



**Mainstreaming of Social Accountability in
The Emergency Labor Intensive Investment Project:
Evaluation Study**

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**Chapter One:
General Framework for Research**

Introduction

Social accountability is one of the forms of accountability resulting from the activities of citizens and civil society organizations (CSOs) to hold government agencies accountable. The World Bank was the first to use the term “social accountability” (SA) to describe a set of procedures and mechanisms that enable citizens, civil society, and mass media to hold the government and public sector officials accountable. The term also represents the procedures adopted by the government, CSOs, mass media, and other social stakeholders to promote or facilitate such efforts. Therefore, SA is a form of social participation that transforms communities from being service receivers to a key partner throughout all stages, including needs assessment, pre-planning of activities, monitoring of service delivery, up to evaluation and improvement.

Social accountability aims at enabling stakeholders to access the best services. As such, it relies on mechanisms for giving voice and participation. Over the past decade there were many examples that revealed that citizens could express their viewpoints and actively participate in urging the public sector to be more responsive and accountable.

Over the past few years, there was a growing interest in the implementation of the practices and tools of SA in many countries of the MENA region, notably after many international donor organizations and agencies such as CARE, USAID, Ford Foundation, and the WB offered technical and financial assistance to spread awareness of SA and its indispensable implementation in development projects. As such, CARE international collaborated with the Micro, Small, and Medium Enterprise Development Agency (MSMEDA) (formerly the Social Fund for Development) to mainstream SA. Thus, this study of the second and final phase of inclusion of SA gains particular importance. This study aims at evaluating the success of the first phase of the project (Benchmark) in achieving the required goals, primarily those related to outreach concerning SA concepts and their application on government and social work. The study also presents a final evaluation of the contribution of the project to SA to the Emergency Labor Intensive Investment Project (ELIIP) using qualitative analysis, in-depth interviews, focus groups, and field work to collect qualitative data from beneficiaries both directly and indirectly in the 3 governorates of the project, namely Beni Soueif, Assiut, and Sharqiyah.

The preparation of this study passed through key stages starting with the goals, literature review, preparing the conceptual framework, preparing the research design, identifying the target communities, designing data collection tools, conducting interviews, and finally analyzing data and identifying findings as per the following stages:

1. Goals
2. Literature Review
3. Conceptual Framework
4. Design
5. Community/ Population
6. Data Collection tools
7. Interviews
8. Data Analysis
9. Results and Recommendations

First: Research Objectives

The main goal of the research is to evaluate the project of mainstreaming in the ELIIP from the perspective of stakeholders, directly and indirectly. This goal could be achieved through the following objectives:

1. Identify the extent of satisfaction and benefit from the ELIIP;
2. Identify the level of awareness of SA concepts;
3. Reflect the extent of progress achieved in the acquisition of SA concepts by individuals and agencies receiving the SA training;
4. Identify the level of satisfaction of the SA project; and
5. Assess the extent of the contribution by the SA project to the efficiency of the ELIIP

Second: Literature Review

Despite the relative newness of the concept of social accountability, it has gained interest academically and professionally worldwide. This is particularly true with the trend in many international donor agencies such as CARE, USAID, and the WB to spread awareness of the concept, the tools and applications thereof and to offer financial and technical assistance in its support. Many developing countries are, therefore, encouraged to use SA in supporting internal systems for government accountability, ensuring transparency, accessing information, and improving the quality of public services. Citizens' participation in the monitoring and evaluation and assessment of priority services and the use of indicators prepared by the citizens are the channels of this effort. This is in addition to other tools, such as opinion polls, hearing sessions, and questionnaires filled by beneficiaries, all of which leads to identifying opinions and reporting such to officials for accountability and pressure for change and contiguous improvement.¹

An important aspect of SA is the ability of the citizens to hold the government accountable for the means of disposing of public funds. There are, for example, a growing number of local governments disseminating and distributing information about the expenses and accounts thereof. Information is published using mass media, publications, and public

meetings. These approaches include participating in tracking the path of spending on primary education in Uganda and social audits conducted under social control in Bolivia.² In the MENA region, a study by the WB confirmed that SA practices have started to have a clear presence in many of the states in the region through sectoral initiatives supported by local and international NGOs and international donors, such as CARE. Generally speaking, such practices are focused on education, health, and water sectors:³

- ❖ Education: International experience indicates that SA interventions could improve school performance, particularly through the participation of the community in decision making in the schools and in monitoring student learning achievement. There are promising initiatives of this type in Morocco and Egypt.
- ❖ Health: One of the leading experiences in this field is that of Tunisia based on control over health, education, and social protection services. In this regard, Tunisia supported the legal framework for CSOs and facilitated access to data, with the purpose of encouraging transparency and improvement of government procurement services to restrict corruption.
- ❖ Water: The SA initiative for the improvement of services in Yemen aims at promoting the performance of the water facility agencies and improving the level of satisfaction of consumers through introducing physical improvements and establishing communications programs.

In view of the work by CARE International in Egypt concerning spreading SA practices and tools, the agency collaborated with MSMEDA on the mainstreaming of SA in ELIIP implemented during the period of 2013 -2017 in a number of governorates. To evaluate the success of SA practices in improving the efficiency of the program, CARE conducted two studies:

1. Baseline Study in 2015 on 3 governorates: Beni Soueif, Assiut, and Sharqiyah. The study examined the integration of SA in the ELIIP to measure and analyze the extent of awareness of beneficiaries (communities, partner organizations, and implementing agencies) of the SA tools implemented on the program.⁴ The study relied on qualitative and quantitative analysis. Data were collected from

implementing agencies (governmental and non-governmental), partner organizations, and communities through in-depth interviews, and focus groups with the youth teams. The questionnaire was used for collecting quantitative data; as the study was conducted on 210 direct and 210 indirect beneficiaries. The study identified the following findings:

- ❖ Increased awareness among all partner organizations and NGOs concerning SA concepts and tools;
 - ❖ Consensus built that youth are best equipped to promote and implement SA in the communities; and
 - ❖ Youth ready and enthusiastic to contribute to community work, and are willing to collaborate with the government, CSOs, and corporates to promote SA in their work.
2. Current study (2018) aiming at evaluating the progress achieved in the awareness of SA and its applications compared to the first study conducted on the same 3 governorates.

Table (1) shows the key differences between the baseline study and the current one.

Table (1)
Similarities and Differences between the Baseline and the Current Studies

Item	Baseline	Current Study
Goal	1) Evaluation of the extent of awareness of the community of the ELIIP 2) Analysis of the level of satisfaction of the community with the ELIIP and the responsiveness to and credibility of the program 3) Analysis of the extent of awareness by community, partner organizations, and implementing agencies of the implementation by MSMEDA (formerly	1) Identify the extent of satisfaction and us of the ELIIP 2) Identify the extent of awareness of SA concepts 3) Identify progress made in the acquisition of SA by individuals and agencies receiving the training on SA concepts

	SFD) of the concepts of responsiveness and accountability	<p>4) Identify the extent of satisfaction with the SA project</p> <p>5) Identify the extent to which the SA project contributed to the efficiency of the ELIIP</p>
Methodology & Data Collection Tools	Combined qualitative tools using in-depth interviews and focus groups, with quantitative tools using quantitative questionnaires	Used non-experimental design, which seeks to access the opinions of respondents without restrictions or external intervention with a focus on quantitative analysis of the responses collected during in-depth interviews and focus group discussions and non-probability sampling techniques for collecting non-quantitative data.
Target Community	Direct and indirect beneficiary groups related to the SA project in the 3 governorates: Beni Soueif, Assiut, and Sharqiyah.	

Third: Conceptual Framework

The awareness raising of respondents concerning the SA concept and tools and its role in boosting the efficiency of the ELIIP requires defining some of the concepts employed in this study, such as SA concept and tools and an introduction to the Project itself.

1. **Social Accountability (SA):** The meaning of SA raises many issues because despite the several definitions of the concept, there is no agreement among researchers of a specific definition. This is indeed expected due to the different research frameworks employed by researchers and the differences in the research methodologies used. Undoubtedly, a definition for research purposes calls for identifying the nature of accountability and a review of the definitions of SA and the indicators used for measuring it:

- a. **Definition of Accountability:**

There are many definitions of the concept “Accountability”. Some perceive it as an expression of the responsibility of individuals and organizations for their actions. The UNDP defines it as committing officials to bear responsibility for the decisions they take, while justifying to stakeholders the way in which their privileges are used bearing in mind the criticism that could be communicated to them and any remedial measures.

The World Bank defines SA as a duty borne by those in power to be held accountable and responsible for their actions. Those in power means those who have political or financial power or otherwise, including public officials, corporate, and CSOs.⁵

Generally speaking, it could be said that accountability is an expression of the commitment by government agencies to account for the performance of the duties mandated thereto with the objective of improving their efficiency. It is a system that includes mechanisms for ensuring integrity, transparency, elimination of administrative corruption, and honoring public interest.

- b. **Definition of Social Accountability:**

Social accountability is one of the forms of accountability by citizens and CSOs aiming at holding government agencies accountable. According to the WB, it is more than just voting; it could be used by citizens to hold the state accountable; it is a number of procedures taken

by government, CSOs, mass media, and other actors to facilitate or encourage such actions. Thus, SA is a form of social participation that transforms communities from a mere receiver of the services to a major partner in all phases of service provisions starting from needs assessment, through planning, monitoring, evaluation, and improvement. SA aims at:

- ❖ Improvement of governance through encouraging dialogue and promoting participation among policymakers, service providers, and beneficiaries; and strengthening the voice and active participation of citizens in identifying their needs and evaluation of the level of access;
- ❖ Contribution to development through improvement of public policies and services;
- ❖ Enable citizens to hold officials accountable, which helps limit corruption and wasting of resources, encourage efficient use of resources, and improve government performance.

As per the World Bank's Sourcebook on Social Accountability, 2005, the general benefits of social accountability are as follows:

- Empowerment of citizens
- Improvement of Public Policies and Services
- Improvement of Public Administration and Good Governance

SA helps complement and reinforce traditional internal (government) mechanisms of accountability including the following:⁶

- ❖ Political mechanisms such as constitutional restrictions and separation of powers;
- ❖ Financial mechanisms such as official forms of control and financial audits;
- ❖ Administrative mechanisms such as hierarchical chain of reporting and integrity standards in the public sector; and
- ❖ Legal mechanisms such as the role of anti-corruption agencies and investigation of complaints.

Internal (governmental) and external (citizen-based) mechanisms of accountability should be mutually reinforcing. Thus, SA could be seen as improving the knowledge of citizens, the use of traditional mechanisms of accountability through education thereon, followed by improving the effectiveness of internal accountability mechanisms through improving

transparency and civilian participation. This participation means involvement of citizens and communities in public committees, hearing sessions, consultancy councils and control committees.⁷

1. SA Tools

SA includes a wide range of methods and tools. Such practices could be undertaken by a broad spectrum of actors (citizens, CSOs, communities, government agencies, MPs, and mass media). Such practices use different strategies (research, monitoring, follow up, planning, civil education, media coverage, and coalitions). Formal and informal penalties could apply and differ according to institutional nature, independence, and synergy or conflict.

Table (2) shows some of the key SA tools.

Table (2)
SA Tools

Response	Transparency	Accountability	Participation
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<ul style="list-style-type: none"> ▪ Service centers for citizens ▪ Formal mechanisms for processing complaints ▪ Juries formed from among citizens 	<p>Transparency and exchange of information</p> <ul style="list-style-type: none"> ▪ Information campaigns ▪ Consultations ▪ Voting and discussions ▪ Seminars <p>Budget transparency</p> <ul style="list-style-type: none"> ▪ Public disclosure of expenses and revenues ▪ Citizen's budget <ul style="list-style-type: none"> ▪ Campaigns for explaining and simplifying budget ▪ Tracking public expenditure ▪ Independent analysis of state budgets 	<p>Monitoring by non-governmental agencies</p> <ul style="list-style-type: none"> ▪ Social audits ▪ Social control ▪ Community Score cards ▪ Citizen satisfaction surveys ▪ Third Party Monitoring ▪ Citizen Charter 	<p>Participation</p> <ul style="list-style-type: none"> ▪ Public hearings ▪ Focus groups ▪ Consultative committees ▪ Opinion polls <p>Management, Planning, and Participatory decision making</p> <ul style="list-style-type: none"> ▪ Participatory planning <ul style="list-style-type: none"> ▪ Community management ▪ Membership by citizens in decision making committees <ul style="list-style-type: none"> ▪ Citizen Juries <p>Participatory Procurement and Financial Management</p> <ul style="list-style-type: none"> ▪ Procurement Control ▪ Public expenditure tracking ▪ Integrity agreements ▪ Participatory budget
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Such tools are the general framework used to achieve a wide range of goals according to the field where SA is being implemented. Such fields generally include:

- a. Developing plans and policies;
- b. Monitoring budgets, expenditure, and expenses;
- c. Providing services and products; and
- d. Public control.

Therefore, the tool(s) would be selected according to the field as indicated in Table (3).

Table (3)

SA Tools according to Public Field

Theme	Proposed Tools
Developing Policies and Plans	<ul style="list-style-type: none"> ○ Workshops ○ Consensus building meetings ○ Public hearings ○ Citizen juries
Monitoring, budgets, expenditure, and expenses	<ul style="list-style-type: none"> ○ Participation in the budget cycles ○ Citizen budget ○ Independent analysis of budgets ○ Preparing performance-based budgets ○ Social audits and accountability ○ Public expenditure tracking
Providing services and products	<ul style="list-style-type: none"> ○ Public hearings ○ Citizen opinion polls ○ Evaluation of social results ○ Public polls ○ Analysis of evaluation indicators
Public control	<ul style="list-style-type: none"> ○ Supervisory commissions from CSOs. ○ Local supervisory commissions

Source: World Bank Sourcebook on Social Accountability, 2005

1.

2. Emergency Labor Intensive Investment Project (ELIIP)

The ELIIP is one of the programs seeking to offer public services related infrastructure and social services locally. It is funded by the WB and is implemented by the Micro, Small, and Medium Enterprises Development Agency (MSMEDA) (formerly the SFD) in many governorates nationwide over the period 2013-2017. ELIIP had the objective of creating a large number of job opportunities locally – being labor intensive – especially for low and medium skilled labor. Thus, the goals of the program were to offer social services and to create job opportunities in the governorates where it is implemented.

The ELIIP aims at providing major public services related to infrastructure and social services on the local level. It is funded by the WB and implemented by the Micro, Small, and Medium Enterprises Development Agency (MSMEDA) (formerly SFD) in several governorates nationwide during the period 2013-2017. Being labor intensive, the program aims to offer a large number of jobs locally, particularly to low and medium skilled workers. Therefore, ELIIP tries to offer social services and create job opportunities in the governorates where it is implemented.

Based on the aforementioned SA tools, the project of mainstreaming SA in ELIIP are relevant to Field III, which is connected with providing public service and products. Thus, the main aim

of the study is to monitor and evaluate the implementation of one of the public service projects (i.e. ELIIP) through analyzing the possibility of effecting tangible results with respect to quality and efficiency of services and citizen satisfaction through mainstreaming SA. The SA tools most frequently cited in the literature were, therefore, used:

- ❖ Public hearings;
- ❖ Polling citizens 'opinions;
- ❖ Evaluating social results; and
- ❖ Analyzing evaluation indicators.

Fourth: Research Design

The design of this research aims at illustrating the means of conducting the study, and the method and tools used for conducting the study. Non-Experimental Design was used to reach the opinions of respondents without any restrictions or intervention using the following tools:

1. **Non-probability sampling** techniques to collect non-quantitative data on the topic;
2. **In-depth interviews**, which are considered one of the most credible data collection tools because they allow respondents to express their opinions freely and to identify their preferences, trends, and attitudes, while noting their non-verbal behavior; thus, important information that is difficult to gather otherwise (such as through documents and questionnaires) is acquired; and
3. **Focus Groups**, which is an interactive collective technique of qualitative research that seeks to collect data on a specific topic; groups range between 8 and 12 individuals with common interest; discussions follow specific rules and methods and are led by a researcher who also creates the appropriate environment for interaction and participation of all group members.

CHAPTER TWO
RESEARCH FINDINGS

Qualitative research of the opinions of respondents led the findings indicated through the following items:

Item I: Evaluation of the ELIIP

Item II: Awareness of the SA project and tools

Item III: Role of SA in the effectiveness of ELIIP

Item IV: Prerequisites for success of SA in Development Projects

The following section presents the key findings for each of the aforementioned items.

Item I: Evaluation of the ELIIP

ELIIP comprises many projects implemented in Egypt nationwide throughout the period 2013-2017 with the aim of creating job opportunities for low and medium skilled workers and contributing to some social and infrastructure services. The ELIIP is funded by the WB and implemented by MSMEDA.

Evaluating the ELIIP, the Study used the following indicators:

1. Awareness of the ELIIP projects and the responsible agencies;
2. Methods of announcing ELIIP jobs;
3. Criteria of selection and recruitment in the ELIIP projects;
4. Mechanisms of coordination and monitoring of activities and work;
5. ELIIP results;
6. Satisfaction by beneficiaries; and
7. Challenges facing the ELIIP

The following is an evaluation of the findings based on the aforementioned indicators.

Awareness of the ELIIP projects and the responsible agencies

Findings show a growing awareness among beneficiaries of the projects implemented through the ELIIP and the implementing agencies. This awareness is not limited to a specific group but was widespread among all direct and indirect beneficiaries.

The ELIIP projects focused on the following fields as indicated by staff:

- ❖ Education and healthcare to mother and child;
- ❖ Improvement of daycare centers and nurseries;

- ❖ Local services such as cleaning, beautification, and tree-planting projects

Such projects were conducted under the supervision of the Project Development Agency (SFD) and funded and supported by the WB. A number of NGOs took the responsibility of implementing projects related to social services supported by the City Council and local units in target villages. Child and mother care were implemented under the auspices and supervision of the Ministry of Health.

The local community had good knowledge of the projects and could identify them as projects for public cleaning and hygiene, education, and literacy. The community was also aware that the aim of the ELIIP is to create job opportunities for a large number of workers and to improve income and raise awareness of health, education, and environmental issues among community members. The community knew that NGOs are in charge of implementing the project under the supervision of MSMEDA.

2. Methods of announcing ELIIP jobs

Methods for announcing jobs in the ELIIP varied and the workers interviewed affirmed getting to know about the jobs through the following methods:

- ❖ Announcements made in mosques, agriculture associations, healthcare units and at the entrance of villages;
- ❖ Distribution of announcements directly to community members; with announcements including phone numbers of participating NGOs to contact;
- ❖ Internal announcements in NGOs and through staff;
- ❖ The use of loudspeakers mounted on cars and scooters to make public announcements about job opportunities in the villages;
- ❖ Direct announcements made during participation in the NGO activities; and
- ❖ Announcements made on social media pages, such as FB.

1. Criteria of selection and recruitment in the ELIIP projects

Despite the fact that the aim of the ELIIP was to create job opportunities for non-skilled and medium skilled workers, some projects required certain skills for recruitment according to the nature of the job, such as the level of education and former experience.

The following section shows the selection criteria for recruitment in the different projects:

- a. Health education and mother and child healthcare: the healthcare coaches and trainers had to meet the following prerequisites: holding a certificate in nursing; past experience and training; communication skills; passing oral and written tests on the mother and child health. Accepted applicants were enrolled in training courses for integrated mother and child healthcare and early detection of breast cancer.
- b. Child-care facilities: set an education prerequisite, past experience in working in nurseries and passing the interview.
- c. Project directors, supervisors, and administrative personnel: had to be holders of a relevant university degree and to have past experience in project management.

All workers/ staff participating in this Study agreed that the ELIIP provided equal opportunity for all applicants; selection was based on objective criteria such as experience and education; and enabled workers to access training and capacity building to be able to communicate with others.

2. Mechanisms of coordination and monitoring of activities and work

Coordination and follow up are indispensable for the success of any project. Upon interviewing workers on the mechanisms used in coordinating and monitoring project activities and works, they stated the following:

- ❖ The director of the NGO in charge issued instructions and coordinated the work using the procedures following in his/ her organization and in line with the nature and objectives of the project;
- ❖ Group work, regular meeting, and access to information for all;
- ❖ Accurate identification of the goals of the project and the timeline of execution as well as precise definition of tasks and duties;
- ❖ Continuous communication with the relevant and specialized agencies (such as MoH) to access information and technical support;
- ❖ Publishing and dissemination of information among workers involved in the project or beneficiaries;
- ❖ The existence of a clear mechanism for complaints and problem solving, while investigating complaints and reporting results to complainants – for instance, some of the community members complained that the physician did not come to his office in

the healthcare unit; and the problem was communicated to the officials in charge who replaced him with a more committed physician;

- ❖ Continuous follow up on all activities; gathering and analyzing data and performance indicators for comparison with actual action on the ground to identify gaps and find solutions; and
- ❖ Diversity of monitoring methods to include reporting, field visits, tracking, financial data, monthly payroll; and follow up on workshop plans and priorities depending on the target village.

5. ELIIP results

Respondents maintained that ELIIP was one of the most useful programs for all beneficiaries locally (youth, women, children, NGOs, and so on). The uses of the project were not limited to employment and the creation of job opportunities, but extended to healthcare, knowledge gaining, and earning income. As such the results of the ELIIP could be identified as follows:

- i. Creation of job opportunities for youth;
- ii. Training participating workers and developing their skills;
- iii. Spreading awareness of health issues among members with a focus on mother and child health;
- iv. Spreading awareness concerning the importance of education and literacy;
- v. Foster cooperation and partnerships among different community groups;
- vi. Cleaning and beautifying the surroundings; and
- vii. Improvement and developing facilities and community based associations.

The following section illustrates the options of respondents on the results achieved by the ELIIP.

- a. **Employment-related results:** ELIIP helped create many job opportunities that helped the inhabitants of the governorates subject of the Study to bear the economic and political difficulties experienced by the country post 25 January and to confront widespread unemployment as the ELIIP contributed to creating the following jobs:

- ❖ The creation of 180 opportunities in the villages in Sharqiyah as follows: 120 jobs in the tree-planting, street painting and house numbering project; and 60 jobs on the project for health education for family and child

b. Results associated with training and developing skills of participants include:

- ❖ Train and qualify women coaches and mentors in the fields of child and mother healthcare and early detection of breast cancer, while building capacities on communication with women and target groups for raising health awareness;
 - ❖ Training a number of women teachers in childcare facilities/ nurseries on modern methods of education and treatment of children;
 - ❖ Training project directors and supervisors on methods of strategic planning and use of computers in addition to human development training; and
 - ❖ Training cleaning workers on waste collection and sorting.
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- ❖ **Results related on raising awareness of healthcare and child and mother health:**
 - ❖ Raising awareness of health and hygiene among women and the importance of breastfeeding and vaccination for their children;
 - ❖ Raising awareness among women on personal breast examination for early detection;
 - ❖ Raising awareness of all community members of the diseases spread in the villages, such as hepatitis C, symptoms, media of infection, and treatment.
 - ❖ Increased popularity of the services of the healthcare unit among women, such as follow-up during and post pregnancy and vaccination of children;
 - ❖ Improved delivery of basic health services through medical caravans and running blood tests for women and children for free
 - ❖ Raising awareness among community members of several issues such as early marriage, multiple pregnancies, lack of family planning, FGM and its hazards;
 - ❖ Raising awareness among women on safe methods of poultry breeding at home away from children to protect against diseases particularly the Avian Flu; and

- ❖ Raising awareness among community members of the risks of burning waste or dumping waste in water canals which causes pollution and widespread infections.
- c. **Results related to education and literacy include:**
- ❖ Linking the project of healthcare for mother and child with education and literacy of target groups; as 6 literacy classes were opened in Beni Soueif through which 184 women graduated;
 - ❖ Raise awareness of the importance of educating children, which led to improved enrollment rates of children in nurseries, and to helping children prepare for enrollment in schools; and
 - ❖ The provision of nurseries in villages with shortage in schools, which enabled the children in the villages to learn and benefit from the program.
- d. Results related to fostering cooperation and partnership among all stakeholders regarding examining environmental issues and the contribution to development:
- ❖ Supporting the relationship between healthcare units and associations working in the field of health; and signing protocols of cooperation that are still valid up to now;
 - ❖ Collaboration among all stakeholders in examining and solving problems as well as holding meetings attended by community members, leaders, and officials from competent agencies such as MSMEDA, MoH, and the NCW for the discussion of problems and finding solutions;
 - ❖ Awareness raising for community members with regards to community participation and volunteer work in resolving environmental problems; which led to heightened interest in participating in the development activities of CDAs.
- e. **Results related to hygiene and beautification:**
- Cleaning roads, cleaning water canals and drainage canals, waste collection from homes so that waste would not be disposed of on streets;
 - Removing all spots of waste dumping which controlled infestation with mosquitoes and insects;
 - Painting the facades of many houses and numbering houses, which had an aesthetic effect for houses and roads; and

- ❖ The provision of waste bins in many neighborhoods and facilities such as schools, post offices, and the hospital.

- f. **Results related to the improvement and development of the facilities of CDAs, including:**
 - ❖ Renovating and developing many of the healthcare units and equipping the facilities with medical supplies, which improved the quality of healthcare services offered to the community members;
 - ❖ Constructing many nurseries and childcare facilities in the areas that lacked any educational facility for children, which enabled many parents to enroll their children;
 - ❖ Renovating and developing many of the childcare facilities and equipping such with necessary material; and
 - ❖ Renovating the facilities of some CDAs and equipping such with the required furnishings for holding meetings and seminars with the community members.

6. Satisfaction of beneficiaries

Direct and indirect beneficiaries expressed their satisfaction with the ELIIP and the reason of satisfaction differed from one group to the other:

- a. Staff members and implementing organizations:
 - ❖ The ELIIP could be seen as a comprehensive program that focused on different segments in society and worked on various areas (health, education, awareness raising, environment and so on) in most needy villages and governorates and helped create job opportunities;
 - ❖ The ELIIP was effective in achieving the goals and reaching, influencing the behavior, and building the health and environmental awareness of target groups;
 - ❖ Many staff members received training on the tasks thereof, which was a form of capacity building;
 - ❖ Many respondents requested that similar programs be implemented and that this program is sustained.

- ❖ The officers implementing the program were attentive to the complaints filed by beneficiaries and processed the complaints properly;
- ❖ Good relations were established between supervisors and staff without any form of discrimination and staffers were attentive to motivate staff;
- ❖ Credibility of the program and payment of salaries on time; and
- ❖ Mutually good relations among staff members and between staff members and target groups, especially elderly women.

b. Community members:

- 👍 Awareness raised concerning health and education and the shift away from negative practices widespread in Upper Egypt such as FGM while focusing on the importance of family planning;
- 👍 Healthcare units are improved and good healthcare services were offered free of charge;
- 👍 The aesthetic appearance of the roads improved, water canals and drainage canals cleansed, and houses were painted and numbered;
- 👍 The construction and development of childcare facilities helped enroll more children at a reduced cost and effort for parents;
- 👍 More job opportunities were made available to unemployed youth, which helped secure sources of income to poor and needy families; and
- 👍 The community members were made aware of the importance of community participation and collaboration with relevant agencies in resolving the problems and in training community members to work on all local levels.

Sample opinion of respondents on the benefits of ELIIP

- ✍ We benefited from this Project because it employed many members in cleaning and hygiene; which made us feel a great difference.
- ✍ The ELIIP employed youth and created job opportunities as well as many positive things for non-educated community members including women particularly in the area of cleanliness and hygiene.
- ✍ The entrances to villages were beautified and sunshades were erected at bus stops.
- ✍ Awareness of health and education was raised. I have daughters and I was going to subject them to circumcision; but they explained the hazards to me so I did not subject them to the procedure because I got to know that it was wrong. They also showed me how to be a good mother.
- ✍ Good and qualified individuals developed in villages and small towns who could act as community leaders.
- ✍ When the healthcare unit was renovated, the service was more consistently delivered in the village of Tansa or in Beni Soueif; the cleaning and hygiene project reduced the infestation with mosquitoes and other insects.
- ✍ All community members benefit as well as the environment.
- ✍ There were some men in rural areas who did not allow their wives to visit the healthcare units; however, healthcare coaches made home visits and convinced men that women should go to the healthcare unit to follow up during pregnancy and that children should get vaccinated.

Sample opinion of implementing organizations on the benefits of ELIIP

- ✍ It is a distinguished program, especially when implementation first started.

- ✍ It is indeed one of the very few projects that focus on human resources and employments.
- ✍ It is very useful for us as an organization. It also helped employ many people and increase the earnings of many of the households in the community. It was really good because of the component on renovation and finishing of buildings of CDAs and nurseries.
- ✍ The ELIIP had a very good impact on the community in addition to employment (more than 64 young women were employed) as it raised awareness of health issues and supported ties with community members

Despite the confirmation of beneficiaries of the importance of ELIIP and its results, there were some comments on its performance:

- 👉 The ELIIP played a role in creating job opportunities in the challenging context post 25 January; most of the jobs were temporary and fixed for the term of the project. After the completion of the program, the youth fell into unemployment and could not secure a source of income. Therefore, it would have been better had they been trained on a specific craft to be able to have a sustainable income.
- 👉 The MSMEDA failed to take into consideration the needs of some of the villages where projects were implemented. Some villages, for instance were in need of healthcare projects; however, projects of tree-planting and nurseries were implemented instead. The officers of the Agency responded to this comment saying that the goal of the ELIIP was to employ the largest number possible of youth to address the emergency situation post January Revolution; and that the funding available was dedicated to this purpose – and the agencies had to use the funding as such or reject it altogether. Nonetheless, there was an attempt as well to respond to the needs and priorities of each village.
- 👉 The terms of projects were short and there was no sustainability due to the lack of alternative funding sources, even though an honorary fee was collected from citizens in return for the services offered such as waste collection.

- ☞ Despite the importance of the ELIIP, the negative energy within the youth was not transformed into a positive energy; the youth continued to focus on earning income only without working on the development of their skills.
- ☞ Although the ELIIP managed to reach target groups with services; there were other groups in need but not targeted.
- ☞ The limited ability of the ELIIP to have an impact on the behavior of community members. Once the project came to an end, people reverted to disposing of their waste on the streets and water canals; insect vectors became widespread again and planted trees were not maintained.
- ☞ The ELIIP projects were very few and not focused on infrastructure and wastewater management in the villages studied; and no new schools were constructed to accommodate the large number of students and solve the problem of overcrowding in classes and schools.
- ☞ The ELIIP projects are not sustainable and no agency was mandated to ensure follow up on cleaning and beautification projects.
- ☞ Some of the projects were not as useful, such as cleaning projects; waste was collected and dumped in a location specified for this purpose. Thus, why was the project unable to pursue the activities of waste collection and recycle it to extract organic matter, for instance to be used in land reclamation.
- ☞ The age prerequisite that employment should be for people younger than 30 led to depriving some segments in need of employment.

7. Challenges facing ELIIP

There were many challenges that faced ELIIP. According to staff, the challenges were as follows:

- ❖ Non-cooperation by some of agencies such as the City Council, which was always late in sending vehicles and equipment for waste collection;
- ❖ Low wages and lack of moral support and financial bonuses, which led some of the youth reluctant to join; and this led to using the services of women and girls;

- ❖ Inadequate supplies required for some projects such as lack of some educational and recreational material required for nurseries and childcare facilities and the inability to offer breakfast for children; same inadequacies were experienced in the cleaning project which was short of the equipment required for waste collection from streets and water canals;
- ❖ The rejection by some of the community members, especially at the beginning of the ELIIP, to respond to women health coaches, to the extent that some were violent towards them;
- ❖ The negative image some community members had of woman's work, particularly in the field of cleaning and garbage collection; and
- ❖ There were many problems related to contractors implementing the projects, such as delayed payment of wages, employment of workers from outside of the target villages, absence of OSH requirements, and the delivery of some works without being complaint with the contract terms and conditions.

Item II: Awareness of SA Project and Tools

This item evaluates the extent of awareness of respondents with the SA project and tools and the success of implementation by youth.

1. Awareness with the SA concept;
2. Awareness with the tools used in the SA Project; and
3. Evaluation of the role of youth in applying SA.

1. Awareness with the SA Concept

The findings show a discrepancy in the awareness of respondents concerning the SA concept:

- a. Most women and men workers subject of this study in Sharqiyah confirmed that they have not received any training on accountability; and many of them indicated their unawareness of the concept of SA.
- b. There was a difference in the opinions among the staff subject of the study in Assiut and Beni Soueif concerning the concept of SA. There were two major positions regarding the definition of SA:
 - ❖ First: SA was seen positively as a form of monitoring by a third party; it uses different tools to identify the opinions of beneficiaries and good practice versus shortcomings with the objective of improving the quality of services offered, remedy errors, and contribute to community development; and
 - ❖ Second: SA was perceived negatively and was considered non-constructive monitoring by a certain entity to oversee the activities of government agencies and projects implemented only to find fault and punish those responsible.
- c. Most of the community member groups indicated that they did not know the concept of SA neither were they aware of the SA project nor have they attended any hearing sessions on this topic. Very few of them have indicated attending hearing sessions within the SA Project organized by CARE and that some of the youth were trained on implementation. They also indicated that SA is achieved through field visits, desk reviews of documents produced by the service providing agencies and reporting to the competent agencies.

- d. Most respondents from implementing agencies confirmed their awareness of the concept of SA through CARE, and many pointed to their interest to implement the concept on many activities and projects implemented by the agencies. They also indicated that SA is not only about control and inspection, but also seeks to identify the progress of work, identify and remedy errors and take precautions in the future.
- e. Awareness among government agencies implementing the Project of SA, tools, and method of implementation, was very low.
- f. MSMEDA staff confirmed that the concept of SA was new to them; and that they got to learn about it only when CARE raised awareness of the concept and its importance and when it came to be implemented on ELIIP in Sharqiyah, Assiut and Beni Soueif. Due to the positive results, the Agency officers did the following:
- ❖ Develop a specialized unit in the Agency to be responsible for SA on all levels of MSMEDA activities;
 - ❖ Train specialized officers in the Agency to undertake the implementation of SA on the MSMEDA projects and train beneficiaries on SA tools;
 - ❖ Implement SA on all programs and projects of MSMEDA;
 - ❖ Add clauses to contracts and agreements signed with NGOs in charge of implementing the projects concerning identifying the needs, opinions, and problems of beneficiaries, for identifying a mechanism for dealing with and resolving problems; in addition to commitment by the association to disclose information and collaborate with SA teams, while being responsive to comments made thereby; and
 - ❖ Implementation by all regional offices affiliated to MSMEDA of diverse mechanisms and tools of SA such as an integrated system for receiving, processing, and responding to complaints; and allowing more than one channel for filing complaints such as complaints boxes, hotlines, internet page, and forms for filing complaints.
- g. Raised awareness among youth groups (improvement groups) concerning SA tools and concepts and the implementation thereof and the fact that they have received training on SA indicating the phases and steps of accountability starting with collection of data and information, tracking inputs through comparing the contract signed between the

MSMEDA and the implementing agency with the latest available report; this is followed by field visits and posing questions to project officers and beneficiaries; accordingly, a report on the visit is prepared and filed to the Agency with a follow up visit two weeks later to check on the procedures and amendments based on the comments of the report; if no action is taken, a hearing session will be held and attended by the Agency officers, CARE International, and implementing agencies for a review of shortcomings and comments and for identifying the reasons for failing to make the required amendments.

2. Awareness with the tools used in the SA Project

In addition to the SA groups (improvement groups), many SA tools and mechanisms used in the ELIIP including:

- a. Monitoring and accountability by CARE and MSMEDA to check on the progress of projects and problems and solutions; conducting unannounced field visits for the beneficiary households to hear their views; establishing an automated complaints mechanism; creating a hotline and a FB page for receiving complaints and suggestions and responding to them;
- b. Periodic reporting by women coaches and trainers on the field visits, which will be compiled by the supervisors and filed to the Project Director who prepares project progress reports;
- c. Establishing trained committees affiliated to implementing agencies to conduct field visits and meetings with the community members and beneficiaries to hear their views on the quality of the service while monitoring shortcomings for discussion, remedial action, and precautionary measures;
- d. Installing complaints boxes in the implementing associations to receive complaints to be examined and resolved by the Board, with outcomes communicated to those filing the complaints;
- e. The use of community scorecards and input tracking;
- f. Diversifying methods used in disseminating and exchanging information with the community in general and with the beneficiaries of the ELIIP, in particular; such

methods include meetings, hearing sessions, social media, website of the MSMEDA and partner organizations;

- g. Announcing numbers for receiving complaints and suggestions from beneficiaries;
- h. Preparing questionnaires for measuring customer and beneficiary satisfaction by some of the implementing organizations; and
- i. Organizing meetings and hearing sessions for community members and beneficiaries attended by donor agencies, implementing organizations, MSMEDA to hear viewpoints, identify problems, find solutions, and develop precautionary measures for the future.

Sample opinion of respondents for the SA Project and its tools	
Community Members	<ul style="list-style-type: none"> ✍ Extent of satisfaction by community member of the service provided and their viewpoint; ✍ A team checks and monitors during the Project and takes comments for review by the project; ✍ Hearing sessions were attended, sometimes more than once; ✍ The right of people to know what happens concerning the project, i.e. it is informative and social control means that people are entitled to know what an organizational structure, a donor, and a project budget mean;

	<ul style="list-style-type: none"> ✍ Accountability means that someone supervises workers; women health coaches used to ask people about their complaints; and ✍ Monitoring and follow up were done through MSMEDA staff who held unannounced home visits during the meetings with the women health coaches and they selected the people and households
MSMEDA Staff	<ul style="list-style-type: none"> ✍ Initially, I rejected the idea of SA and saw it as a form of finding fault with the work of the employee; however, after having attended the introductory meeting of the project, the concept became clearer ✍ I did not know anything about SA and it was ambiguous at the beginning until I attended the trainings of the SA Mainstreaming Project run by CARE and acquired new concepts
Implementing Agencies	<ul style="list-style-type: none"> ✍ SA is the proof that we did our job well ✍ It is very good to have SA to ensure that we did our job well as part of the monitoring activities ✍ The organization benefited much from SA through documenting some observations at the beginning, which were remedied until the end of the project

3. Evaluation of the Role of Youth in implementing SA

The viewpoints of respondents concerning the extent of success of youth in implementing tools and methods of SA on ELIIP. Some confirmed the success of youth, while others had reservations concerning having the youth responsible for the matter alone.

Viewpoint (1): confirms the success of youth in implementing the methods and tools of SA on ELIIP for the following reasons:

- a. Youth have the vitality and ability to follow up on different projects and conduct field visits;

- b. SA is relatively new to the Egyptian society; and youth are the ones who have the best aptitude to change, which makes them the best suited to do SA;
- c. The awareness of youth of the SA concepts and tools became higher with the training received from CARE; and
- d. The youth are willing to share responsibility and acquire experience in development work.

Viewpoint (2): believes that youth alone cannot apply the concepts and tools of SA for the following reasons:

- a. Youth lack the experience and comprehensive vision for problems; and they cannot handle all situations during field visits, which means they need to seek the help of more experienced people;
- b. The conditions experienced by the country post January 2011 affected most young people who developed a sense of grudge, which makes them fault-finding and critical without being able to see the positive aspects;
- c. Some of the youth were not sure of the nature of their role in SA and its implementation, which caused conflict with target groups; and
- d. How could youth who knew nothing about the nature of the work and who are not responsible be allowed to review budgets and official documents and then offhandedly accuse project officers with corruption and wasting funds!

Sample opinion of respondents on the role of youth in implementing the SA Project	
MSMEDA	✍ The youth are able to absorb new ideas and have the enthusiasm to exert effort in the activities

	<ul style="list-style-type: none"> ✍ The youth are usually enthusiastic about the concepts and tools of SA ✍ The youth have a passion for knowledge and learning new things; and youth are more inclined to know their rights and duties and to effect change ✍ Youth are best suited for implementing SA because they like new topics and have the time and effort to implement; this is also an opportunity for them to gain new experience ✍ All our staff are youth because they have a quick ability to understand; they do not come with old baggage with the communities, and they are interested in gaining knowledge and skill; also they can move and accept training much easier than older people
Implementing Agencies	<ul style="list-style-type: none"> ✍ Youth could contribute to SA because they are active and want to prove themselves ✍ Youth are the best suited group to work on SA because they can go to communities and understand SA concepts and tools and they are entitled to monitor existing organizations and their activities ✍ Youth groups involved in SA were very cooperative and hardworking ✍ Youth do not have the experience or the culture of community development; so they acted as prosecutors who wanted to find fault only and to hear information from one side

Item III: Role of SA in the effectiveness of ELIIP

Respondents disagreed on the extent of the contribution of the SA Project to the effectiveness of ELIIP. There were two main trends:

Position (1): was adopted by most respondents. It maintained that despite the concerns in the outset of mainstreaming SA in ELIIP, due to the weak awareness in the community of the concept of SA and the high administrative burden compared to the size of MSMEDA staff, this project was successful and helped make the ELIIP effective:

1. Awareness raising of community members and beneficiary groups with the ELIIP projects, donors, and implementing agencies
2. Better chance to community members to express their opinions concerning quality of services, treatment, entitlement to rights, and as such turning the community from a passive receiver of the service to an actor active in monitoring and evaluating the service provision
3. Ensuring that allocated funds are spent on the areas and activities dedicated for them and hence effective implementation of the ELIIP
4. Improving the quality of the services offered and resolving some of the issues arising such as the continuous absence of the physician of one of the healthcare units
5. Ensuring the progress of work and activities because all individuals participating in the project, regardless of their position, know that their work will be monitored and that they would be held accountable for problems which increases their sense of responsibility
6. The skills and capacities of the MSMEDA staff implementing the ELIIP to implement SA tools on their work improved
7. All beneficiaries were sure to access their rights, which helped in the efficiency of the ELIIP: for example, accountability helped some workers to retrieve unjustified salary

deductions; some organizations have also returned unused funds from the project; workers were arbitrarily dismissed from their jobs due to their objection during one of the hearing sessions to something being said by Board members but when the incident was investigated by MSMEDA staff the workers were reinstated in their jobs and CDAs were informed of the steps that should be taken prior to dismissal from the job (with at least 3 warnings)

8. The youth of the Improvement Groups gained more self-confidence and became more able to defend people's interests and rights – hence, effect social change
9. The early detection of mistakes and taking remedial action
10. Spreading awareness among people of the concept of SA and its importance
11. More transparency and confidence building among all community stakeholders and enforcing the right of community members to review information on ELIIP projects
12. Identify the viewpoints of beneficiaries and responding to needs: for example, the request made by parents to nurseries to review their curricula so that the children will be ready for school was taken into consideration
13. Spreading awareness among the different community groups of the importance of SA for development projects to ensure the achievement of goals
14. The growing interest in MSMEDA in SA and its implementation on the affiliated projects and programs and establishing an SA Unit in the Agency, which helped in boosting the commitment of CDAs
15. Better awareness among the youth Improvement Groups of SA, its tools, and implementation, which helped them gain experience and implement on the ground the different SA tools, both personally and publically
16. Some respondents requested that SA be implemented on all government agencies to act as third party for monitoring the quality of the services provided and problems to take remedial action
17. Youth Improvement Groups supported the 5-staff members of MSMEDA in monitoring the projects that accounted for more than 100 project, which reduced the burden of work of the staff

18. Most of the problems and complaints filed by the community members and beneficiaries concerning the ELIIP were processed and action was taken.

Position (2): adopted by few respondents who felt that the SA Project had limited impact on the efficiency of the ELIIP for the following reasons:

1. SA was not organized or constructive; it was closer to an investigation; more than one person came at the same and requested to review all documents, budgets, plans, and job descriptions
2. SA was implemented at the end of the project to monitor problems and issues without a focus on actual improvement
3. Due to the young age of the Youth Improvement Group members, some agencies refused to cooperate and provide the required information; and some of the employees refused that the youth follow up on their work and review their confidential documents and criticize their work
4. Most of the staff subject to the study confirmed that they did not benefit from SA in their work, nor were remedial actions taken
5. Most of the staff subject of the study stated that SA is quite new and that they did not attend any training or hearing sessions on the SA Project.

Sample Opinion of Respondents on the SA Mainstreaming in ELIIP	
Community	<ul style="list-style-type: none"> ✍ It was useful because it showed the advantages and shortcomings of the project for the agencies implementing it to learn from the process ✍ Community members are supportive of the Project ✍ People need to understand that they are entitled to know and ask rather than just be passive ✍ Remedial action was taken to address all problems: the project of childcare facilities had 2 issues, one related to the curriculum and the problematic transition of children to

	<p>schools, which was addressed by additional tuition classes; and the other was social security to teachers, which was refused by the teachers themselves as this led to their loss of the Takaful and Karama pension</p>
<p>Implementing Agencies</p>	<ul style="list-style-type: none"> ✍ SA improved the outputs of the Project and made the community feel that they have a say in selecting projects, priority setting, and in having a voice ✍ It is a useful and innovative project because it provides a guide for the CDA to identify the advantages and shortcomings; it is a third eye for monitoring and evaluating the work giving the opportunity for remedial action, which leads to satisfaction of community members ✍ This is an excellent project through which mistakes are discovered and resolved; many issues were addressed and CDAs have started to follow up on projects in a better way after having realized that their work will be monitored by another agency; we wish that SA be scaled up to include government and private entities not only CSOs

Item IV: Prerequisites for success of SA in Development Projects

For SA to succeed in development projects, many prerequisites have to be in place including:

1. Objective criteria for the selection of individuals involved in SA;
2. Awareness raising of the individuals involved in SA so that it does not turn into a process of negative criticism but is utilized for continuous improvement;
3. Awareness raising among target groups of SA, its importance, and the necessity of making SA a participatory process;
4. The importance of explicit stipulation in development agreements and contracts concerning SA by third parties in addition to the Agency implementing organizations, while obliging organizations to collaborate and facilitate the work of third parties;
5. SA shall be implemented throughout all the project phases not only at the end;
6. Support by MSMEDA because organizations used to refuse sharing data and reports and budgets; however, the MSMEDA ensured that CDAs made such documents available for Improvement Groups; and
7. Provide the technical support necessary for individuals implementing SA, including training on application and on dealing with project officers.

CONCLUSION

Part of contributing to disseminate awareness of the SA concepts and tools and their implementation to improve the performance of public services; and to limit illicit conduct in government agencies, CARE International conducted two studies: a baseline study in 2015 to examine the integration of SA concepts in the ELIIP in 3 governorates: Beni Soueif, Assiut, and Sharqiyah; and the current study to evaluate the evolution of the awareness of SA and its implementation compared to the first study in the same three governorates.

The following section covers the key results and recommendations.

I. **Study Results:**

1. Awareness increased among beneficiaries of ELIIP and implementing agencies, compared to the baseline study. This is not limited to a specific group, but includes all groups subject of the Study. Most community members indicated knowledge of the ELIIP projects and that NGOs implemented the projects under the supervision of MSMEDA.
2. Awareness increased among respondents of the goals of ELIIP and satisfaction improved. It is viewed as a comprehensive program that focused on different groups and various areas (health, education, awareness raising, and environment) in the neediest villages and governorates. It also created job opportunities. These results showed through:
 - a. The satisfaction of the staff who participated in the ELIIP was improved because it helped create job opportunities under challenging economic and political conditions post 25 January 2011 and in view of widespread unemployment. ELIIP also contributed to development of skills and capacities of all staff members who joined training courses to qualify for their project-based jobs.
 - b. According to community members, the ELIIP contributed to building awareness of health and the environment, especially among women and improved the quality of healthcare services. The community members gained more knowledge on important issues such as risks of child marriage and FGM and negative impacts thereof. ELIIP contributed to the literacy of many target women and provided childcare facilities in the villages suffering from shortages in schools, which allowed the children in said villages the opportunity to learn. Awareness was raised among community members concerning community participation and volunteer work in resolving environmental problems.

- c. Roads and water canals were cleaned; waste was collected from homes and its disposal on the streets was prohibited, which reduced the infestation with mosquitoes and other insects.
 - d. According to CDAs, the ELIIP helped support a relationship with the healthcare units and other organizations working in the health sector. Cooperation agreements were signed and are still valid. Moreover, many of the HQs of CDAs were renovated and refurbished to help provide venues for community meetings.
3. Although beneficiaries confirmed the importance of the ELIIP and results, they had some observations related thereto:
 - a. Short term and non-sustainability of projects, which meant that jobs were temporary;
 - b. Other groups in the community were in need of support but were not targeted; and
 - c. The ELIIP was not successful in influencing the behavior of community members: once the cleaning project ended, people reverted to disposing of waste on the street and in water canals.
 4. The results of the evaluation study agree with those of the baseline study as follows:
 - a. The fact that the youth are best suited for promoting and engaging in SA on the level of the local community is confirmed; as the youth are seen to be enthusiastic and capable of the mobility required for follow up and field visits; and
 - b. The level of awareness among all partner organizations and NGOs of the SA concepts and tools was raised. However, this is countered by a relatively low awareness among community members and officials in government agencies implementing the ELIIP of SA.
 5. Although there was a concern in the beginning towards mainstreaming SA in the ELIIP due to the weak awareness in the community of the concept of SA, and the expected administrative burden associated with it on the already strained staff of MSMEDA, this project could be said to have achieved considerable success and to have contributed to many results including:
 - a. All beneficiaries had access to their rights and good progress of work and activities was ensured, while quality of services was improved.
 - b. The opinions of beneficiaries were heard and needs responded to; as transparency and confidence among all stakeholders were fostered; community members also were able to review the information related to the ELIIP projects.
 - c. Some of the respondents requested that SA be implemented on all government agencies, to act as third party monitoring and evaluation with a view to solving problems.

- d. MSMEDA showed interest in SA and its implementation on programs and projects and in establishing a specialized unit for SA, which helped foster the commitment on the part of CDAs and encouraged them deliver projects in the best way possible.

II. Recommendations

Based on the aforementioned results, the Study recommends spreading awareness of SA and its tools on the level of the community, especially among government officials and the implementation of the tools on all development projects. This requires concerted efforts among all relevant stakeholders. The following matrix shows the recommendations and mechanisms of implementation

Recommendations		
Recommendation	Responsible Agency	Mechanisms
1. CARE scales up on mainstreaming SA in development projects	CARE International	<ul style="list-style-type: none"> a. Sign agreement with MSMEDA on mainstreaming SA on all projects thereof b. Prepare a comprehensive plan or template for the implementation of SA on all project phases and tools used c. Spreading awareness among CDAs on SA and tools thereof while providing the necessary resource material on implementation d. Prepare impact assessment studies for development projects immediately upon completion of the project
2. Capacity development of youth Improvement Groups mandated with SA implementation		<ul style="list-style-type: none"> a. Prepare a database of the youth (Improvement Groups) who implemented SA and drawing on their experience in future projects b. More training for the youth (Improvement Groups) on the implementation of SA and the objectives thereof c. Training youth on effective communication and dealing with different types of personalities

		d. Supporting youth groups with more experienced individuals to avoid problems arising from excessive enthusiasm
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Recommendation	Responsible Agency	Mechanisms
3. Full listing of the needs of governorates and villages in terms of projects and public services	MSMEDA	<ul style="list-style-type: none"> a. Participation of NGOs in identifying needs in terms of projects and public services b. Polling opinions of community members to identify needs and priorities
4. Obliging CSOs to implement SA on projects affiliated to MSMEDA		<ul style="list-style-type: none"> a. Inclusion of clauses in agreements and contracts signed with NGOs responsible for implementing projects concerning identifying the needs and issues of beneficiaries; establishing a mechanism for addressing and resolving problems; and obligatory disclosure on the part of organizations of the information and collaboration with SA teams while seriously dealing with the comments made by the teams
5. Developing the capacities of the staff working in MSMEDA on implementing SA tools		<ul style="list-style-type: none"> a. Inclusion of training on SA as part of the training plan of MSMEDA b. Establish a comprehensive plan nationwide for raising awareness of staff of SA c. Help train specialists in MSMEDA to undertake the responsibility of outreach among beneficiaries of the concept and tools of SA

6. Sustainability of development projects and identifying alternative sources of funding		a. Develop plans for projects funded by donors in a manner that ensures sustainability and alternative funding sources after the end of donor funding

Recommendation	Responsible Agency	Mechanisms
7. Commitment of all participating NGOs implementing the ELIIP with promoting SA mechanisms	NGOs/ CDAs	a. Diversity of methods used in announcing projects implemented to reach the largest number possible of target groups
		b. Announcing all contact methods for contacting officers in the organization
		c. Polling opinions of citizens and beneficiaries on the quality of services offered and concerning the satisfaction therewith

		<p>d. Forming a competent commission to deal with complaints and adopting a clear and public mechanism for receiving, processing, and responding to the complaints</p>
		<p>e. Organizing meetings and hearing sessions to which officers and community members are invited to hear their viewpoints and address their complaints</p>
		<p>f. Transparency and dissemination of all information related to projects using both traditional or electronic means</p>
<p>8. Spreading awareness among community members of SA and the role of community in promoting SA</p>	<p>CARE, MSMEDA, NGOs/ CDAs</p>	<p>a. Organizing seminars and meetings with community members to raise awareness concerning SA and the role of citizens in promoting it.</p>

Endnotes

¹ World Bank: *Sourcebook for Social Accountability*, Chapter 2 “Social Accountability: What does it mean for the World Bank?”, 2005.

² *Sourcebook for Social Accountability Tools*, Program for Accountability in Nepal, 2012.

³ World Bank: *Supporting Social Accountability in the Middle East and North Africa: Lessons Learned from Past Political and Economic Transitions*. Available at: http://siteresources.worldbank.org/INTMENA/Resources/Supporting_Social_Accountability_ME_NA_ENG.pdf

⁴ *Baseline Satisfaction Survey Report: Mainstreaming Social Accountability into the ELIIP-Application in Beni-Souef, Sharqiyah and Assuit*, 2015.

⁵ World Bank: *Sourcebook for Social Accountability*, p.6.

⁶ World Bank: *Sourcebook for Social Accountability*, p.7.

⁷ *Manual on Social Accountability: Concepts & Tools*, Center for Budget and Government Accountability, 2012.