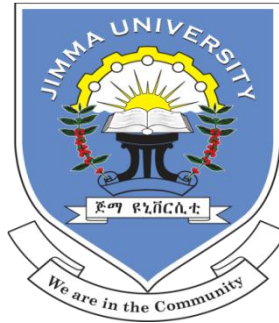


**The Practices of Social Accountability in Hadyia Zone: The Case of West Badewacho
Woreda Education Sector, Southern Nations, Nationalities & Peoples' Regional State
(SNNPR), Ethiopia**



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Department of Governance and Development Studies

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in Governance**

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DECLARATION

The undersigned thesis entitled, “The practices of SA in West Badewacho Woreda Education Sector, Hadiya Zone, SNNPRS, Ethiopia,” submitted in partial fulfillments for the degree of Masters of Arts in Governance in Jimma University is entirely my own work. It has not been submitted anywhere else for the award of degree, diploma and fellowship to any other academic institutions. To the best my knowledge and belief, all sources of materials used for this study are duly acknowledged.

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ABSTRACT

In Ethiopia important service provision improvement program is formulated. One of these programs is Social Accountability Program (SAP). Therefore, this study is conducted to examine the practices of SA in service quality and status, to investigate the degree of awareness of community towards SA practices and to identify challenges that impede SA practices in West Badawacho Woreda Education Sector, Hadiya Zone SNNPR State of Ethiopia. In order to achieve these objectives, 197 respondents were selected by applying Yamane formula of proportional sampling representation and thereafter systematic simple random and purposive sampling techniques were used to distribute questionnaires for households and to selected focused group discussion and key informant interview to generate both quantitative and qualitative data respectively. Therefore, research relied on both primary and secondary sources of data. The collected data regarding the practices of SA in the study area were analyzed using descriptive statistics like, percentage, frequency and graphs. The survey result shows that about the majority of communities' respondents did not participate in planning, monitoring, supervising, and coaching quality of service provision whereas the implementation of SA tools in the sector was found very weak, ineffective, very little understanding, skill and knowledge towards the tools and mechanisms of SA. On the other hand, lack of experience sharing, absence of information, poor initiation of communities and service providers to strengthen SA tools, and absence of commitments and SA committees in the sector and Kebeles were the major bottlenecks that impede SA practices in the sector. Therefore, there is a need of citizen awareness creation to successively and successfully implement the joint reform agenda. In addition, local government officials, service providers as well as the community members have to show their willingness and commitment in the implementation of this joint action plan together. Furthermore, there is a need to improve the expert's ability who works in the sector offices to use the social accountability tools and its civic engagements such as interface meeting and dialogue with the community to identify the major challenges that hinder the smooth participation of the citizens in SA.

Keywords: Social Accountability, Communities, Hadiya, West Badawacho Woreda, Service Delivery

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LIST OF ACYRONOMYMS

ACRONYMS	DESCRIPTION
ADB	African Development Bank
BPR	Business Process Re-engineering
BSC	Balanced Score Card
CRC	Citizen Report Card
CSC	Citizen score Card
CSRP	Civil service Reform Program
DFGG	Demand for Good Governance
ESAP1	Ethiopian Social Accountability Program 1
ESAP2	Ethiopian Social Accountability Program2
ESDP	Education Sector Development Program
F	Frequency
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FTA	Financial Transparency and Accountability
GOE	Government of Ethiopia
GRB	Gender Responsive Budgeting
GTP	Growth Transformation Plan
JPA	Joint Plan Action
JRA	Joint Reform Agenda
KETB	<i>Kebele</i> Education Training Board
KII	Key Informant Interview

LG	Local Government
MDG	Millennium Development Goal
MoFED	Ministry of Finance and Economic Development
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
NPM	New public Management
PB	Participatory Budgeting
PBS	Protection of Basic Services
PET	Public Expenditure Tracking
PSNP	Productive Safety Net Program
PTA	Parent Teacher Association
SA	Social Accountability
SAIP	Social Accountability Implementing Partner
SNNPRS	Southern Nations Nationalities and Peoples' Regional States
TFESSD	Trust Fund for Environmental, Social Sustainable
UNDP	United Nation Development Program
UNESCO	United Nations Education Science Culture Organization
WB	World Bank
WBR	World Bank Report
WDR	World Development Report

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Chapter One

1.1 Background of the Study

The historical development of the view of Social Accountability (SA) is more closely related with many development organizations and agencies which attempt to address the areas of exclusion, marginalization, equity, effective service provision, and aid distribution in the holistic and inclusive paradigm of the governance and social justice. At the current decades, the concept of SA practices becoming increasingly well-known and impressive because of its instruments and weapons that is used as analytical lens to evaluate the performance, outcomes, practices and transparency of the state policy, rules, inclusiveness and governance system (World Bank, 2005).

The demand for adequate service provision, the solutions for scale of problems, transparency, accountability of service providers, inclusion of poorest and marginalized section of society in decision making and protection of basic service (PBS) by using SA tools like citizens report card, citizens score card, gender responsive budgeting, public expenditure tracking, and social audits are the prime issues for both WB and UNDP to come up with the concept of SA (UNDP, 2010).

The agenda of good governance, bottom-up democratization, quality provision of social service institutions, and poverty reduction are used as major criteria and initial points to implement the concept of social accountability in service provision sectors (WB, 2005). This is because of that, social accountability or public accountability is significantly playing a prominent role in strengthening civic participation in policy formulation, planning, and establishing effective, efficient public institutions. Generally speaking, social accountability is one of the global thematic areas and mechanisms for improving poor governance, insufficient service delivery, and the way to scaling up participatory democratic government and institutions which make up the relationship between the institutions and people to ensure that institutions are responsive to individual and community aspirations, to support participation and, so doing to address imbalanced power dynamics (Ahmad, 2005; OHCHR, 2013).

Following the World Forum on quality Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation and SA practices in education has become an educational

development agenda of countries of the developing world (Bray, 2001). This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. The argument is that those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children” (Chapman, Barcikowski, Sowah, Gyamera,; Woode, 2002,).

In addition, there are critical local conditions that demand community participation and SA practices in educational development efforts, specifically in sub-Saharan Africa (Watt, 2001). The devolution of educational service delivery and financial responsibility to the local is to promote the locals participation in their local educational affairs, sense of community ownership and improve accountability on schools and teacher, demand for education is the other central agendas of Sub-Saharan African countries ownership (Watt, 2001).

Likewise, community participation and SA practices have been advocated in Ethiopian education development endeavors. The Education and Training Policy of Ethiopia was designed in the context of decentralized education system and has the goal that schools be “democratized accountable, transparent, honest and run with the participation of community, teachers, the student and relevant government institutions” (FDRE, 1994). The Education Sector Development Program (ESDP) mandates the community to participate and accountable from identification of local educational problem through planning, supervising, monitoring the final out comes, execution of projects, management to evaluation of the final product (MoE, 1998).

The Southern Nation, Nationalities and Peoples’ Regional State (SNNPRS) Bureau of Education has also enacted similar strategy in 2005 which is in use now a days. In the program and strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate, supervise, and oversee in management, service provision impacts, and finance of their local schools. In order to assure these, Woreda (District) Education and Training Board (WETB); *Kebele* (Council) Education and Training Board (KETB) and Parent-Teacher Associations (PTA) were anticipated to be organized at woreda, *kebele* and school respectively.

In the view of the presented arguments and the present-day observable fact in Ethiopia, this thesis had explored the practices of SA in education sector in West Badewacho Woreda in Hadiya Zone of SNNRS of Ethiopia.

1.2 Statement of the Problem

In principle, the concept of social accountability is means to ensure economic, social and political development. But this is essentially problematic to realize in developing countries and sub Saharan African countries context. A recent report based on case studies of community's and SA role in transparency and accountability of educational initiatives in US, some South American and Asian countries, highlights the important role communities and SA can play in the ownership of schools and in ensuring accountability practices, transparency, and compliance with policies (UNESCO, 2014). This theory lacked a real space in education service provision system in both low and middle income countries. The great r sistance to implement community based participation and assessment of final performance of service providers and duty bearers' is prime challenges in the context of most Sub-Saharan African countries. For example, Communities have no better awareness in monitoring, supervising budget proposal and budget execution of local schools and schools are not providing effective service in accordance of pre-determined standards (Kendall, 2007).

The report highlights that community presence and participation in education affairs display boards, local transparency committees, appeal mechanisms, social audits, and informal whistle blowing, are among key actions taken in the battle against corruption in education (UNESCO, 2014). These arguments are very challengeable in educational provision of Ethiopia due to the fact of poor awareness of communities in planning, monitoring, supervising, and coaching the achievements of public agents. For example, grounding the mechanism of public expenditure tracking, citizens' report card, community score card, and social audits is very ineffective and poor in most primary schools. Children parents do not have clear awareness about school budgets, claiming and voicing for effective service provision, and even do not have full skill about the role and responsibilities of school boards like, Parent Teacher Association (PTA) and *Kebele* Education Training Board (KETB) (ESAP2). Broadly speaking, most peasants, marginalized segments of communities, have no access to joint action planning, monitoring, supervising, and reporting the final out comes of schools. Consequently, high rate of absenteeism of teachers, high rate of students drop out, repetition in the same class, miss use of school resources, and poor service delivery increasing through time. According to Ethiopian Social Accountability project one(ESAP1,

2006) the following problems are relevant in Education sector of Ethiopia like, insufficient number of teachers, unavailability of basic educational inputs and materials, unavailability of school facilities, and poor school and community relationships.

The SNNPRS is one of the regions; frequently affected by poor education service provision specifically those rural primary schools are full of problem with low quality of education due to weak integration and relationship of community and school (SNNPRS, education bureau, 2013). On the other hand, communities have poor awareness about voicing for their priorities, interest, and adequate service provision. The region has formulated the program to reduce students drop out rate and the rate of repetition *via* strong cordial relationship with all shareholders from bottom up to top down approach, still there is constraints in supply sides to ground community based evaluation and assessment of performance of service providers. Basically, Education sector is one of the human development sectors among others in accordance of policy and program of the region as well as the country. To this end, it demands good governance, team work, joint action plan, and joint reform agenda with gross-root community. However there is gap of knowledge and information to ground these fundamental truths in the ground.

Similar problems are relevant in the study area in Hadiya zone in west Badewacho *woreda* education sector. These are lack of joint action plan in service provision and improvement of service quality, poor provision of education under the dilapidated education materials, deteriorated education performance due to lack of effective supervision and continuous assessment of the sector, rooms, failure of awareness and knowledge of community to plan, monitor, express priorities, discuss, evaluate and allocate the resource and not have too much access for engagement in building accountability course of action and poor education quality. As the result, much better academic achievements are not registered as intended goal primary and secondary education level.

Research on parent and community involvement, the practices of SA is most extensive for Ethiopia, SNNPRS, and Hadiya zone. In general, there is a dearth of literature and research studies that focus on community and parent involvement in the study area. Research on parent, SA practices and community involvement is most extensive for West Badewacho *woreda* education sector. For example, note that there is no complete evidence available about multifaceted measures of school processes or school community interactions, from the complex relations among community based assessments of the ex-post-facto and ex-ante

performance of service providers, and school community integration and interactions, to student and parent obligations for educational outcomes, improvements, and the effects of changing monitoring, reviewing, voicing, and administrative practices in decentralizing education systems. Generally, no research has been conducted in the study area that argues about on how parent and community partners actually collaborate with service providers to address issues of access, quality, quantity, attendance, completion, and other local education problems, and with what effects. Hence, this study has been done to fill these gaps by conducting study on assessing the practices of SA in education service delivery based on specific objectives by considering SA tools or mechanisms.

1.3 Objectives of the Study

1.3.1 General objectives

The general objective of the study is to assess the practices of social accountability in fundamental provision of the public service which in response to realize strong community engagement at West Badewacho *Woreda* education sector or office, in Hadiya zone.

1.3.2 The specific objectives

- ❖ To explore the status of SA practices within the institutional arrangement in West Badewacho *Woreda* Education sector,
- ❖ To determine the significance level of community awareness towards SA practices in service provision West Badewacho *Woreda* Education sector,
- ❖ To identify the prime challenges of SA practices in West Badewacho *woreda* education sector,

1.4 Research Questions

Therefore, this study has guided by the following leading questions:

- a) What is the status of SA practices in West Badewacho *Woreda* education sector?
- b) What is the awareness level of community towards SA?
- c) What are the major challenges and problems that affect the practices of social accountability?

1.5 Significance of the Study

Evidence based on case studies from South Asia, South America and a selected few from Africa suggested that strengthening local accountability roots (between empowered citizens and responsive education providers) could have significant impacts in catalyzing

improvements in learning outcomes and efforts to leave no one behind (Save the Children, 2013).

In line with strengthening the local accountability roots, this study adds to the stock of knowledge about community participation and engagement in education as practiced in developing countries. In Ethiopia, community participation and the practices of SA in basic social service provision including in education is a promising contemporary phenomenon whose successes, achievements and challenges are not well recognized. So a study of this kind provides understanding of the dynamics of community participation in education and expected to benefit the Parent Teacher Association (PTA), *Kebele* Education Training Board (KETB) and Woreda Education Training Board (WETB), local decision-makers, to tackle and respond to challenges that affect strong SA practices and community involvement. Finally, it will serve as a reference material for researchers and anyone else who is interested in the subject.

1.6 Delimitation of the Research

Specifically, the scope of this study is defined in terms of its conceptual and geographical aspects. Conceptually, the study has assessed the practices of SA in view of selected element or tools of SA for the purpose of this research. Citizen report card, citizens score card, gender responsive budgeting, public expenditure tracking, participatory budgeting, and community audits, which are the major tools or mechanisms of SA that helps to assess the major elements of GG and adequate service delivery. These tools help to assess the practices of SA in West Badewacho woreda education sector. Thus, the status of SA in West Badewacho woreda education sector has been defined by exploring the practical implementation of these tools and principles. Besides, the study has assessed the affordability of adequate service provision, equity and fairness or accountability in the sector. Finally, the research attempted to examine factors that are impeding the practices of SA in the education office.

Geographically, the study is confined within the territorial jurisdiction of West Badewacho woreda with in a three sampled *kebeles* like, Danema 01, Kachabirra, and Elifata. Hence, the study is limited in examining the practices of SA.

1.7 Limitations of the Study

The researcher was encountered several limitations during data collection and document sets. The major limitations that he faced during his research work were the shortage of

transportation to collect data from sampled *kebeles*, failure to arrive on time with those sampled respondents, scarce of information to collect relevant data specially, when the researcher was in the study area due to lack of internet access and availability. The other constraints were shortage of data availability of prior studies in the area on the practices of Social Accountability in the study area.

The second limitation during data collection was the reluctances of households in providing the right data when asked regarding their experiences and practices of SA because of lack of effective knowledge and experience towards the practices and role of Social Accountability, the fear of political leaders and local leaders as they consider giving a certain information for somebody may lead to punishment and will be curtailed from the benefits from *kebele* or a sort of exclusion from any other benefits.

1.8 Organization of the Study

The study is organized in five main chapters. The first chapter deals with background information of the research subject, statement of the problem, the major and specific objectives of the study, the significance, scope or delimitation of the study, limitations of the study, ethical consideration and operational definition. The second chapter deals with the review of literature, under this section, the theoretical, conceptual and empirical framework of the research problem are detailed. Moreover, what worldwide and local scientists say about Social Accountability in empowering community for effective governance, development issues and how Social Accountability settle down the problem of governance and poor service provision via joint plan action. The third chapter describes the research methodology used in the study, data collection and statistical procedures. The fourth chapter describes the interpretation of the result obtained by the survey. It discusses the socio-economic characteristics households' of the study area. Finally, the fifth chapter includes conclusions and recommendations.

1.9 Operational Definition of Key Terms

Social Accountability: is accountability of public officials that built via demand of community, civil society.

Social Accountability tools: tools used to measure satisfaction level of citizens in public service provision like, Citizens report card (CRC), citizens score card(CSC), public expenditures tracking(PET), social audits, gender responsive budgeting and participatory budgeting.

Voice: process by which people express their preferences, opinions and views and demand accountability from power-holders.

Civic engagement: is away in which citizens or their representatives engage with and seek to influence public processes in order to achieve civic objectives and goals.

Participatory budgeting: is a process through which citizens participate directly in the different phases of budget formulation, decision making, and the monitoring of budget execution.

Citizen report cards (CRC): Participatory surveys that solicit user feedback on the performance of public services.

Community scorecards (CSC): combines the participatory quantitative surveys used in the CRC with village meetings whereby citizens are empowered to provide immediate feedback to service providers in face-to-face meetings.

Social audit: is a process that collects information on the resources of an organization which is analyzed in terms of how resources are used for social objectives. It is then shared publicly in a participatory fashion.

Public expenditure tracking survey (PETS): a quantitative survey that tracks the flow of public funds to determine the extent to which resources actually reach the target groups. The survey collects information on transfer procedures, amounts and timing of released resources.

Chapter Two

Review of Related Literature

2.1. Theoretical Framework of Social Accountability

The root for Social Accountability can be traced back to World Bank and other development or aid agencies likewise, UNDP and DFID to settle down the crisis of governance, development, and empowerment. Lessons from pilots and inclusion in some World Bank projects suggest that social accountability holds considerable promise for achieving better governance and service delivery (WB, 2005). The theory, that suggested as social accountability has emerged as an important weapon in the fight for better governance and service delivery has laid down a base line situation for the emergence of Social Accountability.

2.2 The Conceptual Frame Work of Social Accountability

Social accountability: It was developed in the previous decades with incorporation of the concept good governance of Ethiopia, introduced the concept of social accountability in 2006 after the pilot study of World Bank. Through a pilot program, the Ethiopia Social Accountability Program² (ESAP²) which is a continuation of the previous project was launched in (2012).

The project of SA has a broad scope a long country side and arranged the demands and concerns of public with respect to their admittance to education, health, water and sanitation, agriculture and rural roads. Producing alliance with civil society organizations, the agenda launched as the channel of communication in relation to public and the officials of government which are responsible for their performance and public service providers. ESAP1 and ESAP2 aimed to strengthen the use of social accountability tools, approaches and mechanisms by citizens and citizens' groups, civil society organizations, local government officials and service providers as a means to make basic service delivery more equitable, effective, efficient, responsive and accountable. (Social Accountability Policy brief (ESAP, 2014).

In order to enhance Social accountability on the ground, the government of Ethiopia (GOE) has incorporated various mechanisms to the strategic plans like, PASDEP and the GTP strategies, Protection of basic public service (PBPS), improvement of public sectors program, and other development strategies were formulated on the principal idea of PASDEP and GTP.

Unqualified provision of basic public service by supply side is one of the critical defects in Ethiopia: furthermore, there is again poor and unsatisfactory unity among citizen – state and lack of effective common consensus and cohesion. On the demand side, it is found out that there is slight or weak engagement of community, scarce of information, loose of confidence on public sector, lack of motivation or initiation to take part in civic involvement, and minimum potential of society regarding to social accountability (Bukanya, B, Hickey, S, & King, S 2012.)

By incorporating different development partner organizations the government of Ethiopia has built two phases of social accountability agenda based on the areas of service provision and PBPS. Phase one is said to be ESAP1 which was established on the concern of PBS project in June 2006. It was targeted to realize which the essential fundamental service in education, sanitation and water supply, agricultural extension program, and basic health provision (Ebrahim, A. 2003,). While phase two which is ESAP2 mainly concern to ‘bring citizens into dialogue with local governments(LG) and service providers to contribute to and increase the demand for improved quality of public basic services.’ (ESAP2).These programs are ongoing in nature on addressing the question of public in the areas of service, engagement in SA, and governance.

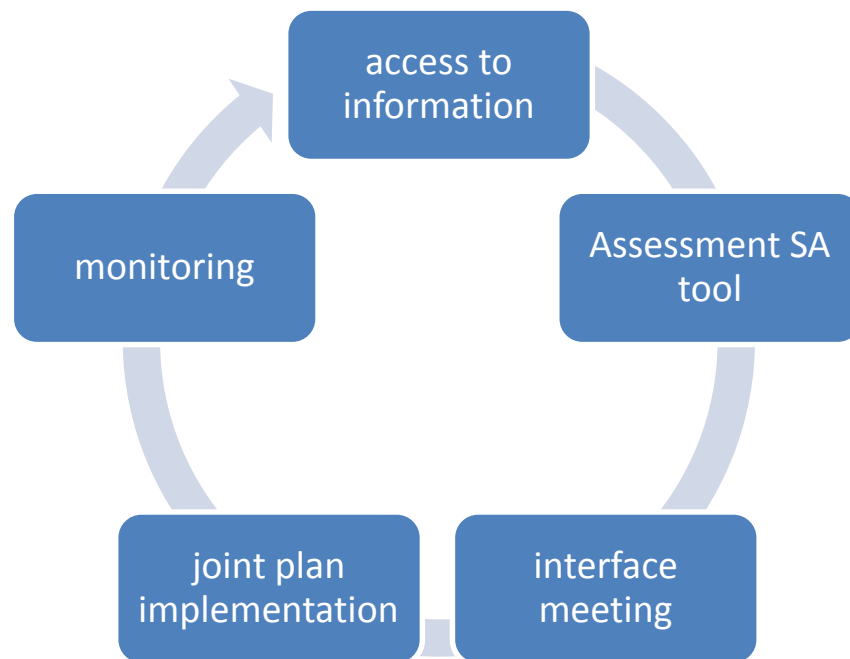
_As Yamani A. (2009), stated that, Social accountability is about affirming and making operational the direct accountability relationship between citizens and the state for a mutually agreed objective; for instance, improved service delivery. It involves citizens/communities working together, to ensure that government and service providers are managing public funds effectively and transparently. It is a constructive dialogue, which brings ordinary citizens, CSOs, local government institutions and public service providers towards a common vision of effective service delivery and improved accountability.

The pilot project of SA program in Ethiopia primarily focused in deepening and stringing the synergy between the SA approach by citizens and civil society organization as the conditionality to make fundamental service provision effective, efficient, responsive, and accountable. This was attempted through adapting best practices of social accountability in Ethiopia and by building a learning curve. The other sub-objective was to build capacity on social accountability amongst all stakeholders (i.e., citizens, civil society organizations, service providers, local government representatives, etc.) Ackerman, John (2004).

2.3 Social Accountability Process

Social Accountability is a process by which ordinary citizens - who are the users of basic public services – voice their needs and demands and create opportunities to hold policy makers and service providers accountable for their performance. The process aims to improve the quality of and access to public basic service. (www.esap2.org.et/socialaccountability/process)

Fig.2.1: Social Accountability Process



Source: Social Accountability Implementation Manual, 2014.

Step 1: Access to information

The process of social accountability begins with access to information about services standards, plan targets and budgets. Social Accountability Implementing Partners (SAIPs) make sure that citizens have the confidence and build the relationships that help them to ask for such information (Behn, Robert (2001)).

Step 2: Assessment with SA tools

Information availability for citizen laid down a base line situations for assessment of service situations, for instance their experience with access and quality of their services vis-à-vis to the standard /plan/ budget (John -Abraham (2004)). In other side, SAIPs help for SAC to fornication social accountability tools, so that service beneficiaries can opportunities to the

service situations from several parameters. For example, marginalized section of societies may have diverse demands.

Step 3: Interface Meeting

After the completion of the assessment, joint meetings are adjusted by SAIPs to synthesis dialogue with officials and providers about the service concerns, and to distinguish and come to consent among whole stake holders on local resolution.

Step 4: Joint Action Plan Implementation

Implementing the agenda of JAP is the other vital thing in assessing the conditions of both supply sides and demand side responsibility. It is practical on the ground when both sides built agreement during collective or interface meeting (Fox, Jonathon (2000)).

Step 5: Monitoring service improvements

Supervising and monitoring the improvement of service quality is the major role of social accountability committee until it requires SA approach again.

2.4 Social Accountability Tools

According to Yamini A. (2009: P23), there are five different tools of SA that are helped to implement the approach of SA across Ethiopia. These tools help to assess the quality of service delivery, and to monitor and evaluate a service improvement agenda as agreed between citizens and service providers in the interface meeting. Yamini A.(2009).

The basic used Social Accountability tools and mechanisms are:

- 1) Community Score Card
- 2) Citizens Report Card
- 3) Participatory Planning and Budgeting
- 4) Public Expenditure Tracking
- 5) Gender Responsive Budgeting

1) Community Score Card

This tool of SA is applied by the member of community to measure and evaluate their opportunities to basic public utilities and the performance of the service they utilize or benefit. It again embraces a self-evaluation of service provision and quality of service providers. Access, quality and equity of basic service delivery are assessed using community developed performance indicators assisted by the grantees (Gaventa, John (2002)).

2) Citizens' Report Card

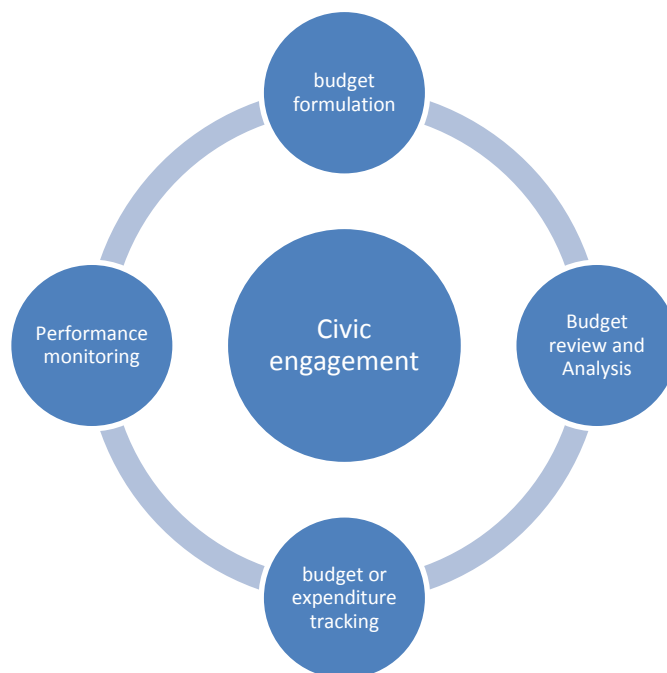
They are surveys that collect service users' opinions on the performance of public service delivery. The opinions of different social and vulnerable groups are gathered to enable equitable service delivery.

3) Participatory Planning and Budgeting

This method advocates straight involvement of the citizens and group of citizen in the budget planning, formulation, and implementing process of the institutions to pressure the level and extent of budget allocated to basic service performance and delivery. Another approach to participatory budgeting is when the community suggests alternative budgets to influence budget formulation by expressing citizen preference (Anne Marie and John Gaventa (2001).

As Anne Marie and Rob Jenkins (2001) presentation in participation and civil engagement group, in the social development department at the World Bank shows the International experiences in civil society to influence budget processes as below.

Figure 2.2: Participatory Planning and Budgeting



Source: World Bank. 2011

4) Public Expenditure Tracking

It is a way to evaluate if billed budget for the delivery of basic public service is really spent as intended, to deliver quality service. By studying the transfer and use of funds and in kind resources, the Public Expenditure Tracking Survey provides a rigorous basis for

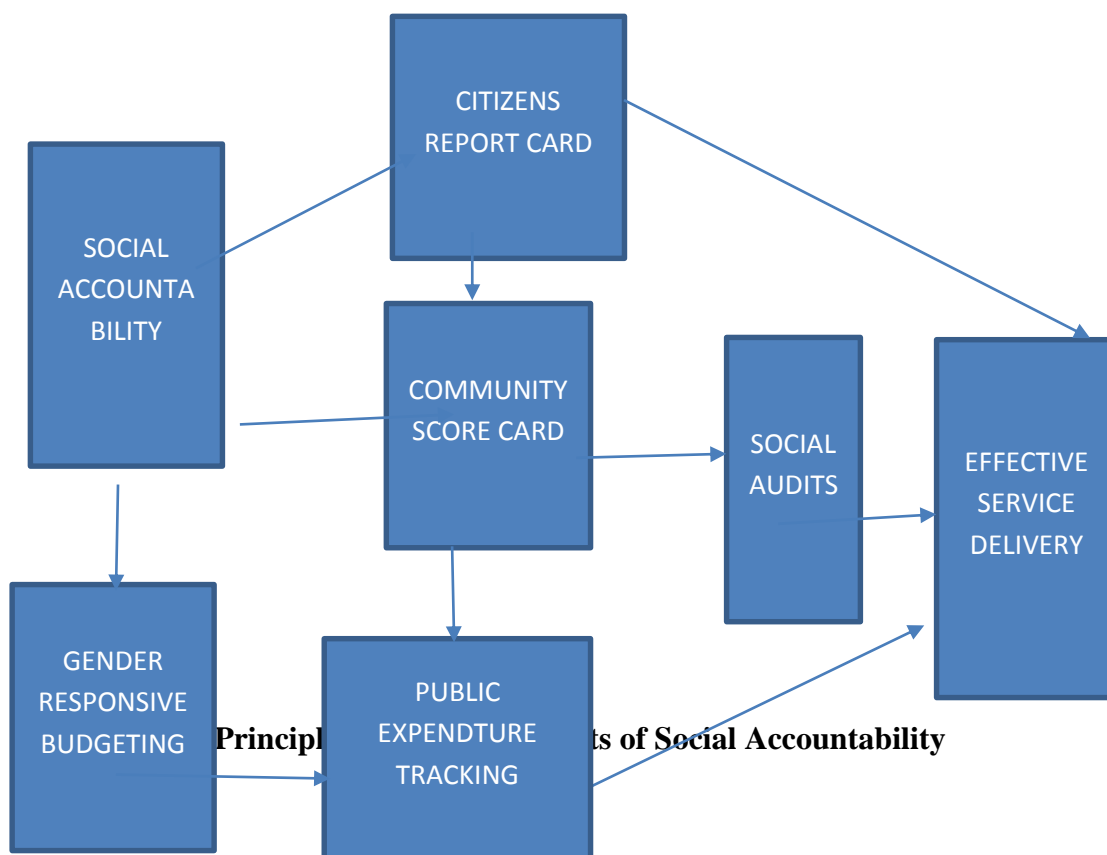
citizens and citizen groups to engage in a dialogue with service providers and local government to improve budget execution for enhanced service delivery (Rob and Anne Marie Goetz (1999).

5) Gender Responsive Budgeting

This tool is a pre request to network a gender dimension into the whole standards of the budget situation. This realizes that budget policies can take into consideration the gender dimension in society and can stop direct and indirect discrimination against either women or men.

It is about taking into account the different needs and priorities of both women and men without gender exclusivity. Gender Responsive Budgeting ensures that budgets are gender sensitive, not gender neutral. (<http://www.esap2.org.et>) accessed on 9 January, 2017

Fig.2.3 Conceptual Frame Work of the Study Area



Source: Own Construction, 2017

There are three fundamental principles that laid down a fertile land for the assurance of social accountability. According to Mulgan, Richard (2000) stated, Social Accountability is mainly built on three principles; those are Transparency, Accountability and Participation. Several conditions are necessary for the effectiveness of these principles: like, creating wide political space and environment for civic involvement, a right policy frame work and legitimate rules, equipping and helping state actors and the institutional capabilities of non-state actors.

a) Transparency

Transparency according to the literature means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. By making full and accurate information about its mission, activities, finance, and making them publicly available to the government encourage transparency and accountability. <http://.www.unescap.org/sites/default/files/goodgovernance.pdf> accessed on 6 January 2017.

Transparency looks for the accessibility of information to the general and intelligibility about government rules, regulations, and decisions. It is the corner stone for the foundation upon which both accountability and participation are built. Information in the public domain is the “currency” of transparency and, together with open and visible decision-making processes, signals that there is really nothing to hide. Broadly speaking, the discourse of transparency has the following three magnitudes (Paul; Samuel, 2002).

1. Revelation of information (the extent of transparency of the government on the subject of, for example, budget expenditures, programs...etc
2. Demystification of information (strengthening the level of awareness and understanding of citizens, for example, about laws, rights budgets, policies etc and
3. Propagation of information’s regarding issues of governance, finance, budget, and laws to the public. In promoting transparency, dissemination of information should be followed by citizen action and advocacy based on this information.

b) Participation

Specifically, the concept of Participation refers to the involvement of citizens in decision making, budget allocation, and policy making issues or activities of government that directly or indirectly affect them. Actually, Participation should be accurate of high quality, and able to make a difference. The advantages of participation are well documented.

c) Accountability

What is accountability? Conventionally, accountability refers to answerability for one's actions or behavior (UNDP 2010). Formally, accountability involves the development of objectives. Accountability thus has three crucial components: a clear definition of responsibility, reporting mechanisms, and a system of review, rewards, and sanctions. Accountability flow indifferent directions: up-ward, downward between subordinates and superiors, and laterally among professional peers. (Ladipo, 2002).

As (Peter Newell; Joanna Wheeler, 2006) cited in Ermias Emiru (2015) describe accountability is formal democracy system has led to an increase focus on the accountability of states to citizens, and role of citizens in decision making processes. Development actors and practitioners recognize that strengthening citizen voice and the engagement of civil society along with traditional forms of support to develop state systems and institutions is critical to responsive governance mechanisms, ultimately resulting in more efficient service delivery.

The conceptual fame works of SA practices are driving from its basic feature which is synthesizing the relationship between the state and society to upscale democratic system and democratic governance. According to Ravindra, Adikeshavalu, 2004) understands democratic governance as a set of values and principles that underpin state society relations. This means allowing people, in particular the poor and marginalized, to have a say in how they are governed, in how decisions are made and implemented, in how diverging opinions are mediated and conflicting interests are reconciled in a predictable fashion and in accordance with the rule of law. The concept of SA is born from the broad and general concept of accountability which bears answerability and enforceability in nature.

“Broadly speaking, accountability refers to the process of holding actors responsible for their actions. More specifically, it is the concept that individuals, agencies and organizations (public, private and civil society) are

held responsible for executing their powers according to a certain standard (whether set mutually or not)” (UNDP 2010.)

Whereas SA is a specific form of accountability, that formed from the bottom up participation. For UNDP ,2010) defines it as: “A form of accountability which emerges from actions by citizens and civil society organization (CSOs) aimed at holding the state to account, as well as efforts by government and other actors (media, private sector, donors) to support these actions.” From the point of this definition two approaches are help to isolate social accountability from the other types of accountability. The prior approach is refers to the inclusion of two actors: which is social accountability belongs in both civil society and citizen in one side and the state in the other side. In other sense SA locates in between citizens or civil society and the state.

The later approach is implicit and basically negative that against vertical form of accountability, for instance election which is a formal and legal way of accountability in those citizens pushes the government to be accountable. The WB is the major pioneer of the approach of SA for the achievement of aid distribution and other grants for developing countries. Basically developing countries are more vulnerable for corruption, violence, exclusion of certain segments of society from benefits, elite capture of resources, poor service delivery, high poverty level, and bad governance system. So, to address these shocking scenarios the aid agencies and state leaders were come up with the approach of SA (Ravindra, Adikeshavalu, 2004). Further, the concept of SA is the major weapons that fight for good governance and response for traditional form of building accountability which is a top down approach.

The World Bank (2006) defined social accountability to mean: the broad range of actions and mechanisms (beyond voting) that citizens can use to hold the state into account, as well as actions on the part of government, civil society, media and other social actors that promote or facilitate these efforts' (2006:3). Malernaet al., 2004) also define social accountability as 'an approach towards building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organizations who participate directly or indirectly in exacting accountability.

Fig. 2.4: **Three, Principles built Social Accountability**



Source: UNDR, 2011.

The agenda of good governance, quality provision of social service institutions, and poverty reduction are used as major criteria and initial points to implement the concept of social accountability. This because of that, social accountability is significantly play a prominent role in strengthen civic participation in policy formulation, planning, and establishing effective, efficient public institutions. This shall not be achieved with in a single involvement of specific individuals or power holder (Reuben, William, 2002).

It requires active engagement of the whole citizens through numerous mechanisms in using social accountability tools like, Community Score Card (CSC), Citizen Report Card (CRC), public expenditure tracking (PET), Community Mapping, Participatory Planning and Budgeting, Gender Responsive Budgeting, and Social Auditing. Furthermore, the perspective of social accountability is creates further political spaces and equitable chances for poor and marginalized sections via social cohesion and interaction the concept of accountability is at the heart of both democratic, rights-based governance and equitable human development. A democratic and inclusive society is based on a social contract between a responsive and accountable state and responsible and active citizens, in which the interests of the poorest and most marginal are taken into account. Such contracts "have to be constructed

over time, through mutual interactions between states and citizens (Songco, Dan, 2001)"(Kabeer, 2010).

This shall be applicable either broadly or specifically, the broad way of applications more or less related with the concept of accountability that refers to “the obligation of power-holders to take responsibility for their actions” (UNDP, 2010). Tisé (ibid.) expresses it at greater length: while the specific way is described as the engagement of both citizen and civil society to pressure the power holders to be accountable for their action.

Thus far, the definition of SA focuses on the process of holding to account—of holding a government answerable and then enforcing sanctions (Goetz, Jenkins, 2005)..According to McGee , Gaventa ,2010b) note that social accountability is not simply a retrospective process of holding a power-holder to account for pre-established norms but involves an on-going role for voice and participation in the ‘upstream’ processes of formulating these norms. For example, budget formulation can support the engagement of citizens in subsequent processes of holding government to account. In other hand, the notion of SA requires strong bond and relationships among the state and citizens or CSO to bear fertile soil and conducive environment for civic engagement (Parmesh Shah, 2003).

In their definition of social accountability, Joshi and Houtzager, 2008) stress the on-going nature of the relationship. The practices of social accountability does not take place in the vacuum, at least it demands well informed, skilful and democratized paths and procedures from the bottom to top approaches. As the result social accountability is the base line and corner stone to address the problem of poor service provision in public sectors bear the concept of good governance and other democratic principles. In the UNDP definition of social accountability, ‘voice’ is cited as an “essential building block” of accountability (UNDP, 2010) and concerns the ability of the citizens and civil society organizations to articulate their expectations and to have a role in defining the standards by which their government is held to account.

It is not current phenomena, but it established as the response of weak implementation of policies, principles, and poor involvement of community in diverse socio-economic scenario of the nation. Historically, the view of social accountability is more or less attached with the concept of world banks definitions which aims on redaction of poverty and poor governance through public engagement for collective progress. (WB, 2004-2006). The World Development Report, 2004, *Making Services Work for Poor People* suggests that service

delivery can be improved “by putting poor people at the centre of service provision: by enabling them to monitor and discipline service providers, by amplifying their voice in policymaking, and by strengthening the incentives for providers to serve the poor.”

It accounted as a tool or weapons that fight against corruption, poor delivery of services, and the major mechanisms to establish better governance among the nations. The notion of social accountability has got much more attention at global arena. This because of the devotion and interest of the public is still increasing to improve fundamental service provision and formulate better public policy. For instance, social accountability measures may seek to hold urban governments to account for the inadequacies in their provision for water, sanitation and health care, yet many of the international agencies that support those measures choose to give very low priority to funding improved provision for water, sanitation and health care in urban areas (Satterthwaite, 2001)

According to velliman , There is a growing interest in Social Accountability (SA) initiatives and approaches to improve basic service delivery and formulate better public policies. 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.) SA facilitates a right ground and favorable environment to empower local poor or marginalized people to demand transparency and accountability from the local government system which intended by law.

Many academic findings supported that countries are cleaning their policy and their political agendas to soar and strengthen public involvement and social accountability in line of realizing for good governance and sustainable development. More over these, from the very beginning, the view of social accountability embraces popular participation of the community to address local problems through diverse methods, like creating peaceful dialogues with government officials and concerning bodies or creating purposeful awareness and orientation about the essence of social accountability.

In current decades, social accountability plays a diversified role around the world in building civil society organization that dialogues to pressure the government to account, specifically in the area of budgeting and functioning of funds or over the quality of service provision. For example in India, Bangalore there is regular monitoring and auditing via the institution called public record of operation and finance (UNDR,2010).

Similar cases are performing in Africa in improving quality of basic services, planning, budgeting and forcing the state to be accountable via SA. Not only these, the practices of SA plays a significant role by resolving continental conflict, in adequate service provision, leakage, corruption, and miss use of public resources and other desirable qualities. For instance, Somalia conflict resolution way through civic engagement and an interesting and detailed assessment of citizens' report cards on the provision of water, sanitation and solid waste collection in Kenya's three largest cities found a tremendous proportion of the populations did not receive any public services (KARA, 2007). 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 similar way the government of Ethiopia has recognized and launched in 2006 social accountability program via two phases(ESAP 1, ESAP 2) jointly with diverse development partner organizations, like WB, African development bank(ADB), the UKs department for international development (DFID), the European Union(EU), and world bank goal oriented at formulating, and implementing best practice tools to soar public engagement in directing, planning, monitoring, and evaluating public service affordability and service provision in selected public sectors. Like, in health, education, water and sanitation, agriculture and rural roads. In addition, business process re-engineering program, (BPR) balanced score card (BSC), the notion of new public management (NPM), and other civil service reform programs are the parts of SA practices in Ethiopia to resolve the overwhelmingly long-drawn-out problems in basic service provision and good governance.

As many international and regional organizations suggest that, the notion of social accountability and good governance are mutually interdependent and inseparable. This because of that the notion of good governance is driven from the basic concept of social accountability that claims as a necessary condition for sustainable development and poverty reduction. this provides a costs for SA to gain widespread currency, especially among international organizations and industrialized world nations (Punyaratabandhu, 2004, World Bank, 2007) from this point of view one can realize that the notion of good governance shall get prioritization for real implementation of sustainable development and poverty reduction otherwise it will become very weak.

Social accountability is the pace that established as the remedial action to correct the wrong application and implementation of public resources by supply side and the means to create conducive access for those poor and marginalized groups to take part how decision is made, services are provided and finally directs for realization of information access, transparency, accountability and these paves the pace for good governance. 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 assumption, SA approaches aggregate multiple frame work to encourage people and build the utilities and capabilities they inspire. And this in return assists community members develop capacity to make choices and exercise control over their own development (Khan, 2012).

The need for strengthening accountability relationships between policy makers, service providers, and clients is at the core of the 2004 World Development Report's argument for "making services work for the poor. "This laid down a base line situation for the establishment of the concept of SA.

2.6. How Does Social Accountability Differ from other Aspects of Accountability?

Literatures suggest that, the discourse of social accountability is quite differing from the other forms of accountability due to its adherence of civic engagement and capacity of empowering all community in building accountability. According to UN reflection social accountability 2013, the following points are key issues that show how social accountability differs.

- A. Improve the efficiency of public service delivery and increase the responsiveness of Services to a range of users;
- B. Improve budget utilization;
- C. emphasizes the needs of vulnerable, marginalized and traditionally excluded groups in policy formulation and implementation;
- D. Tackle gender-based imbalances;
- E. Demand transparency and expose government failure and corruption;
- F. Facilitate links between citizens and local governments in the context of decentralization;
- G. Construct new democratic spaces for political engagement and ensure that existing Spaces are used to the best possible effect.

2.7 The Significance of Social Accountability

According to World Bank, 2005, the concept of SA has diverse function in addressing the tackle of development issues. Up to recent days, the discourse of good governance, development effectiveness, and empowerment of marginalized section of society has got wide spread attentions in both agenda of development agencies and state leaders. Based on above discussion the discourse of social accountability needed for the following three agendas (WB2005).

1. the effectiveness of governance
2. improvement of development
3. empowerment

1. The Effectiveness of Governance

Social accountability contributes a lion share for building accountability and this helps democratic governance. From the very beginning the concept of social accountability is committed to build accountability via collective efforts of citizens, civil society, media and other individual sector. Then, these situations laid down a flat area for the viability of transparency and participation. In a nut shell, the broad term of accountability can get its legal meaning if there is a good means and political spaces for good governance (UNDP, 2010). As one can recognize that, social accountability is a back bone and a corner stone for building good governance. Accountability protects erosion and crisis of governance and legitimacy by synthesizing a better environment for citizen take part in criticizing public delegates to be responsible for their actions and exercising their rights in holding government office (WB, 2005).

2. Development Effectiveness

According to WB, 2005 the development effectiveness is one aspect of building the concept of social accountability. This argument can be assured by expanding quality basic public service and formulating empirical policy based on countries economic scenario that benefits the whole section of community (WB, 2005).

By enhancing the avail ability of information, strengthening citizen voice, promoting dialogue and consultation between the three groups of actors and creating incentives for improved performance, social accountability mechanisms can go a long way toward improving the effectiveness of service delivery and making public decision making more transparent, participatory and pro -poor. Since poor people are most reliant on government

services and least equipped to hold government officials to account, they have the most to gain from social accountability initiatives (WB, 2006). From its huge potential and capability for reduction of poverty and back wardens, social accountability play its significant role in improving level of income and development issues. As book of World Bank and UNDR of 2010, social accountability has a big role to tackle the tension of poverty and marginalization in LDCs or developing countries by adjusting more pro poor policy and advocating the concept of inclusiveness.

Broadly, Social accountability also has strong potential to contribute to **poverty reduction** through more-pro -poor policy design, improved service delivery, and empowerment. Some social accountability mechanisms have specifically been developed for use by poor (and/or illiterate) populations and many focus on issues of priority importance to poor people (such as public health, education, water and sanitation services). However, as mentioned above, constant effort is required to ensure that social accountability initiatives effectively serve the priority needs of poor people, include mechanisms to overcome potential barriers to their effective participation and, ideally, allow poor people to be “in the driver’s seat” (WB, 2005).

3. Empowerment

The issue of empowerment is indicates that including those dis advantaged group and poor people in economic, social, and political benefits. While there is no single definition of empowerment, at its broadest, it can be understood as the expansion of freedom of choice and action. Research shows that poor people’s dissatisfaction with government relates largely to issues of responsiveness and accountability. Poor people report that state institutions are “often neither responsive nor accountable to the poor” and “not accountable to anyone or accountable only to the rich and powerful” (Narayan et al. 2000).

By supplying essential information on rights and entitlements or soliciting systematic criticism from the poor people, social accountability mechanisms provide a means to increase and aggregate the voice of disadvantaged and vulnerable groups. This enhanced voice empowers the poor and increases the chance of greater responsiveness on the part of the state to their needs. That said, reaching out to poor people with the support they need to initiate their own social accountability actions and ensuring that social accountability mechanisms are designed in the interest of the poorest (and not “captured” by more powerful groups) are key challenges of effective, pro poor social accountability (WB,2005).

In light of gender implication, social accountability has also tremendous effort by calling the role of women in diverse agenda. Basically, women's role is under estimated in our day to day activity. However, social accountability is a remedial action to curb as such a kind of ill assumptions. In other expression, the discourse of social accountability is a recent philosophy that yet has a sharp increasing attention in both aid agencies and state leaders. this because of that its contribution by tackling the problem of gender bias from policy formulation and its directives for policy formulators to consider and account the role of women in every aspects. Social accountability also has important gender implications.

Women are systematically underrepresented at every level of government in almost every country around the world. This situation of political marginalization weakens women's capacity to promote their interests and defend their rights vis à-vis government. Social accountability mechanisms, due to their bottom -up, inclusive and demand driven nature, enhance the ability of women to make their voices heard. A number of social accountability tools (such as gender budgeting and gender disaggregated participatory M&E) have been specifically designed to address gender issues. As stated in the above paragraph, social accountability initiatives often target those public sectors of greatest importance to poor people, of which women constitute a significant part. Similarly, social accountability initiatives have great potential and have already been used to draw attention to the needs of vulnerable groups in society, whether disabled people, children or youth (UNDR, WBR, 20010).

Fig. 2.5: Three Frame work of Social Accountability



Source: Adopted from World Bank Book, 2005

2.8. Core Elements in SA

Social accountability involves at least three core elements: voice, enforceability and answerability, which together form part of a cycle. We begin by defining and discussing each of these concepts in turn.

1. Voice here is understood as a variety of mechanisms – formal and informal – through which people express their preferences, opinions and views and demand accountability from power-holders (UNDP2010, 11)

There are three basic attributes that identifies voice from an easy collection of complaints or comments via next cases:

- First, for citizens to effectively participate in monitoring and evaluating any aspect of public sector performance, they first need to have a clear understanding of what the mandate is. In other words, citizens may very well not even be aware of their rights and entitlements and of the specific obligations that public officers have to fulfill in the course of their work. For this reason capacity building, understood minimally as communicating basic information on mandate, rights and entitlements to citizens who are to perform social accountability activities, can be deemed to be a first prerequisite for voice to be effective.

Second, the individual evaluations and opinions of citizens that result from social accountability monitoring activities need to be aggregated and articulated. Most importantly, the information resulting from the process of aggregating and articulating citizens' assessments opinions and complaints should be formulated in direct reference to the mandate highlighting specific shortcomings, unmet targets, and in the case of complaints synthesizing individual grievances into actionable demands.,

- Third, generating information is not enough. Citizen's feedback needs to be transmitted to relevant actors or decision makers who can act upon the information and/or for whom the information has the potential to generate costs. In other words aggregating and articulating information is not sufficient unless it is channeled in a way that it can have an effect on the incentive structures of decision makers and public officials.

2. Enforceability refers to a situation where, when the mandate is not appropriately fulfilled, consequences are expected to exist and be executed. Enforceability is a critical underlying factor shaping the incentives of service providers to act in a more or less responsive manner with respect to the communities they serve. Incentives here can be understood in terms of the

costs for the service provider associated with unsatisfactory performance and normally refer to formal disciplinary action, but can also entail rewards for good performance (both usually involve remuneration or career opportunities)

3. Answerability is defined by UNDP, 2010) as the obligation to provide an account and the right to get a response. In this discussion, answerability can be understood as voice triggering a response from the service provider or pertinent authority. It is essential in the sense that it is one of the concrete manifestations of the notion that accountability is a two-way process, in the case of social accountability, directly engaging citizens and service providers. As a concrete example of the interconnection of the concepts here discussed, answerability is strongly contingent on enforceability, but it also involves a feedback process through which the citizens can be informed of the use made of the information they have provided; namely to whom it has been relayed and what actions are being taken to address the issues uncovered by the social accountability exercise.

Chapter Three

Research Methodology

3.1 Description of Study Area

West Badewacho woreda is located in Southern Nations Nationalities and People Regional State (SNNPRS), more specifically in Hadiya Zone, West Badewacho woreda. SNNPRS is one of the 9 regional states that are established according to the 1995 FDRE constitution. The region is found at 4° 27° -8° 30° latitude North and 34° 11° longitude East. According to its relative location SNNPRS is bordered with Kenya in the South, Sudan in the South West, Gambella Region in the North West and Oromia region in the North, and East (Cherenet, 2008). The total area of the region estimated to be 110,931.9sq.km which is 10% of the country and inhabited by a population size of about 15,760,743 accounting nearly 20% of the total population of the country. The population density of the region becomes 142 persons per sq.km, which makes the region one of the most populous parts of the country.

SNNPRS is a multination in its socio cultural composition which consists of about 56 ethnic groups with their own unique geographic location, language, cultures, and social identities living together in a peace. These several ethnic groups are categorized under Omotic, Cushetic, Nilo- Sahara and Semitic super language families. Among which Omotic and Cushetic are the most populous and diversified ones with the largest area coverage in region respectively.

Table 3.1: Administrative Division of SNNPRS

No	Administrative Divisions	Total Numbers
1	Zone	13
2	Woreda	126
3	Special Woreda	8
4	Rural <i>kebele</i>	3714
5	Urban <i>kebele</i>	238
6	Town Administration	22
7	Certificate Town (with municipality)	114

Source: SNNPRS BoFED, Data Collection and Dissemination Core Process, 2016.

3.2 Location and Physical Feature of Hadiya Zone

Hadiya Zone which is one of the 13 zones that found in the SNNPRS is located in the South Eastern part of Ethiopia. It also located around 314 km distance from the capital city of Ethiopia, Addis Ababa. The total land of the zone is about 346958.5 hectares. With regards to administrative division Hadiya zone is classified in to 11 woredas or districts and 2 city administration. According to the projection of CSA (2007), in 2014 the total population of Hadiya zone is around 128290. The dominant means of livelihood of Hadiya people is agriculture which is characterized by traditional farming.

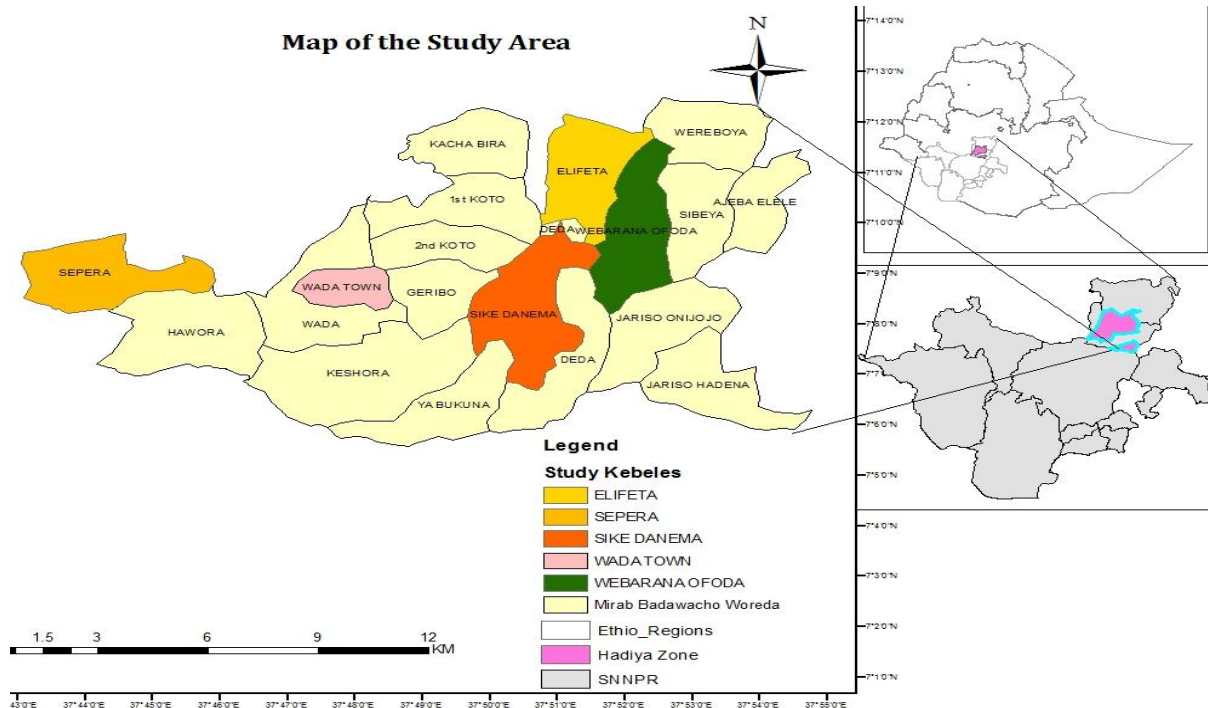
The zone is relatively vast in size. Latitudinal and longitudinal extension of the zone is roughly between $7^{\circ}7'-7^{\circ}.92'N$ and $37^{\circ}29'-38^{\circ}13'E$. Specifically, this study was conducted in west Badewacho woreda which is located 45 km from the capital of hadiya zone, 90 km from the capital of the SNNPRS, and 320km from the capital of Ethiopia. The area is consists of three ethnic groups such as Hadiya, Kambata, and Wolita. However, Hadiya people are very dominant in the area. The *woreda* covers a total land area of 150.5 square kilometer (West Badewacho Woreda municipal office 2016).

West Badawacho woreda is among one of the midlands of the country having an average altitude of 1750 to 2100 meter above sea level, receives an average annual rainfall of 800-1200 millimeter with ambient temperature $11^{\circ}C$ to $27^{\circ}C$. The woreda has small landholding similar to most mid lands of Ethiopia and the area lies within *woinadega* (moist and dry) and sub-humid agro ecological zones. The rainfall in the area has bimodal pattern with two rainy seasons: the short rains between March - May (peak in May) and the long rains between June -October (peak in September). The typical dry season normally occurs between November and February. Cattle, sheep, goats, donkeys, horses and chickens are the livestock species kept in the area (MBWFDO, 2013: 8)

It has a very high population density of 642.42 persons per Square kilometer. The area was established in 1998E.C as one of administrative division of Hadiya zone from the ex Badewacho woreda with total of 22 rural *kebeles* and total population of 83,439 whom were 40,876 male and 42,563 female (CSA, 2007). It is relatively located east of Oromia which is *Merab Arsi* zone, North of Kambata Tambaro zone, south of Woliyta zone, and North West of Halaba special *woreda* and 150.2 s.q km with estimated area. The majority of the

inhabitants are Protestants (85.65%), Catholic (8.17%), and Ethiopian orthodox Christianity (6.18%) (WBWFEDO, annual report, 2013: 5).

Figure 3.1 Map of *West Badawacho Woreda*



3.3 Research Design

This study has followed up cross-sectional research design. The researcher applied this design of study; to find out and to triangulate the prevalence or frequency of situation, problem, phenomena, attitude, and related issues. The research has followed the cross-sectional design of the study by accepting the population cross-section.

3.4 Research Approach

A mixed approach has employed in this study to collect extensive data from qualitatively, quantitatively and used to confirm findings from different data sources through triangulated data instruments and consequently to draw valid general conclusion. Broadly speaking, the researcher undertook a mixed research approach which incorporates semi-structured questionnaire (open and close ended questionnaire), FGDs, Non-Participant field observation and key informants interview to collect a wider data for the purpose of explaining and analyzing the problem.

The qualitative strategy has used for detail description of situations, events, people interaction, observed behaviors, direct quotations from people about their experiences, attitudes, beliefs and thoughts (Newman, 2008). This, qualitative approach was employed to analyze the data collected from FGDs; non-participant field observation and key informants interview officials from West Badewacho *woreda* i.e., education sector workers, local elders from selected *kebeles*, *teachers*, and head of the sectors.

Quantitative method, on the other hand, was used to analyze data from primary sources, mainly from questionnaire, to collect in-depth information from participants, and tabulated in the form of frequency and percentage based on the responses of the participants using SPSS version 20.0.

3.5 Data types and Sources

The researcher has used both qualitative and quantitative data. Thus, on this base line situation, data gathered from both primary and secondary sources. The primary sources of data for this study included information that were obtained from the respondents by distributing questionnaire, conducting semi-structured interviews and FGDs. Secondary sources, such as, books, journal articles, web sites reviewed to understand the concept of practices of SA and identify the role of SA in service provision. Policy documents, unpublished reports and statistical information assessed to identify policy frameworks that promote the practices of SA and its tools. Reports and other archival documents such as register books, directives, minutes of ESAP meeting, are supplement the primary data.

3.6 Study Population

“Population” is all individuals of interest to the researcher (Marczyk, Dematteo, Festinge, 2005). Having in this argument, the target populations of this specific study that, the researcher interested in area people living in West Badewacho *woreda*. So the target population was people aged 21 years and above including Youth, supervisors, school directors, senior government officials, Persons with Disability, teachers, Elderly or local leaders, and chairmen or *Kebele* Education Training Board (KETB).

3.7 Sample Size and Sampling Techniques

West Badewacho *woreda* education sector is one of the public sectors among 24 sectors found in the *woreda*. Since the nature of the study is to explore the practices of SA in this sector, it consists of community of West Badewacho *Woreda*. To determine the sample size of the study area the researcher used Yamane’s formula (1977, cited in Israel, 1992).

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

Whereas N = total population, n= sample size

$$n = \frac{5921}{1 + 5921(0.07)^2} \approx 197$$

e= error

3.8 Sampling Techniques

Hadiya zone constitutes ten woredas and two administrative towns in SNNPRS of Ethiopia. The study woreda was purposively selected because in the woreda there are the problem of poor educational infrastructure, vast number of students' dropout rate, limited number of primary schools and low enrollment ratio of students' especially primary and secondary level of education in accordance of Hadiya Zone annual report of education department (2015). As a result, the quality of education was deteriorated. Accordingly, three rural *kebeles* were selected purposefully namely Danema 01, Kachabira, and Elifata were selected based on high number of students dropout rate, low score in regional examination rate, poor infrastructures, geographic location, and the availability and prevalence of school. To collect relevant data from sampling respondents, the researcher applied systematic simple random sampling because the list of the households was available. Accordingly, the questionnaires were distributed with the interval of every after 30th household in the selected three *kebeles* till researcher achieved the selected sample of 197. On the other hand, head of the sector, supervisors, local leaders, teachers, sector workers, directors, youths, vulnerable groups, and *kebele* chairmen were selected through purposive sampling techniques.

Table: 3.2 Sampling *Kebeles* and their Probability Proportional to Sample Size (PPS)

Name of Woreda	Sampled or targeted Kebeles	Household Size	PPS
West Badewacho			
	Danema 01	2300	80
	Kachabira	1878	60
	Eli feta	1743	57
Total		5921	197

Source: Researcher's Computation, 2017

3.9 Data Collection Instruments

Questionnaire: The researcher has applied this data collection tool to assess the respondent's perception, feelings and experience and since, it is crucial to figure out the practices of SA and its status. The questionnaire prepared and distributed to 197 sample respondents of households in sampled *kebeles*.

The questionnaire has constituted closed-ended, open-ended questions and employed to gather data from respondents. The data collection was filled by 3 data enumerators and supervision held by researcher. Before, undertaking actual data collection, all enumerators were oriented about the purpose of the survey and on each question. During the data collection, the researcher checked and the completed questionnaires every day. The questionnaires were prepared in English and later translated in to Amharic by language teachers for those respondents have not skill of English and avoid confusions or language barriers. Soon after, this was translated in again English language for data analysis.

Interview: Both structured and semi structured Interviews were used for collecting information from 2 education sector workers, 3 School directors or head masters, 1 Head of education sector, 3 teachers, 2 supervisors and 3 *kebele* chairman from selected *kebeles*. This because it is the right instruments for the researcher to attain responses forwarded and will draw extra to obtain further information and it is important to obtain relevant information from the respondents, to achieve the research objectives by describing, predicting or explaining the phenomenon based on emotions, feelings, and experiences. Key informant interview (KII) administered with well informed and experienced about the problems like, head of education sector, Sector workers, and education professionals (Supervisors, teachers, School directors). In this point of view interview has conducted with Sector workers, directors, supervisors, and public officials or heads in total of fourteen (14) respondents were participated. (See table 3.2 for detail).

Focused Group Discussion: FGD is a tool that used to collect data from primary sources by facilitating a favorable area for those participants and groups come up with their skills, knowledge, experiences, perceptions, feelings, impressions, and thoughts. Before the fieldwork was conducted, a Check-list is developed for FGDs. Hence, FGD are conducted in a total of three *kebeles*. The number of members of FGD participants in each *kebele* was 8 and they form one FGD in each *Kebele*. Totally eight FGD in three *kebeles* and the total number of members were 24. As a result, the compositions of participants of FGDs were

representatives of Vulnerable or marginalized groups, youths, local elders or parent teacher association, and women.

Consequently, the FGD took place in each sampled *kebeles* with composition of 9 marginalized section representatives, 6 local leaders, 9 youth's representatives, and elders by grouping in two groups with total of 8 participants. Accordingly, each group had facilitated by moderator who had experience and practices. One more thing here is the way of selecting members of FGD is Purposive because of the nature of the problem and experience of participants.

The selection of FGD was purposive because had ability to provide information about the issues in the focus group discussion in each *Kebele*. Each FGD are facilitated by moderator who had experience and practice. This FGD enable to get large information over a relatively short period of time and effective for accessing a broad range of views on the role and practices of SA. (See next table below).

Table 3.3 Summarized forms of data collection tools:

No	Participants of study	Total number	number of participants or Sampled number	Data collection methods			Sampling techniques
				Questionnaire	FGD	Interview	
1	Household	5921	197	X			Systematic random sampling
2	Supervisor and directors	34	5			X	Purposive
3	Head of office	2	1			X	Purposive
	Local leaders	25	2 in each <i>kebele</i>		X		Purposive
	Marginalized group	120	3 in each		X		Purposive
	<i>Kebele</i> chair men	3	3			X	Purposive
4	Teachers	345	3			X	Purposive
	Sector workers	30	2			X	Purposive

	Youth	430	3 in each <i>kebele</i>		X		Purposive
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3.10 Methods of Data Analysis Procedure and Presentation

The researcher prudently dealt with data before interpretation and analysis. This is because of as (Marczyk, Dematteo, and Festinge (2005), pointed out “data represents the effort of the researchers, labor so long to supply information that profoundly permit them to describe phenomena, predicate events, identify and weight differences between conditions, and build the effectiveness of the interventions”. According to Marczyk, Dematteo, three issues should be accounted as soon as data collected ,such as primarily preparing the data for analysis, secondly analyzing the data, and lastly interpreting the data . Depending upon the objective of the study and nature of data availability, the method of data analysis used descriptive statistics to assess the practices of SA in West Badewacho woreda and to make valid conclusions based on collected data. The collected data would be edited, coded, classified and its consistency checked to facilitate data analysis. Descriptive statistics like frequency and percentage is employed to assess the role and practices of SA by using the SPSS computer software version 20. Descriptive statistics helps one to have clear picture of socio-economic and economic condition of the respondents and to see some association of the variables. Furthermore, the statistical significance of the different variables is tested by using table, pie charts, and graphs.

3.11 Ethical Considerations

In research ethical consideration is a crucial element that deserves attention. Further, all ethical considerations were maintained to undertake every necessary step in this study. However, the researcher centralized on the following areas because that it demands a great care of willingness of individuals or participants.

1. The necessity to strictly ask the consent of the participants whether they are willing to participate in the research or not. Likewise, in this study participants were assured to the subjects of the study that they are free to withdraw from participation in the study whenever they found necessarily.
2. The actual names of participants in the study were kept secret while the sex or ages of the respondents were used where it seems appropriate.
3. The necessity, the actual names of the study kept from possible dangers that may be encountered.

Chapter Four

Results and Discussions

This chapter of the study provides analysis and interpretation of data. Data was analyzed *via* frequency distribution in percentile; following analyzed data was presented by using tables, graphs, and Pi-chart. Lastly interpretation was given according to the analysis.

4.1 The Socio-Demographic Characteristics of Respondents

Table: 4.1 Percent Distribution of Respondents by Residential *Kebele* and Sex

Variables	Name of <i>Kebele</i>						Total	
	Danema 01		Kachabira		Eli feta		F	%
	F	%	F	%	F	%		
Male	49	24.87	35	17.76	34	17.25	118	59.90
Female	31	15.73	25	12.69	23	11.67	79	40.10
Total	80	43.7	60	30.45	57	28.93	197	100

Source: Survey Result, 2017.

Concerning sex and residence Keble of household respondents, the survey data above table 4.1 showed that, 49 (24.87%) of male and 31 (15.73%) female respondents participated from *kebele* Danema 01 and 35 (17.76%) male and 25 (12.69%) female respondents are from Kachabira *kebele*. The other remaining 34 (17.25%) male and 23 (11.67%) female respondents are from Eli feta *kebele*. On the other case, 118 (59.89%) male and 79 (40.10%) female respondents took part from household survey from above *kebele*. The above survey result implied that, the numbers of male respondents are greater than the number of female respondents due to the fact of researcher field observation result and prior statistics on male and female engagement on bringing state officials or service providers to be accountable for their action. This indicates that the participation of male in social accountability in the study area is greater comparing to females.

Table: 4.2 Characteristics of respondents by age group

Respondents age group	Age Group							
	21-30		31-40		41-50		51 and above	
	F	%	F	%	F	%	F	%
	30	15.22	47	23.857	100	50.76	20	10.15

Source: Survey Result, 2017

As above table indicated, 30 (15.22%) respondents were found under the age group of 21-30 and most respondents were found the groups between 41 up to 50. This means 100 (50.76%) respondents were found 41-50 age group. Moreover, 47 (23.857%) were between under the age group of 31-40 and composite of youths. Besides, 20 (10.5%) were above the group of 50. This indicates that respondents are capable or active enough to play a significant role in social accountability in the study area as 177 respondents range from 21 to 50 years.

Table: 4.3 Educational Backgrounds of Respondents

Level of Educational	F	%
1-8	85	43.14
Grade 9-12	50	25.38
Certificate	17	8.62
Diploma	25	12.69
Bachelor degree	20	10.15
Above		
Total	197	100

Source: Survey Result, 2017

Regarding educational background, 85 (43.14%) respondents were found from Grade 1-8 while 50 (25.38%) respondents learnt from Grade 9-12 and 17 (8.62%) respondents were found on the level of certificate while 25 (12.69%) respondents were diploma holders. Apart from these, 20 (10.15%) research participants were Bachelor degree holders and none of the respondents have level of education above Bachelor degree. From this we can infer that majority of the respondents (68.52%) are having the educational background ranging from 1

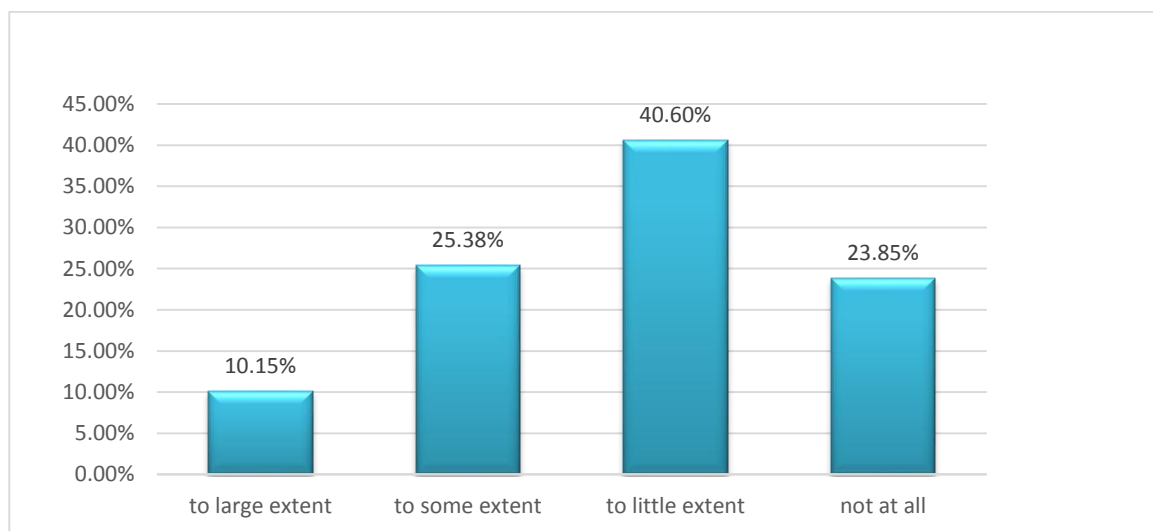
up to 12 which may be hurdle because at this level of education they may not comprehend the degree of application of social accountability in the study area.

4.2 Conditions or Degree of Application of SA Practices in the Education Sector

In the current situation every public sector is arranging its institutional mechanisms to strength the capacity and potential of staff. Particularly, the prospect of result oriented performance, provision of the service based on the interest of service beneficiary, or need based approach, and issues of demand for good governance pushed the sectors tendency to recognize and understand the use of SA and its tools in service provision procedure. These base line conditions speed up the procedure of community empowerment in planning, monitoring, evaluating, and allocating public resource to realize quality of the service provision. Understanding the status of the sector performance in implementing the practices of SA is a crucial issue to infer the current level of the sector.

Based on this fact, citizen’s respondents were asked their opinion to level the current status and degree of implementation of the SA practices in the education sector.

Fig.4.1: Percentage of Respondents in Extents of Communities involvement in Planning, Monitoring, Evaluating and supervising the performance of Education Sector



Source: Survey Result, 2017.

Respondent were asked to rate the degree of community involvement in planning, monitoring, overseeing the achievements and performances of education sector. Regarding to the above data, 23.85% participants rated “not at all” the sector condition in empowering community in planning, monitoring, and evaluating the performance while 40.60% were rated to “little extent” and this showed the sector provision of the service is not based on the

majority interest and community based assessment practice which was ineffective. Therefore, this result revealed that concerning citizens' involvement and participation, 40.60% and 23.85% of them said that they were not involved nor participated in the planning, budgeting, implementation and monitoring of the quality, accessibility, and equity of basic public services in this Woreda education sector. On the other hand, 25.38% and 10.15% respondents rated the habit of the sector in empowering community in planning, monitoring, and evaluating the service from "to some extent" to "to large extent" respectively. According to this survey, it can be inferred that the access to planning, monitoring, evaluating the quality, quantity and accessibility of education services in West Badewacho woreda education sector was found very low.

This finding is consistent with Eskinder (2015), who found that community participation in planning, monitoring, and evaluating service provision in education sector is very poor and ineffective as compared with else sector. The FGD participants in Kachabira *kebele* showed that:

"There is no too much achievements that has been seen in the sector regarding community empowerment in planning, monitoring, and evaluating sector performance, achievement and service providers conducts; but sometimes there is little attempt to call community to participate on the gaps and deficits of service provision".

Concerning the result obtained from FGD on the above mentioned *kebele*, the education sector is very poor in activating and equipping community to demand fair, better, responsible service provision. Besides, parents and other concerned members are not encouraged to find out the case was deteriorated education performance, absenteeism, limited supervision, and other related issues.

The above argument of FGD is consistent with the ESAP2, (2006) which revealed that there was limited access for citizens to take part in planning, allocating, analyzing, and complaining about the quality of the service in education sector. The study revealed that lack of community participation in planning, budgeting, and evaluating sector performance was ranked as lower. In contrary to these, the key informant interview showed that:

"The education sector showed better performance among others in 2008E.C fiscal year in mobilizing community to contribute their resources, joint action planning, and labor to settle down the problem of shelter for teachers, rooms for learning, library building, and separate toilet service for male and female

students. In this regard the communities of Danema 01 kebele build 4 class rooms for student's tutorial purpose, 1 library, and two separate toilets for female and male students in Danema Secondary and preparatory School by coupling SAIP which is Love in Action Aid organization and Hadiya development association (HDA), community of Danema 01kebele, and the office of woreda education. Similar to this we involved in deferent interface meetings, trainings and similar issues in concerning planning, and supervising the budgets that was released for schools.

According to the result obtained from above KII, communities have awareness for better service provision, voice for their needs, and involve from the planning phase to monitoring phase of service provision in education sector and take intervention actions like, contribution of money, material, energy and other valuable measures to reconcile the problem of educational outcomes. Basically, these response from KII is not fact when it compared with feasibility of problem in the study area.

4.2.1: Citizens Participation on Demanding Accountability and Effective Service from the Education Sector

Equipping that minor or ordinary groups and gross root communities to demand effective, efficient service provision is a mile stone or building block for deepening good governance and this response for strengthening and deepening SA. In recent global political scenario, creating community that debate and argue about good governance, watch dog for or against misdeeds, accountability of public officials is one of the performance measurements of the sector service provision status. Regarding on this idea, citizen's respondents were asked to declare their practices and experience in demanding accountability and transparency in service provision from the education sector. Based on this argument, the following table represents sector encouragement of community to participate directly or indirectly building accountability and transparency of service providers of education sector.

Table 4.4: Percentage of Respondents report whether Education Sector Advocates Service Users in Building Accountability and Transparency in Service Provision

Responses	F	%
Yes	60	30.45
No	137	69.54
Total	197	100

Source, Survey Result, 2017

Respondents were asked to report whether education sector well come and invites service beneficiaries to hold service providers accountable and transparent for their performance or not. Accordingly, a significant number of respondents 137 (69.54%) said that, the sector does not push up the local communities to build accountability for its action, this showed that, the sector does not empower the community to deal and work a joint action plan that helps to identify the failures, past achievements, and constraints on the performance of the sector. From these base line situations, the readiness of the sector in building accountability, transparency, and honesty based on civic engagement is very minimum and does not reached intended goal with respective to initiating community in building accountability and transparency.

This survey result showed, the education sector was not fully exercised community based assessment of the performance and responsibility that relies civic engagements. Youths and women were excluded from the communities using FGDs, meetings with beneficiaries. Consequently the weakness of participatory consultations with young people is increasing to its extent. Similar to this, the FGD participants report in Kachabira *kebele* showed that:

“We are not being encouraged by the sector in case of building accountability and demanding our rights in exercising effective, efficient, and adequate service from service providers and the sector does not structured any mechanism for citizens participate directly and indirectly building accountability. As the result, wastage of education, students’ low score in the test is increasing due to teachers’ failure to arrive the class on time; pupils studied under the tree, students are walking an hour to reach the school.”

This finding is consistent with the finding of DFID,(2010), and (UNESCO 1985) that found out weak participation of marginalized part of community and young people results lower achievements in education out comes in Sierra Leone.

This above reported FGD result revealed that, Citizens are not empowered to freely voice their needs without any fear and service providers are not responsive to community demands. Consequently, Service users have not become active citizens in building accountability and transparency, trust and understanding was not created between service users and service providers. Finally, these cases failure of students in ESLCE, leakage or corruption of public resources, high extent of students drop out, low enrollment ratio of students in primary schools level, elite captures and students' failure to join higher academic institutions after the completion of Grade 12th". In contrary to these, the key informant interview in the study area suggested that:

“There were mechanisms articulated by the sector, like public meeting and budget hearing program at the end or quarter of the year. The sector held a meeting with selected section of community to collect feedback and reach common agreement in the failure, quality, quantity, and success of service provision for example, parent teachers association (PTA), Kebele Education and Training Board (KETB), and other council representatives from community”.

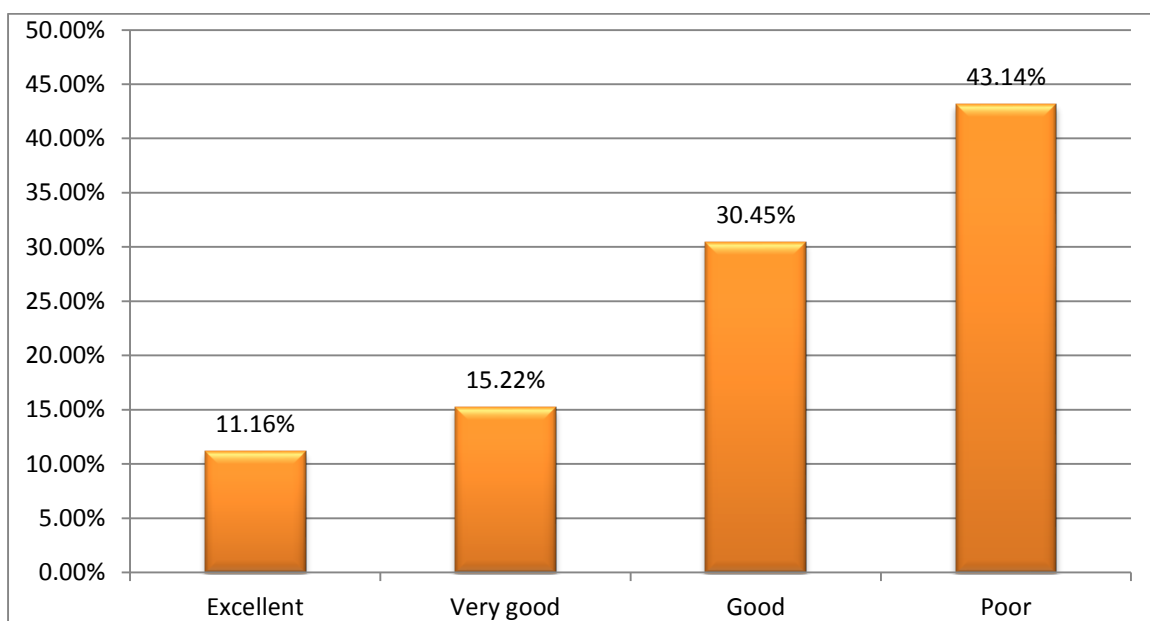
According to the result obtained from above KII, the selected section or representatives of community like, PTA, KETB, *Idir* or *iquib* leaders were report the problems to the duty bearers or service providers of education sector during the organized schedule or events like, review meetings, annual education conferences or assembles, budget hearing programs and satisfactory responses were forwarded from the sides of service providers.

This above reported result by KII is consistent with MOE (2002), that found out schools have boards like woreda education training board, KETB and PTA that mainly responsible to facilitate and organize the methods for community to assess, evaluate and manage the performance of schools and create possibility for community to intervene at each and every step in the process study, design decision making, implementation monitoring evaluation as well as in the main areas of concern (resource management, personnel policy managing the educational process etc.)

4.2.2 Education Sector Practice in Feedback Collection and Provision in the Study Area

The culture of collecting opinion, idea, and compliances from customers is very important to know the progress and achievement of the sector. In SA practices knowing and identifying the interests and priorities of community is always implemented via the report and audit from service beneficiary. Respondent were asked to identify significant level education sector feedback collection and suggestion from service users in series of service provision. The results obtained are summarized here under the following diagram or figure.

Fig.4.2: Respondents Responses on Education Sector Practices in Feedback Collection from Service Beneficiaries



Source: Survey Result, 2017.

The above bar graph showed or represented that, the effort of the sector for feedback collection regarding service provision is very low. Only 11.16% and 15.22% respondents were responded excellent and very good respectively, but a very significant number of respondents 30.45% responded “good” whereas 43.14% respondents rated their level of scale on “poor”. From this point of view the sector practice is not satisfactory in assessing the satisfaction level of community and participating community to improve service provision status. Similar to these, the FGD participants were declared that:

“The experience of the sector in collecting opinion via surveying from beneficiary, incorporating community opinion and forwarding the performance of the past achievements, future plans, and other issues are very weak. consequently, no longer trust existed in between service providers and service users. Further the motive of the sector towards complain handling, grievance

rederss, accepting community feed back on the achivements of the sector performance and reaching common goal based on assesement of community is very minimum where sector is low and ineffective in achiving SA tools like, community score card and report card funcationing”.

This FGD result indicated that, the education sector has weaknesses and limitations in grounding basic tools of SA like, citizens score card (CSC),and citizens report card (CRC) which the perior one is dealing with tackles of service provision, arranging joint action plans and joint reform agenda for collective problem and the sooner one is about surveying the satisfaction level service beneficarieies via feed back provision and opinion from service users interms of diverese means like, from suggestion boxes, open books, social medias.

According to field observation of the researchr, the education sector has already prepared means to collect feed backs and suggestions from service users like wise, suggestion box, open books. However, these are not providing the real funication and service for the community and no one is interested to open and read it. Simmilar idea is forwarded by the member of KII. Ato Mitku Tarku is one of the KII member and 32 years old. He has been teaching civics and ethical education in Danema primary school since 2009 E.C. He added about feed back collection and provision of education sector as followes:

“In my assumption our woreda education sector has no the culture to collect relevant opinion and suggestion from custumers or service takers. In response to this, community did not foster a significant awareness in forwarding opinion and suggestion for improvement of service. The organized suggestion bax and open books have no any values rather they are considered as symbolic represntation and fullfillments of principles. No one is voluntery to read and open community idea, opinion and complain as properly and legally. Later a few weeks or days the written ideas and opinion of community is terrified and lost value.”

In this regard, this study is constent with EskindirT.(2015), who found that education sector is very less progress in accepting and incoorprating the suggestion and openion of community in service delivery process.

4.2.3 Survey Respondents Responses on Education Sector Service Provision Regarding to Effective, Efficient, Better and Participatory.

Respondents were asked to give their agreement level regarding to basic public service provision of the education sector based on pre determined standards, effectiveness, inclusiveness and public participation. The results were illustrated in the following table.

Table 4.5: Respondents Agreement Level In Service Provision Status of the Education Sector

Variables	Strongly Agree		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%
Male	12	6.09	80	40.6	26	13.19	118	59.89
Female	10	5.07	55	27.97	14	7.1	79	40.10
Total	26	13.19	135	68.57	40	20.29	197	100

Source: Survey Result, 2017.

Regarding this survey result, the provision of the service is not delivered adequately in the education sector, which means a very significant numbers of respondents were forwarded their agreement on the provision of the service is not efficient, effective, and affordable, around 80 (40.6%) male and 55 (27.97%) female respondents suggested disagree and around 26 (13.19%) male and 14 (7.1%) female respondents were rated their level of agreement on strongly disagree whereas 12(6.09%) male and 10(5.07%) female respondents were suggested that the sector provide the service on the base of effective and efficient manner. Therefore, beyond half proportion of survey respondents were or about 68.5% and 18.27% were decided strongly disagree and disagree. Hence, this survey reveals that, the standard of the sector in applying SA tools and mechanism is very low and poor. Similar arguments were raised by KII members, in this regards, Chairman of Elifata *Kebele* and chairperson of PTA in Elifeta primary school informed that:

“We discussed and raised smart ideas and very hot issues in order to improve service provision with sector workers with kebele level at minimum two up to three times a year especially, students text book, tap water supply around school, accommodations for teachers, teachers absenteeism ,ICT prevalence, separate toilet rooms for female and male students and teachers, laboratory

materials and rooms for lab, class rooms for tutorial, and related issues; however we have not seen yet still better progress, no body reconsider our voice rather they remain keep quiet and silent soon after a hot discussion held and finally these results for lack of effectiveness and efficiency on service provision. Consequently, communities were exposed for undesirable expenses and send their children to private schools”.

This KII result revealed that, the service providers are not transparent and accountable for needs of community and beneficiary complaints were not addressed timely and positively. Based on the result that reported from survey participants and members of KII or FGDs the researcher judged that, service providers in education sector are not really understand they are accountable and transparent to citizens and have to be responsive to their needs. On the other hand, inclusive nature of the education sector in service provision is very weak and found to be low status. For example, people living with HIV/AIDS (PLWHAs) and people living with disability are not equally benefited from education outcomes and were not involved in planning, monitoring, evaluating and implementing the outcomes and effects of the service providers. The Chairperson of People Living with Disability and FGD participants of Kachabira kebele informed that:

“I strongly disagree with the sector provision of service in terms of fairness and inclusiveness. Sector has low and limited capacity in empowering minority and ordinary section of the society and no special attention paid for disabled students regarding learning materials, availability of schools and teachers. Consequently, the number of illiteracy with regarding to disable people is increasing and they are forced to shift the environment for the search of education”.

4.2.4 The Nature of Consultation Program with Education Sector at Kebele Level

Conducting consultations, discussions, and constructive dialogue, debate and interface or face to face meetings regarding service provision escalates citizen participation and belongingness. When citizen dialogue with local leaders concerning on the problem of service quality, a better ground will be found to come up common idea, work spirit, and consensus building. In recent political leadership and service delivery procedures, accounting citizens idea, assessment of service performance has always got a better attention. Sectors are frequently preparing consulting forum with community to tackle the problem in the service delivery system and to reach common agreement via collective effort. One more thing here is,

public sectors are tend to conduct public hearing and open discussion program with local communities and concerning body for the matter of building accountability and transparency in service provision. This in response helps to service providers to understand the major priority area of service users and propose common solution on the problem of service delivery.

Hence, citizen respondents were asked about consultation and public hearing practices of the education sector and the results were illustrated in the following table.

Table 4.6: Percentage of Respondents whether the Education Sector has Consultation and Public Hearing Program in Service provision Gaps or (CSC) Practices

Responses	F	%
Yes	110	55.83
No	87	44.16
Total	197	100

Source: Survey Result, 2017.

Concerning the above table 4.6, the sector prepares a minimum attempt for popular forum and consultation program with selected portion of community to get rid of the constraints and threats of good governance in service provision; 110 (55.83%) respondents indicated their experience on a sector practices that undertake public hearing and consultation program of the sector with beneficiaries to synthesize the relationship between service providers and service beneficiaries whereas 87 (44.16%) respondents suggested as the sector has no any special attention to deal with public to mitigate the barrier of service provision. From this point of view, the mechanism of the sector towards public hearing and consolation program with community was not too much meaningful rather the sector has paid low attention for public opinion and less perception in welcoming stakeholders to supervise the performance of the sector.

This study is consistent with (WB,2005) that suggested education sector has minimum effort in building educational out comes due to the fact of weak interaction between supply and demand side in African states. The FGD discussion in Danema 01 *kebele* showed that:

“However the education sector has mechanisms and believed on the role of SA in improving service delivery, there is still weakness in joint action planning, sluggish solution in service gaps, and gaps in engaging stake holders, actors and community in institutional or other form of meeting”.

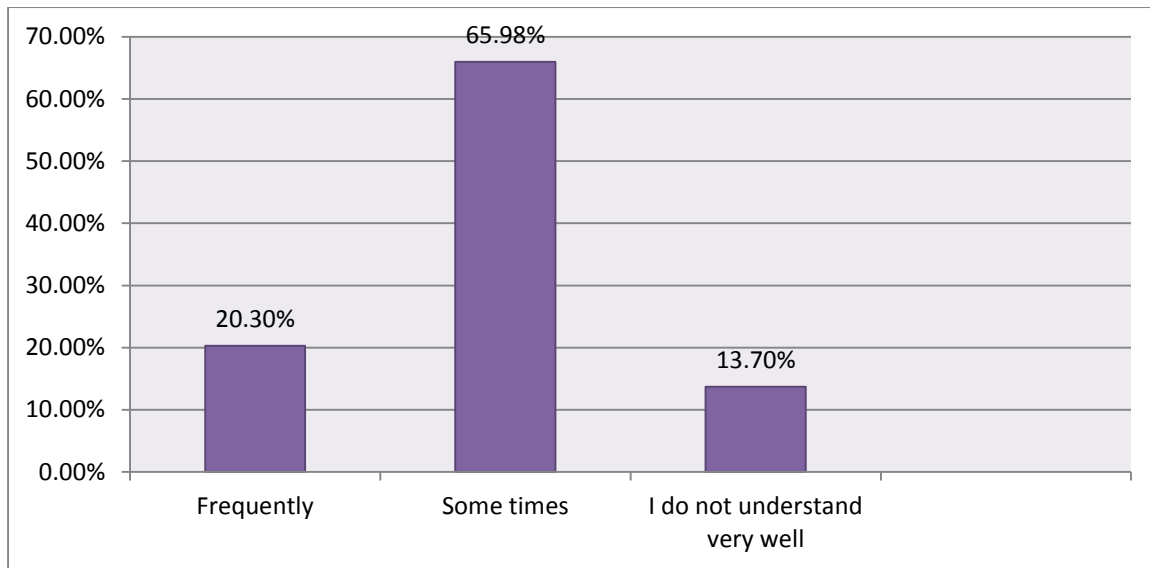
This result showed that, the practices of education sector in organizing face to face meetings, collective action plans to re address service provision problems based on the comments and suggestions of customers was low as also indicated by FGD members. Further, as informed by key informants, service providers do not ready to listen to any complaints. The education sector almost closed its door to opinions from the community, and it does not have any mechanism to know sincere public opinions regarding the services it provides. As one of the key informants illustrated that:

“The sector walked batter performance and hopeful effort in adjusting several public forums, workshops, and panel discussions and discourses at different level. For instance, quality of education, school facilities, education infrastructures like, desks for students, text books, availability of teachers, students’ disciplinary issues, and building extra schools for those students coming from remote areas. Consequently, miss behavior of students were solved, teachers delaying to inter the class decreased, number of seats for students become better condition via continuous discussion with local stake holders and concerning section of education office”.

4.2.5 Respondents Views in Frequency of Consultation and Public Hearing Practices of the Education Sector

Conducting public hearing and consultation program on planned time is basically significant to address the major constraints in service provision. It further creates a fertile ground for both demand side and supply side to create joint action plan. In public hearing program, the service providers easily identify the major interest of the community, recognize achievements of the sector, create harmonious relationship with community, and finally reached an agreement based on discussion. This, therefore, adjusting and scheduling the right time for discussion and consultation is the base line condition to build the experience of SA in the sector. Hence, the following bar graph illustrates respondents’ opinion in the public hearing and consultation program arrangement in the sector.

Fig.4.3: Represents Survey Participants Responses in Frequency of Consultation and Public hearing Program in the Education Sector



Source: Survey Result, 2017

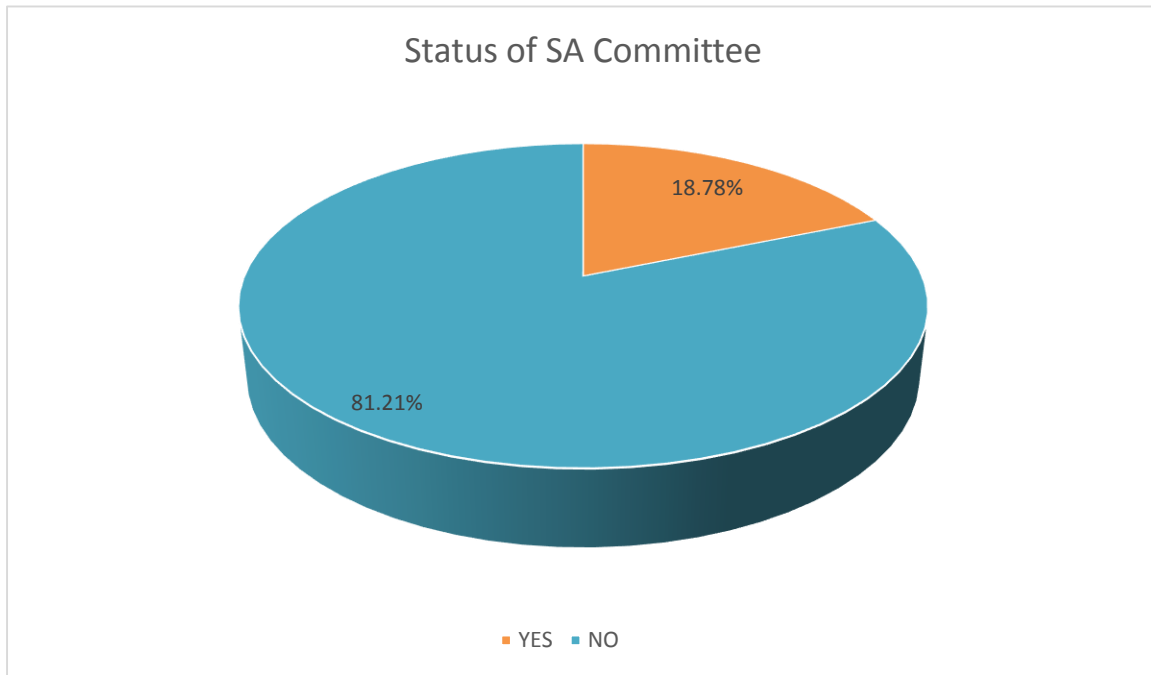
Respondents of survey were requested to respond about time arrangement and frequency of education sector that conduct public meetings, discussions, debates and other face to face meetings with diverse agendas. Regarding the data indicated on above bar graph, the arranged time for community discussion by the sector does not based on the planned and scheduled period rather the sector arrange the public hearing program at the time of public discussion is necessary; around 20.30% respondents expressed that, the sector has a culture of discussion with concerning and stakeholders with a definite time and period. That is frequently hold face to face discussions and consultations agenda with service users. However, significant number of respondents, which is about 65.98% respondents of the survey illustrated that, the sector does not have any scheduled program for consolation program rather the interface meeting and other public hearing program was being conducted some times when they tend to address the hurdles of service provision and other 13.7% respondents suggested that, they do not have sufficient skill and knowledge about the sector performance regarding consultation program.

4.2.6 Existence of Selected Public Representatives or SA Committee in the Education Sector

Establishing SA committee or else representatives from community have renders several advantages for both service providers and service beneficiaries. In con temporary service delivery standards, it is recommended to create a strong network and coalition with

community for productive service delivery. This only achieved if there is effective, efferent, and skillful man power in both sides via established committee. For one reason public sectors needs selected representatives from public to minimize grievances and complain that come from beneficiaries and to enhance staff skill and knowledge via training and experience sharing among each other. The results were described in the following diagram.

Fig. 4.4: Percentage of Respondents in the SA Committee existence in the Education Office or Sector in the Study Area



Source: Survey Result, 2017.

Respondents' were asked to replay whether the education sector has organized SA committee or not that jointly work with community in time of planning, monitoring, evaluating and reviewing the performance of education sector. Accordingly, around 81.21% respondents of the study suggested that, there are no representatives or elected public committee established in the sector. Hence, this data of the survey revealed that, the sector did not purely structured SA committee from diverse section of community rather they simply established an ad-hoc committee or as usually said management committee instead of SA committees to readdress complain and grievances from both sides where as 18.78% respondents answered that, there is arranged committee from several sections of community that operates their functions collectively on the time of planning, monitoring, and evaluating the sector program. Similarly, one of the members of key informant interview of the study and head of education office informed that:

“Actually we do not have SA committee that established at sector level because of that lack directives and principles; however we follow different mechanisms to realize community engagement in time of planning, evaluating, and monitoring the performance of the sector. For instance, we invite general meeting those steering committees from each kebele and we have established committee or as usually parent teacher association (PTA), kebele Education Training Board (KETB), and school management committee at each school in which they run community issues and school issues at school level. We hold a meeting with them one up to three times per a year to present annual report of the sector and we have one command post for reach kebele that arranged by the sector and responsible for equipping community for working together in line of development teams which is one to five formation. On the other hand, we have grievance handling committee that structured from diverse sections of community at sector level. These committees are responsible to oversee complain of customer satisfaction in service delivery, joint work in period of planning, monitoring, and evaluating the action of the sector. Beyond these operations the committee has also the power to lobby the workers of the sector to be responsible for their actions based on evidence that gained from complaints”.

This result showed that, there is no clear cut established committee of SA that runs the implementation of SA tools and mechanisms at the education sector level. Instead of SA committee the sector uses only community representatives like PTA, KETB and selected committee form the sector to operate planning, monitoring, implementing and evaluating quality or quantity of service provision. On the other hand, participatory, inclusive and community based assessment of inputs and outputs of the education secretor is found to be very poor or low.

4.2.7 Respondents Responses in the Ways of Assessing Satisfaction Level of Service Beneficiaries

Assessing the status of satisfaction of customer is very important to know about the competence of the service providers in service provision. Public sectors are forced to practice the habit of assessing the level of citizen satisfaction in service provision to identify the needs and interest of community and abundantly to address the problem of good governance. The

following table represents respondents' opinion in the education sector methods to assess satisfaction level of service beneficiaries.

Table 4.7: Respondents Responses in the Methods used by Education Sector to Assess Public Satisfaction in the provision

Respondents	Conducting household survey		General meeting		FGD		Public hearing		Total	
	F	%	F	%	F	%	F	%	F	%
Male	12	6.09	58	29.44	17	8.62	31	15.73	118	59.89
Female	7	3.55	38	19.28	12	6.09	22	11.16	79	40.10
Total	19	9.64	96	48.72	29	14.71	53	26.90	197	100

Source: Survey Result, 2017.

Respondent were asked to respond what methods followed by education sector to collect relevant information about satisfaction of service users. Regarding to this 12 (6.09%) male and 7 (3.55%) female respondents responded that, the sector used house hold survey for assessment of satisfaction on service provision and 58 (29.44%) male and 38 (19.28%) female respondents suggested about general meeting is method and mechanism that the sector follow to assess the level of satisfaction in service provision. The remaining 17 (8.62%) male and 12 (6.09%) female respondents said the sector conduct FGD method to examine the interest and satisfaction of citizens towards service provision, while 31 (15.73%) male and 22 (11.16%) female respondents said that, public hearing is the other method next to general meeting for assessment of satisfaction of citizens regarding service delivery. Based on this data, both general meeting and public hearing methods are the key mechanisms for this specific sector to address complain of service provision based on the score and assessment of public. Similarly, the FGD result argued that:

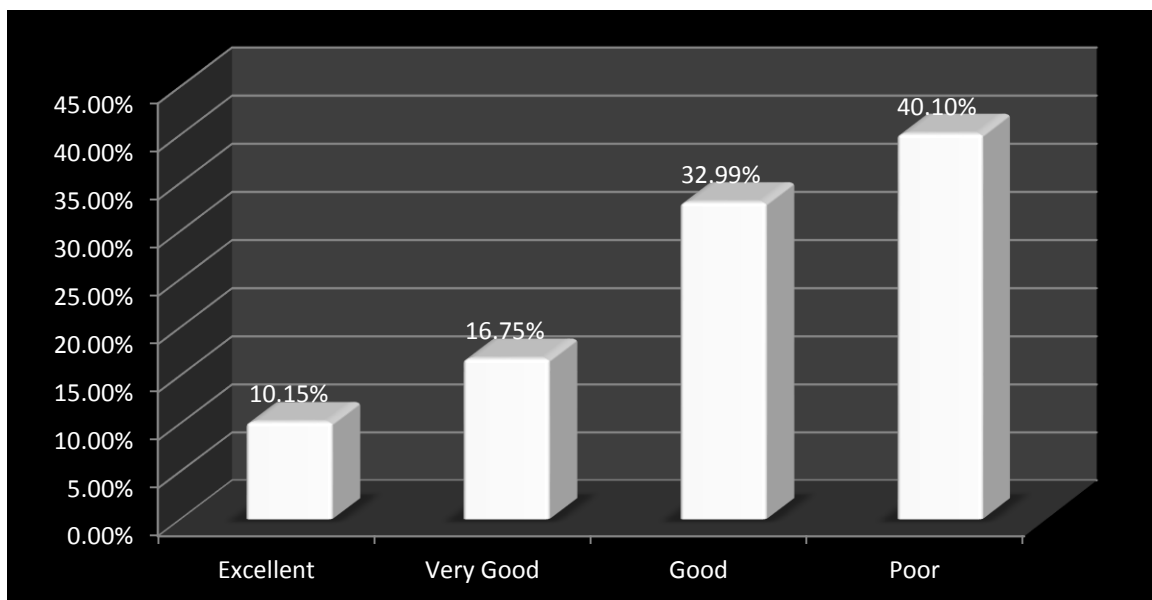
“The sector undertakes public hearing and general meeting as the methods and mechanisms to evaluate the interest and satisfaction of community towards service delivery. In doing so, the community draw back and exchange their opinion on the progress, final achievements, out puts, and major defects. In this

occasion the sector gets the score and value from community from the past achievements, inputs for future progress”.

4.3 Respondents Answers on Social Accountability Practices in Addressing Good Governance Barrier

Basically, the practice of SA is believed to be a major weapon to fight against bad governance that takes place in every public sector. Good governance cannot be stand-alone without SA; this because of that SA activates civic engagements and civic participation *via* initiatives of community in demanding accountability and transparency from service providers. Lack of good governance is the response that occurred within absence public follow up, supervision, monitoring, and evaluating the performance of the sector service delivery. Hence, giving a wide space for SA is the remedial action and mechanisms to handle the constraints of good governance in public sector. To this end, respondents were asked to indicate the value of SA practices in resolving good governance problem in the education sector and the result is showed as follows.

Fig. 4.5: Percentage of Respondents in SA Practices in Handling Barriers of Good Governance in Education Sector



Source: Survey Result, 2017.

From the statistical description of the above bar graph, a very significant number of respondents (40.10%) argued poor in which SA practices not helped to settle down the tension of good governances *via* public involvement in service delivery procedures in the sector. Whereas a few portion of respondents (10.15%) said excellent in tickling the problem

of good governance in the sector and again very little portion of respondents (16.75%) were concluded very well whereas considerable amount (32.99 %) survey participants were argued poor. Hereby the survey result showed SA practices in resolving the constraints of good governance in the sector is not reached the expected level. In parallel to these key informant interview revealed that:

“Community has brought a better change in planning, monitoring, and following in the progress of the sector and these created a better ground for accountability and transparency in delivery of service even it does not reached the intended goal. Therefore, via building accountability and transparency in service delivery helps to reconcile the hurdles of good governance”.

4.3 Awareness of Community about Social Accountability Practices in Education sector

Knowing awareness level of community and building and raising awareness is very important thing in building SA practices. Awareness in SA helps individuals to differentiate their rights and responsibilities in social cohesion. In building good governance pattern, there is a need for community to be the owner of their rights and responsibilities that already mentioned in many legal documents. This can be achieved by leaving a room for community awareness towards for SA practices. The following table described respondents’ opinion in their experience of voice, entitled to their rights and responsibilities.

Table 4.8: Percentage of Respondents Who said that we are entitled to Demand for Proper Provision of Basic Services from Education Sector

Responses	F	%
Yes	60	30.45
No	137	69.54
Total	197	100

Source: Survey Result, 2017.

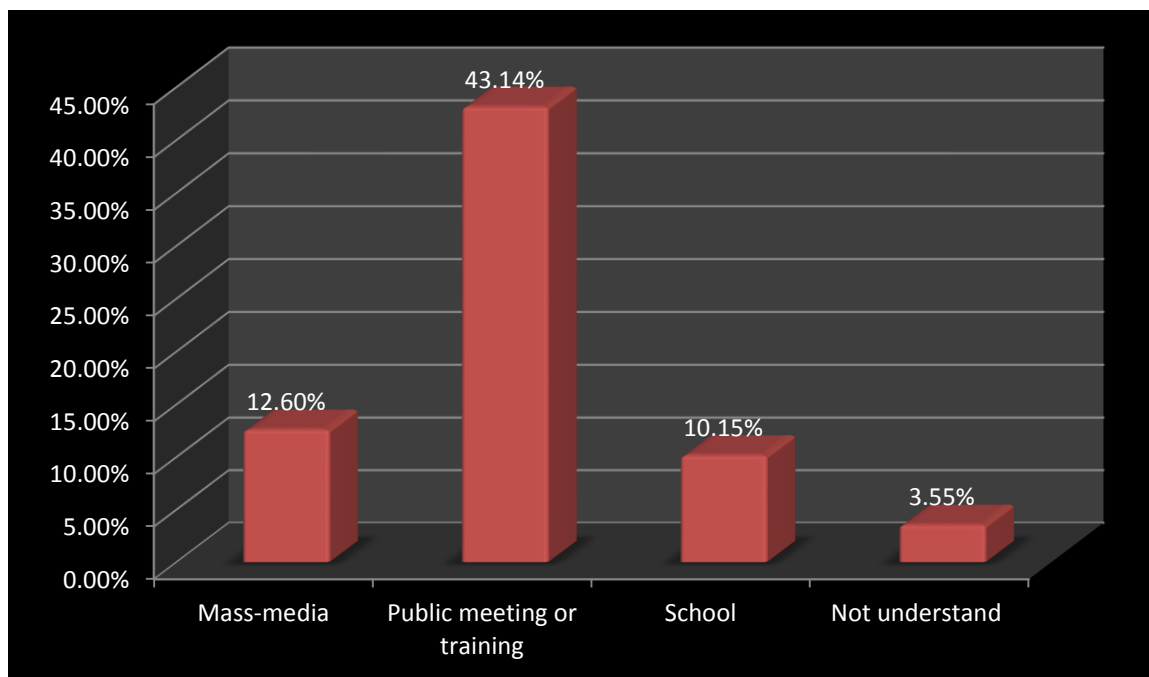
According to above table, 4.8 a very significant number of citizens (69.54%) definitely do to know that they are entitled to demand for a proper provision of the service from the sector. Those who slightly know and are limited sure are 30.45% of the total respectively. This refers to beyond half proportion of survey respondents were not argued for effective, efficient service delivery from the sector and have no awareness of constitutional rights in requesting proper provision of services. The above survey report indicates that community interest towards effective and efficient service delivery become very weak due to ineffective

exercising of their democratic rights. On the other hand, the tendency of waiting for government to fulfill all effective service and wrong perception which is delivering proper service provision is the obligation of the state another determinant key factor that declines community rights. In parallel to this, the result was also corroborated by KII:

“The mechanisms of public hearing, following social media, interface meeting and constructive dialogue that facilitated by the education sector helps community to flourish understanding towards constitutional rights and demanding for proper delivery of services. However, there is a big problem in using and practicing these rights properly. Through time the awareness of community regarding rights for effective delivery of service is increasing its affordability even there is weakness on the side of education sector in shaping and sharpening citizen to develop awareness of demanding adequate service”.

The above arguments presented by KII showed that all public hearing, social media access, joint meeting and constructive dialogue, review meetings and other short and long term training facilitated on the areas of quality service provision helps community to enhance their awareness towards constitutional rights. But the fundamental truth is not this in accordance of researcher observation during his data collection period; an abundant section of community did not understand very well about their constitutional rights meaning fully rather they assumed that education sector is autonomously the government institution and all requirements should be filled by the states. The value of attending public meetings, forums and else social media not brought as such crucial change in accordance of holding democratic rights.

Fig.4.6: Represents Sources of Information for Those Respondents Responded YES about Their Rights to Demand Adequate Service Provision

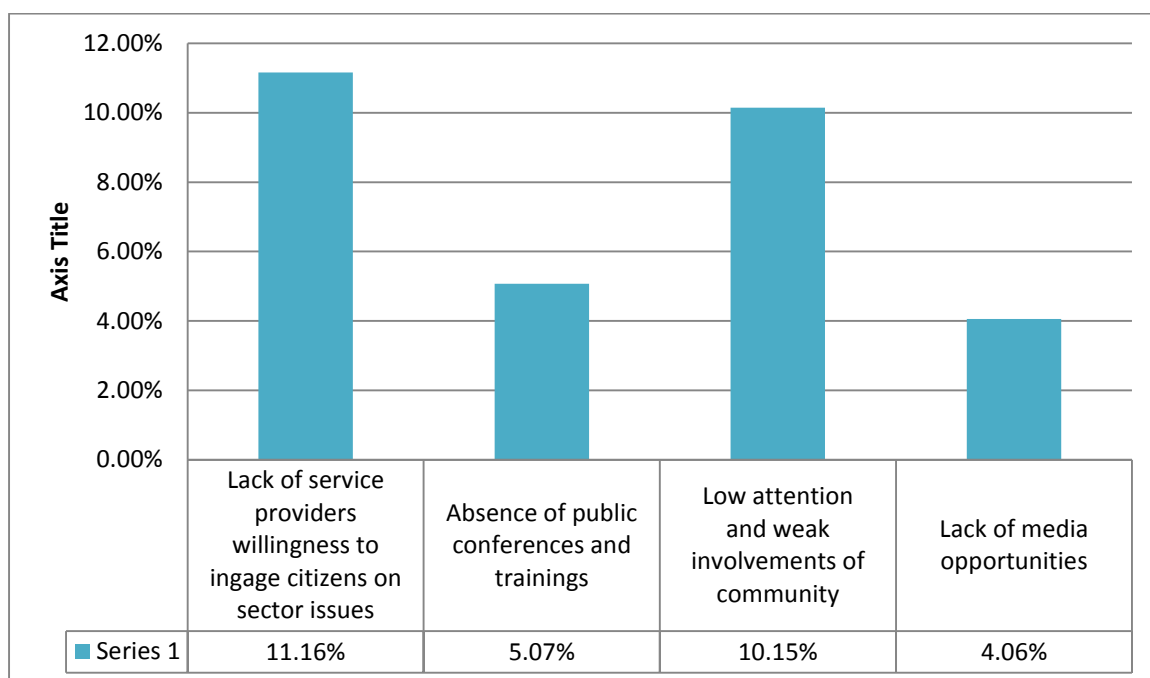


Source: Survey Result, 2017.

Regarding above fig citizen survey respondents were asked to declare their life experience from where did they get information about their rights. A total of 137 survey respondents who responded affirmatively, (43.14%) suggested as public meeting and training forums are ways for acquiring information about constitutional rights for demanding adequate service and following (12.60%) respondents were answered mass-media as the sources of information that provides awareness whereas (10.15%) and (3.55%) survey participants were used school and next respondents of this survey do not have full awareness from where they obtain information.

On other hand, Mass media and public meeting covered the highest proportion in providing awareness of using constitutional rights for demanding effective, quality, fair, and efficient service provision.

Fig. 4.7: Reasons for Lacking Information on Rights and Demanding Adequate Service Provision



Source: Survey Result, 2017.

The data on the above bar graph described the prime cases for community not having awareness about constitutional rights of proper provision of service from education sector. A total of 60 respondents of survey who responded negatively (11.16%) were mentioned the weakness of sector officials to well come citizen and community in awareness creation. On the other hand, institutional weakness and failure of arrangement of the sector in mobilizing community while a very little number of respondents, about (5.07%) were suggested absence training and conferences that designed by the sector initiation is the cases for the loose of awareness and (10.15%) study participants were answered low attention and poor community engagement can also one of the reasons next to poor attention of sector officials for the loose awareness while 8 or 4.06% respondents were mentioned lack of media access from total respondents. The result indicated in both FGD and key informant interview showed:

“Definitely poor attention of authorities of sector to invite community and community councils in awareness creation procedures or lack of awareness creation training, workshops, conferences, seminars, and forums that designed on the behalf of the sector and sector workers and due attention is not paid by

community themselves are the major impeding factors for not having information on their rights and responsibilities”.

4.3.1 Capacity of Community in Making Complaints and Providing Report on the Bases of Service Delivery

Complaining for effective and quality service delivery *via* diverse mechanism is one indicator of better awareness in SA procedure while providing timely report on the bases of assessment holds a lion share in building SA in public sector. The Parameter of awareness for SA can be measured in terms of making complaints and valuing or giving accurate feedback for delivered service. Respondents were asked to indicate the right position of communities’ capacity for making complain and report on service gaps and the responses indicated in the next table.

Table 4.9: Study Participants Responses in Capacity of Community to Make Complain and Report on Service Provision Statuses

Responses	F	%
Excellent	27	13.70
Very good	45	22.84
Good	125	63.45
Total	197	100

Source: Survey Result, 2017.

Regarding above table data, 27 (13.70%) survey respondents were rated and reported their awareness excellent in making complaints and providing reports based on the progress of the sector while a very significant number 125 (63.45%) study participants were put themselves at good standards in presenting complaints and reporting service provision status of the sector. About 45 (22.84%) respondents were suggested very good or some extent better which means potentially community did not developed full awareness and skill in complaining. In contrary to this, the FGD result in Danema 01 *kebele* showed:

“Via the mechanisms of citizen report card and citizen score card, community built a better understanding in making complaints and service provision grievances. For example, they forward their personal feelings, priorities and intentions towards service provision on suggestion boxes, messaging text on

telephone, open books or they use other alternative means that assessing the achievements and progresses of the sector and valuing and scoring accurate measure based on the facts they evaluated”.

4.3.2 Community Trends and Culture in Developing Rights and Responsibilities in Planning, Budgeting and Implementing Service Provision in Education Sector

Survey respondents were asked to rate the ability of community in planning, budgeting, reviewing and implementing the performance of the service in the sector. The following table shows their responses regarding community trends in planning, monitoring, evaluating the performance of the sector. The result obtained from participants of FGD indicated that:

“Communities in sampled kebeles except Danema kebele, have poor tendency for their rights and responsibilities for assessment and evaluation of the final work and achievement of the sector due to weak advocacy of service providers to engage communities and those vulnerable sections in planning, implementing, monitoring and reporting of education sector performance of service delivery”.

According to FGD participants report the culture of community in formulating strategic planning and action planning likewise, mobilizing the community to contribute resources, Budget preparation and approval, checking and monitoring school resource are found to be very low and ineffective.

Table 4.10: Respondents in the Community Cultures in Planning and Budgeting Service Provision

Gender of Respondents	How do you rate community trends and culture in developing rights and responsibilities in planning, budgeting, and implementing service provision in the education sector?						Total			
	Excellent		Good		Poor		Very Poor			
	F	%	F	%	F	%	F	%	F	%
Male	3	1.52	20	10.15	40	20.30	55	27.97	118	59.89
Female	5	2.5	14	7.1	35	17.76	25	12.69	79	40.10
Total	8	4.02	34	17.25	75	38.06	80	40.66	197	100

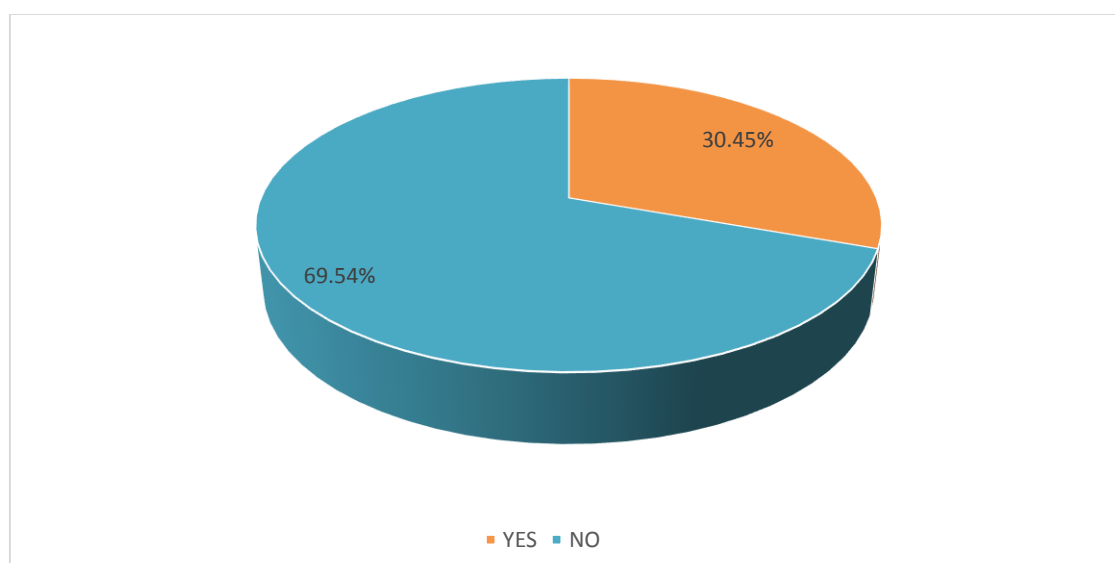
Source: Own Survey, 2017

Concerning above table community capacity and culture in developing rights and responsibilities in planning, budgeting, and implementing service provision is more likely very less. A very significant number of respondents of sample 55 (27.97%) and 25(12.69%) male and female survey respondents are reported communities do not have skill and awareness to upscale their rights and responsibilities in planning, budgeting, and implementing. Whereas 40(20.30) male and 35(17.76) respondents are argued poor. Only a few proportion 20 (10.5%) male and 14 (7.1%) female sample respondents are suggested positively regarding awareness of community in applying their rights and responsibilities in planning and else activity. This result refers to there seems to be little participation of citizens in planning, monitoring regarding service provision of education sector.

4.3.3 Communities Capacity and Skill in Assessing and Evaluating Quality of Services

Capacity of Community for assessing and evaluating achievement of the sector in service provision has brought a dramatic change quality of service provision. Public sectors are always recommended to strength staff skill and awareness about potential of service beneficiaries in influencing public officials to be accountable and transparent. Consequently, the expectation of community for capacity to assess and evaluate the status of service provision shall be improved continuously. The following diagram represents the results of respondents' opinion in the community skill to plan, monitor, evaluate and supervise the outputs and in puts achievements of the sector.

Fig. 4.8: Respondents Responses Whether the Communities Have Capacity and Skill in Assessing and Evaluating the Performance of Education Sector



Source: Survey Result, 2017.

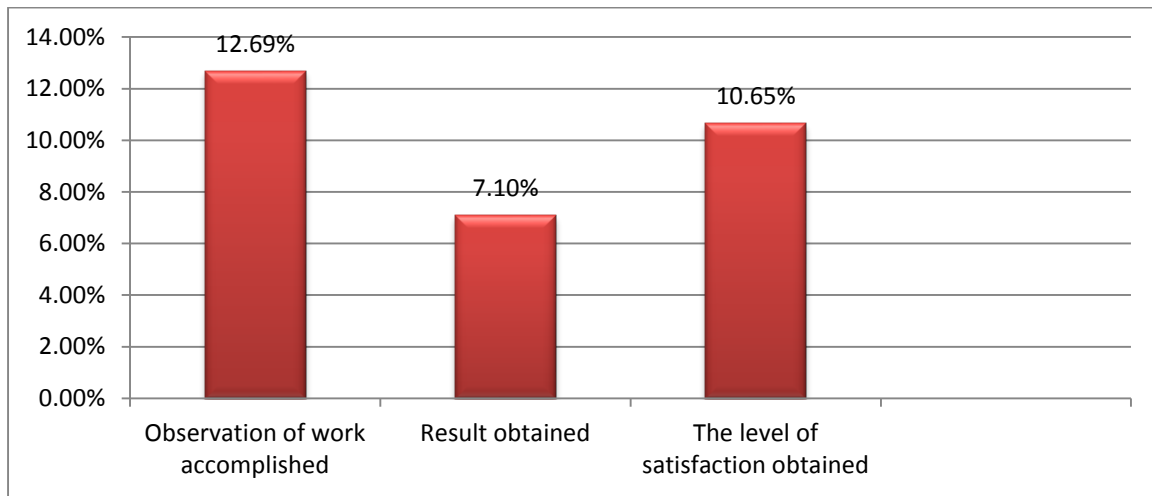
The above diagram illustrated that, the community developing awareness about their rights and responsibilities in planning, evaluating and implementing is not reached as such expected goal. Only 30.45% survey respondents were affirmed there is knowledge and awareness for community to plan, evaluate and implement service delivery in the sector. However, a large proportion of survey (69.54%) respondents contravenes this argument and pointed out that no as such power for community to plan, evaluate and implement the resources. In contrary this, the result obtained from key informant interview described:

“Relatively community has developed a slight awareness about using their rights and responsibilities in planning, evaluating, how to scrutinize impediments in collaboration with the community, and implementing public service in the sector. In the interface meeting with local leaders or community representatives and sector heads, we debated and dialogued based on the agenda of quality of service, facility requirements for community. For instance, during the grant of budget, we argued which issues need priority from those problems intrinsically known in the school and finally proposed collective solution at the time of budget approval”.

4.3.4 Education Sector Methods for Assessing Quality of Service

Establishing a clear cut method for assessing and evaluating the level of public service is very important to re address and negotiate the gaps and weakness of sector in service provision. Hence, sample respondents were asked to refer the right methods they follow and attend to assess and evaluate quality of service provision. Accordingly, the next bar graph points out ways for those respondents answered affirmatively. To this end, the next diagram represents survey respondents were responded YES for the existence of methods of assessments of service provision performance.

Fig. 4.9: Percentage of Respondents answered YES for Methods for Assessment of Quality of service provision in Education sector



Source: Survey Result, 2017.

Observation of completed work and satisfaction that gained post completion of work or latter service provision is the major means to assess and evaluate the quality of service. Based on the fact of above bar graph, a very great number of respondents (12.69%) were suggested observation of sector activity and accomplished deeds is the pattern to assess the quality of service for those survey respondent suggested affirmatively whereas (10.65%) sample respondents pointed out amount of satisfaction, benefits, and happiness that acquired from service provision is best way to calculate the degree of quality of service. However, Out of sample respondents suggested positively, solely 10.65 %) respondents affirmed result obtained from service provision. The result obtained from FGD stated:

“Alternatively, observation of finished work of the sector and satisfaction situation that resulted from adequate service provision is the determinant ways to assess sector achievement and performance of applying tools of SA practices and ways for assessing service adequacy”.

4.3.5 Community Awareness for Planning, Evaluating, and Implementing After Implementation of SA Tools

One of the prime rationales for realizing community engagement through SA mechanisms is to tackle the major constraint that produces from irresponsible service delivery condition. The tools of SA have a lion share in shaping community to be aware of their rights and responsibilities in public service delivery. In applying SA tools, community raised questions

how public resource consumed and reached for intended goal, what kind of public service need for economic growth, and how they governed. Hence, the following table pointed out progress of community awareness in planning, evaluating and implementing service provision in the sector.

Table 4.11: Percentage of Respondents who asked whether Communities have Understanding for Planning, Implementing, and Evaluating Service Provision in the Study Area

Responses	F	%
Yes	45	22.84
No	152	77.15
Total	197	100

Source: Survey Result, 2017.

According to above table survey result, Communities did not have well understanding in planning, implementing, and evaluating service provision even post implementation of SA tools. Only a little number of respondents 45 (22.84%) were argued the implementation of SA tools helped to strength the capacity of community in planning, evaluating, and implementing public resource after its practices. However, a very significant number of 152(77.15%) respondents were argued negatively. Therefore, the survey result shows, the awareness of community for implementing, planning jointly service provision in the sector is not satisfactory and better. Optionally, the result obtained from Key informant interview stated at sampled *kebele*:

“The implementation of SA tools brought dramatic and meaningful change on the life of community in planning, voicing, evaluating, and monitoring public resource in the sector. Via interface meeting, community dialogue about quality of service and budget approval with authorities of sector, present feedback, identify the most important bottle necks together, scores and value what they assessed. Hence, the awareness of community in SA tool is leveled on better progress”.

This finding is consistent with the finding of Uemura (1994), who found out the major practices of communities in Ethiopian school are advocating enrollment and educational benefits, raising money for school improvement and Boosting morale of school staff by the help of SA mechanisms. The result reported from the above KII showed that the level or

extent of community involvement in the management (of planning, implementing, monitoring and evaluating) process, activities; or running of education sector performance and progress. That is the level to which parents and other identifiable community groups contribute towards creating an environment conducive for efficient and effective teaching and learning.

4.3.6 Service Users Knowledge and Skill in Expressing Their Demands and Needs

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. Consequently, the engagement of community becomes very fine and capacity of choice of service users improved. Therefore, the following table illustrated the level of awareness of service users in expressing their interest in education sector.

Table 4.12: Respondents Responses Service Users’ Level of Awareness in Expressing Choice and Demands

Rating	F	%
High	33	16.75
Medium	68	34.51
Low	96	48.73
Total	197	100

Source: Survey Result, 2017.

As can be seen from above table there is a medium and low level of understanding and awareness service users in expressing their rights, needs, demands, and priorities regarding service delivery in the sector. Only 33 (16.75%) sample respondent were suggested service users’ skill and consciousness to convey their interest and choice to wards service delivery is found on high level. But about 68 (34.51%) and 96 (48.73%) survey respondents were all *kebeles* replied as medium and low to the view that communities knowledge and understanding to express their choice, needs, demands regarding service provision from education sector. This survey result showed that still communities have poor awareness in exercising their rights, entitlements to demand accountability, voice for their needs and priorities’, preferences and expression their opinion for better service provision. Similar result was obtained from members of FGD in sampled *kebeles*. They affirmed:

“Even though we were involved partially in planning, evaluating, and monitoring achievements and final progress of the education sector, we have

not travelled the intended distance in expressing our priorities and demands towards service delivery because of that the sector has limited role in capacitating us to be informed about these rights. There is still limitation in face to face meeting between service providers and service users to review service provision standards”.

While explaining about awareness of choice and demands, one of the key informants explained:

“Much work has not being done on the sides of women to benefits from the rights of expressing once intention, voice for needs and priority. The sector did not arrange else mechanisms to address service gaps between advantaged and disadvantaged section of society. Women are vulnerable groups, still they are ashamed to express their opinion and enjoy equal benefits and burdens. The sector does not provide accreditation and awareness for the role women in educational outcomes. As I know form our kebele experience, parents are not sent females students to school, women were not much encouraged to take part on the time of budget approval, proposal, execution, tracking public expenditure, financial release for kebele school facility. Consequently, female students are forced to expose several problems like, queues for toilet service, tap water and forced drop out school or either required to send private schools.”

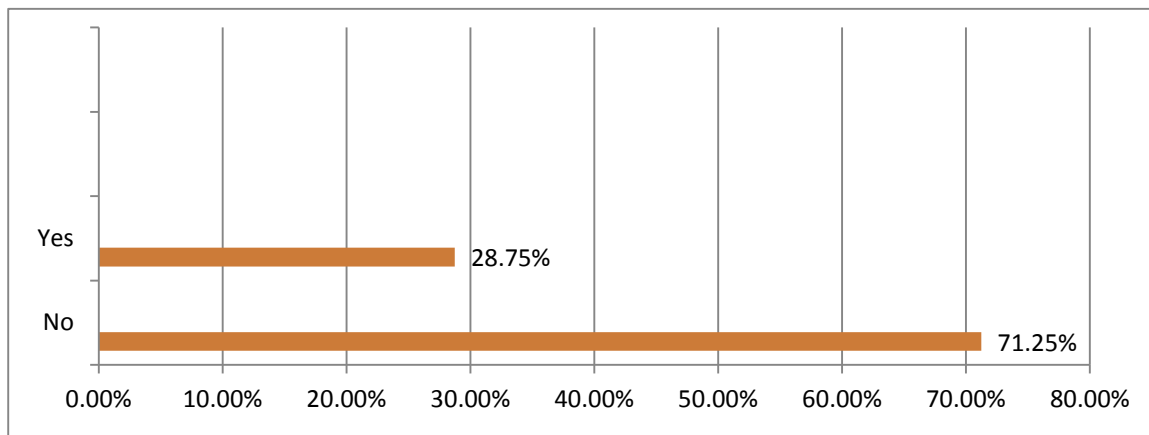
This survey result showed that vulnerable groups like wise, people living with disability, women and elders do not have access and opportunities to plan monitor, report the performance of the sector. On the other hand, they have not skill and awareness entitled to demand/voice for proper provision of basic services in the education sectors.

This finding is consistent with ESAP2, (2006) & UNISECO (2010) which found that among human development sector, less performance is registered in education sector in empowering and paying special attention for vulnerable sections of community. Still there is weakness and limitation in the provision of inclusive education and the involvement of marginalized groups in quality assurance of education is not reached the intended goal in most primary education level.

4.3.7 Service Users Potential and Awareness to Hold Service Providers to Be Accountable

Survey respondents were asked to answer whether communities or service beneficiaries have the power to influence service providers and decision makers accountable for their action. As a result, respondents were suggested their assessment on the following bar graph.

Fig. 4.10: Percentage of Respondents Awareness in Holding Accountable Decision Makers and Service Providers in the education sector



Source: Survey Result, 2017.

The above bar graph suggested service users do not have appropriate awareness in holding accountability decision makers and service providers in the sector. About 71.25% respondents were replied “NO” concerning their understanding lobbying decision makers and service providers accountable. However, only 28.75% respondents have responded positively they have better indulgent towards interaction with decision makers and service providers in holding them accountable for their action. The data elaborated on the above bar graph revealed, maximum numbers of communities do not have awareness in planning, monitoring, evaluating quality of service and holding service providers to be accountable for their performance; rather they consider provision of better service is the responsibility of government officials and sector workers.

4.5 Challenges and Problems in Social Accountability Practices in the Education Sector

Challenges are any threats and impeding factors that adversely affect the practices of SA like, community engagement in planning, monitoring, supervising, and evaluating the activity or achievements of the sector. It is a kind of tackles that break the interaction between public or service users and public service providers. Hence, respondents were asked on the weakness

of education sector in implementing the role of community engagement in realizing better, equitable, inclusive and efficient service provision.

Table 4.13: Respondents Responses on the failure of the education sector to implement the logic and principle of communities’ role in service improvement

Responses	F	%
Yes	157	79.69
No	40	20.30
Total	197	100

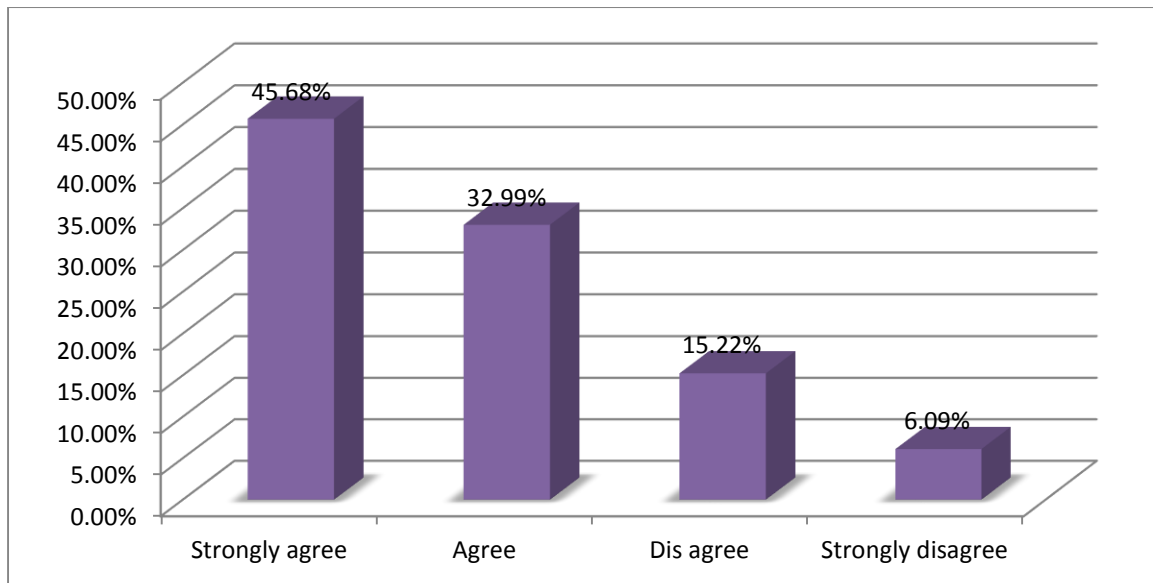
Source: Survey Result, 2017.

As can be seen from above table, a large number of survey respondents in each sampled *kebele* replied affirmatively. That means all most all around 157 (79.69%) sample respondent were affirmed poor consideration for citizen priority, interest, gaps in joint action plan with community stake holders, and unsound motive for face to face meeting with community or their representatives are the major bottle necks to enhance service users involvement in the sector. Only a little amount of respondents were claimed negatively. This means 40 (20.30%) respondents were suggested the failure in implementation of citizen interest, prioritizing citizen’s problem identification were not the rationale for weak SA practices in the sector.

4.4.1 Respondents Agreement Level in Lack of Experience Sharing and Institutional Directions Affect SA Practices in education sector

Experience sharing in SA procedure via diverse methods enables community to enhance the interaction with each other, propose solution for community problem, develop positive imprecation and attitude for common well-being, and finally synchronize the differences through dialogue, face to face meeting, and discussion. Following theses, institutional guidance in building SA practices play a lion share role in providing a clear direction, principle and other frame work for community to come up with problem that demands priority, skill, potential, and other resources. The following barograph represents respondents’ agreement level in lack of experience sharing, and institutional directives affect the practices of SA in selected sector for this study.

Fig. 4.11: Responses of participants to the Question Lack of Experience Sharing and Institutional Directives Affect the Practices of SA in the Education Sector



Source: Survey Result, 2017.

In the above bar graph a very considerable number of respondents were explained the gaps on the service providers, institutional frame works, and no attention paid for experience sharing with each other and other modeling sectors were the reason behind for challenges of SA practices in education sector. This means around 32.99% and 45.68% survey respondent were decided their agreement on “agree” and “strongly agree” within a concern of lack of experience sharing habit and poor institutional frame work as the challenges. However, only a little number (15.22%) and (6.09%) of respondents were suggested absence of experience sharing and poor institutional frame work was not the only sufficient reasons for the challenges. Based on the above data represented on the graph showed that, absence of experience sharing, ongoing sensitization, review meeting, service improvement monitoring and evaluation are the prime factors affect SA practices in the study area. In consistent to this, the members of FGD in sampled *kebele* explained:

“Frankly speaking, several service gaps can be taken as contributing factors for the challenges of SA practices. Likewise, poor attention for experience sharing from modeling public institutions, absence of clear cut frame works, principles, cultural norms, political situations, or weak institutional arrangements and bottle necks of the sector, and lack of structured committees

at the sector level is a deep rotted problems that be considered as the challenges of SA practices in the education sector”.

4.4.2 Lack of Adequate Attention of Service Providers for Community Involvement

Service providers’ effort for community engagement on building accountability and transparency process has an ample of advantages in correcting service delivery deficiencies. Local leaders and service providers are the major agents in facilitating and organizing different conditions for raising awareness of community and service users’ involvement in planning, supervising, and monitoring service provision performance. The following table explains respondents view on lack of attention of local leaders and service providers accounted as the problem for community involvement in planning, implementing, monitoring and supervising the impacts of the education sector. To this end, respondents were asked to respond whether poor attention of service providers and education sector leaders can be accounted as the problems for practices of SA or not.

Table 4.14: Percentage of Respondents who Responded Lack of Attention of Service Providers and Local Leaders Cases Challenges for SA in the Education Sector

	F	%
Responses		
Yes	160	81.21
No	30	15.22
Missing	7	3.5
Total	197	100

Source: Survey Result, 2017.

Regarding above table not paying a due attention for community engagement in planning, supervising, and monitoring the achievements and progress of service can be a key reason for the problem of SA practices. On other hand, the study result reveals that the sector experience in organizing ideas, opinion, and perception via face to face meeting to revise the performance of sector in service delivery. This means a great number (81.21%) survey respondents were declared positively with regarding not have attention of local leaders and service providers for community involvement in supervision of service performance. Only 15.22% sample respondents were suggested poor attention of local leaders and service providers for community engagement in planning, monitoring, and supervising the performance of the sector cannot be taken as the challenges while 3.5% of respondents were

not voluntary to declare their experience. The survey result obtained from the members of FGD suggested similar cases:

“Service users do not have sufficient awareness in planning, monitoring, analyzing, prioritizing the problem and attending the performance and achievement of sector in service provision. This is due to service providers and stake holders’ gaps to involve local community in planning, supervising, and rating service provision performance and gaps. On the other hand, very challenging cases in building the sense of SA is absence of continuous face to face meeting with community stake holders and representatives to assess, review the final performance of sector are the fundamental bottle necks for community not having clear awareness for involvement in planning and supervising”.

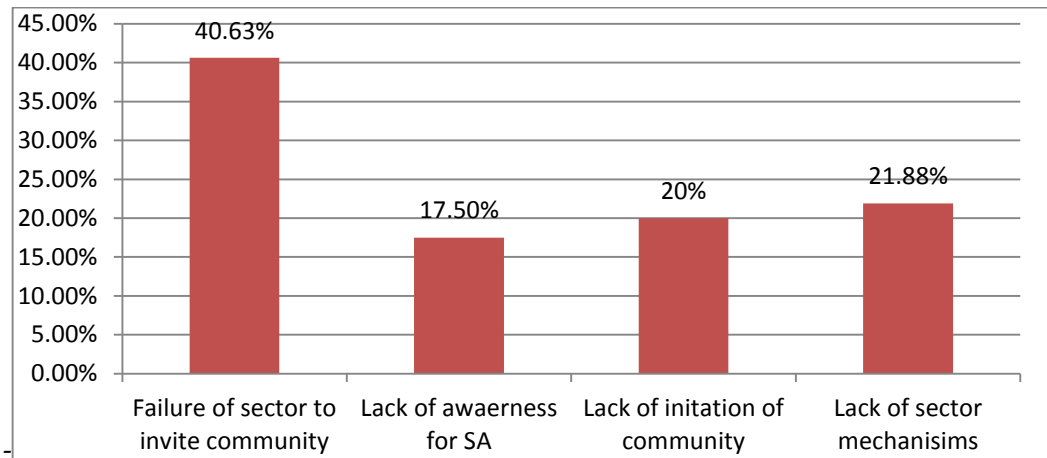
4.4.3 Reasons for Less Attention Paid By Community during Planning, Evaluating, and Monitoring Service Quality

Fewer attentions, which are driven from service users, are challenges that minimize the level of community involvement in expressing their demands, priorities, and assessments of adequacy of service provision. Hence, the following figure shows cases for less attention of community in planning, evaluating service performance and expressing their priority. Accordingly, respondents were asked to identify the major reasons for less attention of community in education sector performance and their responses were indicated on the following graph. The response of participants from FGD showed that:

“Communities do not have sufficient awareness in building accountability and transparency of service providers rather they assume that requesting for effective service delivery is a shame and an act of crime that results punishment and ignorance. On the other hand, providing better service provision is the only responsibilities of public officials and is not significance for community development”.

This survey result is consistent with UNESCO, (2014) that found out the motive of most communities in rural area of Ethiopia is very low to build significant interaction with service providers to reconcile the gaps of education quality in the level of primary schools.

Fig. 4.12: Survey Respondents Responses on the Reasons for Less Attention of Community for SA Practices in the Education Sector



Source: Survey Result, 2017.

According to above fig, failure of sector to invite community stake holders, service users continuously in planning, assessing, and rating the performance of service provision are challenging factors that triggers less attention of community in SA practices. The next challenging case for little consideration of community for SA practices is lack of clear systems that organized by the sector. Around 40.63% and 21.88% survey respondents were explained absence of continuous discussion and interface meeting that arranged by sector to assess the gaps in service provision is blocked the tendency of service users in planning and supervising the performance of the service where as 17.5% and 20% respondents were claimed poor initiation and low tendency of community towards SA are the prime contributing factor little accreditation for SA practices. The key informant interview result showed:

“Actually there is a basic challenging problem in both sides. Underestimating the role of community in service improvement is one of the short comings of service providers that cases for low attention of community towards SA practice and gaps of knowledge and willingness for SA that rose from the sides of community is the next considerable challenges in the practices of SA. On other hand, poor consideration for Constructive evidence based dialogue in order to improve government services, government performance, conduct, and relationships, not having any room to catalyzes alliances between community and key government officials”.

This finding is coherent with Dr. Samuel T. (2010), who conducted analysis on four Ethiopian public sectors like, education, health, water and sanitation, rural dev't sector and whose finding was stated education sector has observed with minimum effort engaging community to void the barrier of education outcomes and quality of education.

Table 4.15: Respondents Agreement Level in Absence of Accountability, Transparency affects SA Practice in education sector

Variables	Strongly Agree		Agree		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Male	46	23.35	64	32.48	8	4.06	-	-	118	59.8
Female	43	25.38	28	16.24	6	3.04	2	1.01	79	41.1
Total	89	48.73	92	48.72	14	7.10	2	1.01	197	100

Source: Own Survey, 2017.

Respondents were asked their agreements with in absence of accountability and transparency in service provision and protection in education sector affects the practices of SA. Regarding to this, about 89 (48.73%) and 92 (48.72%) respondents were explained their motion irresponsiveness of service providers for their action and information gaps about achievements of sector is a base line conditions for weak performance of SA practices. Only a few number 14(7.10%) and 2 (1.01%) of respondents were pointed out absence of accountability and transparency in service delivery is not the prime rationale for the inefficient performance of SA practices rather there are else factors that contributes for weak performance of SA. Therefore, the finding of this survey indicates, the provision of the service is not performance oriented, citizens right based, ex-post and ex-ante audited. One of the key informants and supervisor for five schools explained the nature of accountability and transparency as follows.

“The education office in west Badewacho Woreda is not the exception office that provides the service on the base of accountability and transparency. Much weakness has been observed in disseminating and demystifying evidence based and timely information which is non-transparency on the base of program and plan of the sector for service users. Consequently, a large number of

communities were not aware of the existence of school board with parent representatives in their school and fear to question their children's teachers to deliver better knowledge for students. On the other case non responsible employments of teachers, other professionals and experts in the sector, teachers turn over without their willingness, unfair distribution of teachers, illegal teachers selection for promotion and upgrading, fraud in certification (transcripts and certificates) and educational materials or infrastructures for schools were being took place”.

The above KII survey result elaborated, rare information or poor accessibility for right to information and irresponsible conduct of service providers are the major deteriorating factors affecting effectiveness of SA practices in education sector in the study area. On the other hand, not to bring citizens into dialogue with local governments and service providers to contribute to and increase the demand for improved quality of public basic services is the other considerable factor that jeopardizes the practices of SA in the education sector. Consequently, the principle of education for all and quality of education is not reached the goal.

This result is consistent with (UN, 2000), which found out that lack of the right to information on the performance and achievement likewise, budget literacy, planning, monitoring and execution of service delivery in most part of developing countries education sector results for the failure to achieve the MDGs goal and education for all.

4.5 Summary of Findings

A. Status of Social Accountability

1. Regarding communities participation on planning, monitoring, auditing, and evaluating the achievements, effects and performance of the sector, the education office has showed low or very little extent. Thus, the sector does not empower communities to voice adequate service provision, demand accountability and transparency, express their priorities and needs. Therefore, west Badewacho education sector is one of the public institution that did not perfectly transparent, accountable and honest for their actions and mechanisms' of SA did not brought change in service delivery.
2. The education sector has showed a minimum achievement in capacitating service users to value, to report, and draw backs on the performance of service delivery.

3. Besides, there were no as such selected SA committees and institutional arrangements in the sector that responsible to initiate communities to be engaged in building accountability that trust civic engagement. This implies that, a SA practice in the study area is very weak and ineffective, and is manifested in various ways. Among others: very poor feedback provision and collection on the base line of quality, efficiency, and equity of service has observed in the study area.

C. Communities Awareness Level Regarding SA Practices

1. Majority of the participants were not entitled to demand for proper service provision, and do not have a knowledge how to complain and express their priority.
2. Concerning coaching, planning, implementing, reviewing, and reporting on the gaps of service delivery, a very significant number of respondents have not skill and proper knowledge.

D. Factors or Challenges' impede SA Practices

1. Absence of experiences sharing mechanisms with model public sectors, lack of continuous trainings, conferences, public forums, and face to face discussions ,debates, discourses, and meetings with shareholders are the prime factors that erodes the practices of SA.
2. Nonexistence of SA committees and weak institutional arrangements at the sectoral level, poor initiatives of service providers and service users are the key tackles for low performance of SA in the education sector.
3. The survey result revealed that absence of transparency, accountability, and evidence based information were the rationale behind for low involvement of communities in monitoring, attending, assessing, and evaluating service performance and statuses.

Chapter Five

Conclusions and Recommendations

5.1. Conclusions

Social Accountability is potentially a crucial recent government agenda and promising approach for assuring and improving service delivery, people centric policies, empowerment of citizens, and strengthening bottom-up democratic process through civic engagements and self-initiation of community. In attempting to reduce service inadequacy in Ethiopia, it is important to examine the potential contribution of SA practices to that effort in West Badawacho *woreda* education sector.

The findings of the study reveal that the extent of service users in joint action planning, monitoring, reviewing, analyzing, coaching, and supervising the performance, outputs and achievement of the service is found on very little extent and futile. This means service providers in education office did not have deep understanding in engaging community or service users to express voice for needs, entitle their rights, responsibilities, assesses the inputs, and their priorities.

From the point of this study analysis, the implementation of SA practices and its tools did not brought great or as much as intended meaningful change on the life of community in willingness to participate, contribute, and redress service gaps with the channel of SA practices. Consequently, the access to effective, efficient, affordable, and fair service delivery is the biggest challenging issues in the study area. Ordinary people and minority groups do not have equal chances to be treated inclusively in service delivery procedure. In this regard survey respondents were clearly highlighted the supply side of education office has weakness in provision of service on the base line of fair, efficient, inclusive, and effective.

The key informant interview suggested SA tools helped community propose community solutions for community problems based on common agreement. The attempt of the sector, undertaking interface meeting, discussion, consultation, and dialogue with community representatives and council to redress the gaps, to propose solution for gaps of service delivery, joint action plan, and to review the past achievements and performance of the sector was found to be very weak. On the other hand, the education sector did not have as such ad-hoc or organized SA committee that established at the sector level rather they operates the

role of SA *via* other means like, discipline committee,, compliant handling committee, and management committee that runs over all activities of planning, coaching, and supervising collectively with delegated section of community.

Further, the activities of joint action planning, joint reform agenda, monitoring, and supervising the performance of the sector deployed aligning with school management committee, parent teacher association, and assigned command post at each *kebele* to coordinate community to take part on building accountability and transparency process. In addition to this, general meeting with public and focus group discussion with concerning body is the means for the sector to collect feedback, satisfaction level, and complain service provision in accordance of KII. Literatures suggested that community should flourish deep understanding and awareness in expressing their priorities, voice of demand for effective service delivery what public representatives should perform on the bases of service users' willingness rather service providers in building and implementing SA practices. Based on the finding and result of the study, there is weakness and gaps empowering community to exercise the above basic requirements of SA practices in the study area.

The awareness status of community towards expressing their needs, priorities, and voice for accountability and transparency in service provision process was very poor in the study area because of that poor motivation of community and sector failure to organize and arrange any solutions and mechanisms that helped as the exit strategies to cope up the threats of understanding in SA practices. On the other hand, service beneficiaries have the gaps of understanding on planning, monitoring, supervising, overseeing, influencing, and building accountability has highlighted in the study area.

While speaking about building SA practices there is a need for community to develop a sense of ownership for public resources, mental and psychological readiness to be engaged in building accountability however this issues seen as problematic on the study area due to poor awareness, skill, and knowledge of community regarding SA practices. The survey result reveals service users have awareness that obtained from attending public meeting or other social media about constitutional rights for using and demanding proper service provision that based on the principle of accountability and transparency. However, there is a gap grounding these rights truly. Not crediting the role of citizen engagement in planning, monitoring, supervising, and other performance public are challenging factors that impedes the practices of SA in the study area. The result obtained from KII absence of accountability

and transparency for the achievement of sector is the basic threats that erodes community involvement in planning collectively, monitoring the success and failure of the progress on the study area.

5.2. Recommendations

Based on the findings of the study the following recommendations are made to further enhance SA practices in the study area.

The practices of community in planning, monitoring, demanding, coaching, and supervising the performance, quality, and achievement of service provision in the study area is very weak and ineffective. Therefore, the government decisions and measures need to be implemented in order to reduce these limitations via the following mechanisms. For instance, establishing SA committees at *kebele* level, SA office has to be established at woreda level, strengthening SA practices in the Civil Service Program, Making SA part of the Good Governance Program, Increasing experience sharing forums, workshops and social media access.

Exercising methods of SA tools can be improved, Citizen awareness creation has to be done to successively implement the joint reform agenda successfully and the local government officials, service providers as well as the community member has to show their willingness and commitment in the implementation of this joint action plan together. In addition to these, improve the expert's ability who works in the sector offices to use the social accountability tools and its civic engagements such as interface meeting and dialogue with the community to identify the major challenges that hinder the smooth flow of the citizen.

All share holder and concerned parties (citizens, service providers, SAIPs and local government officials) should be trained about SA tools to acquire them prepared better with the ability to work as a team to improve the excellence of basic services. Society shall be made aware of their rights to demand and contribute to the enhancement in quality of basic services and be able to hold service providers accountable for poor performance. The woreda and Zone governments should help citizens to develop and build up pressure groups such as women's organizations for negotiating the improvement of basic services. The other parties, service providers, SAIPs and local government officials, should also be made aware that citizens have these rights and that they have an obligation to respect these rights. In order to improve accessibility of information and frequency of consultation, citizens should have access to adequate information on woreda/*kebele* development plan, budget allocation

and expenditure. They should be consulted on improving basic services and be allowed to have much stronger participation in planning basic services. They should also be effectively reported to, with regard to plan implementation and the challenges faced. Therefore, the strengthening of *Keble* or woreda level SAC committees would help to institutionalize and creating a permanent body responsible to participation of citizens in day to day activities of the service providers.

There is a need for come up with diverse mechanisms, providing the space for public debate and discourse, forums, policy frame works, conferences, and other face to face meeting techniques and tactics for repeatedly discussing issues, redressing grievances and settling them. These mechanisms/forums would include representatives of citizens and citizen groups, local governments, service providers, SAIPs etc. For this mechanism/forum to be effective, it would perhaps need some policy decisions with shareholders. This will probably mean that the chairperson of the forums or else conferences and face to face discussions will need to be the person with the most administrative/political clout in the area to assure prompt and effective compliance of the parties and easily resolve challenging issues in implementing SA practices.

Finally, the west Badewacho woreda education office workers and woreda administrator create integrated work among major groups on social accountability, citizen, local government and public service providers has to be practiced or formulate participatory approach, which means the communities must be involved in decision making processes which deal with local level resource allocation, quality of services and timely access. The citizen should be consulted from the beginning so that they actively participate in planning, monitoring and evaluation of the sector. These in turn would result SA practices and increase the satisfaction level of the citizen in the service provision. On the other hand, Government officials are engaging on consecutive meetings, public forums which are difficult to find them when they needed, government officials and communities have to give due and explicit attention for the social accountability program and has to enforce other sectors also to apply or replicate the SA good practice in other sectors' and *kebeles/* woredas.

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Appendix 1: Survey Questionnaire for households

Dear Respondents,

This questionnaire is prepared by the researcher of Jimma University for partial fulfillment of the requirement for the degree of masters in governance and development studies in specialization of Governance by which students are required to prepare a masters research thesis on different issues. Hence, the data from this inquiry is used to prepare a master research thesis on assessing the Practices of Social Accountability in West Badewacho *Woreda* education sector. Thus, the researcher is very much appreciating your genuine responses to the questionnaire. All information is secured with serious responsibility.

Thanks

Yours Tarekegn Tesfaye

E mail address Taretsefaye1@gmail.com

Instruction

1. Enumerators should make sure that the respondents understand the aim of the questionnaire
2. Enumerators please circle the responses of the respondents on their choice.
3. The data should be collected only from targeted population.
4. At the end make sure that you answered all questions

Part 1:- Socio Demographic Condition of Respondents

1.1. Sex

A) Male

B) Female.

1.2 **Age group:** A, 21-30 B, 31-40 C, 41-50 D, 51 and above

1.3 The Current Marital Status:

A/ Single

B/ Married

C/ Divorced

D/ Widowed

1.3 Educational Back ground:

A/ Grade 1-8

B/ Grade 9-12

C/ certificate

D/ Diploma

E/ Degree and above

Part 2:- The condition and status of Social Accountability in the Study area

2.1. To what extent the practices of community in planning, monitoring, evaluating, and supervising the quality of service implemented in West Badewacho *Woreda* Education Sector?

A/ to large extent B/ to some extent C/ too little extent D/ not at all

2.2. Does the sector encourage citizens to participate directly or indirectly in demanding accountability and effective service provision from service providers?

A/ Yes B/ No

2.3. How do you evaluate the sector practices in feedback collection in service provision?

A/ Excellent B/ very good C/ Good D/ Poor E/ Very poor

2.4. What is your level of agreement with respect to sector provision of service with regard to effective, efficient, fair, inclusive, and participatory for community?

A / strongly agree B/ disagree C/ strongly disagree

2.5. Do you have any consultation and public hearing program in your *kebele* with sector leaders in improving quality of basic service provision?

A/ yes

B/ no

2.6. If YES your answer, how often do you take for the program of consultation?

A/ frequently

B/ sometimes C/ I do not understand it very well

2.7. Do you think the member of designated Council representative of the people or nominated Social Accountability group that works with the service provider and local government at the time of planning, monitoring, budgeting or service provision mechanisms?

A/yes

B/ no

2.8. How the sector assesses the satisfaction level of Citizen?

A/ Conducting house hold survey via SA tools

B/ Calling general meeting

C/ public hearing

D/ Exercising Focus Group Discussion and Key Informant interview

2.9. How do you rate the level of your agreement with regarding to SA practices in addressing the barrier of good governance in the sector? A/ Excellent

B/ Very good C/ Good D/ Poor

Part 3:- Knowledge and Awareness of Community in Social Accountability

3.1. Do you have any awareness about your constitutional rights for using and demanding adequate service provision of service from this sector?

A/ yes

B/ no

3.2. If your response is YES for above question number one, from where do you find information about these rights?

A/ mass-media B/ public meeting and training C/ school D/ I do not have any understanding

3.3. If your answer is NO for above Question number 3.1, what are the major reasons not having information?

A/ Lack of willingness of local and sector leaders to well come citizens to engage in local issues and implementation of rights and responsibilities

B/ Absence of training and conferences that designed by the committee and sector

C/ Low attention and weak involvement of community

D/ Lack of media opportunity

3.4 How do you rate the capacity of community in making complaints and providing reports on the bases of service delivery?

A/ Very high B/ High C/ Very low D/ Low

3.5. How do you rate the level of training that has been given with regard to social accountability practice by the sector?

A/ very high B/ very low C/ some extent better

3.6. How do you rate your level of agreement with regard to service user's trends and culture in developing their rights and responsibilities in planning, budgeting, and implementing basic public service?

A/ strongly agree B/ disagree C/ agree D/ strongly disagree

3.8. Do citizens have capacity and skill to assess and evaluate the quality of service?

A/ yes B/ no

3.9. If your answer is YES for above question number 3.6, what kind of method they used to assess?

A/ observation of work accomplished

B/ result obtained

C/ the level of satisfaction obtained

3.10 Do you think that Community develops a better understanding in planning, implementing, and evaluating adequate service after the implementation of Social Accountability tools in the sector? A/ Yes B/ No

3.11. If your answer is YES for above question number 3.8, what are the major achievements have being done by the community?

A/ Community involvement increasing in assessment of quality of service

B/ The culture of joint plan action sense is increased

C/ Planning, monitoring, and evaluating feeling is enhanced D/ Citizen Satisfaction is rated better before implementation

3.12. If your answer is NO for above question number 3.8, what are the major cases not having a better understanding?

A/ Gaps of information and knowledge in the tools

B/ Poor relationship between community and sector leaders

C/ Lack of experience sharing program

D/ Sector failure to invite and welcome community to take part in evaluating, monitoring, and planning procedures

1.13. Do vulnerable groups have access to and use information from the sector?

A/ Yes

B/ No

1.14 In which level do you locate service users' knowledge and skill in expressing their demands, needs, and priorities regarding service delivery process?

A/ High

B/ Low

1.15 Do member of communities have appropriate awareness and potential to hold service providers and decision makers are accountable for weak or no performance in the education sector?

A/ Yes

B/ No

Part 4:- Challenges and Problems in Social Accountability in the sector

4.1. Do you think that sector failure to implement the ground principle of Social Accountability practices like “citizens should be on the driver’s seat” on the provision and protection of basic service decreases citizens engagement in Planning, evaluating, and monitoring?

A/ Yes B/ No

4.2. How do you rate your level of agreement lack of experience sharing and institutional directedness affects community practices in planning, monitoring, and evaluating, the performance and standardized service provision?

A/ Strongly Agree B/ Agree C/ Disagree D/ strongly disagree

4.3. Do you think that lack of adequate attention of local governments and sector leaders for community involvement in planning, monitoring, and evaluating service provision can be accounted as the major problem for the practices of Social Accountability?

A/ Yes B/ No

4.4. What are the problems for less attention paid by community during planning, evaluating, and monitoring quality of service provision in sector?

A/ Failure of sector to welcome and invite community

B/ Lack of Awareness and knowledge for Social Accountability

C/ Lack of initiation of community towards Social Accountability

D/ Lack of sector mechanisms to engage community in planning, monitoring, and evaluating in service provision

4.5. How do you level your agreement in which absence of transparency and accountability in service provision and protection in the sector jeopardizes the extent of community in planning, monitoring, and evaluating?

A/ strongly agree B/ Agree C/ strongly disagree D/ Disagree

4.6. Do you think that poor demand and weak attention of community towards their rights, responsibilities, affects the practice of planning, monitoring, and evaluating service provision?

A/ Yes B/ No

Appendix 2: Questionnaire for Focus Group Discussion (FGD)

Name of *woreda*: West Badewacho Sector: Education

Group composition: Representatives of Marginalized section, elders, Women, and Youths.

1. How do you evaluate the parameter of effectiveness of the social accountability mechanisms or tools in the sector?

1. What methods the sector follow Communities to Participate in Planning, monitoring, and evaluation of the public services?
2. Do any SA mechanisms that has established in the sector?
3. If your answer is yes for question number 2, what is the role (specify)?

4. If your answer No for question number 2, what are the cases?
5. Does the sector undertake any consultation program and forum with regarding to service provision?
6. How do you assess the sector performance in implementing Social accountability tools and mechanisms in assessment of service users?
7. In what level do you infer or locate Communities culture and awareness in planning, monitoring, and evaluating service provision in the sector after the implementation of SA tools?
8. What are the basic challenges that hamper citizen's participation in planning, monitoring, and evaluating the performance of service?

Appendix 3: Questionnaire for Key Informant Interview (KII)

Woreda: West Badewacho *Study sector:* Education

Group composition: - The head of education sector, education sector workers, teachers or *kebele* chairman, Supervisors, and School directors.

1. In your *kebele*, do the sector adjusted any SA mechanisms for community to plan, monitor, evaluate the service provision and demand accountability from service providers?
 2. How do you locate the level of the sector capacity in empowering community to entitle their rights and responsibilities? (high or low)
 3. Do Communities have Knowledge and awareness in planning, monitoring, and evaluating basic service provision in the sector?
 4. How do you discuss the extent of sectors culture in providing effective, efficient provision via Joint Plan Action (JPA)?
 5. How communities take part in planning, monitoring, and evaluating service provision in the sector?
 6. Has the social accountability practice brought change in citizen's satisfaction with service provision?
 7. Can you list down some of the challenges that affect Communities involvement in planning, monitoring, and evaluating service provision?
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