

Final Evaluation Report

***Ethiopia Social Accountability Program (ESAP 2) of
project titled “Strengthening Protection of Basic
Services and Social Accountability” implemented by
Love in Action Ethiopia and GMEDA***

Love In Action Ethiopia (LIAE)

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Annex

LIST OF ACRONYMS

BoFED	Bureau of Finance and Economic Development
CBO	Community Based Organization
CRC	Citizen Report Card
CRCS	Citizen Report Card Survey
CSC	Community Score Card
CSO	Civil Society Organization
CSRP	Civil Service Reform Program
ESAP	Ethiopian Social Accountability Program
FGD	Focus group Discussion
GMEDA	Green Message for Ethiopia Development Association
GTP	Growth and Transformation Plan
HH	Household
IR	Inception Report
LIAE	Love In Action Ethiopia
MA	Management Agency
MDG	Millennium Development Goals
MoFED	Ministry of Finance and Economic Development
NGO	Non Governmental Organization
PADA	Passage for Aid and Development Association
PBS	Protection of Basic Services
PPB	Participatory Planning and Budgeting
PRSP	Poverty Reduction Strategy Program
SA	Social Accountability
SAC	Social accountability Committee
SAIPs	Social Accountability Implementing Partners
SNNPR	Southern Nation Nationalities People Region
ToR	Terms of Reference

EXECUTIVE SUMMARY

This report presents the results of an independent evaluation of the Protection of Basic Services (PBS) - Social Accountability (Component 4) project between January 2013 and June 2015. ESAP2 which is implemented by the Government of Ethiopia at Regional, Woreda and Kebele levels in cooperation with the World Bank which is supported by the Multi Trust Fund. The Program has a countrywide scope and monitors the needs and satisfactions of citizens on education, health, water and sanitation, agriculture and rural roads, through civil society organizations. Social accountability is understood as the process and approach by which ordinary citizens, who are the users of public basic services, (a) voice their needs, preferences and demands for improved and effective public basic services delivery and policies; and (b) hold policy-makers and service providers accountable for weak or non-performance. On the demand side, social accountability requires that citizens understand and put into practice, their rights and responsibilities with respect to access and use of basic public services. It aims to build capacities of and empower citizens, communities and civic groups to demand better basic services and hold service providers accountable. On the supply side, social accountability requires that government officials and service providers develop and establish mechanisms and procedures to listen to citizens' voices and demands and to respond with appropriate policies and solutions to service deficiency in a time bound manner. When effectively implemented, mainstreamed and practiced, social accountability promotes and fosters collaborations and partnerships between government and citizens resulting in effective, efficient and quality basic service delivery and responsible use of the same. Within this context, the objective of ESAP has been stated as "Strengthened use of social accountability tools, approaches and mechanisms by (a) citizens, (b) civil society organizations (CSOs), and local government officials and (d) service providers as a means to make basic service delivery more effective, efficient, responsive and accountable".

The program seeks to give voice to the needs and concerns of all citizens to improve the access, equity, effectiveness, efficiency, quality, accountability and responsiveness of public basic service delivery. For ensuring efficient implementation of the program, a Management Agency (MA) outside the Ethiopian government and donor structure has been established. The responsibilities of the MA are coordinating the program, capacity development, providing technical guidance & backstops, and monitoring of the progress of the implementing civil society partners (SAIPs).

This final evaluation is developed in response to the consultancy service for Love In Action Ethiopia (LIAE), which is working on the Social Accountability Program Phase 2 (ESAP 2), with the financial and technical support from the Management Agency of ESAP2, in five woredas namely East Badawacho, West Badawacho, Gibe and Misha woredas of Hadiya Zone of Southern Nations Nationalities and Peoples Regional State (SNNPR) and Adaba Woreda of West Arsi Zone of Oromiya Regional State. The tools used are Community Score Card (CSC), Citizen's Report Card (CRC) and Participator Budget Planning (PBP). The main objective of the evaluation is to determine if the project had achieved its objective and expected results and assess its outcomes and challenges faced during the implementation.

The evaluation involved review of secondary data and conducting of field survey using both qualitative and quantitative data collection methods. Out of the five Woredas and 15 kebeles targeted by the project in the two regions (4 in SNNPR and 1 in Oromiya), 3 woredas (2 in SNNPR and 1 in Oromiya) and 9 kebeles were covered during field survey of the final evaluation regions. Within these sample Woredas and Kebeles, the consultant team conducted (a) 6 focus group discussions with men, women, youth and other groups; (b) 39 key informant interviews including with woreda and kebele government officials and sector officers, civil society organization representatives and community leaders; and (c) conducted 120 household questionnaires survey.

Statistical Package for Social Sciences (SPSS) windows was used for quantitative data analysis. Descriptive statistical methods like frequencies and percentages were used to present the findings using tables and figures. The qualitative data gathered from FGDs, KIIs were qualitatively narrated and used to triangulate findings of the quantitative data.

Findings of the evaluation show that objective of the project were realised and the expected outcomes were achieved which implies LIAE have successfully implemented the ESAP2 project as witnessed from improvement in the quality of basic service delivery. The project enabled the citizen groups and service providers to constructively engage in joint reviews of service delivery effectiveness, quality and equity, and to develop plans for addressing service deficiencies. The outcome is attributable to the extensive awareness raising and sensitization activities implemented during the past two years and six months of the project. Furthermore, the social accountability project has increased community's ownership and engagement which is believed to ensure the sustainability of the project. The consultants recommend that LIAE shall further work on exit strategies that is mainstreaming SA into the overall existing government operations and institutions, at woreda and kebele levels by linking SA approaches with the ongoing reform programs of the government.

1. INTRODUCTION

As it is clearly indicated in many of its policies, the government of Ethiopia is highly committed to building open, transparent and democratic governance that respects the rights of all its citizens. It has taken relevant policy measures, and programs to improve public sector performance in service delivery of all sectors of the economy including the provision of all basic services to the socio-economically marginalized members of urban and rural communities. To this end, decentralization policy has already been implemented to bring accountability and decision making closer to the people. It is strongly believed that improving accountability, responsibility and flexibility in service delivery and increasing local participation in democratic decision making on factors affecting the livelihood of the grass roots population will have a very significant impact in ending poverty.

To assist this strategy the government has also launched a comprehensive Civil Service Reform Program which has service delivery as one of the sub programs. The declared desired outputs are to realize the civil service that operates efficiently and effectively to serve the people in just, ethical and transparent manner. To reinforce the desired outputs mentioned above, the service delivery policy has been issued and published to ensure efficiency, effectiveness and overall user satisfaction in service delivery.

Improving the quality of services delivered to all citizens must also make them aware of the wide array of services on offer and their associated costs as well as encouraging employees in the civil service to pay due attention to their clients. The development of service standard is therefore of a paramount importance to accomplish the above mentioned process. Service standard inform citizens about what kind of service they can expect from a given sector and the sectors develop service standards in order to avoid ambiguity and thereby ensure that citizens have realistic expectations about the nature of the services being delivered by the sector. Service standards also promote accountability and transparency and represent a public commitment by a sector that it will deliver services that meet the needs of the public

Ethiopia Social Accountability Program (ESAP2) is a multi-trust fund support program, complementary to the civil service reform program Ethiopia endorsed. It is part of the Protection of Basic Services program, which is implemented by the Government of Ethiopia at Regional, Woredas and Kebeles levels in cooperation with the World Bank which is supported by the Multi Trust Fund. The Program has a countrywide scope and monitors the needs and satisfactions of citizens on education, health, water and sanitation, agriculture and rural roads, through civil society organizations. Thus the program opens up channels of communication between citizens, responsible government bodies and public service providers.

The overall objective of the Ethiopia Social Accountability Program (ESAP2) is to strengthen the capacities of citizen groups and government to work together in order to enhance the quality of basic public services delivered to citizens. The program seeks to give voice to the needs and concerns of all citizens to improve the access, equity, effectiveness, efficiency, quality, accountability and responsiveness of public basic service delivery. For ensuring efficient implementation of the program, a Management Agency (MA), neutral structure outside the Ethiopian government and donor, has been established. The responsibilities of the MA are coordinating the program, capacity development, providing technical guidance & backstops, and monitoring of the progress of the implementing civil society partners. Implementation of the project started in January 1, 2013 and now the project is at the end of its implementation period. As per the agreement made with MA of ESAP2 during the project agreement, LIAE scheduled to conduct a final evaluation of the project. Accordingly, LIAE called for consultancy service to undertake the final evaluation of ESAP2 project in aforementioned Woredas by a qualified consultant.

Love In Action Ethiopia (LIAE) is non-profit making indigenous non-governmental organization established on August 10, 2001 and re-registered on October 30, 2009 with the ministry of Charities and Societies Agency of FDRE. LIA Ethiopia aspires to see life improved in the rural (remote) and urban areas by the effort of the people themselves, with the minimum external intervention. LIA Ethiopia is committed to bring sustainable change and transformation among the society through concerned effort of the community and genuine participation of all stakeholders. Love In Action Ethiopia (LIAE) starting its operation since August 2001 in the Hadiya Zone of SNNP region and now it is widening its footholds in three regions of Ethiopia, namely; SNNP, Oromia and Gambella Region states and Addis Ababa city administration.

Love In Action Ethiopia (LIAE) taking it to account its decade long experience working in Hadiya Zone and tapping its repositories of knowledge had proposed the above project. LIAE had been awarded a project called “Strengthening protection of basic services and social accountability in 5 Woredas (One in Oromia and four in Southern Regional States)”. The four woredas are located in Hadiya Zone of SNNP region and the woredas are East Badawacho, West Badawacho and Misha. And Gibe. Adaba Woreda in West Arsi zone of Oromia regional state.

The ESAP2 Grant Scheme addresses five service sectors, namely education, health, water and sanitation, agriculture and rural roads. But due to LIA Ethiopia’s and its Sub-sub grantee’s prior experience on education, water and sanitation and agriculture, LIAE and its partner commit themselves to work on these three sectors for implementing ESAP2 so that we can tap on our prior experience. The following table shows the Targeted Woredas and Kebeles and sectors which LIAE ESAP2 has focused on.

S. No.	Target Region	Targeted Woredas	Targeted Kebeles	Sectors
1	SNNP	Misha	1.Geter Morsito	Agriculture
			2. Shiro	Agriculture
			3. Semen Waas Gebeta	Agriculture
2	SNNP	Gibe	1. Aste	Agriculture
			2. Megacho	Agriculture
			3. Halelicho Berro	Agriculture
3	SNNP	East Badawacho	1.Shnoe 01	Water and Sanitation
			2. Amburse Anjulo	Water and Sanitation
			3. Abuka kebele	Water and Sanitation
4	SNNP	West Badawacho	1. Danema	Education
			2.Wada	Education
			3.Kacha Birra	Education
5	Oromiya	Adaba	1.Adaba 01	Education
			2.Ejersa	Education
			3.Furuna	Education

Source: LIAE base line survey, 2013.

The Ethiopian Social Accountability Program Phase2 (ESAP2) is one of the four components of World Bank in Ethiopia program, Protection of Basic Services (PBS) and seeks to improve basic public service delivery by local governments. It aims to strengthen the use of social accountability tools, approaches and mechanisms by citizens and citizen groups, civil society organizations, local government officials and service providers as a means to make basic service delivery more equitable, effective, efficient, responsive and accountable.

LIAE while it was noticing a grant opportunity it was convinced to work with three important social accountability tools as strategies for implementing ESAP2. Accordingly; LIAE has implemented two SA tools (Community Score Card (CSC) and Participatory Budget Planning (PBP)) side by side: East Badawacho, West Badawacho and Misha Woredas, and Citizen Report Card (CRC) and Participatory Budget Planning (PBP) in Gibe and Adaba Woredas.

2. Background of study Area

SNNP Region

The Southern Nations, Nationalities and People's Region (SNNPR) is one of the regional states in Ethiopia. The region houses about 56 ethnic groups of diverse languages, religions, cultures and identities. According to the ethnic and linguistic diversity, the region is further divided into fourteen zones and four Special Woredas, which is then further sub-divided into 138 Woredas and four Special Woredas. Hadiya is a Zone in SNNPR; bordered on the south by Kembata Tembaro (KT), on the southwest by the Dawro Zone, on the west by the Omo River which separates it from Oromia Region and the Yem Special Woredas, on the north by Gurage, on the northeast by Silte, and on the east by the Alaba special Woredas; The administrative center of Hadiya is Hosaena.

Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,231,196, of whom 612,026 are men and 619,170 women; with an area of 3,593.31 square kilometres, Hadiya has a population density of 342.64. While 134,041 or 10.89% are urban inhabitants, a further 157 individuals are pastoralists. A total of 231,846 households were counted in this Zone, which results in an average of 5.31 persons to a household, and 223,403 housing units. The four largest ethnic groups reported in Hadiya were the Hadiya (90.04%), the Kambaata (1.96%), the Gurage (1.53%), and the Amhara (1.32%); all other ethnic groups made up 5.15% of the population. Hadiya is spoken as a first language by 90.94%, 2.24% spoke Amharic, and 1.94% spoke Kambaata; the remaining 4.88% spoke all other primary languages reported. 75.35% of the population said they were Protestants, 11.13% were Muslim, 8.45% practiced Ethiopian Orthodox Christianity, and 4.31% Catholic.

According to a May 24, 2004 World Bank memorandum, 6% of the inhabitants of Hadiya have access to electricity. This zone has a road density of 104.1 kilometres per 1000 square kilometres (compared to the national average of 30 kilometres). The average rural household has 0.6 hectare of land (compared to the national average of 1.01 hectare of land and an average of 0.89 for the SNNPR). 22.8% of the population is in non-farm related jobs, compared to the national average of 25% and a Regional average of 32%. 74% of all eligible children are enrolled in primary school, and 21% in secondary schools. 43% of the zone is exposed to malaria, and 59% to Tsetse fly. The memorandum gave this zone a drought risk rating of 318. Hadiya administrative Zone has a total area of 3850.2 km² for administrative purpose; it is structured into 10 Woredas namely; Lemo, East Badawacho, west Badawacho, Sorro, Shashago, Misha, Dunna & Gibe, Anelemo Gombora.

Topographically the zone lies within an elevation range of 1500 to 3000 meters above sea level. The slope in general declines east to west with most drainage being direct to the Gibe River. The zone has three agro-ecological / zones Dega (23.7%) Weynadega (64.7) & Kolla (11.6%). The annual average temperature of the zone is 22.02o Celsius & the mean annual rainfall is 1260 mm. With regard to land use, the largest area (57%) of the zone is intensively cultivated for annual crops, 12% is covered with tree crops, 7% is a grazing land, 6% is forest land, 16% is covered by others and the remaining 2% is cultivable land.

Hossana town is the administrative and trading centre of the zone. It is one of the 22 model towns that due emphasis is given by the regional state. It is also among the 19 towns selected as; strategically centre for

development in the region. The town is located at a distance of 232 km south of Addis Ababa & 160 km west of Hawassa town. Hossana town lies at an altitude of 1500 meters above sea level. The annual average temperature of the town is 14.4°C and the average annual rainfall is 1331.6 mm. Hossana has an access road that links the town with Addis Ababa, Hawassa, Wolayta Sodo, Butajira, Durame, Welkite and the Woredas towns of the Hadiya Zone.

Hossana town is among the few towns in the region that have good infrastructure facilities such as; electricity & pipe water supply, telephone & Banking facilities, educational, health and other services. To promote the involvement of the private sector in industrial investments, an industrial zone with a land size of about 63 hectares has been demarcated in Hossana town. Of which 22 hectares has been facilitated with road access, electricity, and other facilities.

Oromia Region

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,964,038, of whom 973,743 are men and 990,295 women. 272,084 or 13.85% of population are urban inhabitants. A total of 387,143 households were counted in this Zone, which results in an average of 5.01 persons to a household, and 369,533 housing units. The two largest ethnic groups reported in West Arsi were the Oromo (88.52%) and the Amhara (3.98%); all other ethnic groups made up 7.5% of the population. Oromiffa was spoken as a first language by 87.34% and 6.46% spoke Amharic; the remaining 6.2% spoke all other primary languages reported. The majority of the inhabitants were Muslim, with 80.34% of the population having reported they practiced that belief, while 11.04% of the population professed Ethiopian Orthodox Christianity and 7.02% of the population professed Protestantism.

Adaba is one of the Woredas in the Oromia Region of Ethiopia; it shares the name of its administrative center, Adaba. Part of the West Arsi Zone, Adaba is bordered on the southwest by Nensebo, on the west by Dodola, on the northwest by the Shabelle River which separates it from the Gedeb Asasa, and on the east and south by Bale Zone.

The highest point in this Woredas is Mount Darkeena; other notable peaks include Mount Doda and Mount Gamma; most rivers are tributaries of the Shabelle River and include the Meribo, Ieliso, Furuna, Ashiro and Mancha Kara. A survey of the land in this woredas shows that 16.9% is arable or cultivable, 23.3% pasture, 52.2% forest, and the remaining 7.6% is considered swampy, mountainous or otherwise unusable. Notable landmarks include Bale Mountains National Park. Linseed, sugar cane, cereals and fruits and vegetables are important cash crops.

Industry in the Woredas includes 39 grain mills, 12 edible oil mills and 5 wood-working shops, as well as 91 wholesalers, 271 retailers and 153 service providers. There were 19 Farmers Associations with 43,154 members and 5 Farmers Service Cooperatives with 3454 members. Adaba has 6 kilometres of dry-weather and 91 all-weather road, for an average of road density of 42 kilometres per 1000 square kilometres. The 2007 national census reported a total population for this Woredas of 138,717, of whom 68,775 were men and 69,942 were women; 12,099 or 8.72% of its population were urban dwellers. The majority of the inhabitants were Muslim, with 84.39% of the population reporting they observed this belief, while 14.46% of the population said they practiced Ethiopian Orthodox Christianity.

Based on figures published by the Central Statistical Agency in 2005, this Woredas has an estimated total population of 138,232, of whom 70,638 were males and 67,594 were females; 17,875 or 12.93% of its population are urban dwellers, which is less than the Zone average of 13.5%. With an estimated area of 2,166.41 square kilometres, Adaba has an estimated population density of 63.8 people per square kilometre, which is greater than the Zone average of 27.

2.1. Situation of the Sectors Covered by the Project

LIAE-ESAP2 program is focused on addressing the problems of three service sectors, namely education, water and sanitation and agriculture. Below, we shortly sketch the sectors and provide examples on the challenges that exist in each sector's service delivery.

2.1.1. Education

The quality, relevance and equity of education have become a concern to citizens and citizen groups in Ethiopia. Examples of problems identified by the community in the education sector consist of insufficient number of teachers, unavailability of basic educational inputs and materials, unavailability of school facilities, and poor school and community relationships.

Through engaging citizens and citizen groups in the locality with proper use and application of SA tools, it is possible to create conducive environment for dialogue between the local government (service providers) and the community (service users). This will help identify the basic education service delivery problems and enhances better service delivery through lobbying with the community and service provider. In ESAP2, the Woredas Official and service providers have involved by providing all necessary information (standards) and support in mobilizing the school community, designing and self-evaluation and finally agreeing on action plan preparation and implementation based on the findings of the assessment by the community.

2.1.2. Water and Sanitation

Typical problems of the water and sanitation service in any Woredas of the country as assessed in ESAP2 are inadequate budget allocation for the sector, poor accessibility, availability and quality of water supply and inadequate maintenance of the water supply, etc. In some cases, despite there is somehow sufficient infrastructure for the water supply, there is a poor management system of the water supply due to limited communication between the service providers and service users.

LIAE can enhance awareness of all relevant stakeholders on the water service delivery problems. The LIAE can also help the community to contribute to improving water service delivery by engaging them to play an active role, indicate their needs and wishes to jointly improve the service.

2.1.3. Agriculture

Woredas officials are involved in agricultural services as they deal with the community (farmers) to enhance better productions. Through liaising with the Zonal and Regional governments, the agricultural offices of the respective Woredas administrative follows up the supply of agricultural inputs (like fertilizers, seeds) and the assignment of agricultural extension workers. In the agricultural sector, the effective use of SA tools can bring results in the field of supply of agricultural inputs (for example fertilizers and seeds), prevention of illegal deforestation, increased conservation and the use of modern agricultural inputs. All this can be achieved by a positive contribution and collaboration of communities, service providers and concerned officials.

3. Objectives of the Evaluation

3.1 Overall Objective

The overall objective of the final evaluation is to assess achievement of the project objectives and realization of the intended outcomes in the selected Woredas focusing on the three sectors (Education, Agriculture and WATSAN sectors).

3.2 Specific Objectives

The specific objectives of the final evaluation are to:

- Determine if the project had achieved its objective and expected results
- Assess its outcomes and challenges faced during the implementation
- Assess the relevance, effectiveness and efficiency of the project;
- Analyze sustainability of the project initiatives from the point of view of local stakeholders;
- Forward recommendations based on the findings that could be taken up as key learning and sharing for stakeholders.

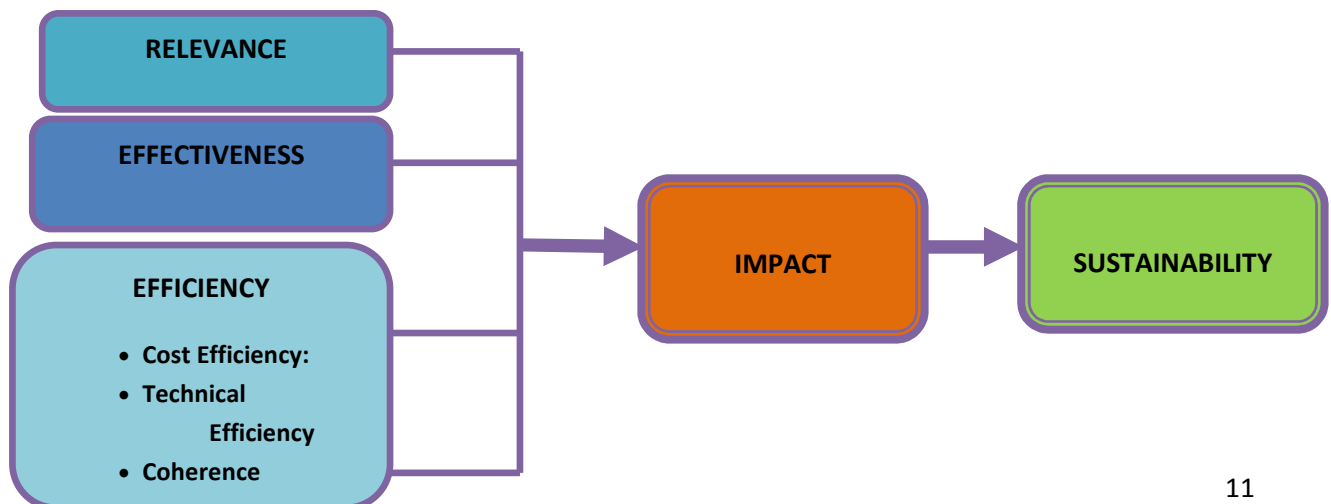
4. Methodology

4.1. Evaluation Framework/ Analytical Approach

The evaluation report has employed the following evaluation questions:

- Relevance – is it the right thing to do?
- Effectiveness – how far are the objectives being met?
- Efficiency – is it a good use of resources?
- Impact – what are the indications of changes in peoples’ lives?
- Sustainability – what are the likely long lasting effects?
- Alternative Strategies:-Is there any other more effective approach of addressing the problems?

Figure 1: The Conceptual Framework of final evaluation



4.2. Data Sources and Collection Methods

To ensure scientific quality of the final evaluation and address the specific objectives, the required information and data was collected using three major techniques: Desk Review, qualitative assessments and quantitative household survey. The first stage focused on reviewing secondary sources available at LIAE and sector offices; while the second and the third stage targeted collecting primary information from the project beneficiaries and other stockholders.

4.2.1. Desk Review for Secondary Sources

In the first stage of data collection, secondary information was exhausted from project documents at LIAE and government and non-governmental stakeholders. Some of the major sources of secondary information include:

- Project proposal, baseline survey report, technical reports, quarter and annual progress reports and other relevant documents,
- Planning documents and periodic project monitoring and review reports;
- Minutes of the community organization established to enhance and sustain the actions and other related documents;
- Reports of different Local government and other study reports;
- Log Frame Analysis (LFA will be used to assess whether the project inputs, results, purpose and goal are consistent and internal logic was correctly designed. It will also be used to measure the performance against the indicators.

The information obtained from secondary sources helped in designing primary data collection instruments and supporting the primary findings. Moreover, it was also used for a review of contextual information, systematic collection of specific data related to certain indicators, as a basis for sampling decisions and the establishment of comparison with baseline and for triangulation of primary information.

4.2.2. Qualitative Data Collection Instruments

In the second stage, a blend of qualitative participatory survey methods was adopted to collect primary data from beneficiaries of the project areas, LIAE, government partners and other relevant non government partners. The most important participatory tools and techniques used include:

- a) Focus group discussions (FGDs),
- b) Key-informant interviews,
- c) Individual interviews,
- d) Observations

A checklist and semi-structured questionnaire was used to collect qualitative information from various stakeholders, including project beneficiaries, partners of the project (both governmental and non-governmental), project staff and other stakeholders. The qualitative data collection was handled by two senior experienced consultants.

4.2.3. Quantitative Data Collection

Structured questionnaire survey was used to collect quantitative data from sample households.

4.3. Sampling Size and Techniques

The project beneficiaries were first stratified into homogenous units using the most relevant parameters, such as: Levels of education (literate, illiterate), Gender (male and female beneficiaries), Age (youth, elders), Proximity of kebeles and other valid criteria.

After stratification of project beneficiaries into homogenous groups, individuals going to be involved in the qualitative data collection were purposely selected in such a way that different segments of the communities (men, women, youths, elders and marginalized people), government stakeholders and project staff are sufficiently represented.

Stratified random sampling method was used for household questionnaire survey. For determination of the sample size, cost, time and desired precision has been taken in to account. Considering homogeneity of the population, the urgency of the final evaluation cost and time, three Woredas were randomly selected out of the five and two kebeles were randomly selected from each of the randomly selected Woredas. Following a similar approach employed for the baseline study, 20 households were randomly selected from each kebele which give a total of 120 households was targeted for the questionnaire survey.

Enumerators were also recruited from local areas and trained to administer the questionnaire survey. They were recruited based on key criteria, such as: education (high school graduate and above), knowledge of local language, environment, culture, norms and other social issues of the locality and previous experiences in data collection. Both female and male enumerators were recruited and selected to interview women and men according to the culture of the area.

These enumerators were adequately trained on the data collection instrument and recording techniques for one day. The orientation process included a pre-test of the draft questionnaire with a two-fold objective of acquainting the enumerators with the process and possibly revising the questionnaires. The lead consultants supervised the enumerators during data collection. So as to make sure that all the selected sample respondents were interviewed and provided timely corrective measures for the problems arising during the household survey.

4.4. Data Processing, Analysis and Reporting

The information collected was synthesized and organized according to a pre-determined outline of the evaluation report. During data collection process, the consultant team arranged different sessions for the data collection team to revise the progress of the day, identify gaps and plan for the next day. This helped to identify and fulfill gaps immediately and re-adjust data collection techniques according to the existing conditions at the field. The questionnaires will be checked right on the spot to ensure that they are correctly filled.

Data processing involves data cleaning and data entry into appropriate software and preparation for analysis. The questionnaire should become the basis for a data entry template that facilitates entry into a computerized program (SPSS for the purpose of this evaluation). Descriptive statistics was used for the analysing and summarizing of the findings.

4.5. Data Quality Control

One of the major responsibilities of the consultants in this survey was collecting high quality data to the satisfaction of the clients. In order to achieve this, the consultants developed and implemented standard data quality control procedures for each critical stage of the survey design and implementation.

The data collection and data entry team worked within strict supervision and quality control system. The core team members of the consultants conducted intensive field follow up and supervision during all stages of data collection that allowed a real timely feedback to take corrective action on spot on timely manner. The field supervisors were also controlled and monitor the data collection and data quality on day to day bases in Woredas until the end of the survey process. In addition, the consultants together with the IAE and their partner's staff carried out follow-ups and supervisions during data collection for quick fixing of problems encountered during the processes.

The team of supervisors double- checked all field questionnaires for accuracy, completeness and readability before leaving the survey sites. Similarly, the field supervisors were given a list of procedures that guides enumerators in checking and editing filed questionnaires.

Quality of the data was further ascertained during the data entry and cleaning process. The statistician strictly supervised the data entrant during the entry period of data entry process. Ranges and necessary rules of variables was set during data entry, so that unlikely values are rejected. evolution and judgments on the rejected responses will be made and appropriate actions was taken by the statistician. The statistician also checked the entered data specific to the identified variables by referring the questioner forms. Finally, all enter data further visually checked for outliers.

5. Findings of the Evaluation

5.1. Findings of Document Review

The consultants conducted quick review of available project document¹ while preparing this final evaluation report. The documents consulted include ESAP2 Logical Framework Matrix, baseline study report; the project terminal report for four Woredas and proceedings of the selected social accountability tool application. Findings of the document review are presented as follows:

The Phasing in Approach

Love in Action Ethiopia and the sub grantee phased in the project implementation systematically which started with defining scope. First geographic scope of the project was determined (five Woredas and three Kebeles per Woredas) and then the three sectors and three Social accountability tools to be applied were determined. The three sectors were selected based on competence and prior experience of the lead organization and sub-grantee.

Actual Implementations

The project started its actual implementation step by step started with signing of agreement with donors and government signatories, followed by launching of the project, baseline study, organize sensitization workshops, conducting leadership training, conducting roll out training, establish social accountability structure, assigning of lead facilitators and outreach workers and finally rolling out the actual implementation of social accountability tools and the following up interface meetings and joint action plan.

Launching

Launching of the project in Adaba Woreda of West Arsi Zone and Hossana administrative town of Hadiya Zone was conducted including Zonal and Woredas government officials and service providers, religious leaders, influential people and community leaders were took part.

Baseline Study

Baseline was conducted to understand the situation of public basic service delivery in implementation Woredas. The baseline study employed both quantitative method structured questionnaire survey covered 750 citizens and qualitative methods including 15 focus group discussion with representatives of the community and 30 key informant interview with service providers at Woredas and Kebele level.

Findings of the baseline study show that only 40% of the respondents know their right to demand for a proper provision of basic services, 12.7% positively claimed that they had access to the information. Most of the respondents, 3.3% do not express their needs because they don't know how to submit their complaints, 4.5% of them feel don't get responses. A high number (63%) of the respondents believe that vulnerable groups are not considered during service delivery. Only 22.7% of the respondents have said there is a meeting from government bodies to hear the voice of the citizens. Among the three sectors covered, Agricultural service

is the least (44.8%) complained about sector in the target Woredas.

Sensitization Workshops

Social Accountability Rollout Trainings were carried out on the basic concepts of social accountability and on its application of tools in all the targeted Woredas and sectors, We also established the Social Accountability Committees (SAC) which is composed of representatives of citizen with vulnerable groups, the Kebele councils, service providers, and Woredas officials.

Conducting community gatherings aimed at evaluating the education service delivery of government schools based on education standards, identification, and prioritization and scoring issues affecting education service, conducting interface meetings and preparation Joint Action Plan for the identified and prioritized issues. As a result, a total of more than 800 people from schools, education office and other government sectors, student parents, community representatives and others have taken part in the project activities.

Successive sensitization workshops were conducted at Kebele level in all the target woredas to reach the larger community and introduce the concept, approaches and activities of the project for in all target Woredas.

5.2. Analysis of Field Survey Findings

The field survey involved collection of quantitative data from individual households using structured questioner survey and qualitative assessments through conducting focus group discussions, key informant interviews and observations. Findings obtained are discussed by comparing and contrasting against the data obtained from document review.

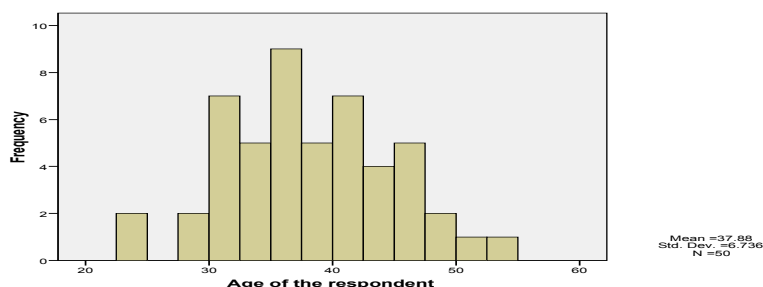
5.2.1 Profile of the Respondents

The questionnaire survey attempted to assess social services; awareness about social accountability, participation; tendency of claiming entitlements and trends of changes in social services delivery. The questionnaire survey covered three Woredas and nine Kebeles. As shown in the Table 1 below, a total of 120 (M=65.8%, F=34.2%) households were interviewed (20 households per kebele).

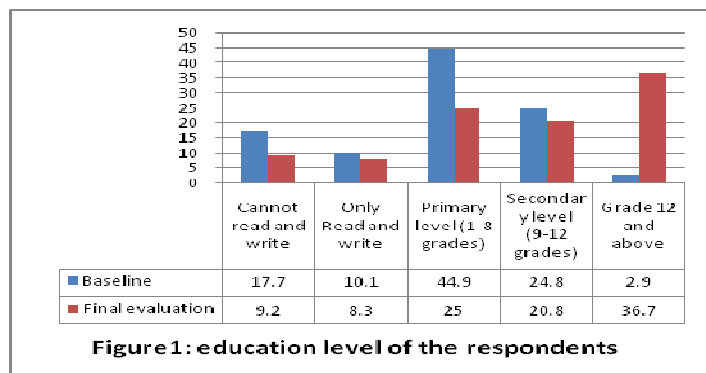
Table 1: Location and sex of the respondents (woreda and kebele)

Woreda	Kebele	Sex of the respondent			
		Male	Female	Total	%
Adaba	Adaba 01	14	6	20	16.7
	Ejerso	16	4	20	16.7
Misha	Morsito	11	9	20	16.7
	Shiro	10	10	20	16.7
East Badawacho	Shone	16	4	20	16.7
	Amburse Anjulo	12	8	20	16.7
Total		79	41	120	100
%		65.8	34.2	100.0	

The majority of the respondents did not report their age. However, the age of those respondents who reported their age ranges from 23 to 55 years and the mean age is 37.9 year.



Findings of the survey indicated that 36.7% are above secondary education, 25% are at secondary education; 20.8% are at primary education level; 9.2% can only read and write and 8.3% are cannot read and write.



Farming is the major occupation for majority of the respondents (36.7%) followed by civil servant (34.2%), merchant (8.3%); laborer (5.8%) and other occupations (15%).

Educational status and occupation of the respondents tilted to urban setting partly due to inclusion of two urban kebeles in the survey (Adaba 01 and Shone)

The finding also revealed that the vast majority of the respondents (61.7%) are married followed by never married (28.3%), divorced (5.8%), separated (3.3%) and widowed/widower (0.8%).

Assessment of access to social service infrastructures and facilities at reasonable distance show that 69.% of the respondents have access to education services, 62.5% have access to agricultural services and 82.5% of the respondents have access to water and sanitation services at reasonable distance (table 3)

Table 2: Availability of social service infrastructure and facilities at reasonable distance

Type of social service	Response	Respondent			
		Male	Female	Total	%
Education	Yes	57	26	83	69.2
	No	10	5	15	12.5
Agriculture	Yes	51	24	75	62.5
	No	12	4	16	13.3
Water and Sanitation	Yes	64	35	99	82.5
	No	12	2	14	11.7

Source: Survey result, 2015

5.2.2 Awareness of Respondents about their Rights and Entitlements

The survey revealed that 88.3% of the respondents are aware about their right and entitlement as a citizen to voice for proper provision of basic services. The result indicates significant change as compared to the baseline situation which was 40%.

Table 3: Awareness of citizens and citizen groups about their right and entitlement

Questions	Response	Woreda			
		Adaba	Misha	East Badawacho	Total
Do you know your entitlement as a citizen to demand for proper provision of basic services?	Yes	82.5	85.0	97.5	88.3
	No	17.5	15.0	2.5	11.7
Are you aware of social accountability tools used for assessing access, adequacy and quality of basic public service delivery?	Yes	87.5	85.0	100.0	90.8
	No	12.5	15.0	0.0	9.2
Were you given training on the use of the social accountability tools in assessing basic public service delivery?	Yes	82.5	85.0	100.0	89.2
	No	17.5	15.0	0.0	10.8

This change is attributable to extensive sensitization and trainings provided by the project as witnessed from 90% of the respondents interviewed. They reported that they have been given orientations/awareness on their rights to demand/voice for adequate and proper delivery of basic social services of which 97.2% reported that the orientation they received improved their attitude and understanding. Similarly, 90.8% of the respondents are aware of social accountability tools used to assess access, adequacy and quality of basic public service delivery and 89.2% reported that they have been given training on the application of social accountability tools. There is no marked difference between Adaba and Misha when we compare the variations among the woredas. But East Badawacho is in a better condition as compared with the other two woredas.

Most of the FGDs and interviewed service providers and communities revealed that they were ignorant of what the project was all about during the first sessions and what was going on, since they were used to hardware aspects of basic services interventions. They also indicated that even government officials were not convinced at the beginning of the program.

“.....at first I thought it would not work. We had never been involved in dialogues....this is one project that community will learn from....we shall be using the same process” SAC member.

Before launching of ESAP2, the community’s perception was that all infrastructures are only belonging to the government. But after the ESAP2 program because of changed behaviours, the community gave much emphasis towards safeguarding the properties. In this regard, the said,

“Especially in areas of water & sanitation, the community is fencing water points by its own willingness and contribution, protecting the surrounding from reach of animals and children for proper utilization of the resources, which manifested that the people are taking the ownership role with changed behaviours after ESAP2 implementation,” East Badawacho Woreda’s Finance and Economic Development Office Head,



Before the intervention of ESAP2



After the intervention of ESAP2

Respondents further added that the project was overwhelmingly appreciated by all stakeholders interviewed in this evaluation in the three woredas. Its relevance was mostly expressed in terms of the benefits it contributed to basic services within the two years of implementation. Respondents revealed that the project was timely and relevant to other development processes in the Woredas. In this relatively short period of two years and half, that runs for duration of 30 months. The programme, within this short period of time, has been able to book considerable successes in the area of social accountability. It has increased awareness of especially citizens & citizen groups, and socially excluded people such as women, people with disability, and people living with HIV and AIDS (PLWHA), regarding their rights and tools to increasingly claim their rights. Community members are increasingly participating more actively in meetings organized by SAC & LIAE. Community members have been able to hold the local government accountable regarding social services. The local government is more responsive to the demands of the community members by providing requested information and by acting upon the identified problems.

ESAP2 has also made important contribution to the empowerment and self-confidence of service users to better express their opinions and make open complaints to evaluate service providers without fear.

A 19-year-young woman in East Badawachaw woreda, Shone 01 kebele explained her surprise when she first participated in the village meeting. She was sensitized by LIAE staffs members on the importance of attending Keeble's and other public meetings. "I couldn't imagine being in a meeting whereby men and other elderly women are deliberating their issues. My first experience was very challenging because I had a lot of fears but later on I started slowly and now I am not only giving them my ideas but I am also challenging /criticizing their views. I feel so empowered and no one can decide on my future any more ---- I will question --- I will suggest --- I will be part of the decision making--- no more discrimination".

Issues of ownership and engagement of citizens in basic service delivery was another topic during FGDs. All participants of FGDs agreed that Social Accountability has increased ownership and engagement of citizens in basic services delivery. Apart from realizing their rights to quality services, users were also more aware of their responsibilities and the potential of mobilizing community resources to improve these services. One of the community members in a woreda said, “The delivery as well as the improvement of basic public services is not the sole responsibility of the government but is a shared responsibility of citizens and the state”.

Almost all members of the communities, interviewed for this evaluation, mentioned that ESAP2 has increased service providers’ understanding of the objectives and concepts of social accountability. Amongst the service-providers, the most encouraging impact of ESAP2 is the awareness created by social accountability. ESAP2 trainings and interface meetings have also influenced service providers’ responsiveness in all sectors to citizens’ feedback, performance rating and complaints. An official from Finance & Development Office Misha woreda, Hadiya Zone, SNNPR and Addaba woreda, West Arsi zone of Oromiya articulated,

“Earlier we thought we were just accountable to our immediate supervisors. As a result of the ESAP initiatives and the reform packages layered on each other, now we know accountability is a two-way street, between service providers and users i.e., officials and citizens, and also between us and our subordinates within the system.”

The dialogue between the supply and demand sides - through which dialogue and other methods were introduced - was unique and well embraced by all stakeholders. It was revealed structure of activities during the dialogue meetings and the nature of flexibility in interactions that was exhibited by facilitators was a shift from the routine meetings in the Woredas. The dialogues presented the opportunity to stakeholders to present pressing issues in a free sharing environment, issues that could never have come out in the usual woreda meetings’ conditions.

Stakeholders reported that “...people was given confidence to share since they were assured that everybody’s opinions count. Even after disagreement in the dialogue, stakeholders would agree to work together as a team.” As a result participatory approaches have been replicated (or scaled up) at woreda and kebele level.

The problems expressed by user communities are also addressed jointly and consultatively. Dialoguing was appreciated as the best way to resolve conflicts and to reach consensus on the action points. The practice of open discussion and criticism was instilled among participants. The participation in planning and budgeting processes was enhanced in all Woredas and at all levels. The project also instilled a spirit of involvement and participation in community meetings in other sectors.

LIAE staff confirmed on the uniqueness of the program and pointed out that the program is design to facilitate dialogue between the supply and demand sides of social accountability (The supply side of accountability constitutes government officials charged with service delivery responsibility while the demand side of accountability constitutes community members and their local organizations). Secondly, the formation and strengthening of the Social Accountability

Committees (SACs) at community level to hold local leaders and service providers accountable is unique and the last, but possibly most important SA unique strength, is the focus on the marginalized people (women, men, PLWHA, disabled and youth) who are the rights holders and effectively reaching them through the implementing local partners. Due to these elements, SACs has earned its acceptance, relevance, efficiency and great potential for sustainability. The increased awareness of the citizens and marginalized groups was realised by implementing the following strategies.

- Provided training on social accountability to low level participants both from the demand and the supply side;
- used public forum to promote dialogue with communities;
- used community tradition to provide easy access to information, space for dialogue, desiccations etc.;
- produced brochures, and posters to inform and educate the communities;
- Used the opportunities of theatre groups, events and celebrations to campaign, mobilize and sensitized for improvements of basic services.

5.2.3 Participation and Access to Information

Finding of the household survey show that citizen's participation and access to information in the project kebeles is high which can be claimed as contribution of the project. Marginalized groups (women, people living with HIV and persons with disability) are highly participating in the ESAP2 processes as witnessed from 88.3% of the respondents reported that they have been participated in the ESAP2 processes; 80% of the respondents claimed that they knew the development plan, budget and expenditure of their Kebele which is high when compared with the 12.7% baseline situation. Similarly, 94.2% knew the responsible government sector for the basic social services provision. Majority of the respondents (90.8%) have been consulted on the improvement of the basic social services and 90% reported that they have been participated in meeting held to discuss about the basic social services at Kebele level.

The key informants on the other hand agree that Woreda Finance and Economic Development Offices (WFEDO) provide information through the Financial Accountability and Transparency (FTA) program. Plans, allocated budgets and annual expenditures are usually posted at wereda and kebele levels for citizens' information. The FGD participants also agree with this idea that they have access to information on their woreda/keble's development plan, budget allocation and expenditures



KII at East Badwacho woreda

It is also interesting to note that service providers are inviting community for participation during planning; implementation and reviewing of development programs and men, women, youth and marginalized groups are equally participating in planning, implementation and reviewing of development programs The joint effort shown by Schools administration, Woreda Education Office, Committee members, Parent-Student-Teachers Association, other NGOs and

LIAE brought a concrete outcome in the project year. In fact, considering the cooperation and the collective action by different groups is by itself a success. Here under mentioned some of the concrete results attained after the implementation of the Joint Action Plan.

The achievement includes the building of additional toilet room for girls & boys, Additional class rooms building, Additional qualified teachers recruited, drinking water in the school constructed/maintained more text books provided to school (s), additional student chairs/benches procured, additional student chairs/benches procured. In addition, noting that the school has been working on improving the laboratory room/service to give quality education for students; therefore, laboratory equipments and chemicals were bought.

It is also interesting to note that service providers are inviting community for participation during planning; implementation and reviewing of development programs and men, women, youth and marginalized groups are equally participating in planning, implementation and reviewing of development programs.

The Participatory dialogue between service users & service provider's platform was effective in stimulating openness and free discussion among the stakeholders in the three woredas. These dialogues revealed the situations at woredas, and community level that needed intervention. The 'Social Accountability' dialogues facilitated consensus on joint action plans for the district. Stakeholder analysis and identification of roles and responsibility at every level greatly improved relationships among stakeholders. Communication and information sharing were also enhanced in the three woredas.

"....what impressed me most is being open, transparent. This time everybody is transparent. No hiding of information, if I want information from Education, Agriculture and Water it is readily available" SAC member.

Coordination and harmonization of plans and budgets in all basic services through various meetings at woreda level have been enhanced. The woredas and kebeles have appreciated the benefits of information sharing and joint activities .feedback and interaction has improved and people are able to find common gaps. Stakeholders in all basic services have changed their ways of work after exposure to the dialogue sessions. They have realized the benefits of involving people in decisions that affect them,

"....we do not tell people what to do, we are able to learn from the communities' issues that affect them....they are able to plan and demand services....they come up with joint action plans....they have learnt that issues of sustainability cannot be solved by governments only.

"The good governance and accountability project has encouraged us to be more community focused....what I like is the transparency every one of us knows what the other is doing...if I want information from Education or Water I get it easily...."
Member of SAC

Table 4: Participation and access to information of citizens

Assessment questions	Response	Woreda			
		Adaba	Misha	East Badawacho	Total
Were the marginalized groups (women, people living with HIV and persons with disability) Participated in ESAP2 processes in your Kebele/woreda?	Yes	80	85	100	88.3
	No	20	15		11.7
Do you know about your woreda/kebele development plan, budget allocation and expenditure for basic social service	Yes	55	85	100	80.0
	No	45	15		20.0
Do you know who is responsible for Education, Water & Sanitation and Agriculture Services in the government sector at your locality?	Yes	92.5	90	100	94.2
	No	7.5	10		5.8
Have you been consulted on improvement of basic social services during the last two years?	Yes	85	87.5	100	90.8
	No	15	12.5		9.2
Have you participated in meeting held to discuss about basic social services?	Yes	83	90	98	90
	No	18	10	38	10
Do service providers invite the community for participation during planning, implementation & monitoring/reviewing of basic service in your locality?	Yes in all processes	30	63	98	64
	Yes only for awareness	55	28	3	28
	Yes, only for asking contributions	13	3		5
	Not at all	3	8		3
Do men, women, youth and marginalized groups equally participate during planning, implementation and monitoring of basic service in your locality?	Yes always	33	60	95	63
	Yes, some times	58	33	5	32
	No	10	8		5
Are there ways of effective women participation in Kebele/woreda development committees?	Yes	67.5	67.5	100.0	78.3
	No	20.0	15.0		11.7
	Don't know	12.5	17.5		10.0
	Total	100.0	100.0	100.0	100.0
Are there means of effective participation of marginalized groups (women, people living with HIV, persons with disability etc) in basic services?	Yes	67.5	62.5	100.0	76.7
	No	17.5	20.0		12.5
	Don't know	15.0	17.5		10.8

Government service providers often ask community to contribute for development programs as reported by 93.3% of the respondents. Accordingly, 90% of the respondents reported that they have made some kind of contribution (table 5). However, not all contributions were based on free will. About 60% of the respondents reported that they made contribution based on their free will while 10.8% made with some sort of pressure and 10.8% made with full pressures or forced.

Table 5: types of community contribution for local development programs

Response	Respondent			
	Male	Female	Total	%
Money	46	24	70	58.3
Idea/knowledge	7	3	10	8.3
Labor	4	2	6	5.0
Material	1	1	2	1.7
More than one type of contributions	10	9	19	15.8
Not contributed at all	11	2	13	10.8

Total	79	41	120	100.0
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5.2.4 Complaints for Entitlements

The household survey assessed the extent of community awareness on demanding their entitlements of basic services. The finding shows that 81.7% of the respondents knew means of demanding their rights while 18.3% don't know. Education is the most complained about sector followed by agriculture and water and sanitation services. For those who are not presenting their complaints, fear of retaliation (40.9%) is the first reason followed by lack of awareness on the means of submitting complaint (31.8%) and lack of confidence on the feedback (27.3%) are the main reasons for not submitting their complaints on problems of getting adequate and proper basic service. Among those often submitting their demand for adequate and proper basic service, 22.2% reported that they always get quick and effective responses from service providers and government officials, 58.3% reported they sometimes get quick and effective responses while 19.4% reported they don't get response at all. Reinforcing follow up, taking corrective action, putting issue on action plan and providing satisfactory explanation respectively are examples of response from service providers and government officials for complaints received from service users.

5.2.5 Forum for Voicing the Need for Basic Service

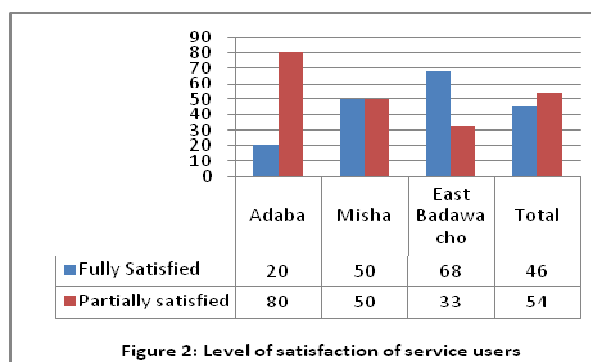
Forums organized/facilitated by service providers and community based mass organizations are good platform to voice community demands for improvement of basic services. The largest percentage of respondents (Table 6) confirmed that meetings are often facilitated by service providers, government officials and community based organizations to learn, hear and discusses on issues of basic social service provisions.

Table 6: Forum facilitated by service providers, administration and mass based organizations

Question	Response	Woreda			Total
		Adaba	Misha	East Badawacho	
Are there forum/meetings conducted by service providers to learn about the access, adequacy, satisfaction and complaints on provision of basic services?	Yes, always	22.5	7.5	55.0	28.3
	Yes, sometimes	75.0	32.5		35.8
	Not at all	2.5	5.0		2.5
	I don't know		12.5		4.2
	Total	100.0	100.0	100.0	100.0
Are there any forums/meetings organized by administrations to hear citizens voice on proper and adequate basic services?	Yes, always	25.0	45.0	95.0	55.0
	Yes, sometimes	65.0	35.0	5.0	35.0
	Not at all	7.5	5.0		4.2
	I don't know	2.5	12.5		5.0
	Total	100.0	100.0	100.0	100.0
Are there any forum/meetings that are organized by community/mass based organizations to discuss complaints and problems on provision of basic public services?	Yes, always	25.0	47.5	97.5	56.7
	Yes, sometimes	65.0	30.0	2.5	32.5
	Not at all	7.5	5.0		4.2
	I don't know	2.5	15.0		5.8
	Total	100.0	100.0	100.0	100.0

5.2.7 Trends of Changes

According to the opinion of the respondents, trends of changes on service delivery,



relationship and dialogue between service providers and service users, efficiency of service providers, participation and benefiting of marginalized groups shows positive changes during the past two years (Table 7) which is attributable to the impacts of the project. Furthermore, the overall rating of the level of satisfaction of the service users on basic social services shows that 46% fully satisfied while 54% fairly satisfied with marked difference between woredas (fig 2).

Table 7: Trends of changes on service delivery and relationship between service users and service providers during the past two years

Issues	Response	Frequency	Percent
Access, adequacy and quality of education service	No change	5	4.2
	Improved	112	93.3
	Worsen	3	2.5
Access, adequacy and quality of water and sanitation services	No change	17	14.2
	Improved	103	85.8
Access, adequacy and quality of Agriculture service	No change	13	10.8
	Improved	107	89.2
Relations between service users and service providers and officials in terms of mutual trust, understanding, collaborations, etc	No change	16	13.3
	Improved	102	85.0
	Worsen	2	1.7
Dialogue between service users and service providers and officials	No change	26	21.7
	Improved	93	77.5
	Worsen	1	0.8
Efficiency and commitment of service providers	No change	24	20.0
	Improved	94	78.3
	Worsen	2	1.7
Participation of women and marginalized groups in local development planning	No change	21	17.5
	Improved	99	82.5
Accessibility, adequacy and quality of basic service delivery to marginalized groups	No change	22	18.3
	Improved	95	79.2
	Worsen	3	2.5

During the interview the following points were reported by respondents of the survey. Forums, quarterly meetings ,workshops and seminar were used as mechanisms of assessing service delivery performance and challenges through compliant handling units service users are treated ; in the priority setting process, service users are consulted ; government actors of the basic service sector have roles and responsibilities to ensure the existence of quality basic services against their mandate; citizen groups such as community and religious leaders and associations (women, federations, youth ,Idir, etc.) have roles and responsibilities in coordinating, mobilizing and teaching citizens thereby ensuring quality basic service.

Adaba woreda service provider testified that "As the implementation of ESAP2 program, school dropout significantly decreased because of changed mind set, and also people knew their responsibilities to involve in all development matters of the community and as the result the school water point is fenced by the contribution of the community" This indicates that ESAP2 program has much influenced the level of participation of the entire community.

One of the Adaba Woreda Maribu Chata, school Social accountability Club member said that *“Before ESAP2 program the green school program is overlooked by the people. But after the ESAP2 program, people raised and planted different tree seedlings and beautified the school environment so that the place became so attractive to create proper teaching and learning environment. As the result we students became very comfortable to study hard and score good marks”*. This implies that school environments got attention of being green by the help of ESAP2 applications.

5.2.8 Degree of Response and Timely Action by Service Provider

Agriculture

In the agriculture sector, respondents were also asked to indicate their degree of responses (in the order of no comment, bad, not satisfactory, good and very good) and timely actions being taken by service providers when complaints on problems are submitted on agricultural basic service by users through different means. The key informants and FGD members listed many agricultural related problems. These includes assignment of agricultural extension agents not as standard, number of farmers visited by development agents is more than triple of the standard, farmers training centres (FTCs) not providing trainings to farmers, very poor adequacy and supplies of agricultural inputs (fertilizers, selected seeds, pesticides, etc), extreme delay of provision and poor quality of fertilizers and improved seeds, high prevalence of animal diseases and poor veterinary services, shortage of supply of improved varieties of animals and plants, lack of market access for their produces, shortage of agricultural and grazing land, and many others.

Education

The Social Accountability programme has been able to book considerable successes in the education sector. It has increased awareness of especially citizen & citizen groups socially excluded people like women, disabled, and people living with HIV and AIDS (PLWHA), regarding their rights and tools to increasingly claim their rights. Community members are increasingly participating more actively in meetings organized by SAC & LIAE on the issues of education. Community members have been able to hold the local government accountable regarding social services, particularly on education sector. The local government is more responsive to the demands of the community members by providing requested information and by acting upon the identified problems.

The joint effort shown by schools administration, Woreda Education Office, Committee members, Parent-Student-Teachers Association, other NGOs and LIAE brought a concrete outcome in the project year. In fact, considering the cooperation and the collective action by different groups is by itself a success. Here under mentioned some of the concrete results attained after the implementation of the Joint Action Plan.

The achievement includes the building of additional toilet room for girls & boys, Additional class rooms building, Additional qualified teachers recruited, drinking water in the school constructed/maintained More text books provided to school (s) Additional student chairs/benches procured Additional student chairs/benches procured. In addition, since the school has been working on improving the laboratory room/service to give quality education for students; therefore, laboratory equipments and chemicals were bought.

KIIs at Adaba woreda were asked to indicate the degree of responses (in the order of no comment, bad, not satisfactory, good and very good) and timely actions being taken by service providers when complaints on problems are submitted on education sector basic service by users through different means. The key informants witnessed that as compared with other basic services like agriculture and rural roads, at an aggregate level, addressing complaints and problems is by far better in the education sector. Most FGD members again supported this idea.

Moreover, as the SA tool, Participatory Planning and Budgeting were focused on identifying the issues in all sectors, the following achievements is recorded; we should consider the cases of other sectors like rural road and health. For instance about 13 KM rural road constructed in Misha woreda with the involvement of community and government. And also 55 Km rural road constructed from shone 01 kebele to **Lekole Kebele**



6 Analyses of the Findings

6.1 RELEVANCE: *is it the right thing to do?*

This project was designed and implemented at the period where the Ethiopian government drains all its resource for Poverty Reduction Strategy & MDG goals. One of the challenges where the Ethiopian government faced in line with meeting the Poverty Reduction Strategy & MDG goals was public basic services like water & sanitation, Education, Rural Road, Agriculture and Health services.

LIAE projects have designed strategies and activities towards one of the main strategic priority of the country that is Water & Sanitation, Education and Agriculture Program. Therefore one specific concern of this evaluation was to find the extent to which the project was relevant to the LIAE context in Ethiopia and in particular to the project Regions & Woredas. This evaluation found that the project was relevant in addressing the identified and real needs of the LIAE. Hence the project's focus on areas of Water & Sanitation, Education and Agriculture program it is highly relevant for citizen in each Woreda and to improve the governance in service delivery. The interviewed contacted project staffs further explain that the design is appropriate and relevant because:

- Regarding the Project relevance
 - ❖ It contributed for access of Water & Sanitation, Education and Agriculture for community in the target Woredas ;
 - ❖ Agriculture inputs and utilization increased and the delay for input improved;
 - ❖ Education access, quality, effectiveness and efficiency booked tangible results in the target Woredas;
 - ❖ The capacity building have promoted accountability, transparency, good governance among government and citizen participants;
 - ❖ The project has also relevance on reducing workload of the Women's and children's with issues related to Water& Sanitation;
 - ❖ It again reduces the travelling time of the peoples for water fetching and their livestock's travel for water consuming in the targeted Woreda of Shone.
- With issues related to Government priority and strategies
 - ✓ The project was designed and implemented at the period where the Ethiopian government drains all its resource for poverty reduction strategy & MDG goals. One of the challenges where the Ethiopian government faced in line with meeting the poverty reduction strategy & MDG goals was public basic services. The needs to commit efforts especially in addressing unmet public basic services are major intervention area in the country.
 - ✓ In the current time the Government and other development workers organization was concerning with improving life and livelihoods of community, so ESAP2 project have facilitated the ground for other partner and stakeholder interventions.

The geographical location is also relevant to the country's strategy to address the bottlenecks of development in regions like West Arsi Zone, Oromiya Region and Hadiya Zone of SNNPR of the country, and the marginalized, vulnerable and affected communities of the targeted

Woredas. The objectives of the project were geared towards these constraints and have remained to be very relevant throughout the implementation period.

The project staffs and government bodies particularly Water & Energy, Education offices and Agriculture offices confirmed that the results and activities of the project have been highly relevant and valid. Indeed, all respondents interviewed including FGDs; participants for this evaluation concluded that the objectives and activities of the project that had been set in the initial design were valid and remains so today. Most of the KIs & FGDs participants' in the three targeted Woredas emphasized the importance and validity of the project objective. Its relevance was mostly expressed in terms of the benefits it contributed to public basic services improvements within the two years of implementation. Respondents revealed that the project was timely and relevant to other development processes in the Woredas.

The key informant interview conducted with *W/r Meselech Felike of Hadiya Shone 01 kebele*

W/r Meselech Felike; age 47 told us that “She overwhelmingly appreciated the project and revealed that the project was timely and relevant because its relevance was expressed in terms of the benefits it provides for us .She further explain that the women’s are benefited from the water services and the sanitation program as a result of both the reduction in the amount of time and effort we now have to spend collecting water and the improvements in the health of our children. Before the intervention we are forced to go more than 6 hours to fetching water .Our work load reduced.”

6.2 Efficiency – is the project action and results achieved in an economic way?

Social accountability approaches require time, money and expertise to implement and be fully accepted. Hence the successful results achieved relatively within two and half years of intervention is encouraging and highly appreciated given the limited resources.

The facilitators of the good governance and social accountability project were highly rated. The respondents in this evaluation reported that facilitators were knowledgeable and knew what to do. The project approach facilitated communication and free sharing of information among stakeholders especially with community members. The process was reported to have empowered and equipped stakeholders in various competencies required for application at various levels.

”....the methods raised the level of consciousness about the roles of stakeholders in all the targeted public basic services. It set a new culture among leaders who attended....community members learnt the need to define their interests and needs, which is a departure from their usual way of addressing issues....those who want to take advantage may interpret it as an attack on them.” Stakeholders were able to present grievances for discussion; they were given an audience and participants brainstormed. Resolutions were reached without causing enmity or widening rifts in relationships. Stakeholder platforms promoted teamwork and broke barriers among stakeholders in the Woredas, hence improving service delivery and empowering lower level stakeholders.

“...where as a community member you also talk without any obstruction....a group of people who do not understand when we are mixed we are able to share freely....people do not get annoyed, they do not say that we are pointing a finger at them.” (FGD member)

The tools were also appreciated as appropriate for monitoring, communication, decision making and planning. It was further reported that there was great service improvement based on community demand.

6.3 Effectiveness of the project approach in achieving results.

The following are some of the results that have been achieved so far?

- Demanding society created and government responsiveness improved;
- Service provider and users understand their responsibility and their partnership enhanced;
- As demonstration shows that information and empowered citizen are able to influence development out came and that social accountability tools helped to improve governance wherein the SA tools are not ends in themselves but a means to improved service in development out came;
- Good governance practiced due to accountability and transparency mechanism and SA tools introduction by both service provider/officials and users;
- Improved the service gaps of water, education and agriculture extension by government and community contribution.

The Participatory dialogue between service users & service provider’s platform was effective in stimulating openness and free discussion among the Education, Water & Sanitation and Agriculture sector stakeholders in the three Woredas. These dialogues revealed all the targeted sector situations at Woredas and community level that needed intervention. The ‘Social Accountability’ dialogues facilitated consensus on joint action plans for all stakeholder analysis and identification of roles and responsibility at every level greatly improved relationships among stakeholders. Communication and information sharing were also enhanced in the three Woredas.

“...what impressed me most is being open, transparent. This time everybody is transparent. No hiding of information. If I want information from Education, Agriculture and Water, it is readily available.” SAC

Coordination and harmonization of plans and budgets in the entire targeted sector through various meetings at Woredas level have been enhanced. The woredas and kebeles have appreciated the benefits of information sharing and joint activities that accrue from coordinated activities.

“...it has built our capacity we learn about the challenges and how to overcome them....we did not have a different Committee for all sectors but it was formed and we discuss activities by different stakeholders.” “....it

has strengthened the committee....they meet and discuss freely....feedback and interaction has improved people are able to find common gaps.

Stakeholders in all sectors have changed their ways of work after exposure to the dialogue sessions. They have realized the benefits of involving people in decisions that affect them,

“...we do not tell people what to do, we are able to learn from the communities’ issues that affect them....they are able to plan and demand services....they come up with joint action plans....they have learnt that issues of sustainability cannot be solved by governments only. “The good governance and accountability project has encouraged us to be more community focused....what I like is the transparency every one of us knows what the other is doing. If I want information from Education, Agriculture or Water I get it easily....” (SAC).

6.4 Impact

The biggest impact so far is the increased awareness of community members and targeted groups on their rights, on how to hold service providers accountable, on whom to go to for claiming their rights, and understanding the obligations regarding service delivery of the supply side and their own responsibilities to participate and take action for their own development as citizens. The targeted groups are women’s groups, citizens, People Living with HIV/AIDS (PLWHA), people living with disabilities, and youth .In order to increase the awareness of the citizens and marginalized groups in particular we used the following strategies. Provide training on social accountability to low level participants both from the demand and the supply side; used public forum to promote dialogue with communities; produced brochures, and posters to inform and educate the communities; used the opportunities of theatre groups, events and celebrations to campaign, mobilize and sensitized for improvements of basic services.

Before the intervention most places, meetings are not being conducted and therefore the communities cannot be informed on what is going on and claim their rights. In many cases communities are only summoned to come to respond to requests of high-level government, not for their own issues. They, therefore, hardly participate.

Through training and capacity building of LIAE , community members understand the importance of the meetings and participate and know they have the right to influence/ claim the agenda e.g. in all public service delivery .

The woreda facilitators commented on the level of participation in the public meetings claiming that: “participation of citizens in meetings has become meaningful after understanding their importance, fear has been reduced – men and women; PLWHAs, youth and those with disability can now speak, argue, challenge and contribute different ideas’.

Community members' participation at public meetings improved because the people were now aware of what to ask and what rights they can claim. High Community participation compared with the base line survey confirmed by house hold survey which revealed that 90% reported that they have been participated in meeting held to discuss about the basic social services at Kebele level.

A young woman (19 years) in East Badawachaw woreda, Shone 01 kebele, explained her surprise when she first participated in the village meeting. She was sensitized by LIAE staffs members on the importance of attending kebeles and other public meetings. "I couldn't imagine being in a meeting whereby men and other elderly women are deliberating their issues. My first experience was very challenging because I had a lot of fears but later on I started slowly and now I am not only giving them my ideas but I also challenge/criticize their views. I feel so empowered and no one can decide on my future any more---- I will question --- I will suggest --- I will be part of the decision making--- no more discrimination"

Another significant impact revealed by KIs is the culture of working together among service providers and service users was high during the implementation of the project. This was demonstrated by the consecutive discussions between service providers and citizens. The school administration considered the SAC members as one of the key stakeholders in all their meetings. For instance, Adaba Primary School, invited the SAC members to take part in the meeting of the school's annual plan development. SAC members are consulted by the School administrations when they decide on issues that influence the service provision.

To site one case in the education sector, LIVE greatly works on empowering SAC and the community to ensure education service delivery in the AdabaWoreda. On the implementation process the targeted school has many problems which can be consider as an obstacle to deliver quality education service. There were lack of separate toilet room for girl and boys so according to this problem there are a number of girls who drop out from school, sufficient water supply for the students, modern laboratory room. After exercising and internalizing the SA project tangible results were achieved through a joint effort by LIAE, Schools administration, Woreda Education Office, the Committee members and Parent-Student-Teachers Association,. Considering the cooperation and the collective action by different groups is a success by itself, the following tangible results were achieved after implementing the Joint Action Plan.

To mention few, the achievements seen in the construction of building toilet rooms, changing the water pipeline with new one and the number of water tap valves increased, . In addition, the laboratory room/service was also improved and considerable change was also registered in water& sanitation service delivery in the Shone 01 kebele .

6.5 Sustainability – what mechanisms are in place to sustain the SA?

To promote sustainability, cost sharing is an important government policy and is part of the agreement the community signed particularly in Shone 01 kebele. Cost sharing makes the water point belong to the community and thus promotes sustainability. In most of the projects visited, participation of communities in project implementation is observed to be high. The communities of the three woredas made different types of contribution. Contribution was made in two ways: *Cash contribution or commitment fees and In-kind contribution* through provision (labor and material) contributions. Although community participation should encompass other areas (planning, monitoring, etc.), this is expected to help to develop a sense of post-implementation ownership and management responsibility. In most of the sites visited, SAC (composed of 7 members, including 3 women) have been formed and trained under the project and have taken over responsibility for the future management.

The main focus of these policies was to give powers to the grass root community members to contribute to decisions and take charge of the events that affect them, which is good governance and accountability.

Most respondents revealed that sustainability of the project requires project extension with more funding for extension to other woredas for continuous years to achieve total attitude change with regard to practicing good governance and accountability principles.

All stakeholders interviewed during this evaluation revealed that they have acquired skills in conducting dialogue meetings and use of SA tools in their work. They suggested refresher training for the selected people to support the roll out of activities.

It was suggested that working with the local CBOS and institutions will ensure sustainability of the project. The principles of good governance and accountability should be integrated in other programmes. The general view from the respondent was that the project can be integrated in community development work. In general:

- Strengthening the social accountability committee (SAC) organization at kebele and woreda levels in all targeted Woredas.
- Scaling-up SA for achieving continued better governance and service delivery.
- Mainstreaming SA with development initiatives or programs implemented in the target Woredas.
- Replicating SA concept and tools in all other public services and in some neighbouring Woredas.
- Upgrading the traditional and cultural practices related to social accountability principles in the community.
- Strengthening local CBOs are some of the mechanisms suggested by all respondents
- Linking supply and demand of governance are some of the mechanisms to sustain the project after the project funded end.

7. Conclusion and Recommendations

7.1. Conclusion

From the findings of the study, the major conclusions can be summarized.

Citizens' and citizen groups' awareness of their rights, responsibilities and entitlements to contribute to and demand for better quality public basic services indicates significant change as compared to the baseline situation which was 40%.

- The survey revealed that 88.3% of the respondents are aware about their right and entitlement as a citizen to voice for proper provision of basic services.
- 90% of the respondents interviewed reported that they have been given orientations/awareness on their rights to demand/voice for adequate and proper delivery of basic social services.
- 97.2% reported that the orientation they received improved their attitude and understanding.
- 90.8% of the respondents are aware of social accountability tools used to assess access, adequacy and quality of basic public service delivery
- 89.2% reported that they have been given training on the application of social accountability tools.

ESAP2 has built supply side capacity as well by training service providers how to use social accountability tools to rate their service delivery performance. Service providers have been trained on Community Score Card to self-evaluate the performance/quality of their service delivery. They have also been introduced to Citizens Report Cards, which they can implement to gain insight into the quality of their service delivery and to gauge what citizens think about their service delivery performance. They have also been introduced to participatory planning and budgeting.

Interface Meetings between community representatives and service providers were organized to jointly review the service delivery performance scores and discuss service delivery deficiencies. Out of these discussions emerged (a) common performance indicators, (b) a consensus-based service delivery performance score, and (c) Joint Service Improvement Agendas/Action Plans countersigned by the service providers and community representatives.

Use of multiple social accountability tools to rate performance of service providers and government policy-makers would result in systematic analysis of service delivery performance and enable the local government, service providers and the target communities to come up with practical and effective solutions. The activity has demonstrated that the use of Community Score Card at the local level has enabled citizens to identify service delivery deficiencies in their community.

Regarding change, the trends of changes on service delivery, relationship and dialogue between service providers and service users, efficiency of service providers, participation and benefiting

of marginalized groups shows positive changes during the past two years which is attributable to the impacts of the project.

On issues of overall rating of the level of satisfaction of the service users on basic social services shows that 46% fully satisfied while 54% fairly satisfied with marked difference between woredas. This is another area that requires special intervention; a lot has to be done to improve the level of satisfaction of the citizens with all issues related with basic services.

Actions service providers take to improve basic services provision shows positive changes during the past two years in the degree of satisfaction. Absence of occasional/regular forums/meetings by government officials to improved basic services delivery is low when we compared with the base line survey and the degree of response and timely action that service providers take on different indicators of education, agriculture and water and sanitation basic services .

Level of participation and activities of women and marginalized groups (women, people living with HIV, persons with disability etc.) in basic services is very high as compared to the baseline survey which can be indicated by the following details: Marginalized groups (women, people living with HIV and persons with disability) are highly participating in the Ethiopian Social Accountability (ESAP2) processes as witnessed from 88.3% of the respondents reported that they have been participated in the ESAP2 processes. 80% of the respondents claimed that they knew the development plan, budget and expenditure of their Kebele which is high when compared with the 12.7% baseline situation. Similarly, 94.2% knew the responsible government sector for the basic social services provision. Majority of the respondents (90.8%) have been consulted on the improvement of the basic social services and 90% reported that they have been participated in meeting held to discuss about the basic social services at Kebele level.

In general LIAE have successfully implemented ESAP2, particularly in organizing and testing the SA tools and approaches, conducting interface meetings and following-up on joint reform agendas/action plans

7.2. Recommendations

Proper exit strategies should be designed by the LIAE through mainstreaming SA into the overall existing government operations and institutions, at woreda and kebele levels by closely or directly linking it to the ongoing government programs, like FTA with regard to the accountability of service providers. On the other hand, the social accountability aspects of the service users should be separately linked or be institutionalized into the existing community based organizations and civic groups like Iddirs, youth and women forums and associations, farmers' cooperatives, children's at schools (teachers' associations with respect to providers), associations of water users etc.

A lot has to be done to improve citizens' and citizen groups' awareness of their rights, responsibilities and entitlements to contribute to and demand for better quality public basic services. This can be achieved through: improving knowledge of users entitlements to demand for proper provision of basic services, consultation of citizens for service improvement and investment, creating access to information for citizens about development plans and budgets,

creating means of submitting complaints on basic services, establishing and strengthening users committees of different sectors, and enhancing actions of citizens for not solved complaints.

Basic service providers are expected to take timely and proactive actions to improve basic services provision. This may include conducting regular/occasional service users' surveys, organizing occasional/regular forums/meetings by government officials, conducting occasional/regular forums/meetings by community based organizations, and giving immediate responses and timely actions to improve delivery of public basic services.

Improving level of participation and activities of women and marginalized groups in basic services is another area that requires special intervention. Details include participating women in Wereda/kebele development committees, participating marginalized groups in Wereda/kebele development committees, designing the means and ways of participation of marginalized groups in basic services, mainstreaming activities to meet specific needs of marginalized groups, improving responsiveness of local authorities and service providers to specific needs of women and marginalized groups.

Focal groups at the community level should deliberately incorporate all disadvantaged groups. The focal group for this segment of the community should be given intensive training and asked to assess the quality and cover age of the basic services they receive from the government. Their service ratings should be given a higher weight when consolidating the service delivery performance ratings and ensure the Joint Action Plan deliberately incorporate preferences of the disadvantaged groups.

Annex 1

The assessment of the program relevancy will review the appropriateness of the program and the potential of the target area. Finally the analysis determines whether the activities and the results are still valid or should be reformulated? Some key issues include:

- The relevancy of the design of the project: consistency between the situation analysis and the objectives, the inputs and outputs and different components of the project.
- Is the project objectives consistence with target groups priorities in each of the sector addressed by the project (are intervention demand-driven)?
- Is the intervention in line with the livelihood strategies and cultural conditions of the beneficiaries?
- Is the project consistence with the policy and strategic direction of OWDA and government of Ethiopia?
- Are objectives and goals in line with needs and priorities of partners and Government Policies?
- Is timing of the intervention relevant from your own point of view and from the point of view of beneficiaries?
- Do proposed interventions have a potential for replication?

Review the element of sustainability in the project components at this stage of the project. It also looks into the various components of the project has take in to account not only acute and immediate needs, but also long-term needs of the beneficiaries. Some of the key issues that will explore in assessing the tendency of sustainability element include:

- Are the sustainability strategies that put in place relevant? What are the strength and weakness of the sustainability strategies? Are any other sustainability mechanism developed during project implementation?
- To what extent does the positive impact justify continued investment?
- Did beneficiary stakeholders participate in the planning and implementation of the programme from the start?
- Do relevant partner institutions possess sufficiently strong governance structures to sustain the activities?
- Is the intervention harmful to the environment?

The assessment of project efficiency measures the productivity (output per input) of the project. It assesses the results obtained in relation to the expenditure incurred and resource used by the program. The analysis will be focused on the relationship between the quality, quantity and timeliness of the inputs. Some major questions related to efficiency include:

- Cost Efficiency: comparative unit price for major inputs and outputs, how economically the project inputs converted to outputs?
- Technical Efficiency: quantity and quality of the technical support to the stakeholders and technical quality of the implemented activities, is the project minimize or aggravate HIV/AIDS vulnerability and susceptibility, is the project reduce or minimize the gender in balance?
- Coherence: Are the project activities overlap and duplicate other similar intervention? Is the project intervention generally harmony with other development priorities and activities?
- Organizational Efficiency: the organizational flexibility and adaptability of the project implementation.

Annex I. Joint action Plan (JAP) Vs Accomplishment due to the SA Initiatives

Region	Name of Woreda	Service Improvements by sector	PLANNED QTY (number, km etc) as of JAP	Estimated budget committed/ Allocated as of JAP	ESTIMATED BUDGET SPENT as of JAP	BUDGET CONTRIBUTORS		
						community own contribution(in cash / labor)	government contribution(in birr)	Contribution from others(NGOs, etc)
SNNP	West Badawacho	Education						
		Additional class rooms built	4	200,000	200,000	165,000	10,000	25,000
		Additional qualified teachers recruited	10	144,000	144,000		144,000	
		Separate toilets for girls & boys built	4	12,000	12,000	12,000		
		Drinking water in the school constructed/maintained	3	30,000	30,000	10,000	20,000	
		More text books provided to school (s)	300	9,000	9,000		9,000	
		Additional student chairs/ benches/combined desks procured	280	70,000	70,000	10,000	20,000	40,000
		School fence built/repaired	6km	20,000	20,000	20,000		
		Other(specify it)/School guard Recruited	1	14,760	14,760	14,760		
		Health						
		Supply and avail drugs to health facility						
		More qualified health personnel are recruited	8	153,600	153,600		153,600	
		Water and sanitation facilities are constructed	5	30,000	30,000	10,000	20,000	
		Water & Sanitation						
		Water points repaired /maintained						
		new water points constructed	6	80,000	80,000	30,000	50,000	
		Fences were built around water points	6	12,000	12,000	12,000		
		More community latrines built	12	12,000	12,000	12,000		
		Other(specify it)						
		Agriculture						

		Additional agricultural extension agents recruited	6	24,000	24,000		24,000	
		Distributed Improved agricultural inputs and supplies (fertilizers, selected seeds, pesticides, etc)	15,000kg	150,000	150,000		150,000	
		Supplies of veterinary drugs						
		Additional veterinary staff recruited	3	43,200			43,200	
		Farmers training center- provide training using Demonstration site						
		Other(specify it) palm seedling	30,000	360,000	360,000	60,000		300,000
		Rural Roads						
		Constructed rural roads	5km	50,000	50,000	35,000	15,000	
		Maintenance of rural roads	12km	72,000	72,000	68,000	4,000	
		Recruited road desk experts and functioning	2	35,520	35,520		35,520	
		Other(specify it) bridge constructed	2	12,500	12,500	12,500		
SNNPR	Misha woreda	Education						
		Additional class rooms built	4	200,000	190,000	153,000	10,000	27,000
		Additional qualified teachers recruited	9	153,360	153,360		153,360	
		Separate toilets for girls & boys built	3	100,000	90000	60000	30,000	
		Drinking water in the school constructed/maintained						
		More text books provided to school (s)	450	20,000	24750	4750	20,000	
		Additional student chairs/ benches/combined desks procured	80	15,000	20,000	12,000	8,000	
		School fence built/repaired	3	120,000	360,000	300,000	60,000	
		Health						
		Supply and avail drugs to health facility	necessary types	50,000	55,000		55,000	
		More qualified health personnel are recruited	3	100,000	72,000		72,000	
		Water and sanitation facilities are constructed	2	300,000	350000	100,000	70,000	130,000
		Laboratory facility equipped with materials & detergents	necessary types/3/	200,000	200000		200,000	

		Purchase of generator to provide service	2	30,000	40000		40,000	
		Water & Sanitation						
		Water points repaired /maintained	5	250,000	250,000	200,000	50,000	
		new water points constructed	4	200,000	230000	200,000	30,000	
		Fences were built around water points	5	40,000	45000	45000		
		More community latrines built	5	35,000	39000	39000		
		Agriculture						
		Additional agricultural extension agents recruited	5	84,000	84,000		84,000	
		Distributed Improved agricultural inputs and supplies (fertilizers, selected seeds, pesticides, etc)	5400/1800/2000	7,000,000	8670000		8,670,000	
		Supplies of veterinary drugs	necessary types/3 kebeles/	50,000	52000		52,000	
		Additional veterinary staff recruited	2	38,400	38,400		38,400	
		Farmers training center- provide training using Demonstration site	4 terms trainingx3x50000	500,000	600000		600,000	
		Rural roads						
		costructed rural roads	14km	650,000	700,000	600,000	100,000	
		Maintenance ot rural roads	10km	250,000	300,000	270,000	30,000	
		Recruited road desk experts and functioning	2	48,000	48,000		48,000	
SNNPRS	Gibe	Education						
		Additional class rooms built	6	200,000	300,000	130,000	70,000	100,000
		Additional qualified teachers recruited	4	67,200	67,200		67,200	
		Separate toilets for girls & boys built	4	220,000	220,000	170,000	50,000	
		Driking water in the school constructed /maintained	4	150000	100000	40,000	15,000	45,000
		More text books provided to school (s)	1250	25000	20000		20000	
		Additional student chairs/ benches/combined desks procured	300	75,000	75,000	50,000	25,000	
		School fence built/repared	2km	45600	36540	36540		

		Health						
		Supply and avail drugs to health facility	qt	330000	165240		165,240	
		More qualified health personnel are recruited	3	72,000	72,000		72,000	
		Water and sanitation facilities are constructed	2	200000	180000	110,000	70000	
		Laboratory facility equipped with materials & detergents		120000	100000		60,000	40,000
		Purchase of generator to provide service						
		Water & Sanitation						
		Water points repaired /maintained	6	70000	65000	40000	25,000	
		new water points constructed						
		Fences were built around water points	15	60,000	60,000	60,000		
		More community latrines built	3	30,000	30,000	30,000		
		Agriculture						
		Additional agricultural extension agents recruited	6	115,200	115,200		115,200	
		Distributed Improved agricultural inputs and supplies (fertilizers, selected seeds, pesticides, etc)	NO	2,785,480	1,854,780		1,854,780	
		Supplies of veterinary drugs	qt	98000	65000		65,000	
		Additional veterinary staff recruited	2	38,400	38,400		38,400	
		Farmers training center- provide training using Demonstration site	9ha. At two tarms	90000	85000		55,000	30,000
		Rural roads						
		constructed rural road	8KM	200000	180,000	150,000	30,000	
		Maintenance of rural road	9KM	100000	90000	90,000		
SNNPRS	East Badawacho	Education						
		Additional class rooms built	12	303,600	303,600	103,600		200,000
		Additional qualified teachers recruited						
		Separate toilets for girls & boys built	3	60,000	56,000	10,000		46,000
		Health						

		Supply and avail drugs to health facility						
		More qualified health personnel are recruited	15	360,000	360,000		360,000	
		Water and sanitation facilities are constructed	5	50,000	50,000	10,000	40,000	
		Water & Sanitation						
		Water points repaired /maintained	4	75,000	75,000	75,000		
		new water points constructed	20	600,000	600,000	200,000	400,00	
		Fences were built around water points	20	45,000	45,000	45,000		
		More community latrines built	10	15,000	15,000	15,000		
		Rural roads						
		constructed rural road	125km	2,450,000	2,450,000	1,125,525	1,324,475	
		Maintenance of rural road	45km	90,000	90000	90,000		
		Recruited road desk experts and functioning						
		Other(specify it) bridge constructed	2	20,000	20,000	20,000		
Oromia	Adaba	Education						
		Additional class rooms built	3	150,000	150,000	90,000	20,000	40,000
		Additional qualified teachers recruited	5	120,000	120,000		120,000	
		Separate toilets for girls & boys built	6	300,000	300,000	240,000	60,000	
		Driking water in the school constructed /maintained	1	100,000	100000	55,000		45,000
		More text books provided to school (s)	1750	35,000	35,000		35,000	
		Additional student chairs/ benches/combined desks procured	150	37,500	37,500	25,000	12,500	
		School fence built/repared	1km	20,000	20,000	20,000		
		Water & Sanitation						
		Water points repaired /maintained	2	30,000	30,000	20,000	10,000	
		new water points constructed						
		Fences were built around water points	4	45,000	45,000	45,000		
		More community latrines built	20	40,000	40,000	40,000		
		Agriculture						

	Distributed Improved agricultural inputs and supplies (fertilizers, selected seeds, pesticides, etc)	NO	1,270,350	1,270,350		1,270,350	
	Rural roads						
	constructed rural road	16KM	450,000	450,000	320,000	130,000	
	Maintenance of rural road	5Km	100,000	100,000	100,000		
Total			23,826,670	24,784,700	6,010,675	17,299,225	1,068,000

ANNEXES 2: Data collection instruments

Questionnaire for Household Survey

Consent form

Hello! My name is _____. I am collecting data for final evaluation of Ethiopian Social Accountability Project titled “Strengthening Protection of Basic Services and Social Accountability “implemented by Love in Action Ethiopia (LIAE) and GMEDA. Love in action and GMEDA are legally registered Ethiopian resident non-governmental organizations granted fund from multi trust donors to implement social accountability program in three sectors (Agriculture, education and Water and sanitation) in selected five Woredass (East and West Badawacho, Gibe and Misha Woredass of Hadya Zone, SNNPR and Adaba Woredas of West Arsi Zone, Oromiya Regional State) for the past two years (January 2013 to July, 2015). This final evaluation is undertaken by a team of independent external consultants evaluator commissioned by Love in Action. I am going to ask you questions that may take up to 45 minutes. You have the right to decline from responding to the questions partially or fully. However, your response is valuable to realize the objective. I hope that you are willing to participate. I ensure you that your responses and suggestions will be treated confidentially and will be used only for purpose of the evaluation. Findings of this study are very important for the stakeholders of the project as it is going to assess and document success and challenges which are useful for future programming.

Do you have any question about this study/evaluation?

Are you willing to participate/ respond to the questions?

1. No ____ (Terminate/stop and go to next sample)
2. YES ____ (Continue the interview)

I. Identification of the respondent

Questions	Responses	Code
1. Location:	Region _____ Zone _____ Woredas _____ Kebele _____	
2. Sex (<i>Tick one</i>)	Male Female	1 2
3. Age in complete year	_____	
4. Level of Education (<i>Tick only one</i>)	Cannot read and write Only read & write Primary Level (1- 8 grades) Secondary education (9-12 grades) Tertiary level (above grade 12)	__1__ __2__ __3__ 4 5__
5. Marital status(<i>tick only one</i>)	Never married Married Divorced Separated Widowed/Widower	__1__ __2__ 3 __4__ 5__
6. Category of service Users (<i>multiple responses allowed</i>)	Agricultural Education Water and sanitation	__1__ __2__ __3__

7. Major occupation (tick only one)	Farmer	<u>1</u>
	Merchant	<u>2</u>
	Civil servant	<u>3</u>
	Labourers	<u>4</u>
	Other Specify _____	<u>5</u>

II. Awareness and Access to services & information

Questions	Responses	Code
8. Which of the following facilities available in your village/Kebele at reasonable distance?		
• Education facilities	Yes No	<u>1</u> 2
• Agricultural facilities	Yes No	<u>1</u> 2
• Water & Sanitation facilities	Yes No	1 2
9. Do you know that it is your entitlement as a citizen to demand/voice for proper provision of basic services?	Yes No	<u>1</u> 2
10. Were you given orientations/awareness on your rights to demand/voice to get adequate and proper delivery of basic public services during the last two years?	Yes No	1 2
11. If yes, have these orientations and awareness creation contributed to improvement in your perception and understanding of your rights to demand/voice for adequate and proper delivery of public basic services?	Yes No	<u>1</u> 2
12. Are you aware of social accountability tools used for assessing access, adequacy and quality of basic public service delivery?	Yes No	<u>1</u> 2
13. Were you given training on the use of the social accountability tools in assessing basic public service delivery?	Yes No	<u>1</u> 2
14. Were the marginalized group (like people living with HIV and persons with disability) representing in ESAP2 processes in your Kebele/woredas?	Yes No	<u>1</u> 2
15. Do you know about your woredas/kebele development plan and budget allocation and expenditure for Education, Water & Sanitation and Agriculture Service in your locality?	Yes No	<u>1</u> 2
16. Do you know who is responsible for Education, Water & Sanitation and Agriculture Services in the government sector?	Yes No	<u>1</u> 2

III. Participation & Claim entitlements

Questions	Responses	Code
17. Have you been consulted on improvement of basic social services like education, water & sanitation, and agricultural development) in your Kebele during the last two years?	Yes No	1_ 2
18. Have you participated in any meeting to discuss about Education, Agriculture Water & Sanitation Service at kebele or community level during the last two years?	Yes No	1_ 2
19. Do service providers invite the community for participation during planing, implmentation & monitoring/reviewing of basic service in your locality?	Yes in all process Yes only for awareness Yes only for contribution Not at all	1 2 3 4
20. Do men, women, youth and marginalized groups (like people living with HIV and persons with disability) equally participate during planing, implementation and monitoring of basic service in your locality?	Yes, always Yes, sometimes No	1 2 3
21. Have you been asked for any contribution for basic services (education, water and sanitation and agriculture) in your locality	Yes No	1_ 2
22. Have you contributed for basic services (education, water and sanitation and agriculture) in your locality	Yes No	1_ 2→28
23. If yes what was the contribution?	Money Labour Idea/knowledge Material (specify) _____	1 2 3 4
24. Was the contribution made willingly or forced?	Free will Some sort of pressure Full pressure/forced	1 2 3
25. Is there means of demanding your complaints on problems of getting adequate and proper basic services?	Yes No	1_→30 2_
26. If no, why don't you submit/express your demand/complaints?	I do not know the means I feel I do not get responses I am afraid of reprisals Any other reasons _____	_ 1_ _ 2_ _ 3_ _ 4
27. Which sector is the most complained about sector in your locality?	Education Agriculture Water and sanitation	_ 1_ _ 2_ 3
28. When you submit your complaints and problems, do you get quick and effective responses from service providers & official?	Yes, always Yes some times Not at all	_ 1_ 2 _ 3_

Questions	Responses	Code
29. Give example for the responsiveness of service provider and officials?	Corrective action and improved service Reinforce follow up service delivery Put the issue on action plan Satisfactory explained the reasons Other specify _____	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u> <u> </u> 4 <u> </u> <u> </u> 5 <u> </u>
30. Are there forum/meetings conducted by service providers to learn about the access, adequacy, satisfaction and complaints on provision of basic services?	Yes, always Yes, some times Not at all Don't Know	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u> <u> </u> 4 <u> </u>
31. Are there any forums/meetings organized by administrations and councilors to hear citizens voice on proper and adequate basic services?	Yes, always Yes some times Not at all Don't Know	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u> <u> </u> 4 <u> </u>
32. Are there any forum/meetings that are organized by community/mass based organizations like Iddirs, youth association, parent associations, and women associations to discuss complaints and problems on provision of basic public services?	Yes, always Yes, some times Not at all Don't Know	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u> <u> </u> 4 <u> </u>
33. Are there ways of effective women participation in Kebele/woredas development committees?	Yes No Don't Know	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u>
34. Are there means of effective participation of marginalized groups (women, people living with HIV, persons with disability etc) in basic services?	Yes No Don't Know	<u> </u> 1 <u> </u> <u> </u> 2 <u> </u> <u> </u> 3 <u> </u>

IV. Evaluation of Changes

Questions	Responses			Code
35. How do you evaluate the trends of changes on access, adequacy and quality of basic social service during the past two years in your locality?	1.No change	2. Improved	3. worsen	
• Education				
• Water and Sanitation				
• Agriculture				
36. How do you evaluate:				
• Relations between service users and service providers and officials in terms of mutual trust, understanding, collaborations, etc				
• Dialogue between service users and service providers and officials				
• Efficiency and commitment of service providers				
• Participation of women and marginalized groups (people live with HIV, disability etc) in local development planning?				
• Accessibility, adequacy and quality of basic service delivery to marginalized groups				

37.	How do you rate your level of satisfactions on the education, water & Sanitation and agriculture Service delivery in your locality?	Fully satisfied	_ 1 _
		Fairly/partially satisfied	_ 2 _
		Completely dissatisfied	3

Name of enumerator _____ Date of interview _____ Signature _____

Checklist for Key Informant Interview Social accountability committee (SAC)

Key issues	Discussion guiding questions	Target informants
Awareness about SA	<ul style="list-style-type: none"> - What do you know about social accountability? please explain - Do you know that you have the right to demand the government for basic services? - Which government office is in charge to provide you quality basic service in Education, Agriculture, Water and sanitation sectors? - Do you know how to claim your entitlement for basic social services? - Have you ever been exercised this right? - Assume that you have observed problems/gaps on service provision of education, agriculture and water and sanitation in your locality, what do you do? 	Social accountability committee (SAC) members at kebele level
Functioning of SAC	<ul style="list-style-type: none"> - What role does the Social Accountability Committees established in your Kebele is playing? - How was the SAC established? - Do the SAC have clear guideline about its role and responsibility? - How about composition of the members? How many female? How many marginalize people? - How is the decision making processes? - Do the committee have record keeping practices (minute, plan, report etc)? - What are the key achievements of SAC during the past two years? - What supports do SAC received/receiving from SA implementers? - What additional support do they need to successfully discharge their responsibilities? - How is the relation of the committee with service providers? Service users? 	
Impacts of the project	<ul style="list-style-type: none"> - What positive changes do you witnessed on provision of basic services during the past two years? - Have you witnessed improvements on response of service providers and government officials whenever you submit your complaints? - What changes have you witnessed on the understanding and awareness of citizens to demand their rights for provision of basic public services? - What change have you witnessed on citizens attitudes towards public officials and service providers? - What change have you witnessed on participation of women and marginalized groups in development planning discussions and voicing their especial needs? 	
Sustainability	<ul style="list-style-type: none"> - Do communities continue claiming their entitlements of social services in organized ways in the absence of external support? - What must be done to sustain citizen's claim for provision of quality basic service in the community? - Do the SAC continue by itself as institution and continue its role in the absence of external support? 	
Overall assessment	<ul style="list-style-type: none"> - What is the overall impact of ESAP 2? - What is expected from the communities, governments and donors to sustain the positive impacts of ESAP2? 	

	– Any other comments or suggestions that you would like to forward on social accountability project.	
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Checklist for FGD (community representatives)

Key issues	Discussion guiding questions	Target informants
Awareness about SA and SA implementers	<ul style="list-style-type: none"> - Do you know the organizations called Love in Action? - What are they doing in your Woredas/Kebele? - What do you know about social accountability? please explain - Do you know that you have the right to demand the government for basic services? - How and from what sources did you come to know about your entitlements? - Which government office is in charge to provide you quality basic service in Education, Agriculture, Water and sanitation sectors? - Do you know how to claim your entitlement for basic social services? - Have you ever been exercised this right? - Assume that you have observed problems/gaps on service provision of education, agriculture and water and sanitation in your locality, what do you do? 	<p>Randomly selected community members</p> <p>permanently live of the target Kebele who were not selected for Key informant interview and household questionnaire survey</p> <p>4 FGD composing 8-12 participants per sampled Woredas (Adult male groups, adult female group, Youth boys group and youth girls group) with representation of marginalized groups</p>
Functioning of SAC	<ul style="list-style-type: none"> - Do you know about Social Accountability Committees established in your Kebele? How was the SAC established? - Who initiated their establishment? - Who are their members? - What is their role? - What are their key achievements? - What support they received from SA implementers? - What additional support do they need to successfully discharge their responsibilities? 	
Impacts of the project	<ul style="list-style-type: none"> - What positive changes do you witnessed on provision of basic services that comes as the result of implementation of social accountability project? - Have you witnessed improvements on response of service providers and government officials whenever you submit your complaints? - What changes have you witnessed on the understanding and awareness of citizens to demand their rights for provision of basic public services? - What change have you witnessed on citizens attitudes towards public officials and service providers? - What change have you witnessed on participation of women and marginalized groups in development planning discussions and voicing their especial needs? 	
Sustainability	<ul style="list-style-type: none"> - Do communities continue claiming their entitlements of basic social services in organized ways in the absence of external support? - What must be done to sustain citizen's claim for provision of quality basic service in the community? - Do the SAC continue by itself as institution and continue its role in the absence of external support? 	
Overall assessment	<ul style="list-style-type: none"> - What is the overall impact of ESAP 2? - What is expected from the communities, governments and donors to 	

	sustain the positive impacts of ESAP2? – Any other comments or suggestions that you would like to forward on social accountability project.	
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Observation checklist

Date ----- Name of observer -----

S/N	Item	Rate based on your opinion			Remark
		Exceed expectations	Met expectations	Below expectation	
1	System and structures put in place				
	Human resources arrangement (number, qualification, experience, segregation of duties, organizational structure)				
	Logistics and material arrangement (office space, working equipment and furniture, supplies, utilities, communications)				
2	Governance				
	Decision making processes defined roles and responsibility of the project governing bodies)				
	Empowerment of communities (establishment of SAC, signing of MoU with SAC, capacity building and other support)				
3	Planning monitoring and evaluation and documentation systems				
	Detailed activity and financial plan				
	Documentation (proper filing of plans, reports, munities, MoU/agreements, proceeding, success stories,				
	Data collection and management practices, disaggregation of data				
	Clear reporting guide line reporting schedule, templates				
	Periodic monitoring and feedback systems				
4	Networking and partnership				

	Relationship with government				
	Relationship with other NGOs and CBOs				
	Stakeholders engagement in joint planning, implementation and reviewing				
8	Financial management				
	Record keeping and reporting				
	Cost efficiency practices				
	Financial transparency				

Note: Take sample copies and pictures of that may best illustrate the rating

Checklist for Key Informant Interview (Staff of Woredas service providers)

Key issues	Discussion guiding questions	Target informants
Understanding of the project	<ul style="list-style-type: none"> • How do you understand the concepts and uses of social accountability practices? • To what extent do you know social accountability (EAP2) project implemented in your Woredas? • What do the project aims for? • Did the Woredas sector offices involved in the designing processes of the project? If yes , what was the role of Woredas sector office in the designing processes? • Were the objectives, expected outcomes and activities of the project clear and well internalized? • How the woredas sector offices involved <ul style="list-style-type: none"> – In the Implementation processes? – Monitoring and reviewing processes 	Staff of Woredas service provider <ul style="list-style-type: none"> – Education office – Water development office – Agriculture and rural development offices
Relevance of the project	<ul style="list-style-type: none"> • How important is the project to address the issue of provision of quality basic services? • How the project objectives and approaches are aligned with your strategic goals? 	
Contribution/impacts of the project	<ul style="list-style-type: none"> • How the project contributed/supported improving your service delivery? • How the project supported active engagement of service seeking citizens including the marginalized groups? • How do you evaluate your service delivery before and after the project? (probe improvement or not change) • What are the reasons for positive changes (improvements if any) • How the changes are linked to the social accountability project 	And <ul style="list-style-type: none"> – Finance and economic development office – Administration
Sustainability	<ul style="list-style-type: none"> • How far the project initiatives are mainstreamed in the government system? 	

	<ul style="list-style-type: none"> • What will happen to the positive changes when the project when the project withdrew its supports • What are the major challenges and threats for sustaining the social accountability project initiatives? • What should be done to sustain and scale up the project initiatives? What external supports are required? 	office – Women and children’s affairs office
Overall assessment	<ul style="list-style-type: none"> • How do you evaluate the project in terms of attaining its objectives? • How do you evaluate the projects with respect to involving stakeholders and ensuring of the service seekers and service providers (community and government) • How do you evaluate the project in terms of cost effectiveness and financial transparency • What key lessons have you learned from implementation of the ESAP 2 project? • What improvements are needed if the project would have next phase? 	

checklist for key informant interview (implementing partner staff)

LEADING QUESTIONS	SUB QUESTIONS
UNDERSTANDING THE CONCEPTS AND OBJECTIVES OF SA	<ul style="list-style-type: none"> • HOW DO YOU UNDERSTAND THE CONCEPTS AND USES OF SOCIAL ACCOUNTABILITY PRACTICES? • ARE THE OBJECTIVES OF THE ETHIOPIAN SOCIAL ACCOUNTABILITY (ESAP2) PROGRAM CLEAR AND WELL DEFINED? • HAS THE ESAP 2 RAISED UNDERSTANDING AND AWARENESS OF CITIZENS TO DEMAND THEIR RIGHTS FOR PROVISION OF BASIC PUBLIC SERVICES • HAS ESAP 2 RAISED AWARENESS OF CITIZENS AND CHANGED THEIR ATTITUDES TOWARDS PUBLIC OFFICIALS AND SERVICE PROVIDERS? • HAS ESAP 2 RAISED AWARENESS OF SERVICE PROVIDERS REGARDING THEIR ROLES AND RESPONSIBILITIES AND THEIR ACCOUNTABILITY TO CITIZENS/SERVICE USERS?
RESPONSIVENESS OF SERVICE PROVIDERS	<ul style="list-style-type: none"> • HOW IS RESPONSIVE OF SERVICE PROVIDERS AND OFFICIALS FOR CITIZEN’S VOICE AND DEMAND? • WERE SERVICE PROVIDERS ACTIVELY AND ENTHUSIASTICALLY ENGAGED IN THE INTERFACE MEETINGS AND THE DRAWING UP OF REFORM AGENDA/ACTION PLANS?
CONTRIBUTION OF SA	<ul style="list-style-type: none"> • INTEREST AND ENGAGEMENT OF CITIZENS WITH SERVICE PROVIDERS TO IMPROVE BASIC SERVICE DELIVERY? • OPENNESS OF SERVICE PROVIDERS TO CITIZENS’ OVERSIGHT AND EVALUATION OF BASIC SERVICES DELIVERY? • RESPONSIVENESS OF THE SERVICE PROVIDERS? • CITIZENS’ EAGERNESS TO RAISE VOICE AND DEMAND RIGHTS FOR IMPROVED BASIC SERVICE DELIVERY? • WHAT CAN YOU CONFIDENTLY CLAIM ATTRIBUTE FOR SA CONTRIBUTION? • WHICH SECTOR SHOWED MAXIMUM RESPONSE? WHY? • HOW HAS THE DELIVERY OF BASIC SERVICES CHANGED AS A RESULT OF ESAP ACTIVITIES? • WHAT DO YOU FEEL ABOUT CITIZENS/USERS RESPONSIBILITY?
SPILL OVER	<ul style="list-style-type: none"> • HAVE YOU OBSERVED ANY EFFORTS OF SERVICE PROVIDERS TO IMPLEMENT SOCIAL ACCOUNTABILITY TOOLS IN SECTORS NOT COVERED BY SA?

EFFECTS	<ul style="list-style-type: none"> • HAVE BEEN ASKED TO IMPLEMENT SOCIAL ACCOUNTABILITY ACTIVITIES IN NON-TARGET WORED/KEBELES BY LOCAL GOVERNMENT OFFICIALS? • HAVE BEEN APPROACHED BY NON-TARGET COMMUNITY GROUPS TO IMPLEMENT SOCIAL ACCOUNTABILITY ACTIVITIES IN THEIR KEBELE?
TOOLS AND TOOLS AND APPROACHES USED	<ul style="list-style-type: none"> • WHAT SOCIAL ACCOUNTABILITY TOOLS DID YOU SELECTED/ADOPTED? • WHY DID YOU SELECT TO USE THESE SOCIAL ACCOUNTABILITY TOOLS? • DO YOU FEEL THE SOCIAL ACCOUNTABILITY TOOLS GIVEN TO YOU WERE APPROPRIATE FOR THE SECTOR AND THE WORK? • WHAT ARE THE CHALLENGES YOU FACED IN APPLYING THE TOOLS? • WHICH TOOLS WOULD YOU RATE THE BEST? WHY? • WHAT CHALLENGES AND OBSTACLES DID YOU FACED DURING THE LAUNCHING AND IMPLEMENTATION OF ESAP2 WITH RESPECT TO ACCEPTANCE BY AND ENGAGEMENT • WHAT APPROACH DID YOU USE FOR REGIONAL AND LOCAL GOVERNMENT OFFICIALS SENSITIZATION? COMMUNITY MOBILIZATION? SELECTION OF PARTICIPANTS?
M&E SYSTEMS AND PRACTICES	<ul style="list-style-type: none"> • DO YOU HAVE M&E SYSTEM • WHAT DOES IT CONSIST OF? • WHAT DOES MONITORING MEAN TO YOU? • WHAT DOES IT IMPLY? • WHICH DOCUMENTS INFLUENCED THE ESTABLISHMENT OF YOUR ACTION PLAN?
OVERALL ASSESSMENT	<ul style="list-style-type: none"> • WHAT IS YOUR PERCEPTION ON THE OVERALL IMPACT OF ESAP2 ON SERVICE USERS? SERVICE PROVIDERS AND OFFICIALS? • HOW THE SA TOOLS ARE LINKED WITH GOVERNMENT APPROACH? • WHAT PRACTICAL CHANGES DO YOU WITNESSED AS A RESULT OF ESAP2 PROJECT IMPLEMENTATION? • HOW DO YOU EVALUATE THE OVERALL ACHIEVEMENT OF ESAP2 PROJECT? HAS THE ESAP 2 ACHIEVED ITS OBJECTIVES? • WHAT DO YOU SUGGESTION TO MAKE SOCIAL ACCOUNTABILITY SUSTAINABLE? • WHAT IS THE SUSTAINABILITY STRATEGY IN PLACE? • WHAT ARE THE KEY LESSON LEARNED FROM IMPLEMENTING THE ESAP2 PROJECT