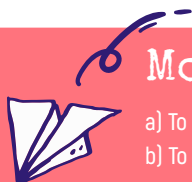




MODULE 3:

FUNDAMENTALS OF SOCIAL ACCOUNTABILITY



Module Objective:

- a) To define the fundamental aspects (building blocks) of social accountability
- b) To discuss and develop an understanding on the social accountability building blocks

Total Duration: 2 hours, 25 minutes

General tips for the Trainers:

Take note of the number of participants. For both virtual and/or face to face, make sure that you only engage the learners (maximum 30 participants) at once during plenary and lectures. The following should be considered -focus group discussions (FGDs), panel discussions, and presentations, and plenary discussions.

You will need at least 4 marker pens, a flip chart, tapes



Guide Questions

- a) Are the learners able to define the fundamental aspects of social accountability?
- b) Are they able to describe and utilize knowledge on the concept of building blocks?



Tool box: assignments/hand outs

- List of material(s) for further reading

FUNDAMENTALS OF SOCIAL ACCOUNTABILITY

Step 1: Introduce the session (10 mins)

1.1. Start the session by introductions and explain that you will now focus on helping the learners understand the factors and building blocks to social accountability.

1.1.1 Take a flip chart and draw a house structure. You can still download different pictures especially of houses in different environmental set ups –near a lake, in wetlands, in a dry land set up, well securitized and poorly securitized etc. Ensure that the participants as you present, can see the different grounds and the surrounding environment.



1.1.2 The idea here is to show the factors as well as the building blocks.

The first picture on the left depicts a house constructed based on unfavourable yet prevailing factors of environment.

1.1.3 The house on the right, shows that the factors of environment as favourable. The building blocks that make the house would tend to be sustained for longer periods by the factors that surrounds each of the two houses.

1.1.4 The moral of the story, is that social accountability as a concept is the house concept. Therefore, understanding the factors and building blocks to social accountability is understanding how to sustain the concept and retain its quality.

1.2 Start your opening presentation by highlighting that social accountability encompasses broad array of actions that citizens can potentially take to hold government officials and bureaucrats accountable.

1.3 That Social Accountability obtains and analyses both supply-side information from government and service providers and demand-side information from users of government services, communities and citizens.

1.4 Set up a story circle (made up of 7 to 10 participants per circle each seated in a circular manner). Each circle should have a team leader. Ask each of the circles to discuss who and how the different actors are involved in social accountability.



Note the answers down as the participants make their contribution and check whether they include the following:

- Individual citizens – organize communities on issues through barazas/kamukunjis etc.
- Communities – get to organize to discuss information that is meant to improve their access to public services and provide oversight by questioning actions of government.
- Parliamentarians and local Members of County Assemblies (MCAs) – oversight the executive.
- Local and national Civil Society Organizations (CSOs) – carry out social accountability exercises and provide the fulcrum for lobbying and advocacy.
- The media – Shares information and generate interest from the public on an issue.

If the above is not clear, please read it out for them and afterwards, allow each circle to ask the other to repeat each of the answers. Each correct answer scores 2 points. The losing circle starts off the next sub section.



1.5 Ask the respective circle to give suggestion on factors that are critical in achieving social accountability. Read the four themed factors below and revisit their answers by asking the circle to locate where their answers fall best within the factors.

Repeat this with the other circle(s).



Tip to the Trainer: Note the answers down as the participants in their respective circles make their contribution and thereafter, have a small plenary where as you discuss, you also help them to group the answers/responses as per the factors below:

- (I) citizen-state bridging mechanisms,
- (II) attitudes and capacities of citizens and civil society actors,
- (III) attitudes and capacities of state/government actors,
- (IV) an enabling policy and political environment.

1.6 Make a short PowerPoint presentation that will help to bring on board interesting examples in regard to the four factors

- a) On bridging mechanisms, help the participants to understand that they can set up information centers or campaigns that improves government information disclosure, setting up radio 'call in' programs, and convening town hall meetings among others are some of the basic yet interesting ideas.
- b) On the second factor, is one that emphasis on building civil society organizations that are also youth led is important, especially in areas where the notion of citizenship is undeveloped.
- c) Your presentation should look at the capacity of citizens to organize, mobilize, build coalitions and speak with a common voice; the willingness and ability to interact and negotiate with government and to adopt a constructive and solution-oriented approach.
- d) The third factor on attitudes and capacities of state/government actors, your presentation should focus on the use of rewards and sanctions to promote transparent and responsive behavior. The adoption of professional codes of ethics, and information campaigns on accountability policies or citizens' rights.
- f) The four factor is on an enabling environment. are so critical that they can almost be considered prerequisites for social accountability. Your presentation should bring out the fact that the opportunities for social accountability initiatives are clearly greater where the political regime is democratic, a multiparty system is in place, and basic political and civil rights are guaranteed.

Step 2: Building blocks for social accountability (95 minutes)

2.1 Introduce the topic of -mobilization around an entry point. Ask the participants to tell you what they understand when you say 'mobilization', 'problem' and 'entry point'. Let them list the problems that they know that are a public menace.

2.1.1 Afterwards, ask for a participant to read out loud this point:

The first step of almost any social accountability initiative is the identification of an entry point, whereby a priority problem can be addressed. The idea is to allow the participants to gain attention of this subject matter. (15 mins)

2.2 Emphasize the point that the problem may be of a specific or general nature and may be identified at a local, regional or national level.



Provide an example that connects an entry point with a problem.

In the case of poor health service delivery, where potential entry points might include national health budget allocations, corruption/inefficiencies within the national distribution system or the performance of local service providers or village health management committees.



2.3 Open up a plenary discussion for 10 mins that is meant to drive the point home in respect to the aforementioned problems that could seriously affect the delivery of health services. The main idea here is to help participants understand on how such problems seem to manifest.

2.4 Arrange for a panel discussion where the participants discuss the potential strategies for addressing the problems, for instance, looking at where there are programmes, policy support, budget advocacy activities, past efforts to track health inputs and/or expenditures, last but not least whether, there have been evaluation exercises in respect to looking at the status of local health services, etc.


2.5 Introduce the topic of -**building an information base**. Convene a panel discussion with at least 3 participants and let them define what public information is and in what mode is information shared by the government.

From a recap point of view, as the participants to write on a piece of paper at least two modes/medium of sharing public information. Let them share with each other and ask them to read out loud what has been written on the piece of paper by their colleagues.

2.5.1 Discuss how to build an information base (15 mins):

- How do you build a credible evidence base that serves to hold public officials accountable?
- How do you obtaining information (from government and service providers) and information (from users of government services, communities and citizens) and;
- How do you analyzing them the public information to get meaning of the issues?
- In accessing government information (let the participants discuss about., policy statements, budget commitments and accounts, public expenditures, audit findings, etc.).





Tip to the trainer:

- Highlight that relevant documents that can be interpreted and analyzed in order to get information that can be shared.
- Look at government budgets and “demystify” budgets in the health sector or sexual reproductive health care where you help the participants to understand what has been allocated and what problem could be addressed by this allocation.
- Mark up this allocation and ask the participants to follow up through the implementation process, especially to see if the allocated money is disbursed in time and accordingly.
- Make sure that the information you find and compile can be easily understood by all stakeholders.

2.5 Introduce the topic on **‘going public’**. Make your presentations through lecture format. This methodology is to be able to allow the participants to listen more, follow and internalize before engaging. (35 mins)


2.7 The trainer should emphasize that bringing information and findings into the public sphere and generating public debate is a key element for most social accountability initiatives.



- **Going public helps to give a voice to the needs, opinions and concerns of the people. This is important in helping the government serve the people better by way of understanding and prioritizing the needs.**

2.8 Ask the participants in a panel discussion set up to give you the definitions of public expenditure reviews, budget analysis and audits.

2.9 Write on a flip chart as a way of sharing with the participants the views mentioned and later on hang the flip chart on the wall using a tape these statements based on keywords.



With the information on the wall, Discuss with the participants on what they consider as effective communication strategies and mechanisms especially, to share their new or refined information. This may include -public meetings and events as well the strategic use of both modern and traditional forms of media.



2.10 Take a 10 mins break with an energizer. Introduce the topic on - rallying support and building coalitions. Bring together groups of 5 participants and give them the following short topics. Let them pick and discuss either topics,

2.10.1 What universal access to sexual and reproductive health for all means, at the national and grassroots, b) the status of infant and maternal mortality rates,

Look at the definition, identify efforts that the governments have made so far in the same respect, discuss what the people are saying about the effort, identify loose ends from findings (social audits, government expenditure reports, experience research etc.

2.11 End the session by making a presentation on - negotiating change (20 mins). Point out in the plenary discussions that the most crucial and challenging element of any social accountability is to be able to elicit response from public officials and effect real change. If it generates valid evidence, it will have an effect.

2.12 Share with the participants that the most effective advocacy engagement usually involves direct interaction and negotiation with the concerned government counterparts. If you are preparing for a meeting with government officials, please listen to their perspectives on the issue of discussion, and its only after listening to them that you can agree or disagree with them on the basis of your evidence.

2.13 Emphasise the fact that in negotiating, the citizens and youth led CSOs can employ a range of both informal and formal means of persuasion, pressure, reward and sanction. These include, for example,

2.13.1 The youth can create public pressure (e.g., through media campaigns and public meetings) or when necessary, resorting to formal means of enforcement (e.g., through legal and judicial processes).

2.14 End with a story circle (another recap) exercise where the participants are able to share what they have learnt so far, and how the new ideas will be put into practical engagements.

2.15 Note, any challenges that the participants may still be facing including time, the content understanding, facilitation skills etc. This is important as it will provide you with an assessment as to whether the module has been understood.

2.16 Ask the participants to write on a piece of paper what they liked most and what they liked least from the presentations as well as discussions. Also, ask them to give you their ideas on how the same can be improved.

List of materials for further reading



1. Social Accountability; An introduction to the concept and emerging practice. By Carmen Malena et al. Social Development Papers, Participation and civic engagement. No. 76. 2004, <https://documents1.worldbank.org/curated/en/327691468779445304/pdf/310420PAPER0So1ity0SDP0Civic0no1076.pdf>.
2. Social Accountability, what does it mean for the World Bank? Chapter 2: Building Blocks of social accountability, https://pria-academy.org/pdf/ISA/m1/m1-B-req-SAc_Sourcebook-Sections2-2_and2-3.pdf.

