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The role of Social Accountability program in community empowerment the case of
Addis Ababa Women Association social accountability program.

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

By – Ermias Emiru

Advisor -Ashenafi Hagos (PHD)

October 2014

THE ROLE OF SOCIAL ACCOUNTABILITY PROGRAM IN ...

Addis Ababa University

Research and Graduate Program

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Addis Ababa University
School of Graduate Studies
MSW Examining Committee

This is to certify that the thesis prepared by **Ermias Emiru** entitled: The role of Social Accountability program in community empowerment the case of Addis Ababa Women Association social accountability program submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts (School of Social Work) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Acronyms

AAWA - Addis Ababa Women Association

CBO – Community Based Organizations

CSC –Community Score Card

CSO – Civil Society Organizations

DFID – Department for International Development

ESAP – Ethiopian Social Accountability Program

MDG – Millennium Development Goal

PBB – Participatory Planning and Budgeting

SA- Social accountability

UNDP –United Nations Development Program

Abstract

This research has dealt with the role of Social Accountability Program implemented by Addis Ababa Women Association towards community empowerment. Through quantitative and qualitative data collection and reviewing of related literatures in the area, this research tried to assess the role social accountability program have towards community empowerment in terms of community interaction ,participation and improving community economic conditions. In addition, the study identified lesson achieved from Social Accountability initiatives for social work practices.

Thus, the findings of the study indicate that there are trends signifying possibility for community empowerment through Social Accountability Program. The study identified various contribution of social accountability program enhancing community members' interaction with one another and also with local administrative bodies. Likewise the study also identified increasing opportunities and means of community for participation in local development activities and administrative issues. On the other hand, although the program succeeded in improving the two above stated components of empowerment, it has been recognized that absence of economic benefits is one of the limitations of the program towards community economic empowerment.

In general, through the study it has been identified that Social Accountability programs are effective tools for community based development activities. The program ensured active participation of community members at grass root level and enhanced community capacity. Thus, it is appropriate to consider scaling up the program to other areas where the program is not applicable.

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Chapter one: Introduction

There is a growing interest in Social Accountability (SA) initiatives and approaches to improve basic service delivery and formulate better public policies (Velleman, 2000).

Government sectors and civil society organizations (CSO) are considering SA as an attractive mechanism for basic service improvement, enhancement of good governance and community resource mobilization (World Bank, 2005). Developmental stakeholders, government bodies, and donors specified the remarkable achievements of SA initiatives in regard to promotion of basic service delivery in Africa (Affiliated Network for Social Accountability, 2010).

In the same way in Ethiopia, over the last few years the social accountability initiative referred to as the 'Ethiopian Social Accountability Program' (ESAP) has been operational. The program aims to empower and build the capacity of citizens, communities and community groups thereby improving basic service delivery through community participation and involvement (Samuel Tadesse, Biraj Swain, MergaAfeta, GadissaBultosa 2010). Thus, 49 civil society organizations and associations are using SA tools, approaches and mechanism in over 223 Woreda and towns in the country (ESAP newsletter March, 2014).

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, Swain, MergaAfeta, GadissaBultosa 2010).The initiative heavily relies on ordinary citizens' participation (Ackerman, 2005) and creates the platform for involvement of community members to influence social policy development, monitoring and evaluation of local development activities and tracking of public budget and expenditure.(McNeil and Malena (2010).

The newly flourishing approach is serving as an input to improved public basic service delivery, informed policy design and enhancements of good governance edges (World Bank, 2005). And more importantly, through increased participation and involvement of the society social accountability practice also leads to community empowerment (UNDP, 2013). Several documents also assume community empowerment as the central element of SA programs.

In the context of SA, empowerment is defined as “the expansion of assets and capabilities of poor people to participate in negotiation with, influence, control, and hold accountable institutions that affect their lives” (World Bank (2002), as cited in AlemayehuSemenigus, 2003 pp 14). The underlying logic of empowerment and accountability approaches is that “where people have a stronger voice, they are more able to influence decisions about their lives and the distribution of resources” (Khan, 2012, p 4). Therefore, a degree of empowerment is required if community members are to set their priorities, participate and engage fully with decision makers, administrative bodies and service providers both at all levels (Khan, 2012).

It is important to note that empowerment cannot happen without creating the conditions for change in individuals, groups and overall communities (Senas as cited in Rifkin, 2003). In this regard, SA approaches incorporate multiple strategies to empower people and build the resources and capabilities they need. And this in return assists community members develop capacity to make choices and exercise control over their own development (Khan, 2012). The various tools and mechanism of SA initiative are also known to enhance capacity of participants of the program to effectively engage with and hold government bodies accountable. However, although community empowerment is an integral part of SA programs, various studies conducted are limited on assessing the outcomes of these initiatives brought on basic service delivery

improvement, good governance and other numerous social impacts. Therefore studying the role of SA program in empowering community is appropriate.

Bearing this in mind, the focus of the study is to assess the role of SA program in community empowerment. The study is conducted in 2 Woredas' in Gulele and Arada sub city of Addis Ababa city administration by focusing on social accountability program of Addis Ababa Women Association. The study with its descriptive purpose assessed SA program activities in terms of various dimensions of community empowerment.

Statement of the problem

Different studies conducted in the area of SA mainly focus on conceptualizing the idea of social accountability and, assessing theoretical issues related with social accountability practices. Besides, numerous other contemporary literatures are mainly motivated on describing the contribution social accountability initiatives brought on actual basic service delivery improvement and good governance among others. Few studies are also available attempting to understand social accountability initiatives from different angles.

Accordingly, diverse publications conceptualized the concept of social accountability from different points of views. In this respect, Malena, Forster and Singh (2004) and Ahmad (2008) conducted a study about the overview of the notion of social accountability based on the World Bank experience and defined social accountability as an approach towards building accountability that relies on citizens' engagement. On the other hand, Jayal (2008) studied the conceptual history of social accountability and he stated that social accountability as the institutionalization of long-lasting societal controls over policies and their actual implementation.

On the other hand, the other categories of existing publications mainly focus on illustrating the impact of social accountability mechanisms and tools for improvement of basic service delivery in health, education and urban water supply as well as agriculture and rural road sectors are prominent. George (2003) studied participatory process of social accountability mechanisms for improving sexual and reproductive health service delivery and concluded social accountability having a role to mediate between service providers and community members. In the same way through a randomized field experiment in Uganda, Bjorkman and Svensson (2007), indicated the impact of strengthening accountability relationship between health service providers and citizens, and the role of community monitoring practice can play for improving access to and quality of health care.

Social Accountability Source Book of The World Bank (2005) presenting case studies of education sector from the experience of four communities in East and South Africa specified the result of changing accountability relationships as a means to improve educational outcomes. Similarly, a discussion paper by Velleman (2010) through a deep interview and investigation of literatures asserted the necessity of the meaningful involvement of service users in the planning, delivery and monitoring of sustainable and affordable water supply. In line with this, Khoday and Perch (2012) indicated the contribution of social accountability practices play to natural resource management, sustainable growth, and benefit sharing by creating partnership between government, business and civil society.

In the context of Ethiopia, the Evaluation Report of Protection of Basic Service is one of the few literatures available, and the study presented evidence of improvement of coverage and quality of basic services responding to the rational demands of users in four sectors, education,

health, water/ sanitation and agriculture (Samuel Taddesse, Swain, MergaAfeta and GadissaBultosa, 2010).

The third leading categories of literatures in the areas of social accountability concentrate on providing the contribution as well as the link social accountability initiatives have with advancement of good governance and policy issues. In respect to this, Ahmad (2013), by comparing long-standing accountability and transparency systems like advocacy and media with present-day social accountability tools, emphasized social accountability as means to achieve good governance and increased public participation. In addition, McNell and Malena (2010), by assessing seven case studies with different social accountability tools in four sub Saharan African countries, suggested political, legal, social, cultural, and economic contexts as an underlying factors for success and effectiveness of social accountability initiative.

Further studies available in the area attempted to study the principle and overall process of social accountability initiatives from different viewpoints. For instance, an article by UNDP (2003) focused on the contribution of social accountability initiatives can give to social inclusion of marginalized group of the community. The literature highlighted the achievement of the special mechanism and process social accountability initiatives follow to reach particular target groups. In addition the study tried to indicate the conceptual relationship between social accountability and millennium development goals (MDG).

Another prominent study conducted by Ackerman (2012), explored the relationship between human right and social accountability, and more specifically right based approach to development. Thus, the study described the common objective of the two concepts have in inverting the power relationship between policy makers, service providers and the poor.

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Beyond these number of literatures by McNeil and Mumvuma (2006), and Devarajan, Khemani, and Walton (2013), are specifically concerned with exploring the role civil society organizations in developing countries play in scaling up social accountability programs toward good governance.

In conclusion, the contribution of social accountability initiatives bring about to community empowerment has been stated in different literatures with equal importance the concept come to have to service improvement and good governance issues. For instance, the Social Accountability Source Book of the World Bank (2005), consider empowerment as essential part of social accountability and claims that social accountability initiatives address inequality by empowering women, youth and poor people.

Despite all these, there are limited or no studies are found so far specifically with an objective of assessing the contribution social accountability initiatives have in community empowerment both in concept and geographical respect in the context of our country and mainly in Addis Ababa. Thus, this study aimed at finding out the role social accountability initiatives play in community empowerment in the setting of Addis Ababa.

Objectives

General objective

The general objective of the study is to assess the role of social accountability program in community empowerment in terms of community participation, interaction and economic empowerment.

Specific objective type forms

- To assess the contribution of Social Accountability program in due process of interaction between community members and local administrative bodies
- To assess trends of community participation in local development and administrative issues.
- To examine the contribution of Social Accountability program in terms of improving the economic conditions of the community.
- To identify lessons achieved from Social Accountability initiatives for social work practice.

Research Questions

- 1- What is the contribution of Social Accountability program in community interaction with one another and local administrative bodies?
- 2- What are the trends of community participation in local development and administrative issues?
- 3- What is the contribution of Social Accountability program in terms of improving the economic conditions of the community?

- 4- What are the lessons to achieve from Social Accountability program for social work practice?

Significance of the study

It's well-known that SA initiatives are playing an important role for improvement of basic service delivery. In the same way, the contribution of these programs for community empowerment is also an undeniable fact. More specifically, strategies and tools SA initiatives employ are key instruments creating opportunity for community participation and involvement. Thus, by assessing experience of SA program in AAWA this study will provide a clue to the knowledge and skill of social workers on emerging approaches of community empowerment. In addition, the following can also be stated as the upcoming significance of the study;

- Serves as an input to understand the issue of SA program as one means of community empowerment.
- Can serve as a basis for other researches to conduct deep investigation in the area.
- Finally, the results of the study can serve as an input to social workers involved in community work, policy makers and others engaged in community empowerment and community development areas.

Scope of the study

Although improvement in basic service delivery and positive change in good governance can be mentioned as major outcomes of SA initiatives, this specific study is limited to assess the contribution the practice brought in community empowerment. Therefore, concept wise the study is limited to assess the contribution of the program in community empowerment and restricted to

assess changed observed on other aspects of the program. Moreover, the study is limited to assess certain dimensions of community empowerment. In the study community empowerment is considered in terms of community interaction, participation and economic conditions.

Besides, as a result of financial setbacks, the researcher determined the sample size of the study using wider ranges of sample size formula. Hence, the size of respondents for quantitative study is limited to only 93 participants for the two sub cities under study.

Limitation of the study

Every study in one way or another has its own limitation. Here, the existence of limited studies observing SA approach in relation to the concept community empowerment hampered the researcher to look further in the study area. The focus of the study is also restricted to designated and purposively selected participants of SA program within geographical areas where SA program is operational. In addition, results of the study can be referred to other parts of the country since variables of the study are dissimilar.

Operational definition

Community members – refers to people residing in a locality with common ties .

Community empowerment – Increased in peoples’ ability (through development of skills, knowledge, resources and capability) to effectively interact with others; actively participate on and make choice issues affecting their life.

Community interaction – Refers to continuous communication and engagement community members have with one another, service provides, administrative bodies and others.

Community participation – Refers to active involvement of community members on local development activities, administrative issues and political affairs.

Local administrative bodies – Are government bodies (personnel and heads of sector offices) assigned to implement administrative issues at Woreda and sub city level in Addis Ababa city Administration.

Public basic service – Refers to publicly provided basic service like education, health, water and sanitation and the similar.

Social Accountability – Is the process by which community members who are users of public basic service are empowered to voice their need and preference; and capacitated to interact with service providers and administrative bodies.

Service providers – Refers to individual professionals providing public basic service and public basic service delivery centers (health centers, school)as well.

Chapter Two: Review of Literatures

This part of the study will present the conceptual and theoretical background of community empowerment. In addition, different dimension and levels of community empowerment as well as approaches regarding the process of community empowerment will also be dealt in detail. Finally, discussion about community empowerment process through social accountability initiatives will be presented.

Conceptual and theoretical framework of community empowerment

Conceptual definitions

In defining the concept of community, commonly emphasis is given to people living close to one another or apart and also having explicit mutual interest. For instance, Phillips and Pittman (2009) defined the term to refer “a location (communities of place) or a collection of individuals with a common interest or tie whether in close proximity or widely context.

On the other hand, the concept of community empowerment is broader than the term community per se. Major assumptions in the area consider empowerment both as a process and also as an outcome. The study on behavioral change approach by Tengland (2012) indicates that empowerment has two separate meanings, “one referring to a state of the individual, group or community and the other is referring to the process (or means) to attain the goals” (Tengland, 2012, pp 6). Similarly, Wallerstein as cited by Lord and Hutchison (1993) defined empowerment as “social-action process that promotes participation of people towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice” (Lord and Hutchison, 1993, pp 4)

Nevertheless another assumption conceptualizes empowerment as the development of shared mutual meaning at individual and team level. Thus this proposition describes that “at the individual level the focus is on individuals’ perceptions regarding how empowered they are personally, whereas at the team level the focus is on shared perceptions among team members with respect to their team’s collective level of empowerment. (Chen,L. Kirkman, Kanfer, Allen and Rosen (2007)

For the purpose of this study, community empowerment can be understood as the development of skills and enhanced practice by individuals, groups and community groups in the community to take part, negotiate and influence decision makers and institutions regarding issues affecting their life.

Theoretical background

Although numbers of studies are conducted on empowerment, no single coherent and broad approach / model has developed for researchers looking for comprehensive theory in the area. Thus, it’s appropriate to trace illustration about empowerment as form of theory from different points of views. In this regard prominent theoretical insights about empowerment include empowerment in relation to power and powerlessness, empowerment as advocacy and; empowerment as political activity.

Hence, the most prominent early insight is the understanding of empowerment in relation to the notion of power and powerlessness (Moscovitch and Drover, as cited in Lord and Hutchison (1993). In this view, power and resource in the community are considered to be distributed differently between different social groups and structures in the society.

Thus, Anderson, Wilson, Mwansa and Hwedie (1994) stated that at micro level power is linked with social development within family, social relationship outside of family and social institutions. While at macro level, power is contextualized as the social (social groups) or institutionalized (formal e.g government) domination of some social groups over others. Thus through the interactions between the individual and the social environment, powerlessness is the result of inequality and control exercised by overall systems or some social groups over others.

Finally, according to this view, empowerment is conceptualized "a process of increasing personal, interpersonal, or political power so that individuals can take action to improve their lives" (Gutierrez, as cited in Anderson, Wilson, Mwansa and Hwedie (1994). And decreasing, eliminating and reversing the unbalanced power relationship should be the focus of empowerment strategies.

The other important theoretical development of empowerment perspective is the link and usual acquaintance of advocacy as means of empowerment. In this regard, in the early 1970s, consumer protection movement, brought consumer advocacy and people organizing to address deficiencies in health service (Adams, 2003). In addition, among other works the women's activism and critiques of feminists in respect to anti-racist and anti-sexist practice is also a significant contribution to theories and practice of empowerment (Adams, 2003).

Lastly, empowerment as a political activity is another important approach to empowerment (Rees, as cited in Adams (2003). Thus, "developing the use of power; developing political understanding; deploying skills in evaluation, administration, negotiation and advocacy; and recognizing the interdependence of policy and practice" are mentioned as components of empowerment as political activity.(Adams, 2003 pp 34)

Furthermore, empowerment as a political idea is highlighted by (Croft and Beresford, as cited in Robert Adams (2003)) considering “issues of power, the ownership of power, inequalities of power and the acquisition and redistribution of power are central”. According to this insight of empowerment, empowerment develops as a result of accumulated power and ability to make decisions individuals possess.

Thus, although empowerment is illustrated from different angles all perspectives stated above mainly focus on minimizing and altering the power imbalance between individuals, groups in the larger social system.

Typology and dimensions of empowerment

Empowerment brings about positive change in human behavior and in the social structure (Elisheva, 1997), and the change and transformation conveyed through the empowerment process is apparent in all dimensions of the social system. Thus the understanding of typologies and distinctions of empowerment can be made from the apparent dimensions in the social system. Similarly Hyung (2006), indicate that “empowerment is multidimensional in that it occurs within sociological, psychological, economic, political and other dimensions”

Generally speaking, distinctions can be made between different classifications of empowerment, and the personal, social, economic and political dimensions of empowerment are pronounced for the purpose of this study.

Personal dimensions

Personal dimension is concerned with the ability and strength of the individual to positively impact one's life and position in the social system. And personal power depends on individuals' self-

esteem, competence and capabilities in interaction with others (Anderson, Wilson, Mwansa and Hwedie (1994).

Correspondingly, Germain (1991), stated personal dimension of empowerment as “the power to make choices, reach decisions, and engage in socially effective action on behalf of the self and the collectivity - to be self-directing, self-managing, and self-regulating” (Germain (1991) as cited in Anderson, Wilson, Mwansa and Hwedie, 1994, p10).

On the other hand, personal empowerment is also related with the perceptions individuals have about the knowledge, skills and experience they actually possess. (Cattaneo and Chapman, 2010) This notion is similar with Chen, Kirkman, Kanfer, Allen and Rosen (2007) indication which analyzes empowerment with the perception individuals have about their level of empowerment. In addition, Rappaport understanding of psychological empowerment concentrates on individual’s competence, efficacy and involvement in activities to exercise control in social and political environment. Enklund, (1999)

Socio political dimension

Social dimension of empowerment can be understood in relation to access to information and knowledge, opportunity to participation in different social milieus and right to access resources (Alemayehu Semunigus, 2003). As a result, social empowerment brings forth the hope of transforming social institutions, and strengthening group freedom, dignity and self-governance., and also increases a sense of responsibility and ownership and pushes governance to the masses. (Anderson, Wilson, Mwansa and Hwedie, 1994)

Political empowerment is the power individuals and groups have to alter or influence decisions particular those affecting their future (Friedman (1992), as cited in AlemayehuSemunigus,2003). This dimension of empowerment acknowledges the interaction individuals have with groups, the overall community and political system.

Accordingly, political empowerment asserts the existence of political system and community where all citizens can participate in different levels and influence formulation of policies that impacts their lives (Anderson, Wilson, Mwansa and Hwedie ,1994)

Generally, the socio political dimensions of empowerment refer to structural components where a person interacts with the social and political structures. Thus, this concept puts forward the necessity of broader set of resources to enhance the capacity of the human system to manage challenges. Rankin (2006)

Economic empowerment

Economic empowerment is the ability of each able member in society to obtain sufficient income for once life, and the condition in which needs shelter, food, and clothing can be adequately fulfilled (Anderson, Wilson, Mwansa and Hwedie, 1994). This dimension of empowerment presupposes capacity to participate equally, contribute and getting fair benefit from development process (OECD, 2012).

Cheater (1999) argues that traditionally disempowered groups gain influence when power relates to economic development. Hyung (2006)In the same way, Lerner (1986) makes a distinction between real and surplus powerlessness. Real powerlessness results from economic

inequities and oppressive control exercised by systems and other people. (Lord and Hutchison, 1993)

Different levels of empowerment

The practice of empowerment commonly focuses on building the strength of individuals, groups and the overall community. Zimmerman and Rappaport (1988) considered empowerment as multilevel construct applied the overall community, organization, communities and social policies. On the other hand Enklund, (1999), also made classification of level of empowerment at personal, small group and community level.

Accordingly, in this study the focus of classifications of levels of empowerment is adopted to include classification made to (three) individual, group and community levels of empowerment.

Individual level empowerment

Although empowerment is an interactive concept referring to multi levels of empowerment, individual empowerment connotes “strengthening in intellectual capabilities and the power within can be seen as individual factors in the process” (Hyung, 2006, pp 8). Through the process “the sense of the self as worthless changes into an acceptance of the self as an assertive citizen with sociopolitical ability” (Elisheva,1997 pp 76) Thus, individual’s skills and abilities, political awareness and level of participation and capability to cope frustration will be enhanced.

And this process of change is either internal or external transformation. The internal process is individual’s self-perception of his/her ability to make decision and solve problems. Whereas, external change brings up practical step of applying knowledge and skill, as well as resources acquired in the process (Parsons (1988) as cited in Elisheva,1997).

A different point of view states that, individual increased participation in the community encourages individuals' empowerment. "Participation encourages perceived self-efficacy, expectations of successful group solutions, and increased civic commitment "(Elisheva, 1997 pp91)

Interpersonal / Group empowerment

Most literatures by emphasizing on individual and collective aspect of empowerment overlook interpersonal or group facets of empowerment. For instance, Hyung (2006) claims that since group or interpersonal signifies collectiveness it can be said that group aspect is examined in collective dimension of empowerment. However, it's appropriate to have a middle ground in dealing with context of specific groups like ethnic minorities, people living with AIDS, and other vulnerable groups.

Groups create a situation for consciousness raising, mutual support in problem solving and for enhancing social skills and exerting peer influence on one another. Accordingly, group empowerment is the expanse of these possibilities and enabling influences individuals in a group context undergone (Elisheva, 1997). Thus it can be argued that members' involvement and experience in group context determine life choice and opportunities of individuals in the larger social system.

Empowerment process in groups is also related with collective organizational structure of groups which mentors experience of individuals in the group leading to mutual empowerment (Zimmerman & Rappaport (1988) as cited in Elisheva, 1997). In line with this, participation in groups and social support in the process of change is also considerable means of individual empowerment.

Community empowerment

As the potential for individual empowerment exists in every person, every social environment possesses the potential for community empowerment (Elisheva,1997). And community empowerment is the social process through which community members take a collective action to control the environment. And also a process where groups, organizations and communities participate in decision making.

On the other hand, understanding empowerment in relation to the concept of power, (Biegel, 1984) assumes that community empowerment is the enhanced actual power control of community groups. This is more pronounced in the changes observed in decision making through participation leading to more control over their affairs.

Another prominent outlook in understanding community level empowerment by Fawcett as cited in Elisheva (1997),gives emphasis to increased acceptance of participation of community members' as a recognized system in the society.

“Only when residents’ participation in their neighborhood’s agenda becomes an accepted procedure can community empowerment be defined as collective knowledge of problems and alternative solutions and skills in the presentation of issues, in groups leadership, and in implementation of tactics” (Fawcett et al., 1984).(Fawcett(1984) Elisheva, 1997, pp 90)

Although the above classifications are forwarded by different literature, the understanding of empowerment connoting both individual as well as collective aspects is also prominent. In respect to this, Lord and Hutchison (1993) argue that empowerment is highly interactive, so the understanding of empowerment also becomes a complex and difficulty notion.

In other words, individual and community empowerment are inseparable, where individual empowerment contributes for foundation/basis of community potentials and community empowerment providing resources for individuals empowerment (Elisheva, 1997)

In the same way, a specific illustration forwarded on the nature of African society presupposes the comprehensive understanding of empowerment. In most African societies the individual is highly influenced and absorbed by the group context and general social structure. Thus, social work empowerment practice should promote a broad understanding of people in their cultural milieu (Anderson, Wilson, Mwansa and Hwedie ,1994)

In the same way, considering the wide-ranging relationship between the different levels of empowerment this specific study also emphasizes comprehensive understanding of all levels of empowerment.

The process of community empowerment

The process of empowerment is basically about attainment of power. While power is viewed as being rooted in the wide range of social interactions at interpersonal or system level. Thus, process of empowerment deals with advancement in one's influence in social relation and interaction as a result of increased power (Cattaneo and Chapman, 2010). Through the course of empowerment individuals, groups and communities struggle for the control over their lives and environment.

In this regard, the conceptions about the process of community empowerment vary across different social science disciplines and professions. However, participation as a process of giving power is the central theme of most practitioners and researches in social work, political science, and community psychology and health studies.

Friedmann as cited in Hyung (2006) described the process of empowerment in social welfare and social work. Accordingly, he specified mobilization and large scale participation of people to transform social power to political power as path of empowerment. On the other hand, Banducci, Donovan, and Karp (2004) from political science highlighted fostering of political participation among other ways. Both outlooks assume transformation of disempowerment through political participation.

In addition, models illustrating participation as community empowerment process are also available. Among these, an exploratory survey conducted by Kieffer (1984), conceptualized process of empowerment with attainment of participatory competence. This involves development of critical understanding of the social and political environment and control over resource (Kieffer (1984) as cited in Enklund (1999).

Beyond this, two models for the analysis of empowerment and participation by Zimmerman in 1990, and Wallerstein (1992) are also significant. The community empowerment model by Zimmerman and Wallerstein suggested participation of people, organizations and communities in decision making and control over one's fate (Enklund,1999).

Although participation is identified as key path to community empowerment in most literatures, other interactive process like social support, information sharing and awareness are also equally important.

Social accountability as tool for community empowerment

Community empowerment is understood as active participation of people in decision making that affect the community, starting from the planning phase to evaluation of the outcomes of development efforts (Elisheva, 1997). In this regard, SA as an approach to improve

governance and public service delivery through broad community participation is achieving prominence in recent days (Bjorkman and Svensson, 2007).

The initiative encourages participation of citizens in public decision making, resource allocation and expenditure tracking as well as monitoring of government performance (Mc Neil and Malena, 2010). Hence, social accountability approaches are serving as tool for community empowerment by involving people to demand better services and monitor government performance.

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) 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). In this regard, process of empowerment in health studies forwarded by Petersons & Reid (2003) as cited in Hyung (2006) also integrate awareness raising as one component of process of empowerment.

In addition, social accountability tools such as gender responsive budget and community score card can particularly address gender inequality and other forms of marginalization in the society by empowering traditionally excluded in the mainstream social, economic and political system (World Bank, 2005)

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According to Enklund, “an empowered community has the ability to influence decisions and changes in the larger social system.” (Enklund,1999, pp 54). In view of that, SA initiatives employ different tools and approaches to increase citizen’s ability to make choices and set priorities regarding service delivery improvement and other issues affecting their life. Among the tools developed and tested, community score card, citizens report card, participatory planning and budgeting , social auditing and gender responsive budgeting are significant one’s in our county and other sub Saharan African counties.

Community score card is “a tool through which citizens can monitor the quality, access, efficiency and effectiveness of community based public services” (ESAP SA guide, 2013, pp 84). The tool enhances people voice about demand and needs regarding basic service and facilitates dialogue between service user community and service providers.

Citizen’s report card, one of the powerful tools helping community members provide feedback to service providers and local administrative bodies regarding quality and adequacy of public services. The tool specifically addresses defiance’s of service by participation and engagement of different social groups’ mainly vulnerable and marginalized groups in the society.

The other most important SA tool Participatory Planning and Budgeting is significant mechanism ensuring equitable public resource allocation. PPB bridges the gap between the government’s budget and other resource allocations and the community demands (Ahmad,2008). This approach facilitates “citizens participate directly or through organized groups in the different stages of the budget cycle, namely budget formulation, decision-making, and monitoring of budget execution” (PBS, ESAP 2013 pp 153).

In addition to these, Gender responsive budgeting is another SA tool concerned with issues of gender equality, resource allocation and participation. Gender responsive budgeting considers the different needs and priorities of women and men in resource allocation, budget formulation process and performance evaluation steps (ESAP SA guide, 2013).

Generally speaking through the above mentioned social accountability tools and mechanism, community members are at the driver seat of the program. Thus, SA presuppose enhancing capacity of individuals, groups and community groups to create a platform for wider community involvement in local development activities and public delivery improvement activities.

Ethiopian Social Accountability Program

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

Although the initiative is new to Ethiopia, social accountability is a widely practiced program in different African countries. Social accountability is a process by which community members voice their need and preference; and also influence decision maker and administrative bodies to acquire quality basic service. The initiative strives to build accountability through empowered and capacitated role of individuals, groups and communities. Currently 49 nongovernmental organization and associations are implementing social accountability program in 223 woreda in all regions and two city administrations in Ethiopia.

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

Background of Addis Ababa Women Association

Addis Ababa Women Association is non for profit and nongovernmental legally registered gender based organization. The organization was established in March 1998 focusing on social, political, and economic empowerment of women in Addis Ababa. The association has a bottom-up structure from the grass root Woreda level to the sub city and city level. The association is operating in all 116 Woredas' and the 10 sub-cities with the head office at regional level making it accessible to reach the women at the grass level easily (AAWA,2013).

With its structure at all levels in the city, the association has the biggest structure in the city to reach number of women. Currently the association has registered and is working with over 10,000 members in the Addis Ababa (AAWA, 2013).

To reach its mission and vision the association is working in cooperation with different governmental, and nongovernment organizations. Thus, numbers of grant making organizations have provided financial support to the association. In regard to this, Addis Ababa Women Association is implementing social accountability project in four sub cities in Addis Ababa with financial and technical support from an organization called Management Agency of Ethiopian Social Accountability program (AAWA, 2014)

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AAWA is executing social accountability program by adopting two social accountability tools called Community Score Card and participatory Budgeting and Planning (AAWA, 2013)

The focus of this study is on two randomly selected Woredas where social accountability program operational.

Chapter Three: Research Method

This part of the study gives details of the research method used for the study. Accordingly, the study area, the study design, sampling and data collection methods among others are incorporated. In addition, data analysis method and ethical consideration are also stated in the end of this section.

Study Area

The study is conducted in 2 woredas' located in Gulele and Arada sub city of Addis Ababa city Administration. The researcher selected the study area considering various interrelated reasons; first although Addis Ababa is the capital city of the country, problems related to a poor service provision in quality education and health, clean water supply and others require a coordinated effort of different stakeholders. In this regard, the area under study is well known by enhanced community capacity and community members' participation in public service planning, monitoring and evaluation through SA program. The annual report of AAWA Social Accountability program (July, 2014) indicates that the two sub cities are recognized for the remarkable experience in implementing SA program.

In addition, the Woredas' where the study is conducted are identified as operational area of SA program, an initiatives geared to enhance public basic service delivery through community mobilization and community capacity building activities.

Study Design

The research is cross – sectional study which is carried out at one point in a time having descriptive purpose. Descriptive research is selected to better describe the characteristic of

population and phenomena under study. According to Krueger and Newman (2006), descriptive research “presents a picture of the specific details of a situation, social setting, or relationship.” Since the research attempts to assess the role SA program in community empowerment descriptive research design is more appropriate to describe phenomena’s of community empowerment process.

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

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

Sampling methods

The study population includes two groups; community representatives directly participating in various activities designed by social accountability program and; program personnel of Addis Ababa women association who have been coordinating SA program in the study area.

The potential participants of the study are selected using purposive sampling techniques. According to Kreuger and Neuman (2006), 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 quantitative research, in order to assess the role of SA program in community empowerment, 93 participants of SA program were selected

out of total 2178 direct participants in the study area. Selected participants of the study are active participants of the program and those who have adequate experience working with AAWA.

Since SA program strives to improve public basic service delivery through community capacity, participants of the study are members of the community who are users of public basic service mainly health and education. The participants include all parts of the community mainly youth, women, elders and vulnerable groups.

Whereas, for the purpose of qualitative research program coordinating bodies in AAWA are selected for the technical knowledge they have about the concept of social accountability. The participants are also selected for the direct engagement they have with SA program and also community where the program is implemented. The participants are SA project coordinator, program coordinator and SA expert in AAWA.

In view of that, a separate data collection tool has been designed for the two study groups. Quantitative data is gathered from participants of the program in the two Woredas', whereas qualitative data has been collected from.

Quantitative Study

A purposive sampling technique has been used to select sample size from the selected two woredas', Gulele and Arada sub city where Social Accountability program has been implemented. The sampling population consists of 2178 participants of the program; these are women, youth, elders, and people living with disabilities, people living with AIDS and other key community representatives called Social Accountability Committee members from two woredas'.

To determine sample size of the study, the study adopted detailed sheet of determined sample size which is 1.95 confidence level and $\pm 10\%$ precision level by University of Florida (Israel, 1992). Therefore, out of the total 2178 study population in the two woredas', based the fact sheet with 1.95 confidence interval and $\pm 10\%$ precision level 93 respondents is the sample size identified for the quantitative study.

Qualitative Study

To substantiate data obtained from quantitative research, key informant interview data collection method has been used. Qualitative research method is used to use an opportunity of exploring various experience of the community in SA program. Research participants for this method have been selected based on their knowledge and experience in working with community and SA program. Since the program is a newly growing initiative in the country identifying the contribution of the program from key experts of the program is determinant. Hence, five key informants from social accountability implementing agency have been selected to obtain the qualitative data.

Method of data collection

Tool for data collection

Separate data collection has been developed for quantitative and qualitative data's required for the study. Consequently, the quantitative study employed a self-administered structured questionnaire which is translated into Amharic and filled by the respondents. The questionnaire has detailed questions designed to assess SA program in empowering community groups mainly in terms' of community interaction , participation and economic dimensions of empowerment.

For the qualitative study, key informant interview checklist has been used to gather qualitative information. In the same way, qualitative interview check list incorporated questions to assess major themes of social accountability program with challenges and prospect of the program for community empowerment.

Furthermore, additional project documents including periodic journals, published documents from Addis Ababa Women Association and Ethiopian Social Accountability Program have also been analyzed.

Data collection method

Before the actual data collection a letter of support has been received from Addis Ababa University School of Social Work and submitted to the Addis Ababa Women Association (AAWA) for the research to be undertaken in the two selected woredas'. Alongside, to ensure consistency of quantitative data collection tool a pre- test has been carried out for 12 Social Accountability program participants in a different Woreda located in Yeka Sub city where parallel program is also operational. Thus, based on the feedback the overall questionnaire has been accepted for the major data collection.

The self-administered questionnaire has been administered by assistant data collectors of the research under the supervision of the researcher. Whereas, the qualitative components of the study has been exclusively conducted by the researcher. And all interviews for qualitative study were tape recorded.

Data quality assurance

Strong emphasis has been given for data quality in every steps of the research. Data quality has been the core issue during questionnaire development, pre-testing, write up and the report. While conducting the assessment the data has been checked for missing, inconsistencies and unlikely responses by the researcher. In addition, data cleaning has been done during the data entry.

Data Analysis method

Different methods are followed to analyze quantitative and qualitative data. To analyze quantitative data descriptive statistics has been used. Here, data entry and statically analysis has been done using statistical software, SPSS version 20. Frequency, percentage and compared mean value of quantitative study has been generated. And the cross examination of different results of the survey has been analyzed in relation to objective of the study.

On the other hand to analyze qualitative data, the audio tape has been transcribed and summary notes were developed. And the major findings of qualitative data were analyzed into different themes and sub themes and triangulated with quantitative data. Besides, the available literatures were integrated with major finding of qualitative and quantitative data.

Ethical considerations

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

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While undertaking the assessment written and oral consent has been obtained from all respondents. In addition, the objective of the study and the benefits respondents have through their involvement in the study has also been stated. In the same way, the right of respondents' attempting to answer all or some of the questions was well maintained.

The interview was conducted in a way that did not violate their privacy and confidentiality information. Since this research is only for academic purpose any result of the study is not subject to the interviewee.

Chapter Four: Findings

This section of the study intends to show the various findings of the study based on the data collected through qualitative and quantitative research methods. The study was conducted on sample size of SA program participants in AAWA. For the study, out of 2178 total population identified being direct participants of the program, 93 respondents were selected for the survey. Whereas, results of survey with key informant interview is presented by consolidating with data from quantitative study.

For convenience this section of the study is classified into four parts. The first part deals with respondent's background information, in which respondent's age, sex, level of education, income and family size is included. The second part assesses community members' interaction with one another and local administrative bodies in relation to contribution of SA program. Whereas the third part focuses on assessing the trends of community participation by combining findings from both quantitative and qualitative data. Finally, in the fourth section of the finding the contribution of SA program in terms improving community members economic conditions will be analyzed .

Description of participants

Background characteristics of respondents are important to understand the existing situation of the survey population. According to project documents of SA program and key informants from AAWA, SA program provides emphasis for social inclusion and gender equality. Consequently, survey result of randomly selected participants of the program shows that, participants of the program are individuals from different age groups where 54 % of them are female.

As it can be seen in the Table 1 below, 91% of participants of the study are identified to be between the age ranges of 21 – 49. These participants are drawn from different social groups mainly, youth, women, elders, people living with AIDS, and other vulnerable groups of the society. Here information from key informant indicates that representatives of community based organizations (i.eEdirs), religious leaders and elders in the community are also represented as key participant of the program.

Table 1 Sex and age frequency and percentage of Participants						
Age group	Male		Female		Total	
	No	%	No	%	No	%
less than 20	1	1.1	3	3.2	4	4.3
21 - 30	19	20.4	14	15	33	35.5
31 - 40	11	12	20	21	31	33.3
41 - 49	9	10	11	12	20	22
above 50	3	3	2	2	5	5.4
Total	43	46	50	54	93	100

On the other hand looking into the educational level of participants, 63 % of respondents attended primary or secondary level of education (See annex table 2). Here result of the study shows that it's only 29 % of participants who attended tertiary education (diploma, undergraduate study and the above). Corresponding result from key informant also indicate that, since the mechanism used in SA are designed to be user friendly for the community the program sought to attract different part of the community irrespective of program participants education level.

Regarding monthly income of respondents', the monthly income for most respondents (58%) is between 500 to 2000 birr. Out of which, 30.2% of female participants have an income level below 1000 birr whereas only 17.9% of male respondents' are identified to be in the stated category. Besides, 43 % of respondent's family size is between the ranges of 6 to 8 individual members. In regard to this, key informants from program personnel of social accountability

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program argue that, family planning is the concern of most participants of the program in health sector. As an illustration, one of the results of community score card (one of SA tool) indicates that quality child and maternal service and family planning are key community demands in health sector.

Looking into the description of key informants selected for the qualitative aspect of the study, five key informants are drawn from AAWA social accountability program personnel for the expertise and knowledge they have in the area. Key informants have a minimum of one year and six months experience leading and coordinating SA program in the study areas. Thus, as it can be seen in Annex table I, description and position of key informant interviewees in AAWA SA program, respondents are technical experts coordinating implementation of the SA program.

Contribution of Social Accountability Program in community interaction

As an indicator of personal level of empowerment, individuals' level of interaction of participants has been assessed in the study. Thus, it has been found out that 80.7 % (88% male and 72.2% female) of participants expressed that their self-confidence in interaction with others has improved through their participation in social accountability program. In dealing with basic service delivery issues, the program assisted participants of the program to effectively engage and interact with other community members, approaching service providers in health centers and schools, and also providing feedback to Woreda and sub city officials and others in their surroundings. In respect to this, Mohammed Abdi one of the key informants noted that;

The nature of social accountability program brings together different part of the community to have a regular interaction with each other. Hence, participants had opportunity to express ones' feeling, to act together for common goal and develop companionship with their counterparts. In addition, Community Score Card tool used in social accountability requires the say of all participants from all social groups and ketenas'. Hence, all participants are enabled to give scores and express ones perception on different issues of the group.

In the same way, respondents were asked whether their competence in interaction with different social groups is enhanced through their participation in SA program. Consequently, as it can be seen in the Table 2 below 83% respondents specify that participation in the SA program improved their competence in interaction. Therefore, as it has been noted by one of the key informants' members of the community are showing ability to effective communicate and act together with various community stakeholders on issues regarding basic service provision has improved.

Table 2 Perception of respondents towards competence in interaction with different social groups.						
Degree of response	Male		Female			
	No	%	No	%	No	%
Disagree	2	2.2	1	1.1	3	3.2
Uncertain	2	2.2	11	11.8	13	14.0
Agree	21	22.6	28	30.1	49	52.7
Strongly Agree	18	19.4	10	10.8	28	30.1
Total	43	46.2	50	53.8	93	100.0

Beyond these, respondents were asked two questions to assess community members' opportunity for interaction with other parts of the community, with local administrative and decision maker. Consequently, taking the minimum (2) and maximum (5) values for the likert scale question, 4.01 is the mean value or result of the finding indicating greater opportunity of interaction. In the same way it can be seen in the table 3 below that 89 % of respondents response fall above cutting point 3.5. Thus it can be argued that according to the responses SA program has facilitated community members' opportunity for interaction with individuals, groups, and administrative bodies (Woreda and sub city administration). Moreover, out of those respondents who indicated that their self confidence in interactions is improved (80.7%), 62.4% of respondents consider that an opportunity for interaction with individuals and groups is created through their involvement in social accountability program.

Table 3 Frequency and percentage of respondent's response on opportunity for interaction.		
Value	Frequency	Percentage
2.00	1	1.1
2.50	3	3.2
3.00	6	6.5
3.50	14	15.1
4.00	36	38.7
4.50	25	26.9
5.00	8	8.6
Total	93	100.0

Another finding which goes in line with the finding of the study which indicates increasing opportunity of community, tried to assess capabilities of community members' in interacting with individuals and groups. Hence, respondents were asked whether they have developed new skills via social accountability program. The result of the finding indicate that, 70.9 % (44.1 agree and 26.9 strong agree) of respondents are certain that community members have developed skills for effective interaction with different groups of the society. Here one of the key informant (AwekeBelete) indicated that SA program succeed in promoting various means of engagement.

Community members increasing access to information and knowledge are considered to assist community members' level of interaction with individuals, groups and administrative bodies. Thus compared mean values of two questions respondents' asked to assess community

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access to information and knowledge on means of interaction, the mean value 4.22 indicate that, participants of the SA program believe that SA availed access to updated information and knowledge.

Finally respondents were asked to compare the current period with the time before 2 years where social accountability program was not applicable. Accordingly, 69.7% of male respondents and 68% of female respondents indicated that with increasing interaction of the community with the administration bodies, administrative bodies' inclination to consult and communicate with community members about local development issues has increased. In line with this, the key informant from social accountability program section of AAWA (AndualemTsfaye) narrates the following;

To help administrative bodies other actors understand and properly address the increasing demand and pressure from the community, AAWA provided training on social accountability tools and mechanism for local administrative bodies, basic service providers and other local government actors. Thus, as the participation level and involvement of the community is increasing, the willingness from local administrative body to engage and interact with community members is also increasing.

Generally speaking results of the study illustrate that community members experience through social accountability program brought changed in members' interaction with each other and mainly with local administrative bodies, basic service providers and local level decision makers as well.

Trends of community participation

As one important indicator of community empowerment the trend of community participation has been considered in the study. In light of this, community members knowledge, skill and opportunity for participation in local development activities, and administrative issues has been assessed. Hence, the finding of the study in respect to the above stated points will be dealt as follows.

To identify community members' capability to participate in local development efforts and administrative affairs, respondents were asked whether social accountability program has increased their knowledge and skill on ways of participation in local development activities and efforts. As a result, 77% respondents indicate they have received knowledge and skills on ways and means of participation. Key informant from program section of AAWA (AwekeBelete) also expresses that 140 community members who are participants of the program are participated on different workshops and trainings on the tools and mechanism of social accountability. And one of the focuses of these trainings and workshops is equipping participants on means of taking role in local development activities.

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Table 4 Community members access to participation in different social setting.						
Degree of response	Male		Female		Total	
	No	%	No	%	No	%
Strong Disagree	2	2.2	2	2.2	4	4.3
Disagree	0	0	2	2.2	2	2.2
Uncertain	8	8.6	12	12.9	20	21.5
Agree	26	28.0	22	23.7	48	51.6
Strong Agree	7	7.5	12	12.9	19	20.4
Total	43	46.2	50	53.8	93	100.0

The above table (Table 4) pertaining to community members access to participation, 76 % of male and 68 % of female respondents specify that a new is created for community members' participation in different community development issues. These include access to participation in Woreda sector office planning session, budget allocation meetings, public basic service delivery evaluation session and follow-up. Here one of the key informants (SenaitAbebe) also expresses that,

I believe participation between different groups of the society is enhanced through social accountability program. As an example a joint committee drawn from different community groups is established to facilitate condition for interaction and community representation in various community development issues. In addition, periodic meetings, joint visit to public service centers and dialogue sessions with different parts of the community and government bodies have been

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made available on regular basis. This is a new exercise developed and enhanced recently with the introduction of social accountability program.

Taking the minimum (2) and maximum (5) value, 3.71 is the compared mean value of three questions asked to assess respondents' attitude towards community participation in the planning, monitoring and evaluation process local development affairs. Hence, as it can be seen in the Table 5 below, taking 3.5 as cutting point, 77.6% of respondents indicate that community members means and opportunity to participation in the planning, monitoring and evaluation process has increased with applicability of social accountability initiative.

Table 5 Frequency and percentage of responses towards community members' access and opportunity to participation in planning, monitoring and evaluation.		
Value	Frequency	Percent
2.00	2	2.2
2.50	7	7.5
3.00	12	12.9
3.50	22	23.7
4.00	30	32.3
4.50	18	19.4
5.00	2	2.2
Total	93	100.0

Result from key informant (Andualem Tesfaye) also indicate that in the study areas collaborative planning and joint service monitoring by community representatives and service providers has become instrumental on regular bases. In regard to this, According to Andualem involvement of community in health and education sector is highly visible. Community representatives took role in schools and health centers annual planning, periodic evaluation and community representatives called 'social accountability committee' lead regular monitor of service provision.

Beyond these, result from other key informant show that social accountability program facilitated an opportunity and access to participation for vulnerable and marginalized part of the community. Here findings from project documents of the organization also state that the program activities are designed to involve people from all social groups giving emphasis for social inclusion and gender sensitivity.

To further identify trend of community participation in the study area, respondents were asked whether social accountability shaped community participation in community development activities consistently as an accepted system. Consequently, as it can be seen in the Table 6 below 75.3% of participant (agree 47.3 % or strongly agree 28%) that regular community participation is a recognized system developed as a result of SA program implementation.

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Table 6 – Development of community participation as an accepted system						
Degree of response	Male		Female		Total	
	No	%	No	%	No	%
Strongly Disagree	0	0	2	2.2	2	2.2
Disagree	0	0	1	1.1	1	1.1
Uncertain	6	6.5	14	15.1	20	21.5
Agree	25	26.9	19	20.4	44	47.3
Strongly Agree	12	12.9	14	15.1	26	28.0
Total	43	46.2	50	53.8	93	100.0

Here secondary documents indicate that, in the area that small group discussions of different social groups, community forums, dialogue session called ‘interface meeting’ with administrative bodies and service providers are particular means of participation introduced by SA program and highly practiced by the community. In addition, the community representing ‘social accountability committee’ frequently participates in meeting, community wide events and discussions organized by Woreda government bodies. The community representing committee involvement is to ensure inclusion of the say of the community.

Finally, the practice of community participation specifically in local administrative, political affairs and decision making process has been assessed. Consequently, the result of the compare mean value is 3.51 signifying impartial results. More specifically, it is only 41% of

respondents are agreed or strongly agreed and indicated that community participation in local administrative and political affairs has increased. Whereas the remaining 61 maintained a neutral stance or disagreed with notion that community member's role and involvement in local political affairs and decision making process has increased with introduction of SA program.

By the same token, result from key informant remains to prove that it is less likely that community participation and opportunity for participation in local political affairs is increasing through social accountability program. Level and extent of participation is mainly limited to public basic service delivery areas. For instance, social accountability participants' involvement in woreda counsel and other political spheres is limited to participation at observation level.

However, the finding of the study identified presence of consequent noticeable changes as a result of increasing participation of community in local development activities. With increasing participation of community in local development activities and Woreda administration issues through SA program 63.4% (43 agree and 20.4% strongly agree) of respondents express that responsiveness of decision maker and administrative bodies has improved. In addition, respondents were asked if they agree with the notion that, there is a space for inclusion of community member's view in local development activity planning stage. In view of that, 67.7% respondents agreed or strongly agreed that there is an opportunity to incorporate communities view, whereas 23.7 hold a neutral stance. Result from key informant interview also substantiates the view. Thus according to one of the key informant, (MohamdAbdi) indicating resulting changes community participation states that,

Compared to previous times when social accountability program was not applicable, currently government sector offices are considering the community as key stakeholder in various community development activities. For instance,

community participants took the lead in basic service planning, and evaluation sessions organized by sector offices. In addition, participants of the program with other community representatives hold a regular meeting with local administrative bodies to discuss about different matters. The training provided on social accountability tools and techniques by AAWA assisted participant's engagement with local administrative bodies and decision makers. Thus, through their engagement community members' express service gaps as well demands congregated through community group discussion. However the participation of community on key administrative issue like tracking of expenditure, evaluation of administrative aspects is not satisfactory.

Similar finding indicate consequent changes community participation, one of the key informant indicates that discussions through social accountability are serving as an input for local public basic services and development planning. One of the Key informants (SenaitAbebe) state that;

Local administrative bodies, service providers (mainly Health and education sector) are collecting and using priority areas identified by social accountability program participants as an input for the Woreda annual planning.

In general, data collected from key informant interview and survey indicates that there are substantial results to show increasing trends of community participation and involvement in local development activities. Yet, the limitation in regard to satisfactory community participation in local administrative issues will be taken in account.

Contribution of Social Accountability Program in the economic conditions of the community

In relation to the economic benefits of SA for program participants, respondents were asked different questions. Respondents were asked the extent to which they agree or disagree with the notion that social accountability program is partially or fully satisfying participant’s basic household needs. Consequently, 78% of respondents disagreed or strongly disagreed that social accountability program is fulfilling the basic need of participants.

In the same ways, compared mean value for questions asked to assess participants’ economic benefit through SA program in terms level of income, saving and expenditure is 1.91, indicating negative perception of respondents’ to the notion. Looking down to Table 7, taking the cutting point 3.5, it is visible that over 98% of respondents express that SA has no economic benefits for program participants and community at large.

Table 7 Frequency and percentage of responses towards participant’s level economic benefit in terms of income, saving and expenditure		
Value	Frequency	Percent
1.00	7	7.5
1.50	22	23.7
2.00	46	49.5
2.50	17	18.3
3.50	1	1.1
Total	93	100.0

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Similarly, respondents were asked whether social accountability program has improved their understanding about business skills and approaches, and ever facilitated an access to startup capital or credit service for their business plan. As a result, 86% and 88% of participants disagreed or strongly disagreed with the notion while the rest 12% remain indeterminate. In regard to this the view of one of key informant (AndualemTesfaye) can be seen as follows;

Economic aspect of participants of the program is not the focus of the program. Of course, participants of the program do have interest and needs but the overall objective of the social accountability program mainly focuses on behavioral change that in kind and economic supports. However, we believe that change and capacity of participants in their social and personal development will facilitate change in other aspect as well.

Looking back to the result of survey, it's apparent that income level of about 51% of respondent's is below 1000 birr. However, it's visible from the finding of the study that the program has number of limitations to address economic needs of participants.

Chapter Five: Discussion

In this section, the finding of the study has been analyzed in light of the theoretical and conceptual framework of the study together with other theoretical explanations in the area. For a better understanding this section is categorized in four parts. In the first part, situations of community through SA program will be dealt in terms of various dimensions of community empowerment theoretical frameworks. Whereas in the second and third parts of this section, findings of the study regarding trends of community participation and economic aspects of the SA program will be elucidated with corresponding theoretical explanations respectively. Finally, lesson achieved for social work practice from social accountability program and community empowerment aspect will be expressed.

The role of social accountability for community empowerment

In this study the part social accountability program play in the process of community empowerment is analyzed in terms of different dimensions of empowerment. This is believed to be a helpful tip to examine different features of the program in the study area. In line with this, to identify different aspects of empowerment, Kirkman and Allen (2007) also stated the importance of multi-level and multi - dimensional analysis of empowerment. Therefore in the coming parts, theoretical explanations in terms of trends of community interaction, participation and economic aspects of social accountability program will be viewed in detail.

Situations of community interaction through Social Accountability Program

The characteristics of community members interaction with one another and local administrative bodies has been considered in the study. And the findings of the study indicate that participants' level of interaction is increasing as a result of their involvement in social accountability program. The program smoothed participants opportunity for interaction with one another. In addition, AAWA social accountability program capacity building activities supported development of new skill and capability of community members in the study areas.

Looking at corresponding literatures, Anderson, Wilson, Mwansa and Hwedie (1994) recount individuals' self-esteem, competence and capabilities in interaction with others as one component of empowerment. This means eminence of individual's relationship is evaluated by the proficiency and experience involved, thereby enabling individuals control their social environment. Moreover, Staples (1990) relates personal empowerment with the knowledge, capability, skills and mastery one possess (Hyung, 2006).

On the other hand as it has been indicated in the last parts, implementation of social accountability program in the study areas facilitated condition for extensive communications between different community actors. In addition, support of AAWA through consecutive trainings and technical support is also additional assistance. These are enabling factors for individuals and participating in social accountability groups to interact with one another. Literatures also show that empowerment is enabling communities to gain or regain the capacity to interact with the environment (Rankin, 2006).

As the finding of the study shows, this has further improved competence of participants of social accountability program in their interaction with their counterparts, with CBO and other

different social groups. Similarly, an article in International Journal of Social Work by Rankin also considered competence as the ability human system develops for effective interaction with the social environment (Rankin 2006).

Besides, considering the experience in health studies, Hyung (2006) indicated self-confidence as one component of individual empowerment. In the same way, Enklund (1999) assumed perceived self-confidence and self-esteem as an indicator for personal level of empowerment. The quantitative finding of the study consistently illustrates increasing self-confidence of social accountability program participant's to the larger extent.

Participation in local development activities, administrative issues and local political affairs

Looking back to the findings of the study, the quantitative and qualitative findings indicate that community members' participation in different stream has increased with the operationalization of social accountability program in the study areas. Thus according to the findings, participation of community in local development activities, planning and monitoring of public basic service delivery process has increased. However, it's appropriate to consider that about 34% respondents are uncertain in their participation specific to issues related with local political affairs. Zimmerman and Rappaport (1998) have developed a broader outlook to the notion of participation (Enklund, 1999).

“...involvement in any organized activity in which individual participates without pay in order to achieve a common goal. This include participatory in

government mandatory - advisory board, voluntary organizations, mutual help groups, and community service activities” (Enklund, 1999, pp 46)

Similarly, prior in this study it has been indicated by literatures that community members’ collective action to control the environment and participate in decision making is critical process for community empowerment (Elisheva,1997).

Alike others like Friedmann (as cited in Hyung ,2006 and Elisheva, 1997) considered mobilization to alleviate poverty and participation on decision making as one part of political empowerment. In addition, Green (1986) as cited in Enklund (1999) considered participation as catalyst in the process towards empowerment. Yet, disciplines like political science, health studies and community psychology consider participation as one strategy for empowerment.

In the finding of the study areas, 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. Equivalent literature in the areas indicated that empowerment is a process where community actors actively participate in the problem formulation, identification of solutions and actions performed to solve them (Tengland, 2008). In line with this, literature indicated in the previous part also reassures that social accountability encourages participation of citizens in public decision making, resource allocation and expenditure tracking as well as monitoring of government performance (Mc Neil and Malena, 2010)

Beyond these it is appropriate to look into the finding showing changes in the study area generated as a result of increasing participation and involvement of community members in

community development activities. Quantitative findings of the study show that involvement of community members on local development activities and more specifically participation in local public basic service issues (health service delivery at health center and education service at primary and secondary schools) is shaped as a result of social accountability program. In addition, results from both quantitative and qualitative finding indicate that local administrative bodies and public basic service providers' practice of communicating community members about local development has increased since 2012 the time social accountability program has been operational.

In general, with the introduction of social accountability program new practices like requiring community say in the planning phase, development of joint public service improvement plan, collaborative monitoring of public services, regular dialogue also known as interface meeting with administrative bodies and public basic service provides has been made known to the study area.

Consistently literatures in the study reflect social change as the central element of definitions and outlooks forwarded on the issue of community empowerment. For instance Whitmore (1988) as cited in Lord and Hutchison (1993) defined empowerment as an interactive process in which people experience social change to influence organizations and institutions affecting their life.

In addition, authors like Elisheva (1997) and Zimmerman and Rapport (1998) included increased acceptance of new system as an indicator for community empowerment. In regard to this, community empowerment according to Elisheva (1997) is when participation of community comes up to be an accepted procedure in the vicinity.

On the other hand, with increasing community participation the results of the finding revealed variations in the trends of responsiveness of administration bodies and community member's capacity to influence decision makers. Thus through introduction of social accountability program responsiveness of administrative bodies, decision makers and basic service providers to the community need and demand has increase in the study area. In addition, the opportunity for the inclusion of community view and priority is created in the planning phase of local development activities and public basis service areas. However, results from both quantitative findings show that although administrative bodies are subject to the influence of community members, community actors have not developed the capacity to reject decisions made by administrative bodies. In addition participation of community members' in mainstream sociopolitical affairs of the local administration is limited to an observatory level.

Here literatures in the study reflect community empowerment in terms of increasing ability of community members to influence decision making process and increasing responsiveness of administrative bodies. Biegel (1984) assumes that community empowerment is enhanced through changes observed in decision making and participation where community members have more control over their own affairs. In addition, Friedman (1992), as cited in Alemayehu Semunigus, (2003) also related empowerment with power community members have to alter or influence decision made on their own issue.

Economic dimensions of empowerment

The findings of the study indicate that economic aspect of participants of the program has not been considered. According to the findings of the study participation in social accountability program has nothing to do with improvements in participant's basic household need or monthly income. Similarly, participant's access to credit and new business opportunity remain unchanged

although they are fully participating in social accountability program. Finally, while there is a need for economic assistance from participants of the program economic aspects of participant's have not been addressed.

To look at the notion from the theoretical framework side, literature used prior in the study noted that economic empowerment is related with ability of men and women to participate equally, to contribute and receive fairer distribution of benefit (OECD, 2012). In addition, another literature relates economic empowerment with the capacity of members of the community to fulfill basic need and sufficient income for life (Anderson, Wilson, Mwansa and Hwedie, 1994). On the other hand, other literatures conceptualizing economic empowerment in terms power and powerlessness indicate that, real powerlessness emanates as a result of economic inequality and operation (Hyung, 2006) and Lord and Hutchison (1993).

Finally since economic deprivation is one form of disempowerment, considering economic advantages as one form of community empowerment approach is constructive. Here, Elisheva (1997) specifies lack of resource as a realistic challenge of the empowerment process. This being the outlook from the theoretical sides, absence of economic aspects of empowerment in the process is the challenge of the program for community empowerment.

Implication for social work

The findings of the study reveal that social accountability program implemented in the study areas has brought changes in the social relationship, arrangement as well local governance issues. Additionally, participants of the program are enabled with new skills and knowledge, and developed access to participation, and enhanced interaction.

Thus looking back to the enabling approaches of social accountability program one can identify components of asset based community development (ABCD). The program followed bottom up or grass root based approach to capacitate individuals, groups and the community at large. In addition, social accountability program assisted community members assess social problems in their vicinity and provide solution with local asset and capacity. Beyond this, partnership between community members, community based associations and local administration has been improved.

Therefore considering the added values of the program brought to the community empowerment process, the use of asset based community development approach for social work intervention will be more instrumental. In the process, social work practitioners can scale up individual clients skill and community capacity to identify personal as well social problems thereby providing solutions through leveraged individual skills and community asset. In the same way, formation of new relationship with public and private sectors, community based and non-governmental organizations should be strongly considers as social work strategic intervention area.

On the other hand, social accountability program ensured participation and involvement of community members in the local development efforts, basic service delivery and other key program activities. Similarly, social work as discipline signifies participation of the client system

in all level of intervention. The NASW code of ethics also states that, “social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives”.

Beyond these, social policies and community development plans should consider incorporating social accountability tools to boost involvement of community, identify demands of various community groups and to enhance community capacity. Hence social workers, policy maker, government bodies and others development actors can scale up the program to other areas where social accountability has not been experienced previously.

Finally, the techniques used by the initiative are easily adopted by the community at grass root level. Therefore as a basis for research and education, the use of social accountability tools and approach should be tested for interventions in other areas beyond basic service provision. Changes observed in public basic service are mainly visible to health and education sectors. Thus, incorporation of other public basic service areas is another area to scale up the benefit of the program is more appropriate.

Chapter six: Conclusion

Based on the findings and major discussions of the study, this part will forward conclusions made by the researcher.

Conclusion

The conclusion part is structured to forward contribution and limitation of social accountability program towards community empowerment.

The overall assessment of AAWA social accountability program in Arada and Gulele sub city demonstrates that there is a greater possibility of ensuring community empowerment under such programs. The program has succeeded in achieving several indicators of dimensions of empowerment.

As the finding of the study shows community members participating in social accountability program improved their interaction with one another. A detailed analysis of the data shows that, through participation in the program individuals improved skills and ability to interact with local (Woreda) administrative bodies, decision maker and service providers (mainly health and education sector). This is very much related with the community members' increasing opportunity to participate in the mainstream of local social and political issues mainly in public basic service concerns.

It has been found out that community members opportunity and access to participation in local development efforts and public basis service delivery issues, as well as methods of approaching administrative bodies is significantly enhanced. In addition, It is also worth mentioning that though increasing community participation social accountability program has

brought new practice in terms consultative planning, joint public service monitoring, regular dialogue and face to face meeting between community, local administrative bodies and public basic service providers.

AAWA Social Accountability program in Arada and Gulele sub city increased involvement of the community in the local mainstream development issues. The program also strived to increase participation of all social groups with special consideration to vulnerable groups (people with disabilities, people living with HIV/AIDS). As a result local administration bodies and public basic service provides responsiveness to the need, requirements and demands of the community has increased.

Despite the above stated contributions of the program, the researcher forwarded the following limitations of social accountability program towards community empowerment. In this regard, the inefficient community members' participation in the local political affairs can be mentioned in the forefront. As a consequence, community members have poor capacity to reject decisions that affect their life made by local administrative bodies and decision makers.

The other basic challenge is the letdowns of the program to meet economic aspects of empowerment. Here the program failed to fully or partially meet participant's basic household need, improve participant's monthly income as well as saving. Moreover, unconsidered need of participants regarding business skills and startup capital are also remarkable. Economic aspects of the program are missed opportunities for community empowerment in economic sides. Thus consideration should be given to economic benefits of program participants with special focus for in need ones.

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Annexes

Annex I - Background information of key informant interviewees.

No	Name	Sex	Organization	Position
1	AndualemTesfaye	M	AAWA	Social Accountability Project Expert
2	Mohamed Abdi	M	AAWA	Program Coordinator
3	FikerteMulugeta	F	AAWA	Gulele sub city SA Project Coordinator
4	AwekeBelete	M	AAWA	Arada sub city SA Project Coordinator
5	SenaitAbebe	F	AAWA	SA Project Coordinator

NB – Name assigned above are given (cedo) names

Annex II – Frequency and percentage of respondents by educational level

Educational status	Male		Female		Total	
	No	%	No	%	No	%
Not educated	4	4	3	3	7	7.5
Attained primary education	11	12	13	14	24	26
Attained secondary education	16	17	19	20	35	37
Attained tertiary education	12	13	15	16	27	29
Total	43	46	50	93	93	100

Annex III - Survey questionnaire for Social Accountability program participants (English Version)

Introduction

The purpose of this questionnaire is to gather information about your experience in social accountability program which is implemented by Addis Ababa Women association in two woredas' of Arada and Gulele sub cities. Hence, you are kindly requested to provide thoughtful and honest responses. Your honest responses will help me to have valuable information for the research. The data collected here will be used to understand the role of social accountability programs for community empowerment.

Finally, the researcher wants to assure you that this research is intended fully for academic practice. Therefore, all information that you provide will be used only for research purpose and will be confidential. However, during publication personal identities will not be used.

Instruction

This questionnaire has four parts. The first part deals with personal information of respondents. The second part deals with respondents experience in their in social accountability program. The subsequent part, part three focuses on assessing respondents perception about changes observed at community level.

Finally, part four and five of the questionnaire deals with opportunities for community empowerment and challenges encountered for community empowerment.

There is no right or wrong answers to the questions. Try to answer all the questions carefully to the best of your knowledge and select appropriate choice that reflects your opinion by marking the best of your choice. Follow the guide in front of each question for choices more than one.

I Personal information						
	Code					
	Sex					
	Age					
	Level of education					
	Total monthly income					
	Family size					
II Questions to assess respondents experience in social accountability program						
No	Questions	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	Participation in social accountability program improved your self-confidence while interacting with others.					
2	Participation in social accountability program improved your competence in interacting with different social					

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	groups.					
3	Opportunity for interaction with other individuals and groups increased with your involvement in social accountability program.	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
4	Participation in social accountability program improved your ability to cope personal and social obstructions.					
5	Access to information on how to cope personal and social obstacles in social environment decreased as you take part in social accountability program.					
6	Skill for effective ways of making choice and decision on your personal issues has increased with your participation in social accountability program.					
7	Power to make choice on one's personal issue enhanced through involvement in social accountability program.					
8	Your knowledge and skill on ways of participation in local development efforts increased through social accountability program.					
9	Your involvement in local development activities increased through your participation in social accountability program.					
10	Your access to participation in local development efforts planning, monitoring and evaluation process enhanced via social accountability programs.					
11	Social accountability program enhanced your opportunity to access public resources (like health center, school, public library, etc).					
12	Basic household needs like food, clothing, shelter etc partially or adequately fulfilled as you take part in social accountability program.					
13	Participation in social accountability program did not created an access to new source of income for you or your family.					
14	Your household expenditure increased with your income as you take part in social accountability program.					
15	Your household level of saving increased with your involvement in in social accountability program.					
16	Social accountability program improved your understanding about business skills and approaches.					
17	Your involvement in social accountability program facilitated your access to startup capital or access to credit service for your business plan.					
18	Participation in social accountability program increased your involvement in local political affairs.					

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19	Your role in local level decision making process increased as you take part in social accountability program.					
III	Questions to assess respondents' attitude about change observed at community level through social accountability program.					
No	Questions	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
20	Community members developed new skills for effective interaction with other individuals or groups through participation in social accountability program.					
21	Social accountability program created new access for community members' participation in different social setting.					
22	There is a space for inclusion of community participants' view in local development activity planning stage.					
23	New skills on methods of approaching local decision makers are not introduced through social accountability program.					
24	Opportunity for continuous ways of interacting with decision makers and local administrative bodies created.					
25	Participation of community on local development activities as an accepted system shaped via social accountability program.					
26	Local level decision makers are subject to influence of the community in decision making process.					
27	Local administrative bodies' responsiveness to the demand and requests of community members increased through social accountability program.					
28	Community members' priority and needs are partially or adequately fulfilled as members' in your locality discusses with decision makers.					
29	Community members have not developed the capacity to reject decisions made by administrative bodies and local decision makers.					
30	Compared to the time before 2 years where social accountability program was not applicable, local administrative bodies' tendency to consult community members about local development issues increased.					
	What prospects do you see in your participation in social accountability program for community empowerment?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
31	Availability of access to new information, knowledge and skill for social accountability participants at local level.					
32	Wider opportunity for participants in social accountability program to partake in local development efforts and decision making process.					

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33	Wider acceptance of social accountability program by individuals and groups in the community.					
34	Increasing role of governmental and nongovernmental organizations to support individuals and groups participating in social accountability program.					
35	Broader economic advantages of social accountability program brought to participants of the program.					
	What drawbacks do you see in social accountability program for community empowerment?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
36	Limited access to new information, knowledge and skill for participants in the area.					
37	Inadequate means and opportunity for participation to community members in different social settings.					
38	Limited opportunity to exercise social accountability at local level.					
39	Inability of individuals and groups to use social accountability approach and tools.					
40	Lack of willingness of local administrative bodies to cooperate with participants of the program.					

Annex IV- Survey questionnaire for Social Accountability program participants (Amharic version)



አዲስ አበባ ዩኒቨርሲቲ
የጥናት እና ድህረ ምረቃ ፕሮግራም
የሶሻል ወርክ ትምህርት ቤት
ለማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊዎች የተዘጋጀ መጠይቅ

መግቢያ

የዚህ መጠይቅ አላማ በአዲስ አበባ ሴቶች ማህበር አማካኝነት በአዲስ አበባ ኦሪት ክፍለ ከተሞች ውስጥ ተግባራዊ እየተደረገ በሚገኘውን የማህበራዊ ተጠያቂነት ፕሮግራም ውስጥ ተሳታፊዎች ያላቸውን ልምድ በተመለከተ መረጃ ለማሰባሰብ ነው። ስለሆነም ትክክለኛ ነው ብለው የሚያምኑበትን ምላሽ በመስጠት እንዲተባበሩን እጠይቃለሁ። የሚሰጡት ትክክለኛ ምላሽ ለጥናቱ ጠቃሚ መረጃ የሚሰጥ ይሆናል። የሚሰበሰቡ መረጃዎችም የማህበራዊ ተጠያቂነት ፕሮግራም የማህበረሰቡን አቅም ለማጎልበት ያለውን ጠቀሜታ ለመዳሰስ ያረዳል። በመጨረሻም ይህ ጥናት ሙሉ በሙሉ ለትምህርት እና ምርምር አላማ ብቻ የሚውል ሲሆን የሚሰጡት መረጃ ጥናቱን በሚያከናውነው አካል በሚሰጥ የሚያዝ ይሆናል። በተጨማሪም የጥናቱ ውጤት በሚታተምበት ጊዜ በጥናቱ የተሳተፉ አካላት ማንነት አይገለጹም ።

መመሪያ

ይህ መጠይቅ አራት ክፍሎች ይኖሩታል። የመጀመሪያው ክፍል የተሳታፊዎችን ግላዊ መረጃዎች ላይ የሚያተኩር ይሆናል። ሁለተኛው ክፍል የማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊዎች በፕሮግራሙ ውስጥ ያላቸውን ልምድ ይመለከታል። የመጠይቁ ሶስተኛ ክፍል የፕሮግራሙ ተሳታፊዎች በማህበረሰብ ደረጃ ያስተዋሉትን ለውጦች ለመዳሰስ የተዘጋጁ ናቸው። በመጨረሻም የመጠይቁ ክፍል አራት እና አምስት የማህበረሰቡን አቅም ለማጎልበት ያሉ ምቹ ሁኔታዎችን እና አንቅፋቶች ለይቶ ለማወቅ ጥረት ያደርጋል። የተዘረዘሩት ጥያቄዎች በሙሉ የሚመለሱ ሲሆን ለጥያቄዎቹ ካለዎት እውቀት እና ልምድ አንፃር ትክክለኛ ነው ብለው የሚያምኑበትን ምላሽ እንዲሰጡ እየተየኩ በቅድሚያ ልባዊ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ - የመግቢያ ጥያቄዎች

1	ኮድ	
2	ፆታ	
3	ዕድሜ	
4	የትምህርት ደረጃ	

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5	ወርሃዊ ገቢ					
6	የቤተሰብ ብዛት					
ክፍል ሁለት - የማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊዎች በፕሮግራሙ ውስጥ ያላቸውን ልምድ የሚዳስሱ ጥያቄዎች፡፡						
ተ.ቁ	ጥያቄዎች	እጅግ ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	የማህበራዊ ተጠያቂነት ፕሮግራም ከሌሎች ግለሰቦች ጋር ለሚያደጉት ግንኙነት በራስ የመተማመን አሳድጓል፡፡					
2	በማህበራዊ ተጠያቂነት ፕሮግራም በመሳተፍ ከተለያዩ ግለሰቦች ፣ ቡድኖች ወይም የአገልግሎት ሰጪ አካላት (ባለሙያዎች) ጋር ለሚያደርጉት ግንኙነት አቅም ገንብተዋል፡፡					
3	የማህበራዊ ተጠያቂነት ፕሮግራም ከተለያዩ ግለሰቦች ፣ ቡድኖች እና አካላት (የመሰረታዊ አገልግሎት ሰጪዎችን ጨምሮ) ጋር ግንኙነት ለማድረግ እና ለመቀራረብ ምቹ ሁኔታዎችን ፈጥሯል፡፡					
4	የማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት ግላዊ እና ማህበራዊ ችግሮችን ለመቋቋም የሚያስችል አቅም አዳብረዋል፡፡					
5	በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት የተለያዩ ግላዊ እና ማህበራዊ ችግሮችን ለመቋቋም የሚያስችሉ ወቅታዊ መረጃዎችን ለማግኘት አልቻሉም፡፡					
6	በተለያዩ ጉዳዮች ላይ በግል ለሚወስዱት ውሳኔ የሚያግዝ ክህሎት እና ግንዛቤ ከማህበራዊ ተጠያቂነት ፕሮግራም ማግኘት ችለዋል፡፡					
7	በማህበራዊ ተጠያቂነት ፕሮግራም በመሳተፍ የውሳኔ መስጠት አቅም ለማዳበር ችለዋል፡፡					
8	በአከባቢዎ የልማት እንቅስቃሴ (መሰረታዊ አገልግሎት አሰጣጥን ጭምሮ) ተሳትፎ ለማድረግ የሚያስችል ግንዛቤ እና ክህሎት በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት አግኝተዋል፡፡					

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9	<p>በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት በወረዳው የተለያዩ የልማት እንቅስቃሴዎች (መሰረታዊ አገልግሎቶች ጨምሮ) ላይ ተሳትፎ የሚያደርጉበት ሁኔታ ጨምሯል።</p>					
10	<p>በወረዳዎ የልማት እንቅስቃሴዎች እና መሰረታዊ አገልግሎቶች ዕቅድ፣ ክትትል እና ምዘና ተግባራት ላይ ተሳትፎ ለማድረግ በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት ዕድሉን አግኝተዋል።</p>					

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11	የማህበራዊ ተጠያቂነት ፕሮግራም መሳተፊ የተለያዩ የህዝብ እና የመንግስት ተቋት (ጤና ጣቢያ ፣ ትምህርት ቤት ፣ የህዝብ ቤተ መጻሕፍት ወዘተ) አግልገሎቶች ሙሉ በሙሉ ወይም በከፊል ከቀድሞ በተሻለ ተጠቃሚ ለመሆን ችለዋል።					
12	በማህበራዊ ተጠያቂነት ፕሮግራም በመሳተፊ መሰረታዊ የቤተሰብ ፍላጎት የሆኑ አንድ ምግብ ፣ ልብስ ፣ መጠለያ ወዘተ ሙሉ በሙሉ ወይም በከፊል ለማሟላት አስችሎታል።					
13	በማህበራዊ ተጠያቂነት ፕሮግራም በመሳተፊ ለቤተሰብዎ ተጨማሪ የገቢ ምንጭ ለማግኘት አልቻሉም።					
14	በማህበራዊ ተጠያቂነት ፕሮግራም በመሳተፊ የቤተሰብዎ ገቢ እና ወጪ በአንድ ላይ ጨምሯል።					
15	የቤተሰብዎ የቁጠባ አቅም ማህበራዊ ተጠያቂነት ፕሮግራም ላይ በመሳተፊ ተሻሽሏል።					
16	የማህበራዊ ተጠያቂነት ፕሮግራም የተሳታፊዎችን የንግድ ስራ ክህሎት እና እውቀት አሻሽሏል።					
17	የማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊ በመሆኖ የብድር እና የመነሻ ካፒታል ድጋፍ ለማግኘት ችለዋል።					
18	በአካባቢዎ የማህበራዊ እና ፖለቲካዊ ጉዳዮች እንቅስቃሴ ላይ ተሳትፎ አንዲያደርጉ ማህበራዊ ተጠያቂነት ፕሮግራም ድጋፍ አድርጎሎታል።					
19	በወረዳው የውሳኔ አሰጣጥ ሂደት (የመሰረታዊ አገልግሎት አሰጣጥ ውሳኔ ሂደት ጨምሮ) ላይ ያሉት ድርሻ በማህበራዊ ተጠያቂነትን ፕሮግራም አማካኝነት ለማሳደግ ችለዋል።					
ክፍለ ሶስት - በማህበረሰብ ደረጃ የመጡ ለውጦችን በተመለከተ የፕሮግራሙ ተሳታፊዎች ምላሽ የሚዳስሱ ጥያቄዎች።						
ተ.ቁ	ጥያቄዎች	እጅግ ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

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20	<p>የማህበረሰብ ተጠያቂነት ፕሮግራም ህብረተሰቡ ከተለያዩ ግለሰቦች ፣ ቡድኖች እና አካላት (አገልግሎት ሰጪዎችን ጨምሮ) ጋር ለሚያደርገው ግንኙነት አዳዲስ ክህሎት ለማስተዋወቅ ችሏል።</p>					
21	<p>የማህበረሰብ ተጠያቂነት ፕሮግራም ህብረተሰቡ በተለያዩ ማህበራዊ ጉዳዮች (የመሰረታዊ አገልግሎት አሰጣጥ) ላይ ለመሳተፍ የሚረዳው አዳዲስ ክህሎቶችን አስተዋውቋል።</p>					
22	<p>በማህበረሰብ ተጠያቂነት ፕሮግራም አማካኝነት በወረዳው የልማት እንቅስቃሴ እና መሰረታዊ አገልግሎት አሰጣጥ እቅድ ዝግጅት ላይ የማህበረሰቡን ፍላጎት ለማካተት ችሏል።</p>					
23	<p>በማህበረሰብ ተጠያቂነት ፕሮግራም አማካኝነት ህብረተሰቡ ከወረዳው አስተዳደር አካላት (አገልግሎት ሰጪዎች) ጋር ለመቀራረብ እና ውይይት ለማድረግ የሚያግዝ ግንዛቤ እና ክህሎት ማግኘት አልቻሉም።</p>					
24	<p>ከወረዳ አስተዳደር አካላት እና አገልግሎት ሰጪዎች ጋር ህብረተሰቡ በቋሚነት እና ባልተቆራረጠ መልኩ ለመገናኘት የሚያግዝ ምቹ ሁኔታ በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት ተፈጥሯል።</p>					
25	<p>ማህበራዊ ተጠያቂነት ፕሮግራም በተለያዩ የወረዳው ልማት እና አገልግሎት አሰጣጥ ሂደቶች ላይ ህብረተሰቡ ተሳትፎ የሚያደርገበት ስርዓት ፈጥሯል።</p>					
26	<p>ማህበራዊ ተጠያቂነት ፕሮግራም የወረዳው ህብረተሰብ በአስተዳደር አካላት (አገልግሎት ሰጪዎች ጨምሮ) ላይ በጎ ተፅዕኖ ለማሳደር የሚያስችል አቅም ፈጥሯል።</p>					
27	<p>ማህበራዊ ተጠያቂነት የአስተዳደር አካላት (አገልግሎት ሰጪዎች) ለህብረተሰቡ (ለአገልግሎት ተቀባዮች) ፍላጎት እና ቅድመ ሁኔታዎችን ለማሟላት እና ምላሽ የመስጠት ፍላጎት እና ተነሳሽነት አሳድሯል።</p>					
28	<p>ህብረተሰቡ ከአስተዳደር አካላት (አገልግሎት ሰጪዎች) ጋር በማህበራዊ ተጠያቂነት ፕሮግራም አማካኝነት በሚያደርጉት ውይይት የማህበረሰቡ</p>					

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	ፍላጎት እና ጥያቄዎች በከፊል ወይም በሙሉ ተመልሰዋል።					
29	ህብረተሰቡ የወረዳው አስተዳደር አካላት እና አገልግሎት ሰጪዎች የሚያስተላልፉት ውሳኔ ላለመቀበል አቅም አላዳበሩም።					
30	ከሁለት አመት በፊት የማህበራዊ ተጠያቂነት ፕሮግራም ተግባራዊ ከመደረጉ በፊት ካለው ግዜ ጋር ሲነፃፀር የአስተዳደር አካላት እና አገልግሎት ሰጪዎች የአካባቢ ልማት እና የመሰረታዊ የአገልግሎት አሰጣጥ በተመለከተ ከማህበረሰቡ ጋር ለመወያየት ያላቸው ፍላጎት ጨምሯል።					

ከፍለ አራት - ከዚህ በታች ያሉ አምስት ጥያቄዎች ማህበራዊ ተጠያቂነት ፕሮግራም የህብረተሰቡን አቅም ከማጎልበት አንፃር ያሉትን ሁኔታዎች ለመዳሰስ የተዘጋጁ መጠይቆች ናቸው። ስለሆነም ለማህበራዊ ተጠያቂነት ፕሮግራም ምቹ ሁኔታ (አጋጣሚ) ይሆናሉ ወይም ናቸው ብለው የሚያምኑበትን ይጠቁሙ።

ተ.ቁ	ጥያቄዎች	እጅግ ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
31	ለማህበረሰብ ተጠያቂነት ፕሮግራም ተሳታፊዎች ወቅታዊ መረጃዎች ፣ ክህሎት እና ግንዛቤ የሚያገኙበት ምቹ ሁኔታ መኖሩ።					
32	ለማህበረሰብ ተጠያቂነት ፕሮግራም ተሳታፊዎች በወረዳው ልማት እንቅስቃሴዎች እና አገልግሎት አሰጣጥ ላይ ለመሳተፍ ሰፊ ዕድል መኖሩ።					
33	በህብረተሰቡ ማህበራዊ ተጠያቂነት ፕሮግራም ተቀባይነት ያገኘ መሆኑ።					
34	መንግስታዊ የሆኑ እና መንግስታዊ ያልሆኑ ድርጅቶች የማህበራዊ ተጠያቂነትን ፕሮግራም ተሳታፊዎችን አጋዥ መሆናቸው።					
35	ማህበራዊ ተጠያቂነት ፕሮግራም ለፕሮግራሙ ተሳታፊዎች ሰፊ ኢኮኖሚያዊ ጥቅም እና ተጨማሪ ገቢ የሚያስገኝ መሆኑ።					

ከፍለ አምስት- ከዚህ በታች ያሉ አምስት ጥያቄዎች ማህበራዊ ተጠያቂነት ፕሮግራም የማህበረሰቡን አቅም ከማጎልበት አንፃር እቅፋቶች ወይም ማነቆዎች ለማወቅ እና ለመዳሰስ የተቀመጡ ጥያቄዎች ። ስለሆነም ማህበራዊ ተጠያቂነት ፕሮግራም ከዚህ በበለጠ አጠናክሮ ለመቀጠል እንቅፋት / ማነቆ ናቸው ብለው የሚያምኑበትን ይጠቁሙ።

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ተ.ቁ	ጥያቄዎች	እጅግ ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
36	ለማህበረሰብ ተጠያቂነት ፕሮግራም ተሳታፊዎች ወቅታዊ መረጃዎች ፣ ክህሎት እና ግንዛቤ የሚያገኙበት ሁኔታ አለመኖሩ።					
37	የማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊዎች በተለያዩ ጉዳዮች ላይ እንቅስቃሴ የሚያደርጉበት ምቹ ሁኔታ አለመኖሩ።					
38	ማህበራዊ ተጠያቂነት ፕሮግራምን ተግባራዊ ለማድረግ በአካባቢው / በወረዳው ምቹ ሁኔታ አለመኖሩ።					
39	ህብረተሰቡ የማህበራዊ ተጠያቂነት መሳሪያዎች እና አካሄዶችን ለመተግበር አቅም ማጣታቸው።					
40	የወረዳው አስተዳደር አካላት እና አገልግሎት ሰጪዎች ከማህበራዊ ተጠያቂነት ፕሮግራም ተሳታፊዎች ጋር አብሮ ለመስራት ፍላጎት የሌላቸው መሆኑ።					

Annex V – key informant interview checklist

- 1. Can you tell about social accountability program implemented in Arada and Gulele sub city by Addis Ababa Women Association?**
- 2. Do you think social accountability program is enhancing community awareness? If yes,**
- 3. Tell me about the economic advantages of social accountability for community members?**
- 4. Tell me about involvement of community in local/Woreda development activities,**
- 5. Can you describe about community involvement in decision making process,**
- 6. What prospects do you see in social accountability tools and techniques for community empowerment?**
- 7. What internal and external challenges do you see in implementation of SA initiatives hampering community empowerment?**

Do you have anything to say about community empowerment and social accountability program?