should involve and help each other to acquire new approaches in terms of community development. In other words, community development offers a practice that is a part of a process of social change based on the sharing of integrity, skills, knowledge and experience. Green and Haines (2012 as cited in Vadeveloo, 2013:54).

Currently, decentralization policy is becoming popular and prominent development strategy in most developing countries. The importance of the public sector in achieving broader objectives such as economic stability, sustainable growth and provision of public services received little attention (Ebel and Yilmaz, 2001:1 cited by Abrham, 2011:1). However, the underlying facts leading to market failure to provide public goods and services has necessitated the potential role of the public sector. As a result, there have been widespread attempts to redefine the potential role of the public sector and improve its performance to address these problems. An important component of these reforms is the introduction of policies to decentralize government functions (Smoke, 2001: 3 as cited by Abrham, 2011:1).

Social accountability has guiding principles like; recognition of civil society and government roles, mandates and responsibilities in Social Accountability; government and Social Accountability Implementing Partners (SAIPs) working together with deeper understanding of the Social Accountability framework; commitment from all actors to make joint efforts in building woreda level capacity; participating diverse civil society actors and citizen groups, and building partnerships among them.; Furthermore; localization of Phase II social accountability activities to the context, adopting tools and mechanisms agreed at the local level to ensure transparency at all levels and from all stakeholders involved and non-partisanship on the part of Social Accountability implementing partners is the core of social services delivery. The second phase of Social Accountability program is designed to deepen and broaden the accountability initiatives under basic services' programs. It targets citizens, including those living with HIV/AIDS and/or disabilities. It is designed with the objective of “strengthening the use of social accountability tools, approaches and mechanisms by (a) citizens and citizens groups, (b) civil society organizations (CSOs), (c) local government officials, and (d) service providers (SPs) in order to make basic service delivery more effective, efficient, responsive and accountable” (Samuel Tadesse and others 2011:1-3)

Bearing this in mind, the focus of the study is to assess the role of Ethiopian Social Accountability project in improving service delivery in primary schools. The study was conducted in two primary schools in Kofele district. The study with its descriptive purpose assessed SA project activities in terms of various dimensions of community empowerment and its role in changing service delivery in schools.

## **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 through either strengthening existing accountability mechanisms or creating new channels of accountability. While attempts to strengthen accountability in basic services delivery 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 as cited by Tadios, 2015:4).

One of the objectives of woreda decentralization in service delivery in Ethiopia is stated as enabling local governments to provide quality and efficient services at decentralized levels through promoting good governance, enhancing organizational effectiveness and improving human power capacity (Abraham 2014:4). To achieve these objectives, interventions in the form of institutional arrangement, managing/staffing and training, fiscal transfer and revenue enhancement, local planning and control, entrenching grassroots participation, and standard service and equipment supply were deemed essential (Worku, 2005 As cited by Abraham, 2011:4)

UNDP (2013 as cited in Tadios, 2017:4) asserts, scholars have invested in a number of various 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 carried out by Samueal *et al* (2010) indicated that the involvement and participation of citizens in planning, budgeting, implementation and monitoring of quality of basic public services is minimal.

According to the study conducted by UNICEF in 2017 in Tanzania there was increment in gross and net enrolment rate in primary schools since 2006, the gross primary enrollment rate was recorded at 110.3%, and the net primary enrollment rate was 97.8% which is a big achievement. More significantly, enrolments in secondary and tertiary education have also increased by 244 and 438 percent respectively at the same periods. (UNICEF 2017:2)

This increase in enrollment however, has not been accompanied by a proportional increase in resources for teachers, classrooms, and books. The ratio of pupils to qualified teachers national wide in 2010 was 54:1, which was 35% above the goal of 40:1 which has left the sector struggling with learning outcome quality challenges. According to this study the National assessments such as EGRA show that despite the fact that children are in schools they are not learning. The report also, indicates that less than half of the children in standard 3 were able to read a simple grade 2 Swahili text. The report further says in numeracy less than a third were able to do multiplications that they were required to learn in standard 2. Female drop-outs in secondary school are slightly higher than males - 52% versus 48% - with pregnancy being the main contributing factor. The learning and teaching environment for most of public school is poor, which has led to the problem of dual education system in basic education, where public

schools with poor learning environment are for poor and private schools with good learning facilities for the rich (UNICEF 2017:3).

According to Japan International Cooperation Agency (2012: ii); the completion rate of primary education has shifted at around 50% in the last 5 years (52.5% in 2011). The completion rates of girls were lower than those of boys in all the recent years. Regarding the National Learning Assessment (NLA) which is conducted every four years to grades 4 and 8 students, the total score of grade 4 was 40.1% (2010) and that of grade 8 was 35.3% (2010), not achieving the minimum learning achievement (50%) that the government targets in the Education and Training Policy. In addition, the report of the Early Grade Reading Assessment implemented by the United States Agency for International Development (USAID) in 2010 reported that more than 25% of grade 2 students could not read one word in most regions. Thus, low basic learning ability is critical in Ethiopia (ibid).

Pupil section ratio (PSR) was 57 for the national average and the highest was recorded in the Somali region at 81 (both in 2010/11). Both fall below the national standard (50 for grades 1 to 4 and 40 for grades 5 to 8). The percentages of schools that implement multiple shifts are 21.5% in primary education and 32.4% in secondary education (ibid).

Though different efforts have been made to improve service delivery in Ethiopia, yet the service is not provided as per set standards in target schools. Hence, there were more gaps in target schools in line with service provision. According to baseline survey made in 2013 by Management Agency, and RCWDO in 2014 there were many problems observed in education service delivery. Similarly, result from community level focus group discussion using Community score card also revealed that there were more problems to be solved in line with service provision in target primary schools. Some of the problems identified before the intervention of the Ethiopian Social Accountability project in target schools were; shortage of text books, absence of library ,absence of separate latrine for boys and girls and for teachers, absence of staff lounge and low capacity of front line service providers. It was to this end that African Development Aid Association (ADAA) with its partner; Rift Valley Children and Women Development Organization (RCWDO) started to implement the project in these two schools (Koma Mamo and Guchi Primary schools).

In line with cooperation with local government officials towards responsiveness to citizens demand, the base line survey showed that out of 19 Social Accountability Implementing Partners (SAIP) respondents, 36.8% claimed that local officials are definitely responsive to citizens basic needs in terms of service delivery provision while 63.1% answered that they were a bit or rather little responsive (Management Agency Base line survey June 2013:53). As clearly stated above there are various problems in line with serviced delivery as per the set standard in target schools and the intention of this study is to examine the role of Ethiopian social accountability project in improving service delivery in these two primary schools. Practical changes observed in these schools after the intervention of this project have been examined. Variables such as enrolment of students, recruitment of professional teachers and administration staff, provision of text books, academic achievement of students, and amount of budget allocated by district education office for target schools have been assessed. Finding from this research will help local government especially district education office, woreda council, kebele council, woreda administration and education policy makers to improve service delivery in education and to scale-up the concept of social accountability in other sectors .

### **1.3.Objectives of the study**

The study will have both general and specific objective

#### **1.3.1 General objective of the study**

The general objective of this study was to examine the role of social accountability project in improving service delivery in two primary schools.

#### **1.3.2 Specific objectives**

The study has the following specific objectives.

1. To assess the contributions of social accountability project in improving service delivery in two primary schools in Kofele district from 2013/2014-2017/18
2. To assess the responsiveness of local government in correcting action using the social accountability tools in two primary schools from in Kofele district from 2013/2014-2017/18
3. To identify the role of stakeholders in the course of the implementation of the project in two primary schools in Kofele district from 2013/2014-2017

4. To assess activities undertaken to ensure sustainability and institutionalization of social accountability project in two primary schools in Kofele district from 2013/14-2017
5. To identify the major challenges faced in the implementation of the Social accountability project in two primary schools in Kofele district and to propose possible solution

#### **1.4. Basic research questions**

##### Basic research questions

The study will have the following basic research questions which are emanated from specific objectives of the study.

1. What are the major contributions of social accountability project in improving service delivery in two primary schools in kofele district from 2013/2014-2017/18?
2. How responsive are local administrators to solve problems observed in two primary schools in Kofele district from 2013/2014-2017/18?
3. Who were major stakeholders and what were their roles in the course of the implementation of the project from 2013/2014-2017/18 in two primary schools in Kofele district?
4. What were major efforts undertaken to ensure sustainability and institutionalization of the project in two primary schools in Kofele district from 2013/2014-2017?
5. What were major challenges encountered and solutions sought during the implementation of the project in two primary schools in Kofele district from 2013/2014-2017?

#### **1.5. Scope of the study**

Scope of the study can suggest how the study was narrowed in scope. This research was bounded by several delimiting factors. These factors include the concept of stakeholders participation in two primary schools in Kofele district, responsiveness of local government in education development in two primary schools (KomaMamo and Guchi Primary schools). The study does not attempt to look at community participation in farming, health or other aspects in village life. The scope of the study is limited to rural primary schools in West Arsi Zone; Oromia Regional state. The study is focused only on the two primary schools located in the villages of KomaMamo and Guchi and does not include the nearby government schools in neighboring

villages. Finally this study was focused on the interaction of Ethiopian Social Accountability project (second phase) and local partners related to education development in the stated villages from 2014-2017. Therefore, any conclusion that is drawn from this research is based on the above circumstances.

### **1.6. Significance of the study**

The researcher believes that the results of this study would have the contributions to widen the knowledge horizon by providing conceptual background & rationale on the role of Ethiopians Social accountability project in improving service delivery in schools. It will also helpful to understand the stakeholders and their role in the course of the implementation of the project, major challenges encountered and solutions sought during the implementation of the project. Moreover, it will serve as a secondary source of information for those intended to carry out further study in the future areas of social accountability in improving service delivery at local level.

### **1.7. Limitation of the study**

Even though not fully prohibited the research from doing the intended research; some constraints/challenges were faced while conducting research. For instance; the concept of Ethiopian social accountability and its role in improving service delivery is not well institutionalized as it is relatively new program in Ethiopian and along with this the locally written literature is scarcely available. This might limited the researcher in having sufficient literature reviewed on current Ethiopian context. Moreover shortage of time and money were also other constraints. Finally, busy nature of top officials at district level and NGOs manager have been encountered as limitation during data collection.

## **1. 8. Organization of the Study**

The study is organized into five chapters. The first chapter introduces the background of the study, statement of the problem, objectives of the study, delimitation of the study, limitation of the study, and significance of the study. The second chapter covers review of related literature. The third chapter deals with the research design and methodology. Chapter four is about the result and discussion of the data. The final chapter summarizes the main findings of the study and draws conclusions and recommendations.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

The second chapter of this research gives emphasized on the literature review. It was mainly constructed based on basic research question. This part tried to assess international and national context which are related with the topic under study.

### **2.2. Conceptual and Theoretical Framework**

#### **2.2.1 The Concept of Decentralization**

The term decentralization is an ever-changing concept in terms of meaning and content as well as the degree of its application. It may mean different things to different people and countries at different times. Nowadays, there are varied definitions of decentralization by different scholars. Nevertheless, it is not validity that makes a definition or a theory preferable for adoption. Decentralization embraces a variety of concepts, which must be carefully analyzed in any particular country before determining if projects or programs should support reorganization of financial, administrative or service delivery systems (World Bank, 2003 as cited in Abraham 2011:15).

Commonly understood, decentralization is the distribution of decision making power and responsibilities to levels of government and the private sector. Contrary to this generalization of the term, decentralization is complex and multidimensional, and has various forms and types (ibid).

#### **2.2. 2. The Essence of Decentralization**

Decentralization is a major governance theme in recent years that form an item in reform agenda. The concept of decentralization has too many definitions. However, common definition made by different writers is focused in this definition. Decentralization is the transfer of decision-making from the central government to field units or agencies, corporations, non-government and semiautonomous public authorities etc. This typically entails giving those offices increased autonomy in terms of plan, managing, raising and allocating resources (Hdned, 2005:4 as cited in Wubet 2015:11)

Good governance is having a functional democracy; legal safeguard and right to exist. Free and fair elections should be open and transparent to all people without discrimination and government should be accountable to their citizens. In addition, voters should be able to participate in the political process directly or through civic organizations. Further, it includes the existence of responsive and accountable leadership which fulfills the will of the people, independent judiciary and rule of law, freedom of speech and press, fighting corruption and investing in the people (Dobriansky 2003 as cited in Kena 2016:45-46).

On the other hand, the implicit objective of decentralization is to ensuring good governance, service delivery, poverty alleviation and sustainable development. Decentralization is a concept that it is used for devolving political, economic and administrative power to the sub national and local level government to achieve certain political, economic and social objectives; such as improving government responsiveness towards the need and preferences of the local community, reducing the overload of administration, promoting effectiveness and efficiencies of an economic development, enhancing mass mobilization of the local community and self-determination ( Kena 2016:46).

Over all, decentralization and good governance are not new concept, and indeed, they have been worked as a policy tools in many developing countries for decades. Accordingly, in Ethiopia, decentralization has the aim to make harmony, peaceful co-existence among peoples and granted local self-rule (Tegegne 2007 as cited by Kena 2016:46)).

Decentralization refers to administrative changes, which give lower levels of government greater administrative authority in delivering services. Devolution, which involves, in addition, changes in political institutions, so that electors vote for representatives at lower levels of government who in turn have effective control over lower level bureaucrats involved in service delivery. The electorates are the consumers of government services, and are supposed to elect and put pressure on politicians to translate their demands and requirements for services into policy. Politicians, in turn, are supposed to monitor and control the bureaucrats to ensure service delivery (Fjeldstad, 2004 as cited in Abenet 2016:10-11). This definition is preferred as it gives due emphases to service delivery while elaborating the concept decentralization. In its broadest sense decentralization refers to the governance system of any society. It is the process by which authority, responsibility, power, resources and accountability are transferred from the central levels of government to sub-national levels. This definition encompasses, as in the words of

Rondinelli, Nellis, Cheemauses, the transfer of responsibility for planning, management and resource raising and allocation from the central government and its agencies to: (a) district offices such as education office (b) structure next to district education office such as Kebele training and education board, parents, teachers, and students association (PTSA), (c) regional education office , (d) zone concerned offices or (e) nongovernmental private or voluntary organization (Rondinelli et al, July 1983; UNDP, 1999 as cited in Abenet 2016:11).

### **2.3. Rationales for decentralization and local participation in education**

Decentralization is seen as a means of achieving political, economic and administrative goals that could be publicly stated and unstated (Conyers, 1986; Lauglo, 1995 as cited in Obsa 2010:13). The rationales differ depending on interest groups involved in decentralization government, international agencies, academics and others (Conyers, 1986, 2006 *ibid*). Nonetheless, these interest groups view decentralization as a means to improve the planning and implementation of national development programs and to facilitate effective popular participation in the process of development (*Ibid*). With reference to the former rationale, in education, decentralization is 14 viewed a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Obsa 2010:14).

#### **2.3.1. Community participation in education**

Community participation can be viewed differently by different authors. Halyday in Begin (2001 as cited in Abera 2015:21-22), Community Participation can be described as the coalition of the school and the community members in improving the quality of education. It is working together with the community for the improvements of the educational programs. According to Abraham (2010 as cited in Abera 2015:22), community participation can be defined as people's engagement in activities within the educational system.

In the context of Ethiopia, community participation is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping children in their learning (as cited Abraham 2011:30). Community participation is meaningful when the

community is actively involved in all activities including planning, management, implementation and evaluation. It is based on the contribution of community participation that the MoE designed community school partnership as one of its strategies to be employed to improve schools and to quality of education (MOE, 2007 as cited in Abraham 2011:30). Although community participation has been viewed in different ways by different writers, it may be taken as the diversity of forms in which a community gets involved to influence the outcomes of schools such as contribution of finance, materials, labor, management through their representatives, maintenance of schools, construction of new school buildings etc.

Community participation in education comprises not only what parents and other community members formally do in school but also informal forms including the wider society support in child upbringing and socializing before and after enrollment in school and efforts community make to improve teacher life (Uemura, 1999 as cited in Obsa 2010:21).

It is possible to find different forms of community support for schools in the literature. Swift-Morgan (2006 as cited in Obsa 2010:21) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. The Oromia Regional Bureau of Education, defined eight aspects of education where communities are supposed to participate voluntarily (BBO, 2006 as cited in Obsa 2010:22).

The extent to which users have voice about the service depends on the processes of citizen participation in government decision-making. Constitutions, laws, and government policies can establish several mechanisms through which the citizenry can express in a systematic way its preferences and perceived problems with public service delivery. Participation can take many forms: voicing the demand and perceived problems with the delivery; making choices; or being involved in projects and service management (Litvack and Seddon, 1999 as cited in Abreham 2011:16).

Citizens can also have their voice heard through direct participation in service delivery. They may participate in the implementation of specific projects by contributing to the design, construction and/or operation and maintenance of services. In other words, government and communities may coproduce the services (Abreham 2011:17).

Failure of governments alone to provide adequate levels of services has in the past decade led to the adoption of a community-based approach to the delivery of some local services, in particular rural infrastructure services such as village water and irrigation. The evidence on the rural water sector indicates that water systems provided by projects that followed the community-based approach have, on average, performed better than systems built and managed by government alone (Ibid).

The community-based approach is argued to have three benefits: it provides means to better adopt the services to users 'needs and preferences. These includes first by involving users in service design; it enables the use of local resources (such as labor and materials) second by involving users in construction and service management, there by alleviating financial pressures on government; and it increases transparency and accountability in resource use and third by increasing the flow of information and interaction between users and government (Ibid).

### **2.3.2. Internal Efficiency in Educational Context**

The internal efficiency of an education system is revealed by grade promotion, repetition and dropout rates. further he asserts that the higher the promotion and completion rates, the better the system's efficiency (Lerotholi, 2001 as cited in Abiyot 2016:12). He also described internal efficiency as it is calculated on the basis of dropout, repetition and promotion rates; when dropout and repetition rates are high before the end of each education cycle, then that portion of the education system is said to have serious internal inefficiency.

According to Pradhan and Shrestha (1995) internal efficiency of an educational institution would particular level of education with minimum wastage and stagnation and allocation of resources in such a way that the objective of producing qualitative manpower is effectively met. Internal efficiency is the relationship between the outputs and inputs of an education system. The internally efficient educational system is one, which turns out graduates without wasting any student-year or without dropouts and repeaters (Akinwumiju, 1995 as cited in Abiyot 2016:12).

In measuring access to schooling, educational planners aim to get as many children to school as the policy stipulates, as well as knowing how many of the children remain at school and complete all the educational cycles that they are meant to go through. In other words, they would like to know the retention capacity of the system for a cohort in the school system. They also

would like to know how wasteful the system is in terms of number of years students invest in school and the number of graduates that it produces as cited in (Abiyoy 2016:12).

The concept of efficiency refers to relationship between the inputs into a system and the outputs from that system (Gravenir, 2003 as cited in Okech, 2013:18).

Gender educational efficiency is achieved when the same amount / quantity and standard of educational services are produced at a lower cost, if a more useful educational activity is substituted for a less useful one at the same cost or if unnecessary educational activities are eliminated. An educational system is said to be efficient if maximum output is obtained from a given input; or if a given output is obtained with minimum possible input. Inputs and outputs have somehow to be valued so that they may be aggregated and usually prices are used to perform this valuation function. In addition, the most common indicator used to assess the educational efficiency is the coefficient of efficiency (or its reciprocal referred to as the input – output ratio) (Gravenir, 2003 as cited in Okech 2013:19).

#### **2.3.4. Factors Influencing Internal Efficiency in Assuring Quality Education**

In the flow of pupils through education system repetition and drop out are events which are determined by different factors: those are rooted in the overall social and economic environment and those that stem from the way the school system itself is organized and operates (UNESCO, 1998 as cited in Abiyot 2016:16). Based on this it can be classified as internal and external factors in which each factor divided in to some divisions.

According to Rumberger and Thomas (2000 as cited by Abiyot 2016:) school characteristics have been investigated in research on school efficiency and also they identified as the major factors such as poor quality of teachers, lack of guidance and counseling service, irrelevance of the curriculum, lack of instructional materials, lack of school resources and facilities and other school facilities as determining factors in schools. Similarly, Yaikob (2014:17) stated that there are several school –based factors those responsible for high or low completion rates among primary and secondary school. Pupils in most African countries among these the main ones are school environment and location, access of educational facilities and material, classroom dynamics (use of more efficient method), teachers qualification and attitudes toward their work and pupils and overloaded curriculum, are the main areas (Abagi,1997 as cited in Yaikob 2014:17). Therefore, one of the most important factors that enable us to determine high or low internal efficiency is

the organization and structure of the school. According to Simmons (1986:45 as cited in Yaikob 2014), school based factors include school facilities, teacher characteristics. School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are the dominant factors.

#### **2.4. Community Participation in Public Services Delivery**

The argument that decentralization improves resource allocation, accountability, and cost recovery relies heavily on the assumption that sub-national governments have better information than the central government about the needs and preferences of the local population, and that the population is more aware of actions of sub-national governments than of the central government. Sub-national governments, however, do not automatically have better information about user preferences than the central government. The sheer physical proximity to constituents does not ensure that sub-national governments have the needed information unless they make an effort to elicit it. Similarly, the local population is not necessarily aware of the activities of sub-national governments (Azfareet. *al.*, 2005 as cited in Abreham 2011:30). Whether sub-national governments have information about the preferences of citizens depends critically on the existence of mechanisms for the local population to participate in the delivery of public services and have their voice heard in decision making. Citizen Participation in service delivery facilitates information flows between the government and local population and thereby reduces asymmetric information. It provides means for demand revelation and helps the government to match the allocation of resources to user preferences. Citizen participation in service delivery also can promote government accountability by increasing citizens' awareness of the actions of, and their control over, sub-national governments (Ahmad *et al.*, 2005 as cited in Abreham 2011:31).

#### **2.5. Social Accountability and Quality of 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 as cited in Tadios 2017:9). 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 as cited in Tadios 2017:9 ).

## 2.6. Social Accountability and local governance in Ethiopia

According to Management Agency (April 2016:10), social accountability relates to the local governance dynamics in Ethiopia which is critical to understand the composition and role of the Social Accountability Committee. The SAC is tri-partite, with representatives of citizens in the majority. By facilitating social accountability, the SAC demands downward transparency and accountability of the local administration to the people, as well as political accountability from the council to the people. This was came in to existence due to empowerment of citizens and their groups in the process of building strong evidence base of service performance issues, as well as needs of different groups in society that should be prioritized.

The ESAP2 partners also developed capacity of the service providers to engage with citizens in a productive and responsive manner and of council members to let Social Accountability findings and service improvement priorities inform their oversight and decision making powers (ibid).

**Figure 1: Woreda governance structure**



Source: Social Accountability Results and Lessons in Ethiopia; ESAP2 National Conference report; March 31 – April 1, 2016, page 12

## 2.7. What is Accountability?

Accountability can be defined as the ongoing dialogue and relationship between policy makers and citizens as well as the reciprocal control of government institutions. Accountability implies both the obligation of the state to account for its action, as well as the citizen's right to hold the state accountable. Accountability refers to the relationship between the ruler and the ruled respectively the elected representatives and the voters (Piccard and other; 2015:10).

According to Schnell and Coetzee (2010:16), political accountabilities are what state actors have to do to honor their electoral and democratic duties. These may include, for example: politicians reporting back to their constituent in between elections, members of legislatures keeping a watchful eye on the work of government officials. Safeguarding the judiciary from the interference of powerful government officials and providing channels for civil society to participate in public hearings. On the other hand administrative responsibilities are the duties on state actors to collect and use public resources ethically and for intended purposes. These accountabilities are all about following the right regulations and procedures to manage and monitor the internal workings of government. For example, such obligations might include, amongst other things: departmental officials submitting regular reports to higher levels of government, following accepted accounting practices to record and report on financial transactions, looking after state assets, like buildings and vehicles, and having transparent tendering in the procurement of goods and services needed by government. Social accountabilities are the duties attached to what the state has to undertaken to achieve or deliver. These obligations are concerned with outputs and outcomes, and may include, for example: giving due attention to priority sectors or issues highlighted by the government, making progress towards specific agreed goals, such as the Millennium Development Goals, implementing national strategic plans, like Poverty Reduction Strategies or Five Year Plans that set out performance or delivery targets (ibid).

According to Thomas (1998: 351 as cited in Kena 2016:50) accountability is “answerability for performance or the process of holding someone answerable for performance”. It calls on the actors (a government, ministry, project managers or stakeholders) to bear responsibility for their actions. It is the opposite of arbitrariness and demand openness and the assumption of

responsibility towards the population. Rules, standards, and practices are for more effective when the people they affect understand them, know why they are important, and embrace them. One of the important challenges in the local government administration is creating ways to engage the public in shaping the communities of the future.

Accountability is about Local Authorities being responsible for their actions. Three types of accountability mechanisms are here considered: upward, downward and horizontal. Where upward, downward or horizontal mechanisms do not work the resulting lack of accountability and can result in:

(i) increases the risk of Local Authorities operating in an out-of-control manner, creating a macroeconomic imbalance, territorial disparities and public investment inefficiencies; (ii) increases the risk of dominate of local development benefits by local elites, worsening social imbalances and poverty conditions; and (iii) reduces the ability of citizens to meaningfully participate in the conduct of public affairs at the local level, thus eroding the basis of local democracy (European Commission, 2016:25).

Ultimately, decentralizing without embedding Local Authorities in an effective network of upward and downward accountability equates to a again, deliberate or involuntary state policy choice to trade political benefits to the dominant coalition, a loss of efficiency of devolved resources and an overall reduction of the central state's capacity to promote growth and reduce poverty (ibid).

Social Accountability can be understood as a process by which ordinary citizens, who are the users of public services voice their needs, preferences and demands regarding public services, and are able to hold policy-makers and service providers accountable for their performance and commitments on service delivery. In the Ethiopian context, Social Accountability must also be understood in relation to the woreda level governance structures (Lucia and Meskerem, 2015:iii). The concept of social accountability is closely related with community participation. Unlike other participation approaches, social accountability expands the horizon of participation towards macro level. Thus, involvement of community members in public service delivery chains from

grass root or local to macro level is visible (Malena, Forster and Singh, 2004 as cited in Ermias 2014:21). For instance, one of the SA tool participatory budgeting and planning ensure citizens participation in analysis and formulation of public budget at different administrative levels.

In the same ways, social accountability initiatives also serve as basis for community empowerment by enhancing community awareness on rights and entitlement and by introducing new practices that enhance citizen's voice (UNDP, 2010 as cited in Ermias 2014:22).

## **2.8. Social Accountability Theory: A Brief History**

Research literature has it that the social responsibility theory was born as a result of problems created by its predecessor, the libertarian theory of the press. This was in the twentieth century. The libertarian theory of the press as the theory that held sway at the time, gave journalists excessive freedom to publish whatever they like. At the time, political authority rests with the individual. Government's role is to provide the domestic and foreign peace, but the individual is supreme in politics, a belief spelled out in the American Constitution. With these assumptions, Patterson and Wilkins (2005) posit that the theory reflects Milton's concept of the "marketplace of ideas" where anyone could operate a printing press, particularly anyone aligned with a political group. Anyone who ran the presses of the day, because they were partisan, would provide partisan versions of reality. With time, people started finding faults with the prevailing theory due to factors like the industrial revolution, multimedia society, and growth of intellectualism. By this time, the press was observed to have abused this freedom; it had become irresponsible and the victim of a number of negative practices which culminated into a negative media operation christen "yellow journalism". This was epitomized by sensationalist practices, irresponsibility and character assassination by the media practitioners. Then came a clarion call for the revisitation of the libertarian theory. Thus in the 1940s, a group of scholars were commissioned to look into this issue – the Hutchins Commission – funded by the founder of Time magazine, Henry Luce. The commission which had no journalist as member, was led by the then-president of the University of Chicago, Robert Hutchins. This commission deliberated for four years before settling in 1947 on five guidelines for a socially responsible press. They first observed that the number of media outlets is limited and that people are often self-interested and sometimes lazy. After reviewing what the real functions of the press to society should be, the

Social Responsibility theory was proposed and introduced. They came out with a report they titled “A Free and Responsible Press”. The commission listed five goals for the press, including the need for truthful and complete reporting of all sides of an issue. The commission concluded that the American press’ privileged position in the Constitution means that the press must always work to be responsible to society. The rise of the social responsibility theory also gave rise to journalism professional associations such as the American Society of Newspaper Editors, the Society of Professional Journalists and the Sigma Delta Chi (Bittner, 1989 cited in Uzuegbunam 2013:4). And in Nigeria, Nigeria Union of Journalists (NUJ) and other more segregated associations for advertisers and public relations practitioners. It is also worthy of note that the United States, Japan, Britain, and many other European countries subscribe to this theory.

### **2.8.1. Basic Assumptions of the Social Responsibility/accountability Theory**

This theory, regarded as a western theory incorporates part of the libertarian principle and introduces some new elements as well. The underlying principle of the social responsibility theory of the press is that the press should be free to perform the functions which the libertarian theory granted it freedom to perform, but that this freedom should be exercised with responsibility (Okunna & Omenugha, 2012). If the media fail to meet their responsibilities to society, the social responsibility theory holds that the government should encourage the media to comply by way of controlling them. Bittner (1989) has it that the theory held that “a press has the right to criticize government and institutions but also has certain basic responsibilities to maintain the stability of society”. In the same vein, but in a slightly different angle, Dominick (2009) writes that,

*“This approach holds that the press has a right to criticize government and other institutions, but it also has a responsibility to preserve democracy by properly informing the public and by responding to society’s needs and interests. The press does not have the freedom to do as it pleases; it is obligated to respond to society’s requirements”* (Uzuegbunam, 2013:3).

### **2.8.2. Social Responsibility/Accountability Theory: A Theory of Media Ethics**

Without question, the social responsibility theory of the press bothers on journalistic ethics. Its introduction was what gave rise to professional journalistic associations who have self-formulated codes of ethics and official journalistic standards designed to encourage responsible behavior by their members. According to Moemeka (1991 as cited in Uzuegbunam2013:4) pointed out “this theory places due emphasis on the moral and social responsibilities of persons who, and institutions which, operate the mass media” Ethics generally is the moral philosophy concerned with the standards of good and bad conduct, the rightness or wrongness of an action. Okunna & Omenugha (2012) gave a list of basic tenets guiding this theory and which further drive home this ethical dimension of the social responsibility principle, to include accepting and carrying out certain societal duties; setting high professional standards of truth, accuracy, objectivity, balance and informativeness; regulating itself in accordance with the law; having media pluralism – multiplicity of voices – to represent divergent viewpoints; accountability to society, their medium and others; and that people have the right to expect them to perform honorably. The media have been entrusted to discharge certain public-interest functions essential to a democratic society and, by conferring this trust, society is entitled to judge whether it is being honored. In Western liberal democracies, the media enter into an inherent compact with the societies they serve. Under this compact, the media promise that in return for the freedom to publish, they will meet certain core functional obligations: the terms of this compact are embodied in the Social Responsibility theory of the press as earlier argued. They may be thought of as ethical or “soft obligations”, not enforceable at law, as opposed to “hard obligations”. The soft obligations require attention to be paid to issues that are central to recurring controversies about media performance: bias, invasion of privacy, dishonest or careless presentation of information, violations of standards of public taste, suppression of material which it is not in the publisher’s interest to publish, and incapacity to penetrate public-relations spin (Uzuegbunam,2013:5-6).

## **2.9. Stakeholder Theory**

Freeman (1984) is widely credited as being the founder of stakeholder theory; although he points out that many of the key concepts go back to the 1960s. There are today a large number of respected writers on the topic, one of the better known being Max Clarkson. Clarkson (1995)

defines stakeholders as persons or groups that have, or claim, ownership, rights, or interests in a corporation and its activities, past, present, or future. Such claimed rights or interests are the result of transactions with, or actions taken by, the corporation, and may be legal or moral, individual or collective.

Stakeholders with similar interests, claims, or rights can be classified as belonging to the same group: employees, shareholders, customers and so on. (Barrett, 2001:38).

Notable in this definition is Clarkson's view that stakeholder interests in a firm may be based on moral grounds as well as legal ones. Whether or not a particular stakeholder has legal rights, the firm may have obligations to them based on natural justice. It may also be good business practice to maintain good relationships with stakeholders. Clarkson's paper makes a distinction between stakeholder issues and social issues. While an organization may have responsibilities to its stakeholders, wider social issues, in Clarkson's eyes, are more properly the business of government. Social issues can generally be recognized by the fact that government chooses to regulate for them (ibid).

Building on this idea, Clarkson argues that it is more meaningful to discuss corporate responsiveness to stakeholders rather than corporate social responsibility.

So why should organizations be responsive to their stakeholders? Donaldson and Preston (1995) argue that there are two possible perspectives on this, the first being normative, the second instrumental. From a normative perspective, organizations should be responsive to their stakeholders because it is intrinsically desirable that they be so. Normatively based stakeholder theory is based on ethical principles (Barrett, 2001:39).

The normative approach can be contrasted with the instrumental approach, which argues that it is good business for organizations to be responsive to their stakeholders.

A useful statement of this approach can be found in McMillan and Downing (1999), who argue that the bulk of the value of modern companies is goodwill. Or, expressed another way, the value of a company is determined by the quality of its relationships.

To summarize, from an instrumental stakeholder perspective, an organization, whether it is for-profit or non-profit, public or private, can be seen as a network of individuals and groups who choose to cooperate for mutual benefit. The role of governance in organizations is to ensure that the maximum possible value is generated by an organization for the benefit of all stakeholders.

## **2.10. Types of accountability**

According to Schnell and Coetzee (2010:16), political accountabilities are what state actors have to do to honor their electoral and democratic duties. These may include, for example: politicians reporting back to their constituent in between elections, members of legislatures keeping a watchful eye on the work of government officials. Safeguarding the judiciary from the interference of powerful government officials and providing channels for civil society to participate in public hearings. On the other hand administrative responsibilities are the duties on state actors to collect and use public resources ethically and for intended purposes. These accountabilities are all about following the right regulations and procedures to manage and monitor the internal workings of government. For example, such obligations might include, amongst other things: departmental officials submitting regular reports to higher levels of government, following accepted accounting practices to record and report on financial transactions, looking after state assets, like buildings and vehicles, and having transparent tendering in the procurement of goods and services needed by government. Social accountabilities are the duties attached to what the state has to undertaken to achieve or deliver. These obligations are concerned with outputs and outcomes, and may include, for example: giving due attention to priority sectors or issues highlighted by the government, making progress towards specific agreed goals, such as the Millennium Development Goals, implementing national strategic plans, like Poverty Reduction Strategies or Five Year Plans that set out performance or delivery targets (ibid).

According to British council (2015:9), political accountability consists of the system of checks and balances within the state including delegated individuals in public office responsible for carrying out specific tasks on behalf of citizens. The state provides an account of its actions, and consults citizens prior to taking action in order to enforce rights and responsibilities. Mechanisms of political accountability can be both horizontal and vertical. The state imposes its own horizontal mechanisms, such as ombudsmen (the Inspector General of Government) and parliamentary audit committees. Citizens and civil society groups use vertical mechanisms, such as elections, court cases and monitoring government programs. On the other hand Social accountability focuses on citizen action aimed at holding the state to account using strategies

such as social mobilization, press reports and legal action. It also addresses issues such as citizen security, judicial autonomy and access to justice, electoral fraud, and government corruption and it provides extra sets of checks and balances on the state in the public interest, exposing instances of corruption, negligence and oversight which horizontal forms of accountability are unlikely or unable to address. Finally, managerial accountability focuses on financial accounting and reporting within state institutions, judged according to agreed performance criteria by mechanisms like auditing, to verify income and outgoing funds (British Council, 2015:19).

## **2.11. Good governance, Social Accountability, and Public service delivery**

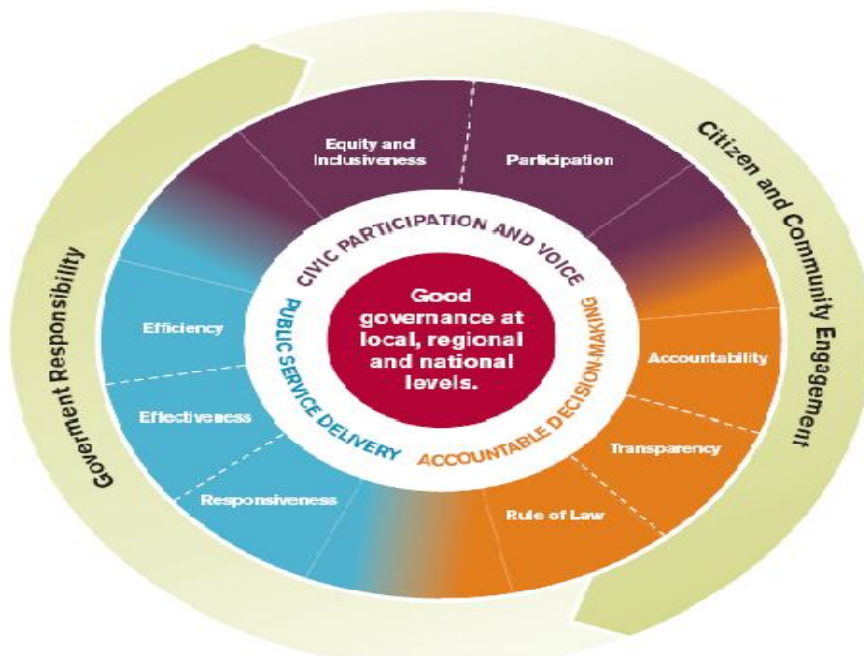
Accountability is most commonly understood as the requirement of those in power to explain and take responsibility for their choices and actions. This often refers to officials in government who are seen as custodians of public resources. Ackerman defines Government Accountability as a ‘pro-active process by which public officials inform about and justify their plans of action, their behavior and results and are sanctioned accordingly’. In this definition, emphasis is put on the fact that accountability is a pro-active process where government officials do not sit and wait for citizens to request for information and account ability but actively and voluntarily disseminate information, convene forums of public participation and give account.

A key characteristic of good governance is that governments serve in the best interest of their citizens; they make pledges and commitments from the international to the local level and meet them through effective legislation and policies. In representative governments, government units (ministries, departments, offices) have the obligation, and citizens have the right, to hold government accountable for achieving its commitments. Horizontal accountability occurs when government units ensure other units within the same government fulfill their commitments through institutional mechanisms of oversight. These can include internal audits and parliamentary hearings. Vertical accountability occurs when forces external to government, such as citizens, advocacy groups, and the media, work to ensure government units meet their obligations. Mechanisms for this type of accountability include elections, mass protests, publication of shadow reports, and investigative news reports, among others. Diagonal (also known as hybrid) accountability occurs when governments invite active and meaningful involvement of citizens/CSOs in horizontal accountability mechanisms. This could include

participatory planning and budgeting, citizen testimony in public hearings/oversight committees, or community representation on health committees (McGinn and Lipsky 215:14)

Social accountability is the term used when citizens or CSOs engage in specific activities that hold their leaders accountable for performance and press for good governance through either vertical or diagonal accountability mechanisms. It is characterized primarily by citizens’ active involvement in government decision-making processes to ensure government fulfills its commitments and implements policies and programs accordingly. Those who engage in social accountability bring fundamental principles of good governance and democracy in service provision that is the premise that governments have an obligation to inform and explain and that they are answerable to their people for political promises, use of financial resources, and how they govern. Social accountability is fundamentally a rights-based approach; as it is based on the right to information, right to voice, right to organize, and right to participate in governance functions. Paired with these citizen rights is the responsibility of citizens to understand and play a proactive role in exercising these rights (ibid)

**Figure 2: A Framework for Good Governance**



Source: Mercy Corp. (2010). *Guide to Good Governance Programming page 7*

## **2.12. Good Governance and Public Service Delivery in Ethiopia Post 1991**

Like many other social science terms governance in general and good governance in particular is different thing for different individuals. However, classically governance nowadays occupies a central stage in the development discourse but also considered as the crucial element to be incorporated in the development strategy. To be sure if we talk about good governance in one way or the other, there should be democracy. This is because democracy and good governance share many values and principles in common. For example democratic governance fosters transparency, accountability, the rule of law, respect for human rights, and civic participation all of which are not only necessary for securing economic productivity, equitable distribution and state legitimacy but also denote the existence of good governance. As it is mentioned above now a days democracy and governance are leading items on the world development agenda which Ethiopia is not exceptional (Shimelis, 2015: 174-175).

For centuries, Ethiopia was governed by a highly centralized monarch. The last monarch was Emperor Haile Selassie who accessed to the throne in 1931. After a popular uprising in 1974 which left a political vacuum, a provisional administrative council, known locally as the Derg, was set up but collapsed in May 1991. The Ethiopian Peoples’ Revolutionary Democratic Front (EPRDF) took over the capital, Addis Ababa. The EPRDF assumed governance responsibilities and convened a National Peace Conference in Addis Ababa which adopted a Transitional Charter and formed a transitional government. This paved the way for the installation of an elected government under a pluralist political system which in turn leads the country to practice of good governance and democracy. Thus, the coming of EPDRF government is a landmark for the introduction of democracy and good governance in the country though; the problem of good governance is still prevalent in the country. So that still now governance performance and democratic system cannot reach a reliable stage of development in the country. There are dozens of reasons for low achievement of good governance in the country like poverty and high rate of illiteracy, absence of effective check and balances and the absence of democratic culture in the country’s long history etc. Despite the problems of good governance in the country enormous efforts has been done by the government to ensure practice of democracy and implementation of good governance. For example since 1996 the government has embarked on a comprehensive

civil service reform program designed to improve performance and strengthen accountability and transparency. Decentralization was also initiated as part of broad based efforts to improve the effectiveness of the state in public service delivery and advance the democratization process (Shimelis, 2015: 181-182).

The concept of social accountability and good governance has grown in the last decade. Social accountability was successfully introduced as a concept in Ethiopia in 2006 through a pilot program. The Ethiopia Social Accountability Program<sup>2</sup> (ESAP<sup>2</sup>) which is a continuation of the previous project was launched in (2012). The SA projects have countrywide scope and articulate 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 opened up channels of communication between citizens and the responsible government bodies and public service providers (Samuel and other 2010:42).

ESAP<sup>1</sup> and ESAP<sup>2</sup> aimed to strengthen the use of social accountability tools, approaches and mechanisms by citizens and citizens' groups, civil society organizations, local government officials and service providers as a means to make basic service delivery more equitable, effective, efficient, responsive and accountable (Grace consultants, 2015:7).

In Ethiopia, the authority to deliver services is heavily decentralized to regional and sub-regional tiers of government. While the federal institutions have largely policy making functions, regional levels have both policy making and service delivery functions. Since 2001, regions have significantly devolved their service delivery functions to woreda (district) level. At the root of the drive for decentralization is the need for ensuring effective and responsive public service delivery, with the aim of encouraging government responsiveness, citizen participation and greater accountability. One of the major objectives of decentralization was promoting the participation of citizens in issues affecting their life. It is to primarily ensure that development plans are adapted and responsive to local realities and to enhance efficient delivery of public services (Ministry of Information, 2004 as cited by UNDP 2014:3).

Building an effective local civic sphere is thought to be the fundamental goal of local participatory development (Mansuri&Rao, 2013). The fundamental assumption here is that

decentralization brings government closer to the people and makes it easier to stimulate community participation (Ackerman, 2005). It is, however, important to note that decentralization is not a guarantee for increased participation of civil society or an improvement in the accountability of government. Service providers need to have capacity to deliver quality and timely services and to respond to customers' complaints, while it is expected the users of service need to have the capacity to demand adequate and quality services, and hold service providers to account (Ibid).

### **2.13. Ethiopian Social Accountability Program 2 (ESAP2)**

ESAP aims to improve the quality and delivery of basic services, through citizens identifying their own needs using Social Accountability (SA) tools. They do this within the context of government service delivery standards and SA is enabling government to do more with existing resources (Pain and others 2015:47).

Social accountability is about affirming and making operational the direct accountability relationship between citizens and the state for a mutually agreed objective; for instance, improved service delivery. It involves citizens/communities working together, to ensure that government and service providers are managing public funds effectively and transparently. It is a constructive dialogue, which brings ordinary citizens, CSOs, local government institutions and public service providers towards a common vision of effective service delivery and improved accountability within PBS (Pain and others 2015:48).

The program specifically targets vulnerable groups, such as women, youth, elderly, people living with HIV/AIDS, and persons with physical disabilities, and it uses a specific SA tool for Gender Mainstreaming of Gender Responsive Budgeting. Dialogue at the interface has resulted in Joint Action Plans to improve basic services delivery as per the needs of the people (ibid).

### **2.14. Social accountability in Ethiopia; 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 as cited in Tadios 2017:17).

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,2013:17).

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 principal or administrators will consider their concerns (Elizabeth Sullivan, 2003 as cited in Tadios 2017:17).

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: 65).

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 cited in Tadios 2017:18). 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 as cited Tadios 2017:18).

According to the Most Significant Change story of SA project, which is compiled and edited by Lucia and Meskerem (2015:1), 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, in construction of additional class rooms, employment of well trained teachers , provision of additional chairs for students, supply of more text books, construction of separate toilets for girls & boys, special support for less performing students, renovation of school playing ground for children, construction of school fence or repairs the existed school fences, renovation of water pipes in the school and school supplies are the main issues that the social accountability made significant contribution in improving quality education.

### **2.15. Social accountability in the context of decentralization and public-sector reforms**

Local government is a set of formal institutions established to deliver a range of specified services to relatively small geographical jurisdictions that typically take the form of an elected council representing an urban municipality or rural district, supported by a professional staff responsible for day-to-day management (World Bank, 2003 as cited in Hansen and Ravnkilde 2013:21). There are considerable variations in the institutionalization of local government structures in terms of age, coverage and capacity across African countries.

Decentralization has featured as an important aspect of public-sector reforms in many LDCs over the last twenty years (ibid). The emphasis on decentralization is the consequence of debates suggesting that ineffective public service delivery in many developing countries is largely attributable to governance failures arising from a lack of strong accountability to citizens. Failures in centrally governed and provided public services had created a strong consensus among governments and international aid agencies on the need for institutional reform and the devolution of governance (Hansen and Ravnkilde 2013:22).

Support for decentralization is thought to enhance political accountability and the responsiveness of local government politicians and executive staff towards citizens (users of services), thereby enhancing the legitimacy of local government. It is accordingly promoted in the general policy literature on good governance of public service (Pritchett and Woolcock, 2004, World Bank, 2003 as cited in Hansen and Ravnkilde (2013:23). Decentralization is thought to enhance political accountability in that the citizen can in principle vote politicians who fail to deliver services out of office. However, experience has shown that the accountability of local government administrations is largely oriented upwards and has rarely attained the kind of (social) accountability, responsibility and responsiveness that was envisaged as the outcome of decentralization reform (Shah, 2006 as cited in Hansen and Ravnkilde, 2013:23).

Top-down mechanisms focusing on formal structures (horizontal accountability within development governments were not successful in preventing the misuse of public financial resources by public agencies. As McGee and Gaventa point out (2011:7), ‘the traditional ways of delivering political and bureaucratic accountability, such as intra- government controls or elections are increasingly found to be limited in scope’. After the state-centric mode of service delivery was discredited from the late 1980s onwards, reforms became part of larger processes of decentralization, transferring public services to more localized service delivery.

## **2.16. Responsive Government and Effective Public Service Delivery**

Good governance shapes the way services are planned, managed and regulated within a given political, social and economic system. Effective public services – such as health care, education, agricultural regulation, water and sanitation – are vital goals of development. In many countries, essential public services are weak or failing, with major implications for the well-being of millions of citizens (Mercy Corp2010:35).

The World Bank, UN and a number of INGOs focus on providing the physical and technical support for central governments to establish national systems of service delivery. Organizations like Mercy Corps more often focus on collaborating with government officials at the local and municipal levels. Such efforts include instilling the skills, relationships and values necessary for the process of service delivery to be efficient, effective and equitable, with an emphasis on

accountability to citizens and communities. This requires facilitating collaboration among the private sector, civil society, traditional governance structures, policymakers and service providers. Efforts to enhance public service delivery include helping all these groups generate and access information that can ensure communities and societies make wise use of resources and fair decisions (ibid).

### **2.17. Efficiency and Responsiveness in service delivery**

One of the basic arguments posed in favor of decentralization is its merits in increasing efficiency and responsiveness of government. Public choice theory of economics views the benefits of decentralization in terms of allocative efficiency and public preferences. This theory associates the involvement of large groups of local organizations through decentralization with options offered to citizens through lower transaction costs (particularly information costs) and better services (Turner & Hulme, 1997 as cited in Desalegn, 2015:22).

Contrary to reliance on central governments, which is characterized by longer delays and greater costs of administration, decentralization divides and disperses services that are provided from the center to local levels. It reduces workload and congestion in the channels of administration and communication and offers the chance of providing efficient public services at local levels with fulfillment of public preferences (Osborne and Gaebler, 1992:168-169; World Development Report, 1997:122; Chukilo, 1998: 91 as cited in Desalegn, 2015:23).

One of the objectives of decentralization is to foster greater responsiveness of the government to the will and interests of citizens by placing services closer to the people, which would result in a closer congruence between public preference and public policies (Mulugeta, 2012 as cited in Desalegn, 2015:23). Responsiveness is defined as the degree to which an institution or organization responds to citizen needs and demands and adapts to changing conditions (Senboja and Therkildsen, 1995:19, ibid).

### **2.18. Tools of social accountability**

The basic Social Accountability (SA) tools that promote and foster effective, efficient, equitable and quality basic service delivery are Participatory Budgeting, Public Expenditure Tracking, Citizens' Report Cards and Community Score Card. Social Accountability Implementing Partners (SAIPs) should have an understanding of what these tools are about and how to effectively make use of them in achieving the objectives of their grant project (Management Agency 2013:11-12).

Ultimately, the effectiveness and sustainability of SA tools are improved when they are institutionalized that is, when the government has incorporated the use of these tools into its practices and when the state's own mechanisms of accountability are rendered more transparent and open to citizens' engagement. It is also improved when citizen groups and community based organization and membership-based organizations actively and routinely use SA mechanisms and tools to assess service providers' performance, advocate and negotiate for change, and participate in basic services planning and delivery (Management Agency 2013:12).

According to Kohil (2012:14) there are various strategies and tools have been developed and are being used to promote social accountability and classified as tools that can be used to monitor the policy priorities underlying the budget proposals/allocations; budgetary processes and institutions, tools that can be used to monitor implementation of policies and programs, and tools that can be used to monitor the development outcomes.

### **2.18.1. Participatory Budgeting (PB)**

Public spending begins with the allocation of public resources for various sectors, which is done through "budgeting". The process of budget formulation needs to be made more participatory and representative as the essential first step to ensure that budgetary allocations reflect and, seek to address the needs of the poor and marginalized. The government must therefore devise new mechanisms with the aim of engaging citizens/CSOs in consultations and get a thorough view of their needs and budgetary demands before finalizing its spending priorities. This process would help make the budget and the macro-economic policies of the government articulated through it more representative/inclusive and allow for greater interrogation of the government's

commitment to its promises. This is effectively pursued through Participatory Budgeting (Kohil, 2012; 17).

The process of PB involves stakeholders and/or independent individuals, such as citizens and citizen groups, in the formulation of the basic services budget. Through their involvement, they can influence the amount and priorities of budgets allocated to basic services delivery. In the process, stakeholders examine and assess public budgets in relation to policy, preparation processes, implementation and outputs. This implies information sharing, focus groups consultations, and collaborative discussions among different groups and in the end, citizen contributions to governments' decision-making. If deemed necessary, civil society actors prepare alternative budgets aiming at influencing budget formulation by expressing their preferences for budget allocations. Participatory budgeting usually occurs at the local level but can be applied at higher levels of government (Management Agency 2013:12).

### **2.18.2. Public Expenditure Tracking (PET)**

PET surveys the flow of resources (human, financial, in-kind) through various levels of government to observe how much of the originally allocated public resources reach each level. Citizen groups can thus track how the local government actually spends funds, with the aim of identifying leakages and/or bottlenecks in the flow of financial resources or inputs. PET can track funds for basic services, such as funds for textbooks in primary education and funds for medication in health clinics. It can stimulate reforms through access to relevant information and reviewing priorities through interface meetings of government representatives and community members. Information is disseminated through media, publications and public meetings (Management Agency, 2013:12).

“It has become increasingly clear that the budgetary allocations, when used as indicators of the supply of public services, are poor predictors of the actual quantity and quality of public services, especially in countries with poor accountability and weak institutions (Dehn, Reinikka and Svensson, 2003, as cited in Khoil 2012:23).

. Money spent on development concerns is transformed into services through several stages. Government spending may or may not address or respond to the needs and concerns of the people and its budgetary priorities may or may not be in consonance with popular aspirations. Pro-poor budgetary allocations can, however, only partially predict the development outcomes. Adequate and appropriate budgetary allocation notwithstanding, it can only have a significant development if funds for frontline service providers reach the intended beneficiaries instead of being diverted due to corruption or funds mismanagement (ibid).

### **2.18.3. Citizens' Report Cards (CRC)**

This accountability tool largely involves drawing of a charter of responsibilities for the government by the citizens. The charter is subject to rounds of debates and discussions and then submitted to the public officials concerned. The community closely monitors various public service delivery schemes, projects and plans regarding compliance with the charter of standards and compels the public officials to address any discrepancy (Khoil, 2012:32).

The CRC process involves gathering and disseminating citizen feedback on the access and quality of services to facilitate improvements in service delivery. The CRC is designed for a single locality and can be used in both rural and urban areas. CRC's are surveys that compile service users' opinions on their satisfaction with service delivery, availability, usage, quality and equity. A key component is interface meetings where citizens can engage with government officials to address their concerns regarding service delivery, quality or equity and jointly agree on a reform agenda and an action plan to be monitored by both sides (Management Agency 2013:13).

### **2.18.4. Community Score Card (CSC)**

These are tools for local level monitoring and public evaluation of various services, projects, programs and functioning of governmental administrative units. It involves a combination of techniques like social audit, community monitoring and Citizen Report Cards. Like CRC, the

CSC registers perceptions of public service users and satisfaction with the public service availed by them. It attempts to hold public officials accountable for inadequacies in public service delivery by registering perceptions of users and making the results of the survey known through the print and electronic media (Khoil, 2012:37).

A CSC is a tool where community members evaluate their access to basic services and the quality of services they receive. It is a participatory tool for assessing, planning, monitoring and evaluating basic services. In focus group discussions, community members develop indicators to evaluate the services they receive. At the same time, the service providers also assess in their focus group their performance in delivering services according to indicators. Access, quality and equity of basic service delivery are indicators used for evaluating performance. In interface meetings, service providers and service receivers present the results of their assessments, and discuss and analyze discrepancies found. Jointly, a reform agenda will be prepared with a plan of action to improve the services by all stakeholders. All stakeholders jointly steer and monitor the implementation of the action plan (ibid).

Piccard and others (2015) also outlined the above mentioned tools of social accountability and added citizen charter and public hearing as social accountability tools. The overview of these two tools of SA is elucidating as follows.

#### **2.18.5. Citizen Charter**

Citizen Charter is a document that informs citizen's about the service entitlements they have as users of a public service, the standards they can expect for a service (time frame and quality), remedies available for non-adherence to standards, and, the procedures, costs and charges of a service (Piccard and others 2015:24).

Citizen Charter is being defined as an expression of an understanding between the citizen and the service provider about the quantity and the quality of services received. In other words, it is a document that lists the rights of the public and the obligations of the public servants along with the information necessary to redress grievances or submitting complaints. In a CC, the service provider declares the commitment to provide the service with the listed quality standards, and

informs citizens about the costs of the service, how to obtain information about the service, as well as how to voice their complaints if the standards are not being met by the provider. CCs can be used in any institution that provides services to the public. Sometimes, it is also being used by private companies (ibid).

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#### **2.18.6. Public hearings**

Public hearings (PH) have been used by democratic governments around the world as a consultative tool with citizens since decades and are widely spread nowadays, as the OECD points out in the United States a hearing is attached to the notice-and-comment procedure as needed. Hearings tend to be formal in character, with limited opportunity for dialogue or debate among participants. Experimentation with “online” hearings has begun. In Germany, a regulatory agency circulating a proposal for comment may arrange a hearing instead of inviting written comments, or may do both. In Finland, where hearings are a relatively new approach, public a hearing is usually arranged in face to face discussion instead of the invitation of written comments (Piccard and others 2015:28-29).

Public Hearing is a community forum where citizens receiving local services and officials providing services exchange face-to-face questions and answers on matters of public interest<sup>8</sup>. In these forums, citizens can put forward personal and community related problems to the service providing officials by expressing their grievances and suggesting measures to improve the situation. Through this method service providing officials can also get feedback on the effectiveness and quality of the services and goods provided by them. It further helps make service providers accountable to citizens, increases transparency in the former's activities and brings the Right to Information law into use by the citizens (Khadka and Bhattarai, 2012: 61).

## **2.19. Social Accountability and its Achievements in Ethiopia**

Social Accountability processes positively affect the relationship between service providers and citizens. According to report of national conference of ESAP2 held from March 31 – April 1, 2016 social accountability brought important changes in service delivery in target areas. The achievements are summarized as follows (Management Agency 2016:9).

In East Badwacho district: More than 14 Water points repaired, 10 new water points constructed, fences were built around water points, more community latrines built, 2KM new Water line has been constructed , more than 50 km rural road constructed, and the project also ensured inclusiveness of marginalized groups in all development activities in this district. In Minijar Shenkora district: supply of text improved, libraries and laboratories were made functional, school fences built, and waiting rooms for delivering mothers arranged. In Debre Markos town: establishment of SA office has been effected and SA club in 9 schools in the woreda: In Bahirdar town Iddirs (CBOs) have mobilized and allocated more than 80 million birr to alleviate serious potable water problems. Furthermore; waste disposal facilities managed properly, private and common latrines were built in various neighborhoods. Similarly; In Southern Nations Nationalities and Peoples' Regional government, MalgaWoreda: Five midwives and three health officers were recruited, and three record officers took ICT training. Equipment and pharmaceuticals were made available for all the three health centers. Two motorbikes were procured for Tenkaro and Manicho Health Centers. Roads leading to Tenkaro and Haro health centers were built and water point built at Manicho town where the health centre is situated. On the other hand in Addis Ababa, Arada Sub City: at Meskerem Secondary school enough water taps installed, a safe playground and a dining hall have been built, laboratory materials were bought, the school red cross club revived and started providing first aid support, students discipline improved, educational materials provided for students with disabilities, and parents participation in the school activities was increased. Furthermore; in Oromia Regional state Kuyu district: through open dialogue between citizens and service providers; agriculture input quality and supply has improved, credit is timely delivered for poor farmers, and Farmer Training Centre service renovated. In the same region; in Dandi district the council evaluates service providers

through Social Accountability approaches and the council started Social accountability in health and water sector.

According to Nass and Meskerem (2015: 1) the most significant service improvement as a result of SA intervention has been observed in the quality of education. For instance construction of teacher's residence has been undertaken; Furthermore; the construction of additional classrooms, and separate toilets for female and male students undertaken.

In addition to the improvements in facilities, the behavior of teachers' and students' has also improved. Through continuous discussions held between students and teachers, the problems of students missing classes and teachers delay for school and delay for classes have been solved.

The sense of ownership improved on the side of the Parent Teacher and Students Association (PTSA). As a result; PTSA begun to actively working for improvement of education services through ensuring that inputs are provided for quality education services, and by solving issues raised by students, parents, teachers and SACs for improving the school as per the standard.

These changes have created a better condition for learning. Students get better education, because teachers have time to prepare for classes, and there is lower number of students in a class. In addition, students from grade 5-8 now have a primary school nearby, and students from grade 1-4 can go to school without having to cross the main road (Nass and Meskerem 2015: 1-2).

## **2. 20. Building Blocks for Institutionalization**

The ESAP2 actions and achievements can be perceived as building blocks, on which the future of social accountability can flourish. The essential blocks are community empowerment and mobilization: In communities where SA is implemented, SAIPs train citizens and service providers, who jointly elect members to represent them in the Social Accountability Committee (SAC). SAIPs mobilize all members of society, including the most vulnerable, so that everybody can express their needs. Members of vulnerable groups are often asked to elect their own

representative on the SAC and are of vital importance for the mobilization of vulnerable people. SAIPs further create and sustain general SA awareness among citizens and citizen groups (Management Agency, 2016:14-15). Community Problem Identification & Prioritization is the second building block for institutionalization. In this regard, the SA tools have enabled citizens to identify service problems through focus group discussions or surveys, using the existing service standards. The problems are subsequently ordered according to highest priority, taking into account the needs of women, men and vulnerable members of the community. The problem identification and prioritization by citizens are critical steps to be completed in advance of the constructive face-to-face dialogue sessions with service providers. The most widely used SA tool, Community Score Cards includes self-assessment by service providers. Interface Meeting is third building blocks for institutionalization: A representative selection of citizens presents the community's problems and priorities at the Interface Meeting. Service providers and their sector officers, as well as other relevant Kebele and Woreda level officials, are invited to respond. Other stakeholders, include elected council members, regional officials, CBO leaders, NGO and private sector representatives are invited to observe, and may play a role in the formulation of plans to resolve highlighted problems. Each meeting is facilitated by skilled SAIP facilitators, who can guide a constructive dialogue between citizens and service providers, helping to find local solutions and assist in the formulation of Joint Action Plans (JAPs). The fourth Building Blocks for Institutionalization is the Joint Action Plan Development, Implementation and Monitoring: During the interface meeting, a Joint Action Plan is developed. This service improvement plan is agreed by communities and service providers, and aims to address as many of the community's service improvement priorities as possible (Management Agency, 2016:14-15).

## **2. 21.Sustainability of the Social Accountability project in Ethiopia**

According to Grace Consultants (2015:30-31), in view of building capacity of the stakeholders, during the implementation of the project and to ensure sustainability of the project various capacity building trainings and discussions have been undertaken .similarly, various experience sharing events have been facilitated. Some of the areas of the training, meeting and experience sharing include: the concept of project management, how to conduct ongoing sensitization

sessions, the concept and importance of social Accountability (SA), facilitation skill to conduct Focus Groups Discussions (FGDs), how to facilitate interface meeting, how to undertake joint Action plan (JAP), and how to ensure sustainability of the ESAP2 project. Experience gaining from other SAIP implementing partner was also part of capacity building.

Forums and meetings organized to hear citizens voice on provision of proper and adequate basic services by different stakeholders mainly Woreda and Keble administrations and community/mass based organizations like Iddirs, youth association, parent teachers and students associations, and women associations.

### **2.21.1. Keeping Citizens in the driver's seat of SA**

According to Management Agency report of conference held from 21-22 February (MA, 2014:21) Social Accountability Committee is the solution for sustainability of the SA process at the local level. One group suggested an alternative, namely to establish a forum/institution consisting of all stakeholders and citizen groups. This is also the formulation used in the ESAP2 log frame.

### **2.21.2. What will the SAC do after project end?**

An analysis of group discussions of conference of partners with Management Agency (Management Agency February 2014, 21-22) suggested that the SAC will continue to identify issues, organize communities around on SA , organize interface meetings; produce joint action plans, monitor the implementation of those plans SAC also take the responsibilities for letting the society express about service by themselves and control the performance /quality of basic services and projects in the area (as per Joint Action Plans), apply the SA process in other sectors and areas. Furthermore; SAC bridge the community's views and demand with the service providers and provide feedback to respective stakeholders about their performance. SAC again instill community volunteerism and community resource mobilization, mobilizes community towards issues that have been addressed by the community. SAC also maintain close relationship with government, and non-government officials (stakeholders) and set their own service

evaluation and service review meeting schedule by engage in the process such as link SA process to the local government budgeting and planning; and get involved in government budget process and resource allocation. SAC also participate in action plans and reform agendas, encouraging informal information flow. SAC furthermore: follow-up basic service delivery, involved in government evaluation, control and follow-up processes in public services programs/projects, and take great responsibility together with local government to further extend SA process and to replicate best experiences to the neighboring kebeles/woredas.

### **2.21.3. What can service providers and local government do?**

According to Obsa (2010:41) the Woreda office is the most local full time government office. A woreda education office leads and administers all educational affairs of the woreda. While the PTA and KETB seem to be selected on the basis of political consideration; the WEOs are appointed on the basis of their professional experience.

With regard to community participation in education, the office is responsible for coordinating, and providing technical assistance and capacity building arrangements for headmasters, PTA, KETB and community. The office also approves community proposal for school construction, provides financial and expertise assistance, finds non-government sources of fund for community works in education, promotes competition among schools or kebeles and provides incentives for those who perform best. The woreda education office also hires teachers for primary school, appoints headmasters and Cluster Resource Center (CRC) and removes them from their post if they are found to be under performing (ibid).

The Cluster Resource Center (CRC) is established to overcome challenges of transportation and communication among rural schools. Schools close to each other are grouped together and form one cluster. The most accessible school (closer to transportation facilities) serves as a CRC and the member schools are to get their resources (for example, textbooks) from this center called CRC. The CRC serves as a center where the government or other bodies supply educational resources and where the member schools get these resources (e.g. educational materials and school supplies). The CRC also serves as a meeting place for member schools (ibid).

According to analysis of group discussions of conference of partners with Management Agency (Management Agency February, 2014:21-22); service providers and local government play important roles for the sustainability of the project. They can do activities such as engaging citizens and provide information; clarifying service standards, plans and budget to service users., can provide better services as per the set standard, be open, transparent and accountable in service delivery, facilitating and coordinating SA process, encourage the SAC and consider SA issues raised from citizens positively, and they can further do activities like identification of community demand driven development plan and enable participation of community representatives in the SA process; incorporate SA the development agenda of the Woreda, implement the joint action plan practically to overcome service gaps which were identified, can also strengthen linkage with FTA, can further play important role by providing technical, financial and material resources and finally can mainstreaming SA tools in performance assessment of Service Providers and be responsive to citizens; to allocate the appropriate resources ; and to seek support from higher levels when needed to satisfy service needs.

## **2.22.Experiences from Abroad**

### **2.22.1. Why voice and accountability matter? The experience from the Arab region**

Over the past decades, significant developments have taken place in the Arab region. Indicators relating to education, health and life expectancy are improving. Most countries now hold regular parliamentary and local elections, and the number of civil society organizations has grown considerably since the 1980s (UNDP, 2010: 4).

However, the Arab States region is faced with a range of governance challenges to effectively address poverty reduction, human development, and the improvement of human rights. Since decolonization, Arab states have been marked by low levels of democratic participation by citizens. The political climate is characterized by a tight control over electoral processes, extensive use of security services by the executive branch and prolonged use of emergency laws. States remain heavily centralized, and elected parliaments are dominated by the executive branch. Organizations which could potentially call for more distributive policies, such as political parties, professional associations and CSOs, are frequently weak and lacking political influence. Strengthening voice and accountability mechanisms is one way to address such

distorted power relations so that governments can be increasingly held to account for their actions (ibid).

A related challenge is weak governmental capacity at both national and local levels in terms of state responsiveness towards citizens, combined with high levels of corruption. According to the World Bank Governance Indicators<sup>2</sup> on voice and accountability, thirteen out of eighteen countries in the Arab States region rank among the lowest quarter of the scale<sup>3</sup>. In many parts of the region, poor people are excluded from participation in the design and oversight of the policies and programs that affect their lives. This in turn has implications for citizens' ability to hold their governments to account over public service delivery. While public services have been expanded since the 1950s, service delivery remains inefficient. Access to public services may be determined by factors such as nepotism, tribal affinity, patronage or money (ibid).

At the same time, the centralized nature of the state leaves little room for effective local governance. Although local elections are increasingly taking place, elected local bodies have limited power. Decentralization in the region is primarily administrative in nature, and the capacity of local governments to act responsively to needs in their local communities is often jeopardized by insufficient political and fiscal decentralization. Voice and accountability mechanisms are needed not only at the point of service delivery, but for tracing resource flows from the central to the local level.

In sum, state responsiveness in the Arab region remains the exception rather than the norm. On the other hand, countries and territories with less authoritarian characteristics, such as Lebanon, Occupied territories of Palestinians, and, Iraq, struggle with internal conflict, foreign occupation, or a combination of the two. In both contexts millions of citizens are affected, especially those from poor and marginalized groups, who are unable to access basic services of sufficient quality. This in turn constitutes severe obstacles to poverty alleviation, strengthening of democratic governance, and effective human development UNDP, 2010: 5.

### **2.22.2.. Public Expenditure Tracking in Uganda and Tanzania**

The impact of PETS on the educational section in Uganda is generally held as one of the most successful examples of the application of public expenditure tracking. In Uganda, leakage in primary education capitation grants was reduced from an average of almost 90% in 1991-95 to

less than 20% in 2001. This was achieved through the regular application of PETS, newspaper publications announcing financial transfers from central to the district levels, awareness raising campaigns, and capacity development that enabled local stakeholders to trace the money.

Tanzania was one of the first countries to follow Uganda, and conducted PETS in 1999 and 2001. These two PETS did not capture exact leakages, but suggested that only half or less of the funds intended for health and education frontline services actually reached the local level. Unlike the Ugandan PETS, however, they did not form part of larger sustained programs to improve transparency and empower user committees to hold government accountable. Consequently, the kind of national dialogue that the PETS provoked in Uganda, did not occur in Tanzania (UNDP, 2010:.12).

### **2.22.3 Service oversight and management committees: Parent Teacher Councils in Kosovo**

The Parent-School Partnership Program (PSP) in Kosovo was a civil society development initiative operated by Catholic Relief Services and funded by UNICEF. It sought to promote civic engagement in education through the creation of Parent Teacher Councils (PTC) in primary schools throughout Kosovo. The intended results were greater community participation in the education sector, leading to the development of accountable local, municipal and national level education institutions. PTCs were tasked with involving parents and communities in planning and management of school activities, including identifying community needs for education as well as priority areas for school improvements.

As a result of the project, linkages were formed between local, municipal and national level education institutions and PTAs. The registration of PTAs as NGOs played an important part in building these links. Legal recognition formalized their status as official organizations as opposed to ad hoc collections of interested individuals. This in turn granted them access to the Ministry of Education, Science and Technology and individual school administrators in a way which they were not previously able to achieve, as education institutions are obliged to consult with civil society groups. As a result of these links, the role of PTAs has been recognized by educational institutions.

*Source:* (UNDP, 2010:.13).

#### **2.22.4. Mexico: Communitarian accountability mechanisms, unresponsive state**

##### *Description of the social accountability initiative*

The research focused on the implementation and operation of the social accountability mechanisms associated to one of the most important government programs to deliver health services to the uninsured, low-income population was conducted in Mexico. The research was applied among rural and mostly indigenous communities in the state of Chiapas. There are two specific mechanisms through which a social accountability component is integrated into the public health program. The first is a mechanism of direct complaints and suggestions contemplating four possible routes to place a complaint: 1) Personally: at the health facility, or with the local government authorities, 2) in writing, by way of a complaints mailbox located in the health facility, 3) by phone and 4) through the internet.

Because of the lack of telephone and internet services in most households in the region where the research was carried out, program officials clarified that in practice the main mechanisms are complaints placed either personally or through the mailbox. The second instrument is a social accountability exit survey, given to users selected at random at the point of service.

Finding from the research revealed that there was disrupted relationship between citizens and service providers. Community members feel helpless and even coerced into accepting poor treatment from service providers because of the belief that the social programs of the state and public services are not rights and entitlements, but rather discretionary, benevolent gestures on the part of the government, which may therefore be taken away. Thus, the attitudes of users in the face of abuses of power can be best described as predominantly of resignation and powerlessness.

On their part, service providers during the research expressed a sense of detachment from the communities and users and, in fact, even expressed an acknowledgement of the manner in which they take advantage of the submissive attitude of patients.

The research revealed that community life is very intense, centering to a large extent in the figure of a community assembly where collective issues are discussed. In this case, the local social norms and values of communities play a crucial role to the extent that the perception of the “collective” supersedes the importance of individual action for the attainment of social goals. In

fact, the articulation of individual opinions is greatly discouraged and community members are expected to adhere to and uphold the decisions adopted in the community assembly. The dense horizontal networks prevailing in these communities provide strong mechanisms through which communal authorities exercise control to the effect of inhibiting expression of opinions different from those adopted by the community as a collective actor.

From the providers' perspective, the formal provisions governing the employment of health workers in the public sector give control over salaries, career promotion opportunities and a significant package of benefits to the national health workers' labor union. Furthermore, the union controls the enforcement of sanctions to such an extent that even health facility managers and hospital directors reported being unable to discipline inappropriate behaviors or to act upon instances of deficient services. Thus, in the Mexican case, a significant constraint to responsive service provision is not resource scarcity but rather, that accountability lines and incentives are completely in the hands of a politicized bureaucracy and detached from users' satisfaction.

60 per cent of survey respondents reported they are able to access health services without recourse to an informal mechanism. In terms of strategies for problem resolution, interestingly in the survey the preferred strategy was denouncing to the appropriate authorities (42 per cent of respondents). However, in the case of these communities the latter actually refers to the communal traditional authorities rather than state actors. Thus, when asked if they had mechanisms available to express inconformity, 70 per cent of respondents pointed to the community assembly and community elders as the instances they resort to when they have a problem with public service provision. In line with these communitarian values, these communities have developed collective mechanisms to call their health providers to account through their assemblies. During the research several cases were pointed out in which the communities summoned health teams to express discontent, discuss problems linked to the provision of health services, demand solutions and even expel poorly performing service providers from their communities.

Source: Camargo and Stahl (2016:37-39)

#### **2.22.5. Social Accountability Program in Tanzania *Best Practices in Mwanza.***

##### **Summary of Best practices**

This report highlights key practices, which are considered responsible for impressive achievements as a result of implementing the Social Accountability Program in Tanzania (SAPT) for the period of 2010-2012, specifically in three districts namely Karagwe, Ukerewe and Magu in the Northern part of Tanzania.

In this relatively short period of two years, the SAPT program has been able to book considerable successes in the area of social accountability. It has increased awareness of especially women, disabled, people living with HIV and AIDS (PLWHA), and youth at grass root level regarding their rights and tools to increasingly claim their rights. Community members are increasingly participating more actively in meetings organized by the local leaders, like village assemblies, or other statutory meetings. Community members have been able to hold the local government accountable regarding social services, like water, education and health care provision, which in a rights language translates to increased access to human rights in terms of social services. The youth has organized itself into the Youth Shadow Councils in three districts. Relations between local leaders and the public have improved. The local government is more responsive to the demands of the community members by providing requested information and by acting upon the identified anomalies.

#### **What is so unique and reason for success?**

First of all, the SAPT derives its strength from its design which facilitates dialogue between the supply and demand sides of social accountability<sup>1</sup>. Secondly, the formation and strengthening of the Social Accountability Monitoring Committees (SAMCs) at community level to hold local leaders and service providers accountable is unique. This is unique as in Tanzania, most social accountability monitoring SAM exercises in other interventions take place at higher levels by civil society organizations (CSOs) coming from elsewhere in the urban.

Thirdly, is the introduction of Community Resource Centres (CRCs) with their four corners of activities: access to information through TV, internet and documentation; safe space for dialogue and debate; access to paralegal services; communication through community radios, investigative journalism and theatres plays.

The fourth unique approach is the establishment of the Youth Shadow Councils in the three districts, which allows the youth to participate in its own development and provides the opportunity for the Local Government Authorities (LGAs) and the youth to get connected.

In order to facilitate understanding of the importance of social accountability and to attract community members to participate in interface meetings, theatre groups have been engaged to perform based on the findings of the SAMC exercises in preparation of these interface meetings. This combination constitutes the fifth unique and successful approach.

The sixth aspect is that SAPT is implemented through partners like – MS-TCDC (a social accountability training provider); the Mwanza Policy Initiative (MPI- a regional umbrella organization) to address the demand side. Again, it is quite unique that government is actually collaborative partner allocating resources to this work through- the Prime Minister’s Office, Regional Administration and Local Government (PMO-RALG), Local Government Training Institute (LGTI) and Folk Development Centres (FDCs) support to the LGAs of Magu, Ukerewe and Karagwe; and local CSOs in the districts on the supply side.

The seventh element is the connection between local and national level through the district and regional networks which stand for SAPT legitimacy and representation as commonly rights deficits in terms of local level enjoying right to participate and their voice being heard.

And the last, but possibly most important SAPT’s unique strength, is the focus on the marginalized people (women, men, PLWHA, disabled and youth) who are the rights holders and effectively reaching them through the implementing local partners.

Due to these elements, SAPT has earned its acceptance, relevance, efficiency and great potential for sustainability. It has started small with a possibility of scaling –up to regional and ultimate national coverage.

To create an enabling environment for program implementation the following strategies were used: Memoranda of understanding were signed with PMO-RALG, the three LGAs, 11 partner organizations and MS-TCDC; Local partner organizations received capacity building in areas of social accountability, institutional governance, financial management and monitoring and evaluation; and the organizations were re-tooled to enable them discharge responsibilities of program implementation.

The program is built on the recognition that interventions supporting a process of deepened democracy will take time and must receive long term support for sustainable results. However, the intervention has proven to promise great potential for sustainability, while the implementation through them as implementing partners is cost effective and highly scalable. At the same time, it is to be realized that local CBOs and CSOs are generally very weak, which

affects the speed of implementation of the program, and therefore strengthening them is recognized as a key component of the program.

Source: Roell and Mwaipopo (2013: iv-v)

#### **2.22.6. Social accountability in Cambodia**

Social accountability (SA) represents a specific form of more general accountability.

As Bovens noted, in the contemporary political and scholarly discourse ‘accountability’ often serves as a conceptual umbrella that covers various distinct concepts, such as transparency, equity, democracy, efficiency, responsiveness, responsibility and integrity. In some contexts (particularly American), accountability is often used interchangeably with ‘good governance’. Bovens describes accountability as ‘the obligation to explain and justify conduct’ and defines it as ‘a relationship between an actor and a forum, in which the actor has an obligation to explain and to justify his or her conduct, the forum can pose questions and pass judgment, and the actor may face consequences’ (Bovens, 2007: 450). The actor can be either an individual or an organization, institution or agency; the accountability forum can be a specific person or agency, the relationships can have the principal agent relation or some other form, while obligations can be both formal or informal (Bovens, 2007: 451).

Social accountability represents one form of accountability, in addition to political, professional, corporate, or administrative accountability. However, there are different definitions of social accountability which we cannot systematically and exhaustively review here. In some of the influential approaches, social accountability is understood as a mechanism whereby citizens, citizens’ associations, movements and media hold political authorities accountable through various actions that include budget monitoring, performance monitoring, naming and blaming etc. Social accountability employs both institutional and non-institutional tools (Peruzzotti and Smulovitz, 2006).<sup>1</sup> In this definition, however, social accountability is restricted to the monitoring of government actions. In other interpretations, some of which are very influential among international development organizations (including the World Bank), social accountability includes almost all the activities of citizens *vis-à-vis* the state, such as monitoring, participation in decision making and participation in design and delivery of policies and services (Malena, Forster and Singh, 2004, Joshi and Houtzager, 2012).

Social accountability should not be confused with political accountability that is manifested through democratic elections whereby citizens hold government officials and politicians accountable. It should also not be confused with a horizontal political accountability manifested through separation of powers and internal governmental system of checks and balances. In contrast to these, social accountability relies on civil society, including media institutions, to put pressure on politicians and public officials (Malena, Reiner and Singh, 2004; Kimcheoun, 2007). In O'Donnell's opinion, vertical or electoral accountability must by definition exist in a democracy, while the degree and effectiveness of societal and horizontal accountability, by contrast, varies across cases and time.

Source: Babovic and Vukovic (2014:2-3).

### **2.22.7. Afghanistan: Community monitoring of reconstruction**

Following the international intervention in late 2001, Afghanistan has over time become the largest single recipient country for development aid. Despite the influx of outside assistance, state failure, civil war and on-going instability have contributed to insecurity and poor development progress. The consequences of conflict have been both political and social in terms of low social trust, but they also have been economic in terms of the inability of people to secure livelihoods or in the effects of conflict on the infrastructure, such as roads, schools and bridges. Bringing development, and particularly visible reconstruction dividends, to the people is focused on remediating the concerns about corruption, ineptness and substandard results from local infrastructure projects.

In the context of a deteriorating security situation, programs such as those conducted by Integrity Watch Afghanistan (IWA) sought to develop a community-monitoring methodology to conduct social audits for physical infrastructure projects.<sup>19</sup> Launched in 2007, the Community Monitoring Project confronted the problems that had emerged from poor coordination between donors, central state authorities and local authorities, fraudulent contracting practices and poor construction. The project empowered citizens to monitor reconstruction work and, in particular, gave them the knowledge and skills to monitor the quality of construction through basic training in engineering.

The principal approach targeted those communities that had been recipients of large amounts of aid per capita and also had relative security to allow participation without fear of intimidation

from opponents of the regime and reconstruction efforts (such as the Taliban) and to ensure that community monitoring was voluntary (unpaid). The process of community monitoring involved the selection of a reconstruction project by the community and two local monitors to be trained in engineering and good governance. The two monitors conducted regular inspections and worked with IWA engineers to engage construction companies, local authorities, the Government and donors to troubleshoot problems when they arose.

Initially, IWA found that communities were skeptical of the initiative. Communities perceived they were powerless in relation to the company's managing the reconstruction work, donors and the Government; over time, however, IWA expanded acceptance through demonstration effects, and now more than 200 communities are participating in the community-based monitoring program. The process of monitoring and holding to account involves monitors who first report concerns to the local council, who then work with the companies to remediate problems. This in turn helps balance the relative roles of direct community-based monitoring with the statutory (or representative) role of local authorities.

Implementers of the IWA program report that community-based monitoring has been transformative; citizens and sub national governments are increasingly active in the reconstruction process, and there has been a distinct shift in attitudes through which communities and local councils see themselves as active participants in the reconstruction process and not passive recipients of donor and government priorities.

The Afghanistan IWA program has reinforced that active citizenship is critical to the sustainability of reconstruction efforts and that community involvement is instrumental in developing more accountable mechanisms for reconstruction efforts. Pivotal interventions in the program include the importance of training for sub national officials to ensure there is space for community engagement. A final lesson learned is the importance of ensuring that monitors are selected by the entire community—and not just village elders—to ensure the broadest acceptance of their integrity and competence.

As part of the larger Afghanistan Sub national Governance Program, UNDP has been involved in developing stronger relations between the State and the society through the creation and expansion of a Public Grievance Handling System at the local level. Implemented with the Independent Directorate for Local Governance and independently elected provincial councils, the program aims to develop citizen awareness and trust around the work of local authorities by

creating spaces for participation in local governance and by promoting social accountability of local institutions.

The approach was informed by the understanding that a driver of conflict in the country is the historical weakness of the State and the need to build public confidence. A key element in reconstituting the legitimacy of public authority is to re-establish security and to create the conditions through which local government can deliver essential services. The overall Afghanistan Sub national Governance Program is a widespread, multi-donor initiative that prioritizes accountability of administrative structures and capacity development of local public administrators.

The Public Grievance Handling System was piloted in four districts in Helmund; these areas are especially affected by the on-going insurgency and continued violence since the transition in the country that began in late 2001. The approach involved strengthening the capacity of local governments to resolve grievances emanating from service delivery in a timely manner and to provide a mechanism for citizens to express concerns and suggestions for improved service delivery anonymously, due to the deep mistrust that characterizes the social context. To address the need for local ownership of the new complaints system, the governance program helped the provincial governor's office set up a multiparty task force involving various local actors and sector agencies to coordinate their response to the public grievances and improve service delivery.

The tools employed were complaint boxes placed in public markets, together with an information campaign on television and radio to inform the public on how the system works. Citizens were encouraged to file complaints; more than 100 complaints per week were received in the initial weeks of the launch, suggesting that there was indeed widespread eagerness in the community for improvements to service delivery and for improvements in the rule of law. Citizens complained about alleged corruption in education, electricity supply and the performance of their local government. Citizens also raised community security concerns and provided anonymous security tips regarding insurgent activity. With a strong citizen response, the program was expanded to encourage the media to create television and radio programs in which citizens could publicly voice their grievances.

The impact was significant. The ability to directly express grievances on the local situation was new for many Afghans. In turn, this expression of citizen demand led to improvements in the

effectiveness of the provincial governor's office responses and its coordination with other local governments in addressing citizens' concerns. The program's successes include the curtailing of theft of nutritional supplements from schools and a more equitable delivery system for electricity throughout the province. The apparent success of the Public Grievance Handling System has led others to adapt it at the provincial level.

The messages from this UNDP governance program are threefold: first is the overall importance of helping sub national authorities to understand the nature of public problems when historically citizens have had little voice or opportunity of being heard. Second, these efforts have helped motivate local authorities to redress citizens' complaints and to improve the responsiveness of the local authorities to citizens' needs and demands. Finally, the efforts have helped to develop checklists of the services provided by each department in government and to help local authorities understand the scope and nature of their service delivery responsibilities.

Source: UNDP. (2013: 76-78)

## **CHAPTER THREE: RESEARCH SETTING AND METHODOLOGY**

### **3.1 Research Design and Methodology**

This section illustrated the methodology to be employed to obtain the desired results as per the stated general and specific objectives. The research design to be used may vary from research to research. The type of research employed for the purpose of this study was e case analysis. It was emphasize on intensive analysis of a limited number of events or conditions and their interrelationships where by qualitative or descriptive analysis was exercised based on primary and secondary data. Quantitative tools like percentage, frequency, and figures were employed as required. Both quantitative and qualitative research tools will be used in order to produce a richer and more factual report. Mixed strategy enables to convert quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2013 as cited by Abenet, 2016:34).

### **3.2. Description of the Study Area**

This study was undertaken in Kofele district, West Arsi zone of Oromia Regional State, Ethiopia. Kofele district is located at 305 km from Addis Ababa towards South direction. It shares borders with Shashemene in West, Kokosa in South West and Kore in East directions (YAssin 2017:50). The district covers an area of 663 square kilometers and has 38 rural and two urban Kebeles. According to CSA as cited in Yassin (2017:50) the total population of the district is 216159 (108156 males and 108003 females) having the rural population of 194531 (96652 males and 97879 females), and urban population of 21628 (11504 males and 10124 females). Findings from rapid assessment conducted by shows that Rift valley Children and Women development organization (RCWDO) shows that problems like low awareness of citizens in service delivery and absence of information on service standard are widely prevailed in these two primary schools during the baseline survey conducted at the beginning of the project.

#### **3.3.1 Research type**

According to Kumar (2011:30) descriptive study attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue. For example, it may attempt to describe the types of service provided by an organization, the administrative structure of an

organization, the living conditions of people, the needs of a community or the attitudes of employees towards management. The main purpose of such studies is to describe what is prevalent with respect to the issue/problem under study. Hence this study was descriptive research in its type.

### **3.3.2 Variables of the Study**

As this study is intended to assess the role of Ethiopian Social Accountability project in improving service delivery in two primary schools in Kofele district, variables such as enrolment of students, number of additional classrooms constructed, numbers of teachers houses constructed, number of separate latrines for female and male students constructed, number of books distributed to students, amount of budget allocated by local government, number of teachers and administration workers recruited were used as variables beginning from the intervention of this project in these schools. This is mainly to check improvements observed due to the intervention of Ethiopian Social Accountability project in these two primary schools. These improvements have been described by using tables, and figures based on the nature of the variables.

### **3.4. Data source.**

Both primary and secondary data sources were used to gather all the pertinent data to the development of the research. The primary data source was collected from district education office, Woreda Social Accountability committee, Wored council, Woreda Office of Finance and Economic cooperation, Woreda office of Good governance and human resource development, Keble Social Accountability committee, Parents, teachers and students association, students, teachers, and community based organizations such as Edirs, Women and youth association in target kebeles by using questionnaire, interview and FGD. Secondary source of data such as rapid assessment, baseline survey, midterm-evaluation, final evaluation, learning bench mark, annual reports and others pertinent secondary sources were used.

### **3.5. Data gathering tools**

#### **3.5.1. Questionnaire**

According to Ahmed (2014:54), questionnaire is a powerful evaluation tool in behavioral sciences. If well designed, it can be a very reliable and veritable tool: In a questionnaire respondents read the questions, interpret what is expected and then write down the answers Kumar (2011:138). Having this advantage in mind; close ended questions was developed and distributed to students teachers, and woreda social accountability committee. A total of 116 questionnaire paper was distributed and 114 papers filled and returned.

#### **3.5.2. Interview**

Interviews are a more personalized form of data collection method than questionnaires, and are conducted by trained interviewers using the same research protocol as questionnaire surveys (i.e., a standardized set of questions). However, unlike a questionnaire, the interview script may contain special instructions for the interviewer that is not seen by respondents, and may include space for the interviewer to record personal observations and comments. In addition, the interviewer has the opportunity to clarify any issues raised by the respondent or ask probing or follow-up questions (Bhattacharjee 2012:78). Hence, interview guide line was produced and conducted especially for Woreda Administrator or representative, speaker of the woreda council, head of district education office, head of office of Finance and Economic cooperation, head of office of good governance and human resource development head of office of women and youth of the district and head of district education office.

#### **3.5.3. Document analysis**

Document regarding decentralized service delivery in education including plan and performance report, policy document were analyzed as main source.

#### **3.5.4. Focus groups discussion**

Focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open

discussion between members of a group and the researcher. Both focus groups and group interviews are facilitated group discussions in which a researcher raises issues or asks questions that stimulate discussion among members of the group. Because of its low cost, it is a popular method for finding information in almost every professional area and academic field. Social, political and behavioral scientists, market research and product testing agencies, and urban and town planning experts often use this design for a variety of situations (Kumar, 2011:124). In this study the researcher prepared guideline for Focus group discussion. Participants of FGD were members of students council, Social Accountability committee of Kebele, head faith based organizations, head of women and youth association, chairperson of Kebele, managers of kebeles, speaker of Kebele council and representative of vulnerable groups. A total of 4 FGDs consists of 28 participants were participated.

### **3.6 Sample and Sampling Techniques**

The study population includes three groups; community representatives directly participating in various activities designed by social accountability program, service providers and service users. The potential participants of the study are selected using purposive sampling techniques. According to Kreuger and Neuman (2006 as cited by Ermias 2014:28), purposive sampling technique enables the researcher to access and understand some unique problem, situation, or special perspective or experience. It is a deliberate method of selecting respondents by the investigator to choose people who would best serve the purpose of the study. Therefore, for the purpose of gaining necessary information purposive sampling was employed. Hence, members of Social Accountability Committee both at district and Kebele level were purposively involved in the study. Similarly, head of Woreda Administrator or representative, speaker of the woreda council, head of district education office, head of office of Finance and Economic cooperation, head of office of good governance and human resource development and representative of women and youth association were purposively selected. On the other hand, students from Grade 5-8 were select by using systematic sampling. Students from grades 1-5 were not included.

According Bhattacharjee, (2012:67) systematic sampling technique, is ordered according to some criteria and elements are selected at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every  $k$ th element from

that point onwards, where  $k = N/n$ , where  $k$  is the ratio of sampling frame size  $N$  and the desired sample size  $n$ , and is formally called the sampling ratio. Hence, there are 284 students in two schools from grade 5-8 of whose 30 % will be selected by using systematic sampling technique. The detail is shown in the following table.

Population type	Total population	Sample size to be taken	Sampling technique	Percentage	Tools
Students	284	84	Systematic	30%	Questionnaire
Teachers	22	22	Purposive	100%	Questionnaire
Parents , teachers, and students Association	14	14	Purposive	100%	FGD guideline
Woreda SAC	10	10	Purposive	100%	Questionnaire
Kebele SAC	14	14	Purposive	100%	FGD guideline
Total	344	144			

### 3.7. Data analysis techniques:

Descriptive methods of analysis was used to describe and interpret the contribution of Ethiopian Social Accountability project, evaluate responsiveness of local government in correcting action using the social accountability tools, identify the role of stakeholders in the course of the implementation of the project, to describe the major challenges faced in the implementation of the Social accountability project and to list propose solutions. In order to compare change service improvement before the intervention of the project and after intervention simple statistical tools such as frequency, and percentage were used. To briefly show quantitative information figures and tables will be employed.

### 3.8. Presentation of Data Results

The raw data collected through questionnaire was carefully tallied, tabulated and organized .The items were classified in to different tables according to the nature of issues raised in

questionnaire, interview, FGD, and document analysis. Each of the issues have been analyzed and interpreted based on the response of participants. The data gathered from the respondents was analyzed by using frequency, percentage and mean. Finally, triangulation was made based on the basic research questions. This means, data gathered through interview, questionnaire, FGD, and document analysis have been crosschecked with previously conducted researches.

### **3.9. Ethical Consideration**

According to Blackburn (2001 as cited in Misgana, 2013:79), ethics in research is usually put in place to control the relationship between the researchers and participants, and between the researchers and fields they wish to study. Ethical issues in research refer to right or wrong decisions that may affect the participants of the study and it should be taken care to avoid harming or hurting the participants.

The researcher was taking care of the ethical issues in the study by ensuring that permission from the relevant authorities before conduct necessary field visit. For instance, the researcher was gain entry consent to the research site from all the concerned. The researcher also ensures that the principle of voluntary participation which requires that people are not unnecessarily influenced to participate in this research. Closely related to the notion of voluntary participation is the requirement of informed consent and hence, there was a healthy relationship between the researcher and research participants. Furthermore, the researcher avoided subjective and biased interpretation of evidence. Finally, all related information from other scholarly written sources were be acknowledged and referenced appropriately.

### **3.10. Validity and Reliability**

The use of triangulation is for the purposes of reducing bias that may be inherent in a particular data source or method of construction Kothari (2004 as cited in Abiy 2015:28). It is for this reason that there is interchangeable use of qualitative and quantitative designs as a triangulation approach. Bias is minimized through this due approach and conclusions drawn that would be the springboard for further studies. The sample size and study population among others are all carefully set to ensure utmost representation of the variables under the study thereby increasing

the validity and reliability of the constructs studied. Moreover, in order to enhance the validity and trustworthiness of the study, various instruments such as questionnaire, interview, focus group discussion and, document review and checklist were used. These all processes of data collection have been undertaken after consensus reached on data collection tools with the advisor. Based on this consensus the questionnaire and interview guideline was translated into Local language by the MA graduate in “Afaan Oromoo” and Folklore from Addis Ababa University. After the translation was made the tools have been also checked with former district coordinator of social accountability project to check proper translation. Finally, data was gathered with all these processes and this can ensure reliability and validity of data.

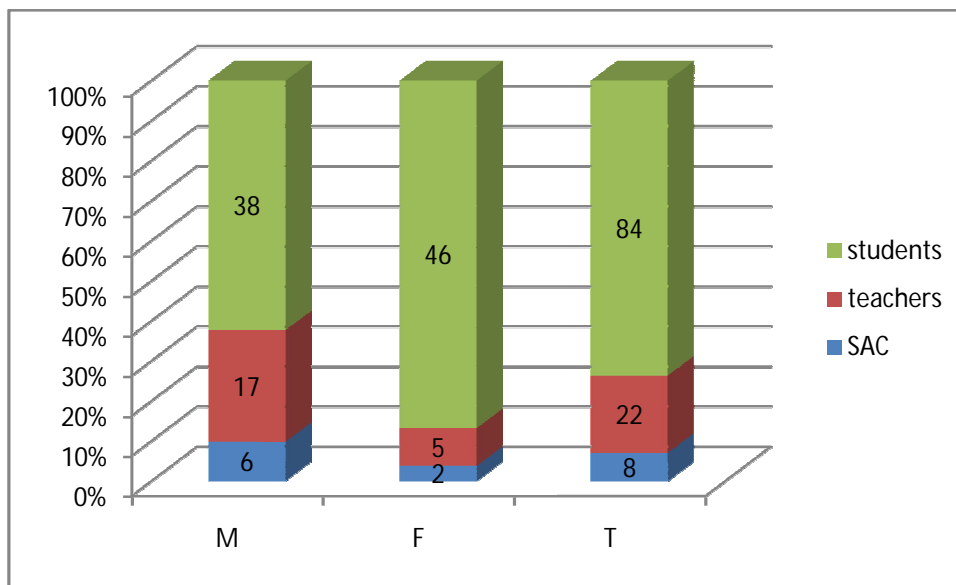
## CHAPTER FOUR: RESULT AND DISCUSSION

### 4.1. Background of the respondents

In this chapter, the data collected from primary and secondary sources through, questionnaire interview and checklist were analyzed, interpreted and presented. Hence, data gathered were organized and analyzed in a manner that enables to answer the basic research questions raised at the beginning of the study. To find the role of ESAP2 in improving service delivery in two primary schools in Kofele on improvement on service delivery in target schools the data were collected in to two ways, i.e. from the primary and secondary sources.

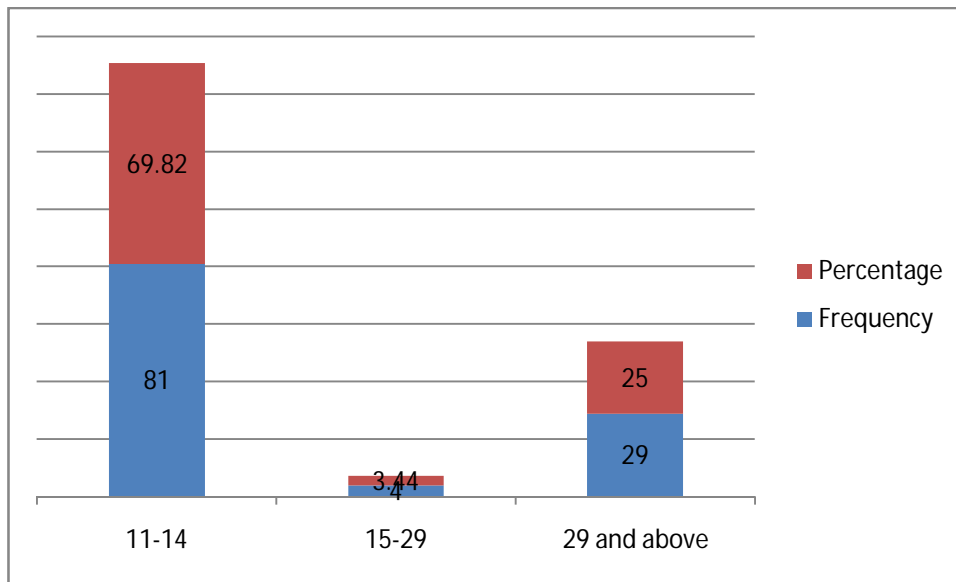
The characteristics of respondents which include age, sex, level of education, total year of work experience, field of study and current job were presented by using figure and table. The analysis of their response is presented in subsequent sections.

**Figure 3: Sex of respondents**



As shown on the figure1 above, 61 (52.5%) of the respondents were male and the remaining 53 (45.6%) were female. This shows that there is relatively good representation of both sexes.

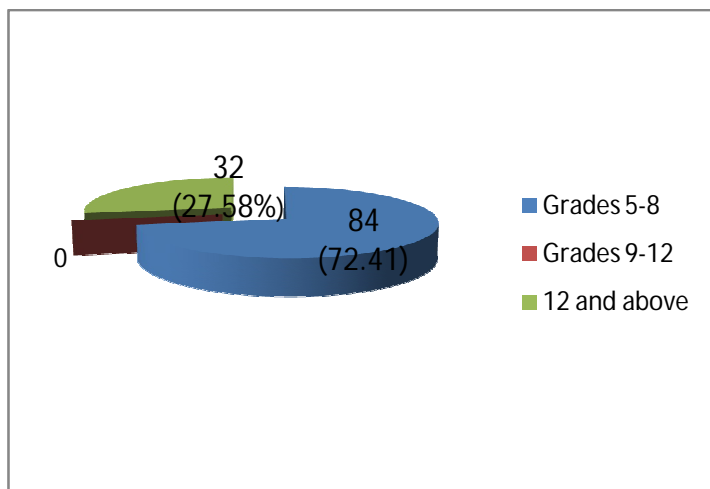
**Figure 4: Age of respondents**



As illustrated on the figure 2 above, 81 (69.82%) of the respondents are found within the age range of 11-14, 29 (25%) of the respondents were above 29 years old and the remaining 4 (3.44%) of the respondents were found within the category of 15-29 years. This shows that majority of the participants of the study are students of grades 5-8 as they can give witness for improvements after the intervention of the project and recommend areas that need further improvements.

**Figure 5: Educational level of respondents**

The following figure shows educational level of of respondents.



Concerning level of education, 84 (72.41%) of the respondents were students of grades 5-8 and 32 (27.58%) of the respondents have educational level of above grade 12, this means that they have diploma or first degree. This also shows that students majority of the participants are students of grades 5-8.

**Figure 6: Total years of work experience**

The following figure shows total years of work experience of respondents.

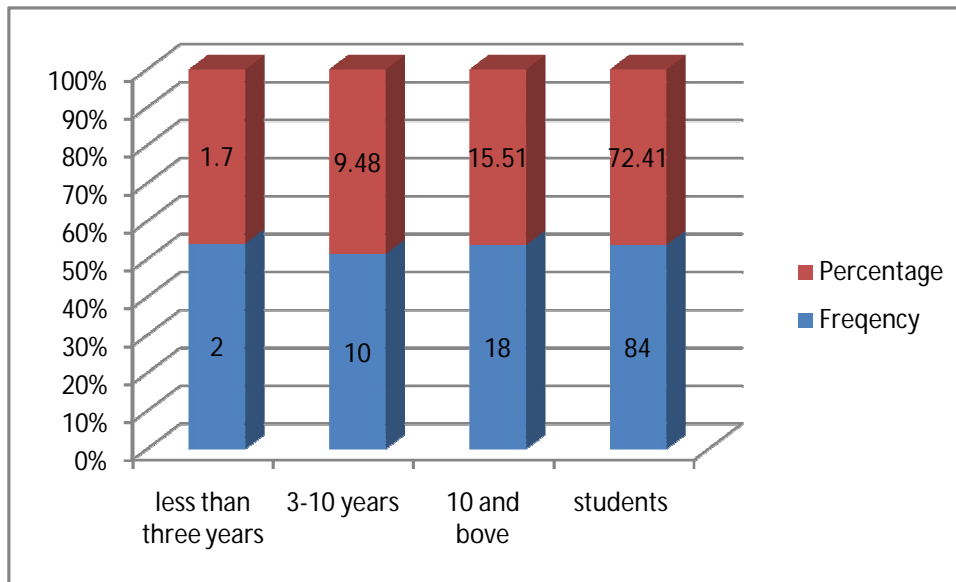
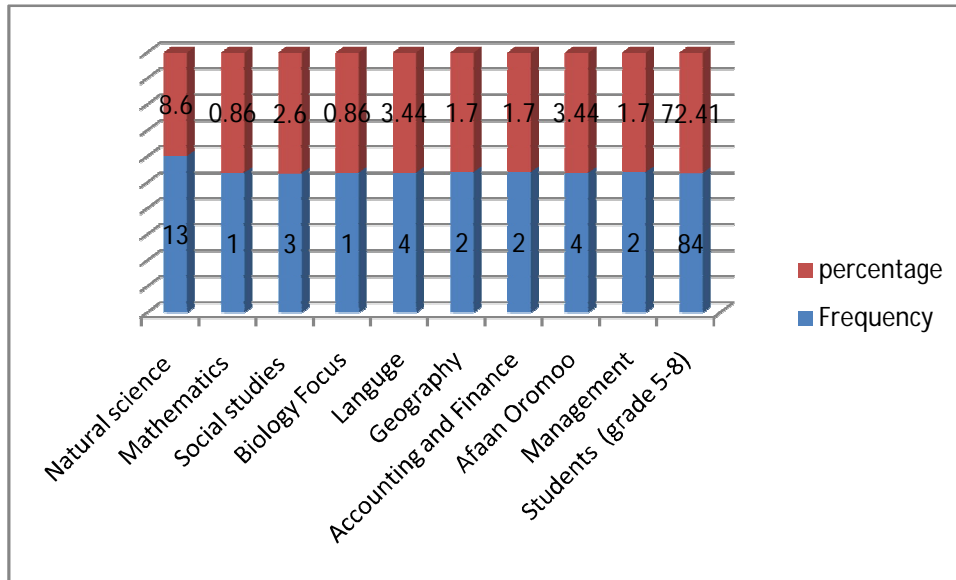


Figure 4 above shows that; 18 (15.51%) of the respondents have a work experience of more than ten years, 11 (9.48%) and 2 (1.7%) of the respondents have work experience of 3-10 years and less than three years respectively. Large portion of the respondents i.e 84 (72.41) were students of grades 5-8.

**Figure 7: Respondents fields of study**

The following figure shows respondents field of study.



As shown on figure 5 above 13 (8.6%) of the respondents studied natural science (Biology, chemistry, and physics).1 (0.8%) of the respondent studied mathematics,3 (2.6%),1 (0.86%),4 (3.44%),2 (1.7%),2 (1.7%),4 (3.44%), and 2 (1.7%) studied social studies, Biology, languages, Geography, Accounting and finance, Afaan Oromoo, and Management consequently.

**Table 1: Job of the respondents**

The following table shows job of the respondents.

<i>Job</i>	Frequency	percent
Special need education expert in district education office	1	0.86
Girls' education expert in district education office	1	0.86
Teachers	22	19.82
Students	84	73.86
Financial transparency and accountability experts in district office of Finance and economic development	1	0.86
Planning ,monitoring and evaluation expert in district office of finance and economic development	1	0.86

<b>Job</b>	Frequency	percent
Team leader of communication work process of office of civil service and good governance	1	0.86
Woreda council communication expert	1	0.86
Expert of children wellbeing of office of women and children affair	1	0.86
Communication officer of district education office	1	0.86

As shown on table one above, 82 (70.68%) of the respondents were students. Whilst, 22 (19.82%) of the respondents were teachers. At the same time a total of 8 (6.89%) of the respondents each 1 (0.86%) of the respondents were special need education expert working in district education office, girls' education expert working in the same office, expert of financial transparency and accountability at district office of finance and economic development, expert of planning ,monitoring and evaluation expert in district office of finance and economic development, Team leader of communication work process of office of civil service and good governance, Woreda council communication expert, expert of children wellbeing of office of women and children affair, and communication officer of district education office consecutively.

#### 4.2. Role of SAP in improving School Facilities

The following table shows the role of SAP in improving school facilities in target schools.

**Table 2: Role of SAP on School Facilities & Learning Materials of Target Schools**

Question	frequency	Percent	Remark
<b>Improvements in School Facilities</b>			Frequency and percent increased due to multiple responses given by respondents
a) Solved classroom shortages	69	59.48	
b) Built library & reading rooms	77	66.38	
c) Built separate toilets for boys & girls	61	52.59	
d) Built playground	75	64.7	
e) Renovated fences	68	58.68	
f) Built drinking water	0	0	

As shown in table 2 above, 69 (59.48%) responded that the SAP solved shortage of the classrooms, 77 (66.38%) of the respondents said that the project solved shortage of library, 61

(52.59%) responded that due to the intervention of this project separate toilet was built for girls and boys students and for teachers.75 (64.7%) of the respondents confirmed that the intervention of the project was also resulted in the renovation of playing ground in target schools and 68 (58.68) replied that renovation of schools fences have been carried out after the intervention of this project. To the contrary of this 0 (0%) of the respondents confirmed that the project was not create any influence in solving problem of potable water in both schools. Finding from document review, interview, and FGD also shows that the project contributed important improvements in school facilities except that of potable water. In general finding from questionnaire, interview, FGD and document review shows that there is important contribution of SAP in solving shortage of classroom, library, building of separate toilets for boys and girls students, and separate toilet for teachers of both sexes, renovate/maintain playing ground for students and renovation of schools fences.

Shortage of classroom, shortage of student's desk, absence of pedagogical center in the school, absence of separate toilet for girls and boys, absence of teachers' lounge, absence of potable water in the school, absence of electricity in the schools, absence of library, and absence of store room were among many problems identified in these schools (ADAA,2015:2).

An evaluation made by West Arsi Zone Education Department also shows that most of the schools in the zone do not have potable water for students and teachers. Furthermore; most of the schools in the zone lack necessary facilities and are below standard set by the regional education bureau (West Arsi Zone Education department 2013:3)

According to UNICEF (2010:1-29) some of problems affecting the quality of education in Ethiopia are large average class size, at a 1:64 class-student ratio; high average number of students per teacher, at 1:59, in contrast to the national standard of 1:51; low motivation of teachers and students; lack of and/or non-use of teaching-learning aids; insufficient provision of reference materials; weak capacity to correctly interpret, plan, implement and monitor policies and programs; and inadequate resources for operations. The MoE has clearly noted the challenges facing the country with regard to education quality stating that , "The achievements in enrolment have not been accompanied by sufficient progress in the quality of education – in fact, in some areas, quality has deteriorated, at least partly as a result of rapid expansion" (MoE, GEQIP 2007) as cited by (UNICEF 2010:1-2).

The most vividly observed outputs of the CFS intervention have been the newly constructed or renovated classrooms, pedagogical centers, school cluster resource centers, libraries, Early Child Care and Development Centers (ECDCs) attached to primary schools, separate pit latrines for girls and boys, water supplies, and, teachers' residences (UNICEF 2010:19).

#### 4.3. The role of SAP in improving the availability of learning materials

The following table shows the role of SAP in improving the availability of learning materials in target schools.

**Table 3: The role of SAP in improving the availability of learning materials**

Question	frequency	Percent	Remark
improvement in the availability of learning materials			Frequency and percent increased due to multiple responses given by respondents
a) Improved text book availability;	82	70.69	
b) Improved reference material availability;	76	65.52	
c) Improved availability of instructional materials;	60	51.72	
d) Produced and availed teaching materials from local materials.	75	64.7	

As shown in table 3 above, 82 (70.69%), responded that the SAP improved the availability of the learning materials, 76 (65.52%) of the respondents replied that the SAP improved the availability of reference materials, 60 (51.72) replied that the SAP improved the availability of instructional materials and 75 (64.7%) of the respondents replied that the SAP improved the production and availability of teaching materials from local materials.

Finding from interview, and FGD also shows that there is improvement of availability of text books and reference books after the intervention of this project in target schools. Finding from document review of target schools shows that the ratio of books to students was 1:3 and 1:2 in the years 2013/14 and 2014/15 respectively. But in years 2016-2018 the ratio of books to students is 1:1. Similarly, the ratio of reference books to students was 1:15 and 1:20 in the years 2013-2015. But at the beginning of 2015/16 ratio of reference books was improved to 1:10.

In Ethiopia, as is the case for many developing countries, whilst substantial attention has been given to increasing inputs such as staffing and infrastructure for provision of basic services at local levels, limited attention has been placed on assessing the behavior and performance of the frontline service providers, especially teachers, and availability and quality of other inputs such as textbooks, class, and quality of school infrastructure. Moreover, relatively little is known about how these inputs affect student learning outcomes (Glewwe, Hanushek, Humpage, & Ravina, 2011) as cited in Wendmsyamregne and Bereket (2015:3).

Finding from document review further shows that there is important contribution of the project in different district across the country.

After the intervention of ESAP2 project in 52 districts in Ethiopia various improvements have taken place. For instance construction of library with necessary materials, supply of students text books, ratio of bench to students, construction of separate toilet for boys and girls students and for teachers were some of the achievements. Similarly, there was improvement on the discipline of students and teachers after the intervention of this project. At the same time students drop out improved due to the influence of this project. Construction of new water point, laboratory equipped with necessary materials was also important achievements after the intervention of this project (Management Agency of ESAP2, March 2017:12)

#### **4.4. The role of SAP in improving teaching leaning process and students' academic achievement**

The following table shows the role of SAP in improving teaching –lernin process and academic performance of students in target schools.

**Table 4: The role of SAP in improving teaching leaning process and students’ academic achievement**

Question	Frequency	Percentage	Remark
Improvement teaching-learning process and students’ academic achievement			Frequency and percent increased due to multiple responses given by respondents
a) Improved student-centered teaching-learning approach	72	62	
b) Improved support for girls & students with special needs	87	75	
c) Improved student academic performance	77	66.38	
d) Improved motivation of teachers	73	62.9	

As shown in table 4 above, 72 (62%) of the respondents replied that SAP contribute in improving students centered teaching and learning approach. Similarly, 87 (75%) of the respondents replied that SAP contribute significantly in provision of special support for girls and students with special educational needs. At the same time 77 (66.38%) of the respondents said that SAP contributed in academic improvement of students. Finally, 73 (62.9%) of the respondents said that the project contributed in improving motivation of teachers.

Finding from document review of the Koma Mamo primary school shows that there is academic improvement of students from year to year after the intervention of this project. But finding from document review on academic progress of the students at Guchi primary school shows the opposite trend. Finding from FGD at Guchi primary assert that even though students score good result in continuous assessment, most of them cannot properly read what they lean and they cannot also properly performing basic mathematical operation of their level.

The following tables depicts the academic performance of students from 2013/14-2016/17 in target schools

#### 4.5. Academic result of students from 2013/14-2016/17of Koma Mamo primary school

The following table shows academic result of students from 2013-2016/17 in Koma Mamo primary school.

**Table 5: Academic result of students from 2013/14-2016/17of Koma Mamo primary school**

<i>Grade</i>	<i>Academic result from 2013/14-2016/17</i>											
	2013/14			2014/15			2015/16			2016/17		
	Male	Female	Average	Male	Female	Average	Male	Female	Average	Male	Female	Average
1	93.5	80.5	87	91.2	90.4	90.8	88.5	92.4	90.5	93.5	91.2	92.4
2	91.4	90.5	91	95.5	89.5	92.5	96.5	91.5	94	90.5	92.5	91.5
3	93.5	89.5	91.5	92.5	90.5	91.5	94.5	90.2	92.4	89.5	83.5	86.5
4	89.5	90.5	90	90.5	89.5	90	90.2	94.4	92.3	96.6	90.4	93.5
5							97.2	92.4	94.8	94.4	95.5	94.9

Source: *Researcher own compilation based on the data gathered from Koma Mamo primary school in March 2018*

#### 4.6. Academic result of students from 2013/14-2016/17of Guchi primary school

The following table shows academic result of students from 2013-2016/17 in Guchi primary school.

**Table 6: Academic achievement of students at Guchi primary from 2013/14-2016/17**

#### *Academic result of students from 2013/14-2016/17of Guchi primary school*

<i>Grade</i>	2013/14			2014/15			2015/16			2016/17		
	Male	Female	Average	Male	Female	Average	Male	Female	Average	Male	Female	Average
1	97.5	62	79.7	99	89	71.4	93	56	72.1	98.7	49.3	72.4
2	99.4	57	78.2	97	56	64.9	97	60	67.9	94	55.3	69.1
3	96	63	79.5	96	57	65.8	97	56.8	68.2	95	49.4	68.9
4	98	52	75	93	56	63	97.6	56.4	66.1	95.6	55.9	67.7
5	94	62	78	94	68	66.8	92.5	60	68.9	93.7	48.8	69.3
6	94	62.6	78.3	95	65	66.8	95.5	54	68.6	95.7	48	69.1
7	92	63.3	77.7	93	61.8	65.8	91	47	66.5	95	40.3	66.7
8	86	59.2	72.6	84	50.3	60	94.2	52.8	63	86.7	50.5	63.9

Source: *Researcher own compilation based on the data gathered from Guchi Primary school in March 2018*

According to Tadios (2017:53) 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 (ibid).

#### 4.7. Role of SAP in improving internal efficiency in the Target Schools

The following table shows the role of SAP in improving internal efficiency in target schools.

**Table 7: Role of SAP in improving internal efficiency in the Target Schools**

Question	Frequency	Percent	Remark
Improvement in internal efficiency of the schools			Frequency and percent increased due to multiple responses given by respondents
a) Student drop-out significantly reduced;	65	56	
b) Student detention significantly reduced;	75	64.66	
c) Increased student enrolment;	89	76.72	
d) Increased net enrolment in grade one.	75	64.7	

As depicted in table 5 above, 65 (56%) of the respondents replied that SAP improved drop out of students, 75 (64.66%) of the respondents replied that students retention reduced after the intervention of this project. At the same time 89 (76.72%) of the respondents confirmed that the intervention of this project also resulted in increasing students enrolment in target schools. Finally, 75 (64.7%) of the respondents replied that the intervention of this project also increased net enrolment of grade one.

Finding from interview and FGD also shows that the intervention of this project contributed in decreasing students drop out and retention. At the same time the intervention of this project also positively contributed in increasing gross and net enrolment of students in the target schools. According to the response of interview and FGD the intervention of this project contributed in improving internal efficiency of target schools. But the result from document review shows there is increment of drop out of students in target schools over the last four years. As clearly depicted in the following table, number of drop out students were 70 in the academic year 2013/14 but increased 262 in the academic year 2016/17. But number of students detained were 12 in the academic year 2013/14 and 15 in the academic year of 2016/17. Even though, there is increment in number of students registered from year to year, yet there is prevalence of drop out of students in target schools which shows that the intervention of this project did not contribute in improving internal efficiency in target schools.

#### 4.8. Enrolment, dropout, detention and promoted trends in target schools from 2013-2018.

The following table shows enrolment, dropout, detention and promoted trends in target schools from 2013-2018.

**Table 8: Numbers of students enrolled, drop out, detained, and promoted in target schools from year 2013/14-2017/18**

status	2013/14			2014/15			2015/16			2016/17			2017/18		
	Male	Female	Total a	Male	Female	Total a	Male	Female	Total a	Male	Female	Total a	Male	Female	Total a
Registered	439	513	952	555	640	1195	560	654	1214	430	663	1093	625	724	1349
Promoted	353	467	820	428	500	928	462	545	1007	444	537	981			
Detained	5	7	12	12	9	21	8	8	16	8	7	15			
Drop out	31	39	70	115	102	217	90	101	191	140	122	262			

Source: **Researcher own compilation based on the data gathered from target schools in March 2018**

Furthermore, the following table shows enrolment trend in grade one from 2013/14-2017/8

**Table 9: Enrolment in grade one from 2013/14 to 2017/18**

Year	Age, sex, and number of students in grade one from 2013/14- 2017/18 in target schools																	
	Age 7			Age 8			Age 9			Age 10			Age 11 and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2013/14	31	24	55	16	11	27	8	6	14	5	2	7	1	0	1	61	43	104
2014/15	85	81	166	20	17	37	1	2	3	1	1	2	3	1	4	110	102	212
2015/16	101	105	206	42	44	86	20	22	42	5	5	10	2	0	2	170	176	346
2016/17	105	106	211	24	20	44	1	0	1	1	1	2	0	0	0	131	127	258
2017/18	117	155	272	10	8	18	2	3	5	1	1	2	1	0	1	131	167	298

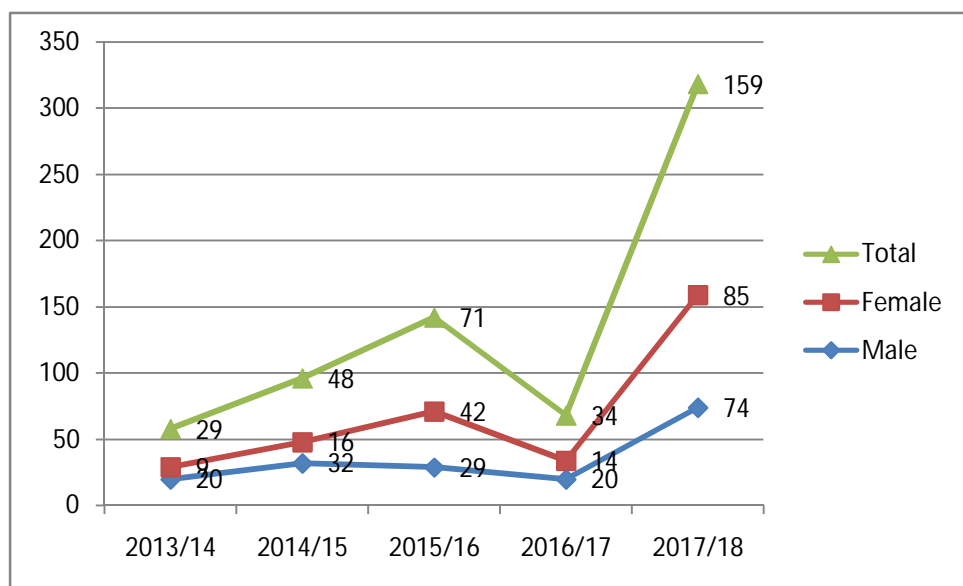
Source: **Researcher own compilation based on the data gathered from target schools in March 2018**

As shown in table above net enrolment rate and gross enrolment rate of grade one shows improvement from 55 in the year 2013/14 to 272 in the year 2017/18.

**Figure 8: Enrolment trends in O class in both schools from 2013/14-2017/18**

The following graph enrolment trends in O class in both schools from 2013/14-2017/18.

Graph1: Enrolment trends in O class in both schools from 2013/14-2017/18



Source: **Researcher own compilation based on the data gathered from target schools in March 2018**

As shown on the above graph, enrolment trend in O level in target schools shows increment from 29 in 2013/14 to 159 in 2017/18.

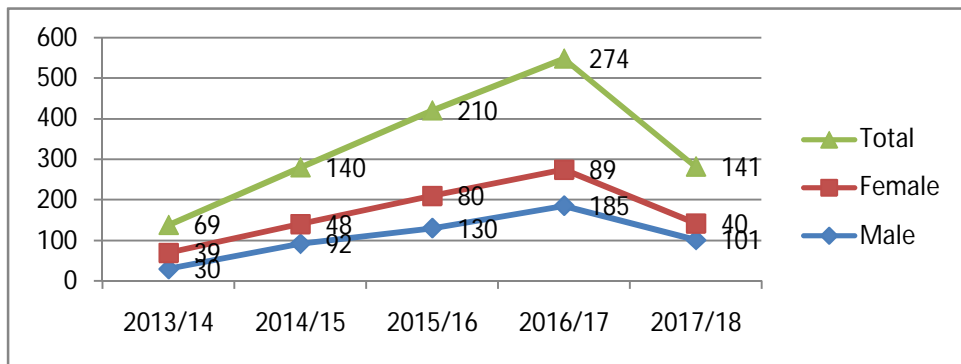
In similar fashion enrolment trends in adult functional literacy class shows increment from 69 in the year 2013/14 to 274 in the year 2016/17. But enrolment was decreased during the academic

year 2017/18 to 141. The following graph depicts the enrolment trend of adult functional literacy from year 2013/14-2017/18.

**Figure 9: Enrolment in Adult functional literacy class in both schools from 2013/14-2017/18**

The following figure shows the enrolment trends in Adult functional literacy in target schools from 2013/14-2017/18.

Figure 9: Enrolment in Adult functional literacy class in both schools from 2013/14-2017/18



Source: *Researcher own compilation based on the data gathered from target schools in March 2018*

Despite, a major investment in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment , such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships (MoE, 2010 as cited in Abiyot 2015:5).

Efficiency in education can be explained by students' rate of dropouts and rate of repetition, rate of success, rate of total stay in one class, rate of first cycle promotion, rate of second cycle promotion and others. This clearly indicates that when the degree of educational wastage is high the efficiency of the system becomes low and vice-versa. The effort to make an educational system efficient and effective therefore limits itself the extent of minimizing the degree of wastage rather than eliminating it (Gebrehawerya, 2016:795).

#### 4.9. The role of SAP in improving students' discipline

The following table shows the role of SAP in improving students' discipline in target schools.

**Table 10: The role of SAP in improving students' discipline**

Question	Frequency	Percent	Remark
Improvement in student discipline			Frequency and percent increased due to multiple responses given by respondents
a) Students punctuality improved;	68	58.6	
b) Facilities management such as classroom cleanness and toilet cleanness improved;	74	63.79	
c) Students' cheating during examination is reduced;	94	80.17	
d) Number of students who were absent from school without enough reason minimized;	76	65.5	
e) Misbehaving of students in the classrooms improved.	71	61.2	

As depicted in the table 10 above, 68 (58.6%), 74 (63.79%), 94 (80%), 76 (65.5%), 71 (61%) of the respondents consecutively responded that SAP contributed in improving students punctuality for school, improved classroom cleanness, reduced number of students cheating during the examination, minimized number of students who absent from school without enough reason, and resulted in improved students behavior. Finding from interview with school principals and supervisors also asserts similar improvement. To further triangulate these improvements with document review there was not appropriate documents on students' behavioral scenario in both schools.

According to Lucia and Meskerem (2015:1) next to the improvements in facilities, the conduct of teachers' and students' has also improved. Through continuous discussions held between them, the problems of students missing classes and teachers delaying the start of classes have now been solved. The sense of ownership improved on the side of the Parent Teacher Association (PTA). As a result PTA is now actively working for improvement of education services through ensuring that inputs are provided for quality education services, and by solving issues raised by students, parents, teachers and SACs for improving the school as per the standard.

#### 4.10. Role of SAP in improving discipline of teaching Staffs

The following table shows the role of SAP in improving discipline of teachers in target schools.

**Table 11: Role of SAP on Teaching Staffs in the Target Schools**

Question	Frequency	Percent	Remark
Improvement in ethics of the teaching staff in the schools			Frequency and percent increased due to multiple responses given by respondents
a) Improved student treatment – enhanced respect & instructional support;	72	62.06	
b) Improved handling of students physical, social, intellectual, emotional, & moral by teachers;	76	65.52	
c) Improved curriculum alignment to real life of students & contexts;	87	75	
d) maintain the confidentiality of student information;	87	75	
e) Minimize child fear, anxiety, and punishment,;	87	75	
f) Regularly prepared for class all time;	67	57.8	
g) Avoid absenteeism from the class without reason beyond capacity.	82	70.7	

As shown in table 7 above depicted that emphasize on some of the professional issues of teachers in target schools. Accordingly, 72 (62%) of the respondents responded that the intervention of SAP resulted in improved students treatment by the teachers in target school. Meanwhile, 76 (65.5%) of the respondents replied that SAP improved handling of students physically, intellectually, emotionally, morally and teachers began to use planned and systematic teaching learning efforts. Similarly, 87 (75%), of the respondents replied that the SAP improved teachers effort in improving curriculum aligned with real life of students, teachers also began to maintain the confidentiality of students information and fear, anxiety and punishment reduced in target schools. 67 (57.8%), of the respondents confirmed that teachers began to regularly prepare for classes. Finally, 82 (70.7%) of the respondents replied number of teachers absent from school without enough reason minimized. Therefore; it is possible to conclude that; the intervention of this project contributed in improving discipline of teaching staff as perceived by respondents of the interview and response from questionnaire

Next to the improvements in facilities, the conduct of teachers' and students' has also improved. Through continuous discussions held between them, the problems of students missing classes and teachers delaying the start of classes have now been solved. The sense of ownership improved on the side of the Parent Teacher Association (PTA). As a result PTA is now actively working for improvement of education services through ensuring that inputs are provided for quality education services, and by solving issues raised by students, parents, teachers and SACs for improving the school as per the standard Nass and Meskerem (2015:1).

#### 4.11. The role of SAP in improving community participation

The following table shows the role of SAP in improving community participation.

**Table 12: The role of SAP in improving community participation in target schools**

Question	Frequency	Percent	Remark
Improvement in community participation in the school			Frequency and percent increased due to multiple responses given by respondents
a) Cash and kind contribution by the community improved.	86	74	
b) Vulnerable groups' participation improved.	87	75	
c) Users' access to information on budget improved.	88	75.9	
d) Schools communities' orientation on social accountability improved.	67	57.76	
e) PTSA, KETB, & SIC team involvement in school activities improved.	76	65.5	
f) Parents support for children at home improved.	75	64.7	
g) Community participation in monitoring & evaluation and decision making improved.	67	58	

As shown in table 8 above; 86 (74%) of the respondents replied that the SAP improved community contribution in cash and in kind. Similarly, 87(75%) of the respondents assert that the intervention of this project was resulted in involvement of vulnerable groups. At the same time 88 (75.9%) of the respondents replied that users' access to information on budget improved. Meanwhile, 67 (57.76%) of the respondents said that the intervention of SAP improved schools community orientation on budget. Moreover, 76 (65.5%) of the respondents confirmed that parent, teachers, and students association, Kebele education and training board, school improvement committee, involvement improved in school activities as the result of the

intervention of this project. 75 (64.7) and 67 (58%) of the respondents have responded that the project contributed in improving parents support for children at home after school and community participation in monitoring and evaluation and decision making in school affair improved after the intervention of this project. These all shows that the project played important role in improving community participation in education.

Community engagement requires participation of community members in projects that address their issues Meaningful com-munity participation extends beyond physical involvement to include generation of ideas, contributions to decision making, and sharing of responsibility Among the factors that motivate people to participate are wanting to play an active role in bettering their own lives, fulfilling social or religious obligations, feeling a need for a sense of community, and wanting cash or in-kind rewards Whatever people's motivations, obtaining meaningful community participation and having a successful, sustained initiative require that engagement leaders respect, listen to, and learn from community members An absence of mutual respect and co-learning can result in a loss of time, trust, resources, and, most importantly, effectiveness (Henry, 2011; Miller et al , 2005; Minkler et al , 2009 as cited in McCloskey and Silberberg,2011:13).

The potential benefits of participation for community members, academics, and health professionals include opportunities for networking, access to information and resources, personal recognition, learning, a sense of helping to solve com-munity problems, improved relationships among stakeholders, increased capacity for problem solving, and contact with hard-to-reach populations (Butterfoss, 2006) Costs include the time and energy required to build relationships and other infrastructure and the lessening of control over initiatives (Staley, 2009, cited in McCloskey and Silberberg,2011:13).

#### 4.12. Role of SAP on responsiveness of service providers

The following table shows the role of SAP in improving responsiveness of service providers.

**Table 13: Role of SAP on responsiveness of service providers in the Target Schools**

Question	Frequency	Percent	Remark
Improvement in responsiveness of frontline service providers in the schools			Frequency and percent increased due to multiple responses given by respondents
a. Improved problem solving endeavors of teachers & schools management team	68	58.6	
b. Absence & late coming by teachers & school management team improved;	87	75	
c. School management team begun to help teachers to improve their skill over time;	72	62.1	
d. Citizen charter begun to be applied in service delivery in target schools	61	52.58	
Improvement in responsiveness of local government & SAP committee in the target schools (Multiple answers possible). Note: Questions below will be responded by teachers and district social accountability committee only.			
a. Service providers engage citizens by provide information on issues of SA;	25	83.33	
b. Service providers encourage SAC for awareness creation of citizens	24	80.66	
c. Service providers prepare community need-driven change plans	23	76.33	
d. Service providers consider SA as their own duties	24	80	
e. Service providers begun to strengthen financial transparency & accountability	25	83.33	
f. Local government assists SAC in technical & other	26	86.66	

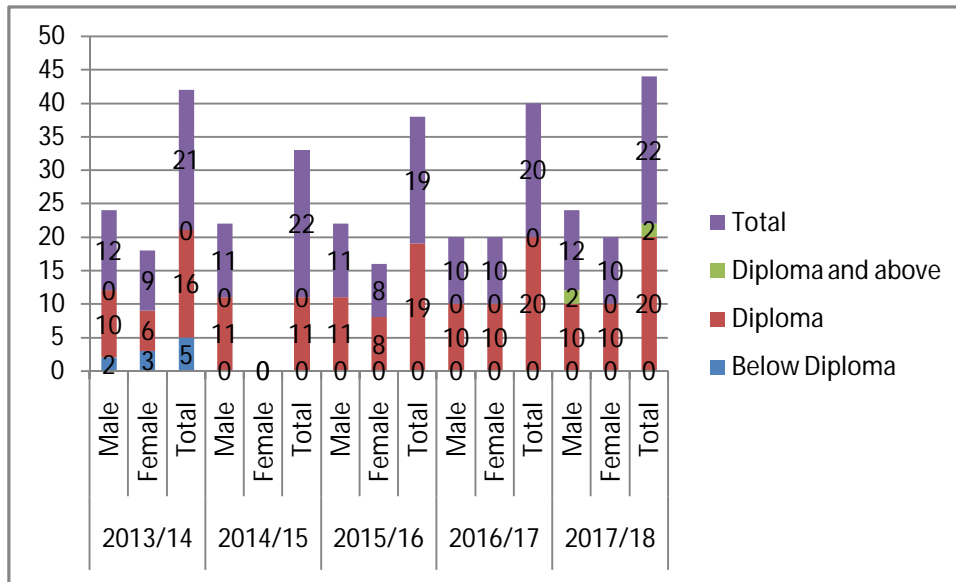
Question	Frequency	Percent	Remark
resources			
g. Local government institutionalizes SA tools in performance assessment of Service Provision of the non-target sectors and non-target areas of the district.	22	73.33	
h. District block grant and school budget improved	24	76.66	

As shown in table above, 68 (58.6%) of the respondents replied that SAP improved problem solving endeavors of teachers and school management team. Similarly; 87(75%) of the respondents confirmed that SAP improved absence & late coming by teachers & school management team in target schools. In the same manner 72 (62.1%) of the respondents replied that after the intervention of SAP School management team begun to help teachers to improve their skill over time. 61 (52.58%) of the respondents also replied that after the intervention of SAP citizen charter begun to be applied in service delivery in target schools.

In the same table 25 (83.33%) of the respondents responded that SAP improved responsiveness of local government by engaging citizens in provision of information on issues of SA. 24 (80%) of the respondents responded that SAP improved responsiveness of local government by encouraging service providers in awareness creation of citizens. In the same manner 23 (76.33%), 24 (80%), 25 (83.33),26 (86.66%),22 (73.33),24 (76.66%) of the respondents consecutively replied that SAP improved responsiveness of local government in preparation of community need-driven change plans, in considering SA as their own duties, strengthen financial transparency & accountability at district level, assisting SAC in technical material resources, in institutionalization of SA tools in performance assessment of service provision of the non-target sectors and non-target areas of the district, and in improving block grant and school budget.

The following figure shows that there is no more improvement in employment of teachers and administration staff target schools after the intervention of this project.

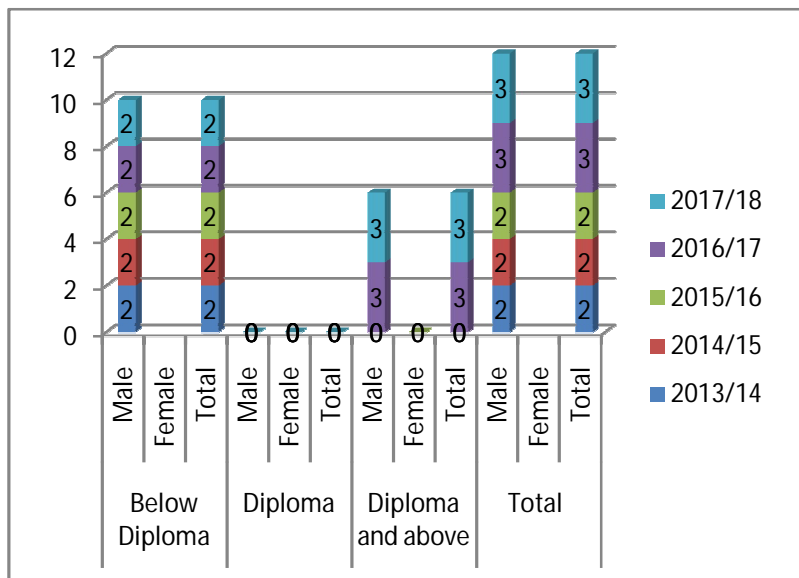
**Figure 10: Trends in teacher employment by district education office from 2013/14-2017/18**



Source: Researcher own compilation from data gathered in March 2018 from target schools

**Figure 11: Trends in employing administration staff in target schools from 2013/14-2017/18.**

The following figure also shows trends in employing administration staff in target schools from 2013/14-2017/18.

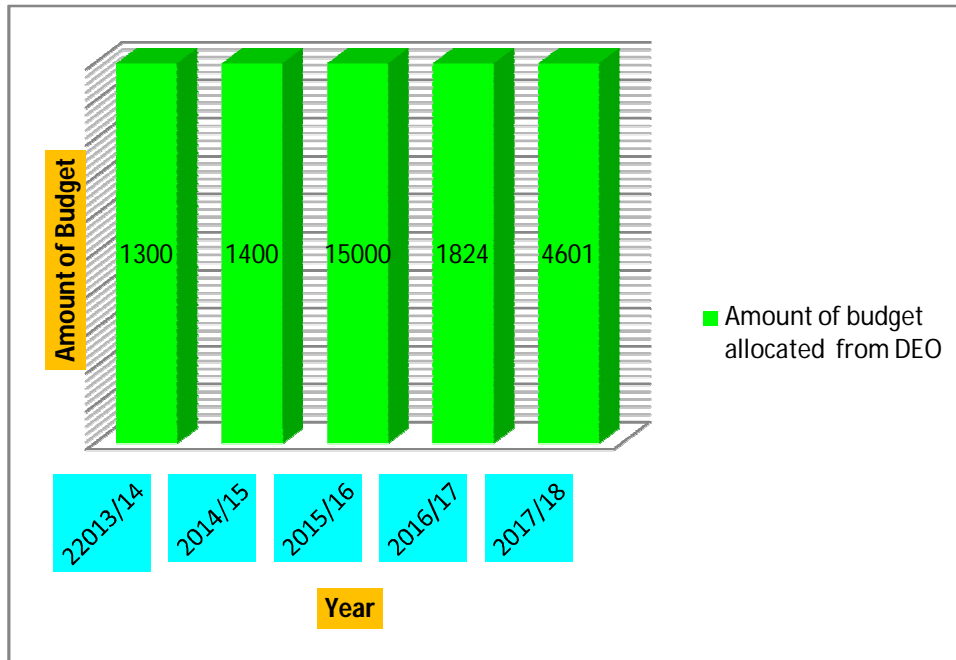


Source: Researcher own compilation from data gathered in March 2018 from target schools

#### 4.13. The role of SAP in improving budget allocation

**Figure 12: Budget allocated from district education office to target schools 2013/14-2017/18**

Budget allocated to target schools shows slight improvement from 2013/14-2017/18 in target schools as shown in the following figure.



Source: Researcher own compilation from data gathered in March 2018 from target schools

Literature review concerning service delivery by civil servant in Ethiopia shows that there are many problems in service provision. There are several causes for the problems that contributed to poor service delivery in the Ethiopian civil service. The major problems include: absence/lack of positive attitude towards public service, insufficient recognition that citizens have rights to perceive service, lack of accountability in civil service institutions for failure to meet expected performances, service delivery in many public institutions are based on long and time consuming coupled with excessively hierarchical organizational structure obsolete management practice, services are in most cases provided in a manner that suits the administrative convenience of the providers, civil service institutions tend to concentrate more on concerns for inputs and routine activities, the public is seldom given clear and adequate information on the availability of particular services and the conditions required to get these services, civil service institutions are sole providers of some services, most of the institutions do not have any formally constituted complaint handling mechanisms, service delivery improvement is not given sufficient attention

in the planning process of may government institutions, shortage of resources constrains improvement of services to the desired level, inconsistency of regulations and guidelines governing institutions that provide related services as well as lack of coordination and cooperation among various departments within an institution and between related institutions often hamper efficiency in service delivery, human resource management system and conditions of work in the civil service do not motivate employees to provide quality service, service users are often unaware of their right and obligations pertaining to services and at times tend to resort to illicit means to get the service (FDRE, 2001 as cited in Gezae ,2017:26 ).

As a result of these and other problems, the civil service has so far not been able to effectively carryout government policies and programs as well as to organize and delivery cost effective services. Consequently, its role in promoting economic and social development remains limited. (ibid).

#### 4.14. The Sustainability of SAP Activities in the target Schools

The following table shows the sustainability of SAP activities in target schools.

**Table 14: The role of SAC in sustainability of SAP activities in target schools**

Question	Frequency	Percent	Remark
The role of SAC contributed for sustainability of SAP in target Schools			Frequency and percent increased due to multiple responses given by respondents
a) Reached out to citizens & service providers to monitor the improvements in service delivery	70	60.3	
b) Provide inputs in Kebele public meetings on SA activities and maintain linkage with FTA	76	65.52	
c) Serve as mediator between citizens, Service Providers (SP) and government officials	78	67.24	
d) Ensure that interface meetings are under taken regularly	67	57.8	
e) Played important role in scaling up of SA to other sectors.	87	75	

As depicted in the above table, 70 (60.3%) of the respondents replied that SAC contributed for sustainability of SAP by reaching out citizens and service providers to monitor the improvement in service delivery. In the same way 76 (65.52%) of the respondents replied that the SAC

contributed for sustainability of the SAP by providing inputs in Kebele public meetings on SA activities and maintain linkage with FTA. 78 (67.24%),67 (57.8%),87 (75%) of the respondents consecutively replied that SAC contributed for sustainability of SAP by serving as mediator between citizens, service providers, and government officials, ensuring that interface meeting are undertaken regularly, and played important role in scaling up SA to other sectors.

Management Agency (2014:21) put forward different activities in line with what SAC to do after the project end. Some of the activities are continue to identify issues; organize communities around these issues; organize interface meetings; produce joint action plans; monitor the implementation of those plans, take the responsibilities for letting the society express about service by themselves, control the performance /quality of basic services and projects in the area (as per Joint Action Plans); apply the SA process in other sectors and areas, bridge the community's views and demand with the service providers, provide feedback to respective stakeholders about their performance, instill community volunteerism and community resource mobilization; mobilizes community towards issues that have to be addressed by the community, maintain close relationship with government, and non-government officials (stakeholders),set their own service evaluation and service review meeting schedule; engage in the monitoring process, link SA process to the local government budgeting and planning; and get involved in government budget process and resource allocation, participate in action plans and reform agendas, encouraging informal information flow, follow-up on basic service delivery, get involved in government evaluation, control and follow-up processes in public services programs/projects, and take great responsibility together with local government to further extend SA process; replicate best experiences to the neighboring kebeles/woredas .

#### 4.14.1. The role of local government in the sustainability of SAP

The following table shows the role of local government in the sustainability of SAP.

**Table 15: The role of local government in the sustainability of SAP**

Question	Frequency	Percent	Remark
The role of local government in the sustainability of SAP			Frequency and percent increased due to multiple responses given by respondents
a) Local government officials & stakeholders support & recognize SAC;	69	59.48	
b) Local government created the linkage to relevant stakeholders;	76	65.52	
c) Local government aware core sectors to institutionalize SA in their service delivery	87	75	
d) Local Social accountability (SA) expert at Woreda level support SAC;	78	67.2	
e) Clear roles & responsibilities of SAC is in place & monitored by top authorities of the district	68	58.62	
f) Local government enables Social Accountability committee (SAC) to exercise adequate roles.	76	65.5	

As indicated in table above, 69 (59.48%) of the respondents replied that local government officials and stakeholders supported and recognize SAC to ensure sustainability of the SAP. Whilst, 76 (65.52%), 87 (75%), 78 (67.2%), 68 (58.62%), and 76 (65.5%) of the respondents consecutively replied that local government played important role in ensuring sustainability of the SAP by creating linkage to relevant stakeholders, aware core sectors to institutionalize SA in their service delivery, by assigning SA expert at woreda level to support SAC, by supporting SAC in having clear roles and responsibilities and to be monitored by top authorities of the woreda, and enable SAC to exercise adequate roles to ensure sustainability of the project.

In line with the role of local government in ensuring sustainability of SAP literature elucidated that; the SAC is tri-partite, with representatives of citizens in the majority. By facilitating social accountability, the SAC demands downward transparency and accountability of the local administration to the people, as well as political accountability from the council to the people. This came about because citizens and their groups were empowered in the process to build a

strong evidence base of service performance issues, as well as needs of different groups in society that should be prioritized. The ESAP2 partners also developed capacity of the service providers to engage with citizens in a productive and responsive manner and of council members to let Social Accountability findings and service improvement priorities inform their oversight and decision making powers (Management Agency, 2016:11).

#### 4.14.2. Social accountability implementing partner in ensuring sustainability of project

The following table shows the role of social accountability implementing partner in ensuring sustainability of the SAP.

**Table 16: Social accountability implementing partner in ensuring sustainability of project outcomes**

Question	Frequency	Percent	Remark
The role Social Accountability Implementing Partner (SAIP) ensure the sustainability of the project outcomes			Frequency and percent increased due to multiple responses given by respondents
a) Begin institutionalization process and continue regularly;	74	63.79	
b) SAIP and local government empowered SAC during the implementation of the project;	78	67.24	
c) Provide training and facilitated experience sharing visits to SAC members to develop ownership;	78	67.24	
d) Strong link has been created with CBO's, Kebele & woreda council to build capacity of SAIP.	75	64.7	
e) SAIP and district administration has made SA as main agenda in the district.	73	62.93	

As depicted in table above, 74 (63.79%) of the respondents asserted that the SAIP begin institutionalization process and continued regularly. 78 (67.24%) of the respondents replied that SAIP and local government empowered SAC during the implementation of the project to ensure sustainability of the project. Similarly, 78 (67.24%) of the respondents replied that SAIP provide training and facilitated experience sharing events to SAC members to develop their capacity and sense of ownership. In the same manner 75 (64.7%) and 73 (62.93%) of the respondents respectively replied that SAIP created strong link with CBOs, Kebele and woreda council to

build capacity at local level to ensure sustainability of the project and SAIP and district administration has made SA as main agenda in the district.

In line with the role of SAIP in ensuring sustainability of the project literatures shows that there are important efforts made. For instance learning bench mark (Management Agency,2017:42) stated that several SAIPs have worked with FTA at woreda level to publicize SA process at different woreda level meetings (e.g. HUNDEE). Others have FTA as a member in each woreda SAC (e.g. PADET), or link the SAC strongly with PFM. Others are influencing government bodies like the woreda cabinet, woreda council and respective sector offices to put SA on their agenda.

Again the terminal evaluation report made by Grace Consultants in the year 2015 shows that the SAIP played important role in ensuring sustainability of SAP.

*“The formation and establishment of strong network with service providing organizations and Woreda level government offices (SACs) through accumulating best practices and lessons will ensure the project sustainability. Besides the opportunity of communities to participate in the planning, execution and monitoring of development programs and free access to adequate public service information concerning service standards and entitlements helps the community to monitor and follow the progress after ESAP 2phase out. However the regular staff turnover and reshef of local administrators can be taken as a threat for sustainability of the project unless continual engagement and awareness creation is planned on the bridging period(Grace Consultants, 2015:48”).*

Furthermore, important linkage has been made between FTA and SA. The following table shows the complementarities of the two subcomponents.

#### **14.4.3. Institutionalization of the project**

Result from interview and FGD shows that, though the project has an intention to scale up the concept of social accountability and institutionalize it in government offices both at woreda and community level. At the beginning of the project it was said that the project will be institutionalize in local government offices in all sectors but no more effort was undertaken to institutionalize the project as intended in local government offices.

**Table 17: Complementarities between FTA and SA programs**

<b>FTA</b>	<b>SA</b>
Flow of information from government to citizens	Flow of information from citizens to service providers and government
Display budgets, plans, entitlements and citizen duties	Ask about entitlements, implementation progress, and duties
Posting budget information	Using budget information
Monitoring of capital projects	Assessing capital projects from a users' perspective (e.g. evidence base through PETS, CSC or CRC)
Encourage supply side to enable citizen engagement	Encourage demand side to mobilize and organize for engagement and participation
Enable dialogue with citizens in the pre-budget planning forum	Organize citizen input for the budget, through PPB and other SA tools
Facilitate accountability in spending	Facilitate public expenditure tracking survey

Source: Management Agency of ESAP2, Page 6

#### **4.15. Stakeholders and their role in the implementation of the SAP**

According to Management Agency of ESAP2 (2014:16), Citizens together with the SACs, the SAIPs organize a representative number of FDGs at Kebele level. This is to ensure that the voice of a wide variety of citizens and vulnerable groups, both women and men, can be heard in the SA process. SAIPs are encouraged to work closely together with CBOs and traditional leaders and organizations, such as Iddir, to ensure broad based participation of citizens in the respective FDGs. Front line service providers, such as teachers, nurses, extension officers, and rural engineers are the main face of the government at the local level. They may also benefit from the SA process, because they are not always informed by the Woreda sector bureau about service standards, entitlements and budgets. When they understand the resources available to do their job, they can be empowered to provide better services. It is important to develop close relationships with Woreda sector officials and elected councilors, because they can provide the

support, resources and decisions needed to improve service delivery. They need to develop a good understanding of the SA process and must learn to see the advantages of it: efficient and effective delivery of services. It is also important to consider from the start of the SA process how SA can spread in the Woreda beyond the 3-5 Kebeles covered by the SAIP project in each Woreda. The FTA can be an important ally, and also think about collaborating with other NGO's and sector projects. Private sectors are also considered because they are believed that to support development investments in the Woreda and might be interested to holding the government to account.

#### **4.16. Problems encountered and solutions**

The key challenges encountered in implementing ESAP2 in the target woredas are that civil servants, residents, government officials have different level of awareness of social accountability, social accountability committee members' lack of similar commitment, lack of budget to deliver water and education services as per the government standard and lack of sense of ownership and office and space for meetings.

One of the kebele FGD participants at Kofele said:

***"...though most of our demands are full filled, there are still unmet service needs. The kebele and Woreda officials are slow in responding to our demand. For example, we requested the Woreda to upgrade our elementary school to high school. We requested the Woreda to deploy school guard but still we didn't get immediate response from the concerned body."***

In order to tackle these challenges, awareness raising trainings were delivered and citizen's sense of ownership was developed, community participation was enhanced, SACs were restructured and unmotivated members were replaced by new ones.

Literatures in this regard shows that; the major challenge to social accountability is the volatile law and order situation across the country, fragmented government priorities, multiplicity of programs by federal and provincial governments, flaws in supply chain of service delivery, political appointments in education and health departments, cultural norms preventing women participation in different fields, lack of local-level research on drivers of social accountability, less acceptance of CSOs in the society, difficulty in carrying out impact assessments of pilot social accountability initiatives, weak follow-up of existing initiatives, and lack of donor coordination on similar projects in turn threatening sustainability of existing initiatives. The

households surveyed for this study at most of the locations were found ignorant about the grievance redressal mechanisms leading to a feeling of general helplessness (Abbas and Ahmed, 2014:19).

**Table 18: Analysis of schools facilities; Result from observation using check list**

S.n	Facilities	Conditions				Remark
		V. good	Good	poor	V. poor	
1	School fence	✓				Schools fence in both schools are well renovated
2	Separate toilet for boys and girls students and for teachers.		✓			There are no separate toilets in Koma Mamo primary school. But there are separate toilets for boys and girls in Guchi primary school. But toilet for boys need renovation
3	Classrooms floor is cemented			✓		Floors of majority of the classrooms need renovation in both schools
4	Offices are constructed & in use for administrative purposes.		✓			There are offices for school principals for both schools which were renovated after the intervention of SAP. But offices for staff are not renovated due to lack of budget.
5	There potable water in this school					There is no potable water in both schools
6	There is electricity service in this school		✓			There is electricity service in Guchi primary school which was installed after the intervention of SAP. But there is no electricity service in Koma Mamo primary school
7	There is enough space for outdoor games	✓				In both schools football and volley ball playing grounds are well maintained.
8	There are teachers' desk and table in each classroom		✓			There are desks and tables for teachers in Koma Mamo school. But teachers Guchi primary school primary schools use students' desk in the classroom.
9	There is store room in this school			✓		Though there is store rooms in both schools the way materials are stored is not attractive due to absence of shelves in both schools. Materials are also kept on the floor.
10	There notice board in the school	✓				There is notice board in Guchi primary school which was made after the intervention of SAP and no notice board in Koma Mamo primary school.

<i>S.n</i>	<i>Facilities</i>	<i>Conditions</i>				<i>Remark</i>
		V. good	Good	poor	V. poor	
11	There is Mini media club with facilities like radio in this school			✓		There is mini media club in both schools and radios were also purchased after the intervention of SA, but due to absence of separate room for the club the radios are stored in schools principal office.
12	There is pedagogical center with necessary materials in this school		✓			There is pedagogical center in both schools. The PC of Guchi primary school furnished better thanthe PC of Koma Mamo primary school.
13	There is library with enough reference books in this school		✓			There is no library in Koma Mamo primary school. But there is library in Guchi primary school but there are no enough chairs and tables in the library.
14	There is science kit in this school				✓	There is no science kit in Koma Mamo primary school. But there is science kit in Guchi primary school which was kept in school's principal office.
15	There is computer room and computers in this school				✓	There is no computer room in both schools.

As shown in the above table, both of the schools have either shortage of the school facilities or are not in very good and good conditions. The detail is as follows.

Schools fence in both schools are well renovated after the intervention of this project. But there are no separate toilets for male and female students in Koma Mamo primary school. Though boys' latrine is not in good condition, there are separate toilets for boys and girls and for male and female teachers in Guchi primary school. These separate latrines for boys and girls and for teachers have been built after the intervention of SAP through community contribution. In the same manner floors of majority of the classrooms need renovation in both schools. There are offices for school principals for both schools which were well renovated after the intervention of SAP. But offices for staff are not renovated due to lack of budget. Regarding drinking water in schools both of the schools do not have potable water. There is electricity service in Guchi primary school which was installed after the intervention of SAP. But there is no electricity service in Koma Mamo primary school. In line with playing grounds, both of the schools have football and volley ball playing grounds are well maintained after the intervention of SAP. There are desks and tables for teachers in Koma Mamo primary School. But teachers in Guchi primary school primary schools use students' desk in the classroom when checking students' activities in the classroom.

Though there are store rooms in both schools; the way materials are stored is not attractive due to absence of shelves in both schools. Materials are also kept on the floor. At the same manner there is notice board in Guchi primary school which was made after the intervention of SAP and no notice board in Koma Mamo primary school. Concerning co-curricular activities in these schools there is mini media club in both schools and radios were also purchased after the intervention of SAP, but due to absence of separate room for the club the radios are stored in schools principal office. There is pedagogical center in both schools. The PC of Guchi primary school furnished better than the PC of Koma Mamo primary school. There is no library in Koma Mamo primary school. But there is library in Guchi primary school with inadequate chairs and tables in the library. Again there is no science kit in Koma Mamo primary school. But there is science kit in Guchi primary school. The science kit is kept in school's principal office. Finally, there are no computer rooms in both schools. This shows that the intervention of SAP could not fully solved the problems of scarcity of school facilities in target schools.

In this regard literatures assert that the absence of these infrastructures can positively contribute to ensure quality of education. For instance, Wendmsyamregne and Bereket (2015) carried out research on State of Service Delivery in Ethiopian Primary Schools. Finding of their research shows that:

**Electricity:** The results show that most schools lack access to electricity. At national level, less than a quarter of all primary schools have access to electricity. The problem gets worse when one looks into rural schools, where only 11 percent of the schools have electricity connectivity.

**Water Services:** access to water service is also found to be a challenge for most schools, as the result show, on average, only 53 percent of all schools have a functioning water sources. The results vary substantially by location. While 63 percent of urban schools have access to water facilities, whereas only 35 percent of rural primary schools have some form of water sources. As availability of water facility adversely impacts students' ability to attend schooling, supply side investments as well as demand side awareness raising activities are both extremely important.

**Toilets:** It is found that the overwhelming majority of schools have some form of toilets for pupils (96% for urban and 91% for rural), out of which the majority have separate toilet facilities for girls and boys, though the result varies substantially by urban and rural location. However, the challenge seems to be maintaining good quality of these toilets as only 70 percent of these toilets are found to be clean or of good quality. These results again vary substantially by urban and rural, where only 60 percent of rural schools have good quality/clean toilets while 87 percent of urban schools do.

**Pedagogical Centers:** Pedagogical centers are centers where teachers prepare and store teaching aids. The teaching aids, particularly in primary schools, are used for demonstration purposes.

Teachers borrow teaching-aids for conducting instructions as per the lessons and return to the center afterwards. As noted in Table 5 , almost half of rural primary and a quarter of urban schoolshave no pedagogical centers, adversely impacting students learning ability and understanding of concepts in these schools.

**Science Laboratories:** School laboratories are essential facilities in the teaching-learning process of science subjects. However, only 32 percent of the rural primary schools and 55 percent of urban schools are found to have science laboratories. While in both cases the proportion of schools with science laboratories are less, the case that only a third of rural primary schools have

science laboratories poses serious challenge in ensuring quality of learning science subjects in the majority of rural schools.

**Staff lounge:** Access to staff lounge in schools is important in making the school environment attractive to teachers. However, in this study it is found that most schools have no staff lounge at all. It is particularly worrying that only 28 percent of the rural schools have some form of staff lounge (Wendmsyamregne and Bereket, 2015:45-46).

According to the report of West Arsi Zone Education department on standard in primary schools, many schools in the zone do not have or the facilities are not as per the standard. For example many schools in the zone there is no pedagogical center, latrine, store, library/ reading room, potable water, electricity service, science kit, radio, notice board, staff room and tables and chairs in the classroom for teacher as per the standard (West Arsi Zone Education office, 2013:5-8).

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summary of Findings**

A system of Decentralized Service Delivery in general and Education Service Delivery in particular has been adopted in different countries for different and similar reasons. Generally speaking, decentralization has many roles to play in solving political, administrative and economic problems. As a result of effective decentralization, quantity and quality of service provision could be improved. Providing some sort of decision making power to local managers could facilitate improvement in service provision. Public participation could also be promoted by increasing the involvement of stakeholders either on their own or through their representatives.

Decentralization increases the efficiency and responsiveness of government, locally elected leader know their constituents better than authorities at the national level and so should be well positioned to give the public services local residents priorities. It also improves governments' responsiveness to the public and increases the quantity and quality of services it provides.

In view of these and other rationales, Ethiopia adopted a decentralized system at regional and subsequently at Woreda level. In the effort towards realizing these benefits, Woredas were initially empowered to undertake delivery of public services under the mandate of Central, Regional and Zonal Offices. Accordingly, Kofele district is delivering decentralized public services in general and decentralized education service delivery in particular with in this framework. Prior to establishing the findings of the study particularly in view of the problem statement it was stated that delivering decentralized education service is great significant challenges in the country due to a variety of reasons. These were stated as institutional and capacity of problem in terms of financial and human resources, weak coordination, and participation, which predominantly stand as inhabiting factors in education service delivery (Thomas 2011: 75).

In line with this, the study has raised questions related with the specific objective of the study. It asked the role of ESAP2 in improving service delivery in two primary schools in Kofele district, responsiveness of local government, major stakeholders and their roles, activities undertaken to ensure sustainability of the project, major problems encountered and solutions. With the objective of addressing these and related questions, this study has assessed the performance of education services (infrastructure and teaching learning performance), the financial and

manpower capacity, the local institutions in view of the responsibilities given to them and level of community participation in line with decentralized education service delivery. In this regard, related literature was reviewed, and the data collection undertaken using, questionnaire, interviews, focus group discussion, field observations and analysis of documents.

Accordingly, the data from various sources with different data collection methods were critically discussed. It was found out that school principals confirmed that currently the student enrollment in the schools show that there is increment in student enrolment at the same time there is increment in terms of drop out of students in target schools.

According to the data from target schools, the gross enrollment of students' was 952 in the year 2013/14 and 1093 in the year 2017/18. This shows that there is increment in enrolment of students in target schools. On the other hand there was also increment in drop pout of students in target schools which was 70 students in 2013/14 and increased to 262 in 2016/17.

It was also identified by the study that, in the communities have demonstrated willingness to contribute in cash, labor and material support for the construction of schools and teachers' house as well as the supporting children after school. The findings indicated that the duties and responsibilities delegated to Woreda Education Office, and Kebele Education Training Board to make education service delivery decentralized. Regarding Woreda Education Office, among others, given responsibility for supervision, coordination and implementation of education service including primary school construction. However, as the findings indicated that these activities are not carried out properly as expected due to shortage of budget.

Despite the fact that the duties and responsibilities assigned to Kebele Education Training Board members are many, Kebele Education Training Board members' performance and efforts as per their duties and responsibilities are non functional. However, Parent Teacher Associations' are relatively more useful and fruitful in the effort to promote educational development.

According to the information obtained from officials through interviews, district suffered from inadequate budget. Despite the block transfer increase from year to year for the Woreda, the revenue capacity of the Woreda was minimum. Thus, the Woreda complain that the budgets are too small to provide services as expected. In the findings, the education sectors budget in the Woreda is the highest recipient of budget compared to other sectors still there is scarcity of budget for operation cost. The schools receive only stationery materials kind bought by operation budget allocated to them from the Woreda education office, which do not meet their annual need.

Concerning human resource employment for these schools, there is no significant changes in terms of number of teachers. There were 21 teachers in these schools in academic year 2013/14 and 22 in the year 2017/18. When this number is seen with the number of students there is no shortage of teachers prevailed in target schools. Ratio of teachers to students was 1:44 in the academic year 2013/14 and 1:33 in academic year 2017/18 which is below the regional standard (the regional standard is 1:50).

In line with responsiveness of local government especially concerning budget allocation, there is significant improvement from year to year. Budget allocated for operational cost was 1300 in academic year 2013/14 and increased to 4601 in academic year 2017/18.

Regarding stakeholders role in the implementation of the project, citizens, local government, service providers and implementing partner played various roles. For example community contributed to schools in kind and cash and solve problem of shortage of classrooms, latrine, and renovate school fences. Local government on its part also increased allocation of budget from year to year for operational activities. SAIP provide various capacities building training to SAC and community to institutionalize the social accountability concept in service delivery in target schools

## **5.2. Conclusion**

Based on the findings of the study, the researcher has given the following conclusive remarks. The social accountability project 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 more or less well functioning. Looking to the 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, students academic achievement was not improved especially in Guchi primary school 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 ensuring quality education and more importantly improving academic performance of students can be affected by many other factors, which requires depth investigation (Tadios, 2017:56).

Concerning responsiveness of local government in line with education service delivery; there is improvement in budget allocation though the budget is not still enough for operational cost of the schools. In spite of the increment of the schools budget from year to year local government is not yet properly working with community in budget plan, monitoring and evaluation of the progress of the budget. Along with low participation of citizens in woreda budget process ,there is no clear mechanism in which citizens claim when budget is not implemented as intended.

In line with stakeholders' participation during the implementation of the project local government, social accountability implementing partner and citizens played different roles. Social accountability implementing partner prepared basic and refresher training for woreda and Kebele social accountability committee. Citizens on their part actively participated on awareness creation programs facilitated at community level. Citizens also played important role in supporting schools to solve problems identified by using community score card. Local government on its part also tried improve schools budget based on the need of the schools though the budget is inadequate.

In view of ensuring sustainability of the project and institutionalize it, different training and workshops have been facilitated at woreda level. Woreda senior officials have been participated

in different awareness creation and training sessions provided by Social Accountability implementing partner. There was an intention to institutionalize social accountability in non-target sectors, but the effect was not as intended. The target sector was education and an intention was to scale up best practices to other sectors and this did not well effected.

In the course of the implementation of the project different challenges have been encountered. Turnover of the trained staff from SAIP and from the SAC of the woreda, and lack of budget to solve problems identified by using community score card were among the problems encountered. In solving these problems, different efforts have been undertaken. For example SAIP recruited project officer, citizens on their part actively participated in contributing money for the construction of additional classrooms, pedagogical centers, school fences, and separate toilet. Local government also created positive influence on Electric Light and Power Authority of the district and installment of electricity was achieved in one school.

### **5.3. Recommendations**

#### **5.3.1. Recommendations for policy implication**

Taking in to considerations the findings obtained and conclusions draw, the following recommendations are made:

- ✓ One of the problems for decentralized education service delivery in the Woreda are lack of integration and cooperation of different actors such as Kebele Education Training Board in education service. This has an impact for education service delivery. Thus, in order to provide education service delivery sufficiently there must be coordination and integration of Kebele Education Training Board, Parent Teacher and students Associations, and school.
- ✓ Although the block grant transfer has been increased for schools Woreda own budget coverage is insignificant due to lack of budget. Therefore, the Woreda should appropriately identify revenue sources in the Woreda to increase its own revenue.
- ✓ The practice of involving the community in identifying problems and prioritizing their needs, planning and monitoring in the provision of education is well functioning. This situation is compatible with decentralization principle: involving the community in identifying problems to implementing is crucial for true empowerment. So, the local governments and Woreda Education Officials should make an effort to practically

involve the community in identifying problems, planning and closely monitoring school related activities in their future endeavour.

- ✓ Woreda has the decentralization education service delivery and the problems may not solve in a very short time with the communities and government alone. Hence, the Woreda should mobilize other stakeholders like non government organizations and Civil Organization to participate in filling the gaps of the Woreda to provide decentralization education service delivery.
- ✓ 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 needs 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 and other sectors.

### **5.2.2 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
- ✓ Awareness creation is a base for the implementation of social accountability program thus, the district education office should give 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.

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## ***APPENDICES***

**Questionnaire English**

**Addis Ababa University, School Of Graduate Studies, College of Business and Economics**

**Department Of Public Administration and Development Management**

**Program: Masters of Public Management and Policy**

The main objective of this questionnaire is to find basic idea on the **Role of Ethiopian Social Accountability project in improving service delivery in two primary schools in Kofele district; West Arsi, Oromia**. So you are kindly requested to provide your view without fear.

**Do not write your name!**

**Instructions:** Read the questions carefully and give your response by **circling or underlining** your choice of response in the table out of the choices given. For open questions, fill in the blank space, your response on the remark section.

**Section 1 – Demographic & Socio-economic Information**

Question	Variable	Response categories			Additional Remarks
1	Sex	Female		Male	
2	Age	11-14	15-29	Above 29	
3	Education level	Grade 5 – 8	Grades 9 - 12	Above 12 grade	
4	Work experience	Below 3 year	3-10 years	Above 10 years	
5	Specialization	Please specify .....			
6	Occupation	Please specify .....			

**Section 2 – Role of SAP on School Facilities & Learning Materials of Target Schools**

7. How did SAP improve school facilities? (Multiple answers possible)

- g) Solved classroom shortages;
- h) Built library & reading space;
- i) Built toilets for boys & girls;
- j) Built playground;
- k) Renovated fences;
- l) Built drinking water

8. How did SAP improve the availability of learning materials? (Multiple answers possible)

- e) Improved text book availability;
- f) Improved reference material availability;
- g) Improved availability of instructional materials;
- h) Produced and availed teaching material in local language.

9. How did SAP improve teaching-learning process & achievement? (Multiple answers possible)

- e) Introduced student-centered teaching-learning approach;
- f) Introduced special support for girls & students with special needs;
- g) Improved student academic performance;
- h) Improved motivation & teaching techniques of teachers;
- i) Availed instructional material support to teachers.

### **Section 3 – Role of SAP on Students in the Target Schools**

10. How did SAP improve teaching-learning efficiency in the school? (Multiple answers possible)

- e) Student drop-out significantly reduced;
- f) Student retention significantly reduced;
- g) Increased student enrolment;
- h) Increased net enrolment in grade one.

### **Section 4: The role of SAP in improving student discipline in the school**

11. How did SAP improve student discipline in the school? (Multiple answers possible)

- f) Students punctuality improved;
- g) Facilities management such as classroom cleanness and toilet cleanness improved;
- h) Student cheating during examination is reduced;
- i) Number of students who were absent from school without enough reason minimized;
- j) Misbehaving of students in the classrooms improved.

### **Section 5 – Role of SAP on Teaching Staffs in the Target Schools**

12. How did SAP improve ethics of the teaching staff in the schools? (Multiple answers possible)

- h) Improved student treatment – enhanced respect & instructional support;
- i) Improved handling of students physical, social, intellectual, emotional, & moral by teachers; (3) Use planned and systematic teaching-learning efforts of teachers;
- j) Improved curriculum i alignment to real life of students & contexts;
- k) maintain the confidentiality of student information;

- l) Minimize child fear, anxiety, punishment, sexual abuse and related harassment;
- m) Regularly prepared for class all time;
- n) Avoid absenteeism from the class without reason beyond capacity.

**Section 6- The role of SAP in improving community participation in the school**

13. How did SAP in enhance community participation in the school?

- h) Cash and kind contribution by the community improved;
- i) District block grant and school budget improved;
- j) Vulnerable groups' participation improved;
- k) Users access to information on budget improved;
- l) Schools orientation on social accountability improved;
- m) PTA, KETB, & SIC team involvement in school activities improved;
- n) Parents support for children at home improved;
- o) Community participation in monitoring & evaluation and decision making improved.

**Section 7 – Role of SAP on responsiveness of service providers in the Target Schools**

14. How did SAP improve frontline service providers in the schools? (Multiple answers possible)

- a) Improved problem solving endeavors of staff & schools for students & community;
- b) Front line service providers begun solving problems;
- c) Absence & late coming by teachers & school management team improved;
- d) School management team begun to help teachers to improve their skill over time;
- e) Citizen charter begun to be applied in service delivery in target schools

15. *How did SAP improve responsiveness of local government & SAP committee in the target schools? (Multiple answers possible).Note: Questions below will be responded by teachers and district social accountability committee only.*

- a) Service providers engage citizens by provide information on issues;
- b) Service providers encourage SAC for awareness creation of citizens;
- c) Service providers prepare community need-driven change plans;
- d) Service providers consider SA as their own duties;
- e) Service providers strengthen financial transparency & accountability;
- f) Local government assists SAC in technical & other resources;
- g) Local government institutionalizes SA tools in performance assessment of Service Provision of the non-target sectors and non-target areas of the district.

## **Section 8 – The Sustainability of SAP Activities in the Target Schools**

### **16. How is SAC sustainable in SAP run schools? (Multiple answers possible)**

- a. Reached out to citizens & service providers to monitor the improvements in service delivery;
- b. Provide inputs in Kebele public meetings on SA activities and maintain linkage with FTA;
- c. Serve as mediator between citizens, Service Providers (SP) and government officials;
- d. Ensure that interface Meetings are under taken regularly;
- e. Played important role in scaling up of SA to other sectors.

### **17. How did local government engage in the sustainability of SAP? (Multiple answers possible)**

- a. Local government officials & stakeholders support & recognize SAC;
- b. Local government created the linkage to relevant stakeholders;
- c. Local government aware core sectors to institutionalize SA in their service delivery;
- d. Local Social accountability (SA) expert at Woreda level support SAC;
- e. Clear roles & responsibilities of SAC is in place & monitored by top authorities of the district;
- f. Local government enables Social Accountability committee (SAC) to exercise adequate roles.

### **18. How did Social Accountability Implementing Partner (SAIP) ensure the sustainability of the project outcomes? (Multiple answers possible)**

- a. Begin institutionalization process and continue regularly;
- b. SAIP and local government empowered SAC during the implementation of the project;
- c. Gave training and experience sharing visits to SAC members to develop ownership;
- d. Strong link has been created with CBO's, Kebele & woreda council to build capacity of SAIP.
- e. SAIP and district administration has made SA as main agenda in the district.

Thank you for your cooperation

Kedir Filicha Ireysa

Guide line for interview and FGD- English

Addis Ababa University, School Of Graduate Studies, College of Business and Economics

Department Of Public Administration and Development Management

Program: Masters of Public Management and Policy

The main objective of this interview guideline is to find basic idea on the ***Role of Ethiopian Social Accountability project in improving service delivery in two primary schools in Kofele district; West Arsi, Oromia.*** So you are kindly requested to provide your view without any hesitation.

1. What are the major contributions of social accountability project in the target schools?
2. How do you evaluate responsiveness of local government in solving observed problems in ytarget schools during the implementation of the project?
3. Who were the major stakeholders and what was/were their roles during project implementation in target schools?
4. What were major activities have been undertaken to ensure sustainability of the project in target schools?
5. What were major challenges encountered during the project implementation period?
6. What major solutions are sought during the implementation of the project?
7. Is there citizen charter in this school (both in school budget & plan)?
8. Is there mechanism in place for service users on claiming when thing goes wrong in service delivery?
9. Has budget plan & its utilization posted in the school notice boards?
10. Is active learning implemented in target schools?. Check sitting arrangement in the classrooms
11. What were major activities undertaken to ensure sustainability of SAP?

Guideline for document review and checklist for observation  
 Guideline for document review

Name of the school.....

1. Number of students Enrolled drop out and repetition and promoted

<i>Enrolment ,repetition and drop out</i>	2013/14			2014/15			2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Registered															
Promoted															
Detained															
Drop out															
<b>Total</b>															

**Note: M stands for Male, F stands for Female and T stands for Total**

2. *Enrolment of students in O level and adult classes over the last five years*

<i>Years</i>	<i>O-level</i>			<i>Adult</i>		
	Male	Female	Total	Male	Female	Total
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						

3. Average age of students enrolled grade one

Year	Age and number of students																	
	Age 7			Age 8			Age 9			Age 10			Age 11 and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2006																		
2007																		
2008																		
2009																		
2010																		

**4. Number of teachers and level of education over the last five years**

Number of teachers & level of education	2013/14			2014/15			2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Below Diploma															
Diploma															
Diploma and above															
Total															

**Note: M stands for Male, F stands for Female and T stands for Total**

**5. Number of administration staff and level of education from 2013/14-2017/18**

Administration staff and level of education	2013/14			2014/15			2015/16			2016/17			2017/18		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Below Diploma															
Diploma															
Diploma and above															
Total															

**6. Academic achievement of students over the last five years over the last five years**

<b>Grade</b>	<b>Academic result over the last five years</b>														
	2013/14			2014/15			2015/16			2016/17			2017/2018		
	Male	Female	Average	Male	Female	Average	Male	Female	Average	Male	Female	Average	Male	Female	Average
1															
2															
3															
4															
5															
6															
7															
8															
Average															

7. Budget allocated over the last five years

<b>Years</b>	<b>Amount of budget allocated</b>
2013/14	
2014/15	
2015/16	
2016/17	
2017/18	

*Checklist for observation*

<b>S. n</b>	<b>Facilities</b>	<b>Conditions</b>				<b>Remark</b>
		V. good	Good	poor	V, poor	
1	School fence					
2	Separate toilet for boys and girls students and for teachers.					
3	Classrooms floor is cemented					
4	Offices are constructed & in use for administrative purposes.					
5	There potable water in this school					
6	There is electricity service in this school					
7	There is enough space for outdoor games					
8	There are teachers' desk and table in each classroom					
9	There is store room in this school					
10	There notice board in the school					
11	There is Mini media club with facilities like radio in this school					
12	There is pedagogical center with necessary materials in this school					
13	There is library with enough reference books in this school					
14	There is science kit in this school					
15	There is computer room and computers in this school					

*Maxxannee*

**Bar-gaaffii** –*Afaan Orommoo (Questionnaire –Afaan Oromoo)*

*Yunivarsitii Finfinneetti, Mana Barnoota Eebbaan Boodaa, Kolleejjii Daldaalaa fi Dinagdee, Muummee Bulchiinsa Ummataa fi Hooggansa Hojii Misoomaa, Sagantaa Maastarsii Hoj-maata hojii mootummaa fi Imaammataa*

Bar-gaaffii barsisootaa , barattootaaf fi Koree itti gaafatamummaa hawaasaa kan aanaatiif qophaa’e Kaayyoon gaafilee kanneenii Qorannoo xumura barnoota maastariif kan gumachuu mata duree”*The role of Ethiopian Social Accountability project in improving service delivery in two primary schools in Kofele district; West Arsi, Oromia (Gahee projeektiin Itti Gaafatamummaa hawasaa Ittiyoophiyaa fooya’insa kennaa tajaajila barnoota keessattii fide manneen barnoota Guchii fi Qoomaa Maammoo aanaa Kofalee Goodina Arsii Lixaa , Oromiyaa keessatti dha).* Kanaafuu gaafilee armaan gadee kanneen akkataa gaafamtanii dhugaa jiru irratti hundaa’uudhaan deebii kennaa.

**Maqaa keessan hin barreesinaa!**

Odeeffannoo waliigalaa hirmaattotaa

**Qajeelfama: gaafilee armaan gadii erga dubbiftaniin booda akkaataa gaafiitiin deebisaa! Gaafilee filannootiif irra maruun yookin immoo jala muruun deebii kennaa. Kan deebii barreefamaa barbachisuuf immoo iddoo duwwaa irratti barreessaa.**

**Kutaa 1: Odeeffannoo walii gala hirmaattotaa**

T.L	Geeddaramtoota	Gosa deebii			Yaada dabalataa
1	Saala	Dubartii	Dhiira		
2	Umrii	11-14	15-29	29 fi isaa ol	
3	Sadarkaa baruumsaa	Grades 5-8	Kutaa 9-12	Kutaa 12 fi ol	
4	Muuxannoo hojii	Waggaa sadii gad	Waggaa 3-10	Waggaa 10 fi ol	
5	Gosa barnootaa	Addaan bahee haa barreeffamu.....			
6	Hojii	Addaan bahee haa barreeffamu.....			

**Kutaa 2ffaa: Gahee pirojeektii Itti Gaafatammummaa Hawaasaaa jijjirama (fooyya’ina)leecaaloo mana baruumsaa fi meeshaalee baruu fi barsiisuu keessatti**

**7. Pirojeektiin Itti Gaafatammummaa Hawaasaaa mana baruumsaa kanatti hojii erga jalqabeen booda (deebii tokkoo ol kennuun ni danda'ama):**

- A. Hanqinni daree barnootaa furamee jira
- B. Manni kitaabaa kitaabbilee gahaa argachuun tajaajila kennuu jalqabee jira
- C. Mana fincaanii barattota shamarranii fi dhiira addaan bahuun akka ijaaramu ta'ee jira
- D. Iddoon daa'imman itti tapahattu ijaaramee jira
- E. Dallaan mana barnoota ijaaramee/haaromfamee jira
- F. Bishaan dhugaatii mana baruumsaatti galee jira .

**8. Erga projeektiin kun mana baruumsaa kanatti hojii jalqabeen booda fooyya'inna gama meeshaalee barnootaatiin jiru akkamitti madaaltu? (deebii tokkoo ol kennuun ni danda'ama):**

- A. Raabbisiin kitaabbilee barnootaa fayya'aa dhufee jira
- B. Raabbisiin Kitaabbilee wabii faooyya'aa dhufee jira
- C. Raabiisiin meeshaaleen deeggarsa barnoota fooyy'ee jira

**9. Erga projeektiin kun mana baruumsaa kanatti hojii jalqabeen booda fooyya'inna gama baruu fi barsiisuutiin jiruu fi fooyya'inni qabxii barattootaa maal fakkata?(deebii tokkoo ol filachuun ni danda'ama):**

- A. Tooftaaleen barsiisuu kan barattoota jiddu galeessa taasifatee baldhinnaan hojii irra ooluu jalqabamanii jiru
- B. Deeggarsii addaa barattoota shamarraniiti fi barattoota fedhii addaa qabani fi taasisfamuu egalee jira
- C. Qabxiin barattootaa fooyya'aa dhufee jira
- D. Barsiisoonni mana barnoota kana meeshaalee deeggarsa barnootaatti baldhinnaan fayyadamuu jalqabani jiru

**10. Erga pirojeektiin kun mana baruumsaa kana keessatti hojii jal qabeen boodaa bu'aa gama ga'uumsa keessa kan mana baruumsatiin wal qabatee muldhate akkamitti madaaltan? (deebii tokkoo ol filachuun ni danda'ama):**

- A. Harcaatiin barattoota hirdhataa dhufee jira
- B. Lakkoofsi barattoota kutaa kutatti hin dabrnee xiqqataa dhufee jira
- C. Hirmaannan walii gala kan barattootaa dabalaa dhufee jira
- D. Hirmaannan dilboo barattootaakan kutaa lffaa dabalaa dhufee jira

**11. Jijiramoota/bu'alee gama naamusatiin barattootaatiin dhufee akkamitti madaaltnu? (deebii tokkoo ol kennuun ni danda'ama)**

- A. Barattoonni osoo hin barfanne kara mana baruumsaa dhufuu eegalanii jiru
- B. Qulqullinni manna fincaanii fi daree barnoota fooyya'aa dhufee jira
- C. Qormaata irratti wal irraa woraabbuun barattootaa hirdhataa dhufee jira.
- D. Hafinsii barattoota fooyya'aa dhufee jira

**12. Erga pirojeektiin kun mana baruumsaa kana keessatti hojii jalqabeen boodanaamusa barsiisotaatiin wal qabatee fooyya'ina dhufee akkamittii madaaltu? (deebii tokkoo ol kennuun ni danda'ama)**

- A. Barattootaa hundaa ni jaalatu, logiin hin jiru
- B. Garagarummaan barattoota jiddu jiru akkuma jirutti ta'ee barattoota hundaaf kabaja ni kennu
- C. Barattoonni waan kutaa keessatti baratan jiruu isaanii keessatti akka itti fayyadaman ni taasisu
- D. Iccittii barattoota ni eegu odeeffannoo barattootaan wal qabatan qaama odeeffannoo argachuu qabu qofaafi ni kennu.
- E. Wantoota barattoota miidhan kanneen akka qunnamitii saala, barattoota sodaacchissuu, adabbii qaamaa fi sammuu irraa of ni qusatu.
- F. Baroonota barsiisaniif qophii gahaa ni taasisu
- G. Sababbii gahaa malee hojii irraa hin hafan

**13. Erga pirojeektiin kun mana barnoota kana keessatti hojii jalqabeen booda jijjirama gama hirmaanna hawaasaa mana baruumsaa kannen keessatti jiruu akkamitti madaaltu? (deebii tokkoo ol kennuun ni danda'ama )**

- A. Hirmaannan hawaasaa gama mallaqa gumachuutiinis ta'ee humna ofiitiin hojii mana baruumsa keessatti fooyya'aa dhufee jira.
- B. Hawaasni bajata barnoota kan aanaa ramadu keessatti hirmaannan jiru foyyee agarsiisee jira
- C. Worroota deegarsa addaa barbaadaan dabalatee hirmaannaan hawaasa hunda kennan tajaajila akkata isataandardiitiin akka kennamu taasifamee jira.
- D. Fayyadamtoonni tajaajila odeeffannoo barbaachisu argchuu danda'anii jiru.
- E. Manni baruumsa kun waa'ee itti gaffatammummaa hawaasaa hubannoo hawaasaaf kennuun dabalaa dhufee jira.
- F. Koreen bulchiinsa mana barnootaa fi dhabbanni pirojeektii kan geggeessaa ture, gamtaa maatii, barsiisotaa fi barattootaa (GMBB), boordii barnootaa fi leenjii gandaa fi koree

foyya'ina mana barumsaa hojii mana baruumsaa keessatti hawaasni damaqinaan akka hirmaatan taasisanii jiru.

G. Hawaasni ijoollee ofii erga gara manaa deebi'aanii booda deeggaruun fooyya'aa dhufee jira

H. Manni baruumsaa kun hirmaannan hawaasni deeggarsa barattoota shamaraniitiif taasisuu akka fooyya'uu taasisee jira.

I. Hordooffii fi madaalliin hawaasni dhimma mana baruumsaa keessatti taasisu akkasumas murteewwan mana baruumsaa keessatti taasisu fooyya'aa deemee jira

*Kutaa <sup>3ffaa</sup> Fedhii fi kaaka'uumsa bulchiinsi gadii deebii fayyadamtoota tajaajilaa argatanii kennuuf agarsiisan wal qabatee*

**14. Deebii hatantamaan kennuu tajaajila kennitootaatiin kallattiitiin wal qabatee jijjiirama dhufee akkamitti madaaltu? (deebii tokkoo ol kennuun ni danda'ama)**

A. Kennitooni tajaajila rakkolee barattootaa fi hawaasni kaasaniif furmaata hatantamaan kennuu eeggalanii jiru

B. Hafitiiti fi barfatanii dhufuun barsiisotaa fi bulchiinsa mana barnoota hirdhatee jira

C. Ga'uumsi raawwachiisummaa koree bulchiinsa mana barnootaa fooyya'aa deemuun taajjila yeroo barbaadameetti lammiileef kennuun fooyyee jira.

D. Tajaajjili akkata chartarii lammilee irratti taa'een kennamuu jalqabamee jira

**15. Bu'aa/jijirama gama fedhii fi kaka'uumsa tajaajila kennitoonni sadarkaa aanaa deebii kennuuf qabani akkamitti madaaltu (deebii tokkoo ol filachuun ni danda'ama).** Hub: Gaafiin kun Baarsiisotaa fi koree itti gaafatammummaa hawaasaa kan aanaa qofaan guuttama/barattoota hin ilaallattu.

A. Tajaajila kennitoonni sadarkaa aanaa jiran ka'aumsa guddan lammiilee kennaa tajaajila keessatti ni hirmaachisu, odeeffannoo barbaachisaa ta'e lammiilleef ni kennu, karoora fi istaandardii tajaajilaa irratti hubannoo ni laatu

B. Kutannoon kennitoonni tajaajilaa tajaajila saffisa kennuuf qaban erga projeectiin kun mana baruumsa kana keessatti hojii jalqabeen booda fooyya'aa dhufee jira

C. Erga pirojeektiin kun mana baruumsa kanatti jalqabeen booda fooyya'ansi iftoominaa fi itti gaafatammummaa gama kennaa tajaajilaatiin jiru fayya'aa dhufee jira.

D. Erga pirojeektiin kun mana baruumsa kanatti jalqabeen booda tajaajila kennitootaa fi bulchiinsi gadii/aanaa koree itti gaafatammummaa hawaasaatiif deeggarsa barbaachisaa

kennuun hubannoonni lammiillee dabalaa deemee jira akkasumas kennaan tajaajila akkataa fi yeroo barbaadamutti kennamuu jal qabee jira

E. Erga pirojeektiin kun mana baruumsa kanatti jalqabeen booda tajaajila kennitootaa sadarkaa aanaa jiran piroojeektoota fedha hawaasaa jiddu gala taasisfate qorachuun fedhii hawaasaatiif deebii kennuu eegalanii jiru.

F. Erga pirojeektiin kun mana baruumsa kanatti jalqabeen booda tajaajila kennitootaa fi worronni sadarkaa anaatti tajaajila kennan itti gafatammummaa hawaasaa akka hojii isaaniitti ilaaluu jal qabanii jiru

G. Kennitoonni tajaajila fuulduree (front line service providers) fi worronni sadarkaa anaatti tajaajila kennan karoora waliin kan gareewwan mariitiin addaan bahan rawwachuu keessatti deegarsa barbaachisaa kenna turanii jiru

H. Tajaajila kennitoonni sadarkaa aanaa jiran piroojeekittiin itti gafatammummaa hawaasaa waajjira keenna taajila waajjira misoomaa deenagdee fi mallaqaa waajjin akka hariiroo qabaatu taasisuu keessatti gahee irraa eeggamu bahanii jiru.

***Kutaa 4ffa - Itti fuufiinsa pirojeektii manneen baruumsaa kanneen keessattii***

**16. Gahee koree itti gaafatammummaa hawaasaa kan aanaa itti fufiinsa pirojeektii kana keessatti akkamitti madaaltu? (deebii tokkoo ol kennuun ni danda'ama)**

A. Hubannoo hawaasaa gama kenna tajaajilaatiin jiruu akka dabalu taasisanii jiru. Akkasumas hawaasani hordooffii kenna tajaajila keessatti akka damaqinaan hirmaatu taasisanii jira.

B. Koreen itti gaafatammumma hawaasa yaaddan marii mana maree anaatiif oolan maddisissuun hariiroon pirojeektii iitti gaafatammummaa hawaasaa fi waajjira misoomma deenagdee fi mallaqaa wajjiin akka cimuu taasisanii jiru

C. Koreen itti gafatammummaa hawaasa akka riqicha kennitoota tajaajilaa fi fayadamtoota tajaajila ta'ee fayyadaa turee jira.

D. Koreen itti gafatammummaa hawaasaa gareewwan marii fi, marii fuulan fuulaa akka adeemsifamu gahee guddaa taphachaa turanii jiru

E. Koreen itti gafatammummaa hawaasaa akka hubaannoon gama seektaroota biroiootti cee'uu gahee guddaa taphachaa turee jira

**17. Gahee hooggansa aanaa itti fufiinsa pirojeektii kanaa keessatti akkamitti madaaltan ? ((deebii tokkoo ol kennuun ni danda'ama))**

- A. Hooggansi aanaa deeggarsa barbaachisaa koree itti gaffatammumma haawaasaatiif taasisaa turuun akka koreen qooda fudhattoota hunda biratti beekkamtii argatu taasisaa turanii jiru
- B. Hooggansi aanaa hariiroo koree itti gaffatammummaa hawaasaa fi waajjira missoma diinagdee fi mallaqaa akkasumas qaamota barbaachisoo ta'an wajjiin hariiroon akka uumamu taasisaa turee jira.
- C. Bulchinsi gadii seektaronni ijoo ta'an itti gaaffatammummaa hawaasa akka akka idileessan taasisaa turee jira
- D. Sadarkaa aanatti ogeessi waa'ee itti gaaffatammummaa hawaasaa irraatti deeggarsa keennu deeggarsa barbaachisaa koree kennu jalqabee jira
- E. Gaheen Koree itti gaafatammumma haawaasaa addaan bahuun hooggantoota ol aanoo aanaatiin hordoffiin ni adeemsifama
- F. Bulchinsi gadii akka koreen itti gaaffatammumma hawaasaa gahee irraa eeggamu bahuu xumura pirojeektii kanaatiin dura deeggaarsa barbaachisaa kennaa turee jira

18. ***Dhabbannii Pirojeektii itti gaffatammummaa hawaasaa geeggeessaa ture itti fufiinsa pirojeektii kanaatiif gahee taphachaa ture maal fa'aa dha?(deebii tokkoo ol kennuun ni danda'ama)***

- A. Akka pirojeektiin kun itti fuufiinsa qabaatu jal qabaa irraa gahee irraa eeggamu bahaa turee jira
- B. Dhabbannii Pirojeektii itti gaffatammummaa hawaasaa adeemsisaa turee humni raawwachiisummaa koree itti gaaffatammummaa hawaasaa fi bulchiinsoota gadii akka cimu leenjiilee adda addaa kennaa turee jira.
- C. Dhabbata pirojeektii kana geeggessun miirri abbumaa koree itti gaafatammummaa hawaasaa akka cimu gahee irraa eeggamu bahaa turee jira.
- D. Dhabbanni pirojeektii kana geeggessaa turee hariiroon cimaan koree itti gaaffatammummaa hawaasaa fi dhabbilee hawaasaa kan akka afooshaa , mana mare gandaa fi kanneen biro wajjiin akka ummamu taasisaa turee jira
- E. Dhabbanni pirojeektii kana geeggessaa turee hogansi gadii akka waa'ee itti gaaffatammummaa hawaasaa hojii ofii keessatti idileeffatan taasisaa turee jira

***Obsaan yaada keesan waan naaf laattaniif galatooma!***

Afi-gaafii fi gaaffilee garee marii- Afaan Oromoo – guideline for interview and FGD  
Yunivarsitii Finfinneetti, Mana Barnoota Eebbaan Boodaa, Kolleejjii Daldaalaa fi Dinagdee  
Muummee Bulchiinsa Ummataa fi Hooggansa Hojii Misoomaa, Sagantaa Maastarsii hoj-maata hojii  
mootummaa fi Imaammataa  
Gaaffilee af-gaafii

1. Jijjiramoonni /buu'aawwan erga pirojeektiin itti gafatama hawaasaa manneen baruumsa kanneenitti adeemsifamuu jalqabeen booda muldhatan maal fa'a?
2. Hatantamaan deebii kennuun kennitoota tajaajila akkamitti madaltu?
3. Qooda fodhattoonni yemmuu pirojeektiin kun adeemsafaamaa turee haa tarreeffaman akkasumas gaheen isaan bahaa/taphachaa turaan addaan bahuun haa tarreeffamaan. Hirmaannaan lammillee fedhii addaa qabaniis gad faggeenyaan haa ibsamu.
4. Hojiileen ijoo pirojeektiin kun manneen barnootaa kanneen keessatti akka itti fufuu raawwatamaa turee maal fa'a?
5. Yeroo pirojeektiin kun hojii isaa raawwataa tureetti rakkooleen mudatan maal fa'a?
6. Furmaannii kennamaa turee hoo maal fa'a?
7. Manneen baruumsa kanneen keessa chaartariin keenna tajaajilaa jiraa? Yoo jiraate qabiyyeen maal of keessaa qaba?
8. Manneen barnoota kanneen keessa tooftaan yemmuu worroonni tajaajila argatan komii qaban ittin ibsatan jiraa? Yoo jiraate haala kamiin akka hojii irra oolu haa ibsamu.
9. Karoorrii fi baajjanni manneen baruumsaa keessatti maxanfamee jira?
10. Tooftaaleen baruu fi barsiisuu kan barattoota jiddu galeessa tasifatee manneen baruumsaa kanneen keessatti adeemsifamaa? Haalli taa'umsa daree keessaa maal fakkata?
11. Itti fufiinsaa fi hariiroo pirojeektin kun dhabbiilee bu'ura kanneen hawaasaa wajjiin qabuu fi akkasumas waliiti hidhamiinsa pirojeektiin kun adeemsa ifitoomiinaa fi itti gaafatamuummaa wajjira diinagdee fi misooma mallaqa aanaa wajjiin qabu akkamitti madaaltan?

***Obsaan yaada maataa keessanni naaf laatu keessaniif heeddu galatoomaa!***

***Kadiir Filicaa Irressaa***

Sample Photos that shows Improvements -Sample photos from Guchi primary school



Instructional media outside the classrooms



Notice board made after the intervention of SAP (left) and Principal's Office renovated at Guchi primary school after SAP intervention (Right)



Electricity installed (left), school fence renovate (middle) and pedagogical center (right) after the intervention of SAP at Guchi primary school



Active learning implemented in *Grade 3 (left)* and teachers' latrine built after intervention of SAP (Right)



Separate latrine for female students established after the intervention of SAP

**Sample photos on facilities not yet improved**



Disorganized *materials in the store due to absence of shelf (left)* and teachers' lounge without necessary facilities (right)



Library with shortage of books and with shortage of desks and tables (left) and science kit stored at director's office (right)



Unsafe latrine of boys (left) and classroom of Grade 2 which needs renovation (right)