Empowering Citizens to Combat the Resource Curse
FIELD MANUAL
FOR LOGISTICS AND CAMPAIGN TEAMS

Contents

1 Program Introduction

Thank you for your participation in the program "Empowering Citizens to Combat the Resource Curse." We are excited to have you join the team. The purpose of this field manual is to provide you with all the information you need to take part in the program. You should read it closely during training and always have it with you for reference when you are in the field.

1.1 The Goals of the Program

There are three primary goals of the program:

1. To raise citizen's awareness about the quality of district government in Blora.

2. To encourage citizens to voice their opinions on the quality of government in Blora by joining a postcard campaign and responding to survey questions.

3. To raise awareness among elected leaders and government officials of how citizens of Blora feel about the quality of government in the district.

1.2 Program Components

To accomplish these goals, the Blora-based organization LPAW (*Lembaga Penelitian Aplikasi Wacana*) and Jakarta-based organization PATTIRO (*Pusat Telaah dan Informasi Regional)* have partnered with Laura Paler, a researcher from Columbia University in the United States, to conduct a program throughout Blora. While LPAW has a long history of working with district level government on social and economic development and transparency, they have not previously extended their efforts to the grassroots level. This program represents their effort to mobilize grassroots support for district level reforms.

The program has two major integrated components: (1) a public awareness campaign culminating in a postcard campaign, and (2) a survey. The public awareness campaign is focused on providing citizens with basic information on government and what government is doing in the district. The survey is designed to measure *how* people react to the information campaign, and *why* they react that way. All respondents will also be encouraged to join in a postcard campaign where they can signal their level of support for different governance reforms in the district. The postcard both helps us measure the impact of the public awareness campaign and provides a ready signal to LPAW, the government and other citizens about what kind of changes to government (if any) citizens in Blora would like to see. Your role in this project is to follow the steps in this manual to make sure the public awareness campaign and survey are conducted professionally, thoroughly and accurately.

The program will be conducted in the months leading up to the 3 June 2010 pilkada. Specifically, between 1 March and 17 May 2010 the program will be conducted in 1860 households in 93 villages around Blora. The key results will be analyzed and presented to the bupati candidates by LPAW **before** the elections to encourage them to address in their campaigns the issues of greatest interest to citizens in Blora. In addition, the results will be presented to DPRD members, to ministry leaders, to the media, to citizens throughout Blora, and to foreign organizations, policy-makers and researchers.

2 The Program Teams

There are many people and teams working to ensure the success of this program, and everyone has an integral role to play. Figure 1 shows an outline of how the program is organized. LPAW, PATTIRO and the Program Director have designed the program through an intensive process of focus groups, field-testing and piloting. Background information on the designers is in Section 2.1. LPAW, PATTIRO and the Program Director are addressing all issues related to program design together. The role of the logistics and campaign teams is to implement faithfully the program that LPAW, PATTIRO and the Program Director have designed. The Program Director will be overseeing all aspects of implementation. Since the logistics teams, supervisors and campaigners are employed directly by the Program Director, any questions or concerns about the program should be raised directly with Laura or Ninung, the Project Coordinator.

There are three campaign teams, each comprising one supervisor and five campaigners. These teams will each be working in a different region of Blora and will be responsible for conducting the program in their areas. There is also a logistics team, which will provide critical logistics support to the campaign teams. The logistics team will conduct advance visits to each village, obtain necessary permissions, solve problems that arise in the field, and participate in quality control. The roles and responsibilities of the implementation teams are discussed more thoroughly in Section 10.

Figure 1: Program Teams in Blora
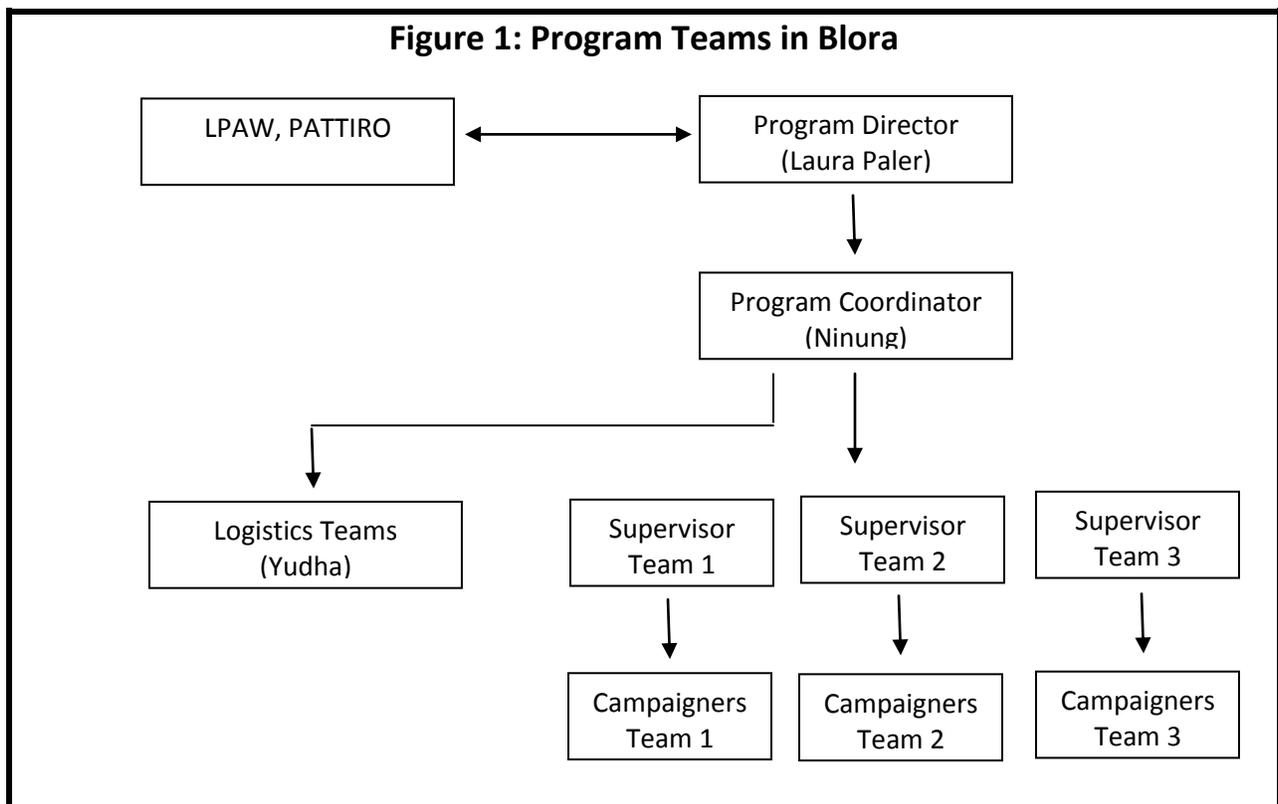
2.1 Background of the Program Designers

LPAW and PATTIRO are in the second year of a three-year project to work with the district government in Blora to promote budget transparency, citizen participation, and economic development to ensure that Blora's substantial natural resources do not go to waste. Their program in Blora is funded by the international organizations Revenue Watch Institute and Open Society Institute-Local Governance Initiative. This program extends their efforts to the grassroots level with the goal of generating bottom-up support for their district-level efforts.

Laura Paler is a Ph.D. Candidate in Political Science at Columbia University in the United States, specializing on political economy and with extensive research experience in Indonesia. Laura is a fellow of the IGERT-International Development and Globalization program (founded by Joseph Stiglitz) and of the Center for the Study of Development Strategies (founded by Macartan Humphreys) at Columbia University. Prior to the Blora program, Laura collaborated on the Aceh Reintegration and Livelihood Surveys, a large-scale project evaluation and survey of civilians and ex-combatants commissioned by the World Bank. Laura also consults for the World Bank, Research Triangle Institute, Social Impacts, Inc. and The National Democratic Institute for International Affairs on project evaluation. Formerly, Laura worked as a Program Officer for The National Democratic Institute, designing and implementing democracy development programs for the Asia region. She holds an M.Phil. in Comparative Government from Oxford University (St. Antony's College) in England and a B.A. in International Affairs and Asian Studies from The George Washington University in the United States. Her research in Blora is funded with grants from the National Science Foundation, USINDO, The Center for the Study of Development Strategies, the Sasakawa Young Leaders Fellowship program, PATTIRO and PATTIRO Institute.

3 The Campaign

The program "Empowering Citizens to Combat the Resource Curse" is based on the principle that unless the public demands good government, elected leaders and government officials often have weak incentives to work in the public's best interest. How then can citizens be mobilized to demand good government from their elected leaders? To answer that question the program designers created a public awareness campaign. The goal of the campaign is to provide people with basic information on district government and to encourage them to take part in a postcard campaign signaling the changes they would like to see the district government make.

This is not an ordinary public awareness campaign, however. There are two unique features about this public awareness campaign:

1. **There are four versions of the campaign.** Each version is designed to let us figure out *what* factors are most effective at mobilizing people to join the postcard campaign.

2. **Households and respondents will be selected randomly.** The 1860 households to be visited in this program will be selected by random sampling. This enables us to draw conclusions about the entire population of Blora, which makes the campaign much stronger.

3.1 Four Campaign Versions

Not only do we want to raise awareness, we want to know *how* we can mobilize citizens most effectively. In particular we have two questions. These questions come both from major questions in development and policy circles, and from our focus groups discussions in Blora.

1. Do people value good government more if they pay taxes or if government income comes from the central government and natural resources?

   ➤ **How to answer:** Conduct an exercise in the campaign that simulates a tax payment to the district government.

2. Do people value good government more when they gain access to information on what government is doing?

   ➤ **How to answer:** Provide some respondents with additional information on how government is actually spending money in the APBD.

Intersecting these two questions produces four versions of the campaign. These four groups can be seen in Table 1 below. The four versions of the campaign can easily be recognized by their number and color: (1) the yellow group pays no taxes in the revenue exercise and gets basic information; (2) the green group pays taxes in the revenue exercise and only gets basic information; (3) the red group pays no taxes but gets additional information on district government spending; and (4) the blue group both pays taxes and gets additional information on district government spending. The numbers within each cell show the corresponding page numbers in the campaign script, which we will review during training.
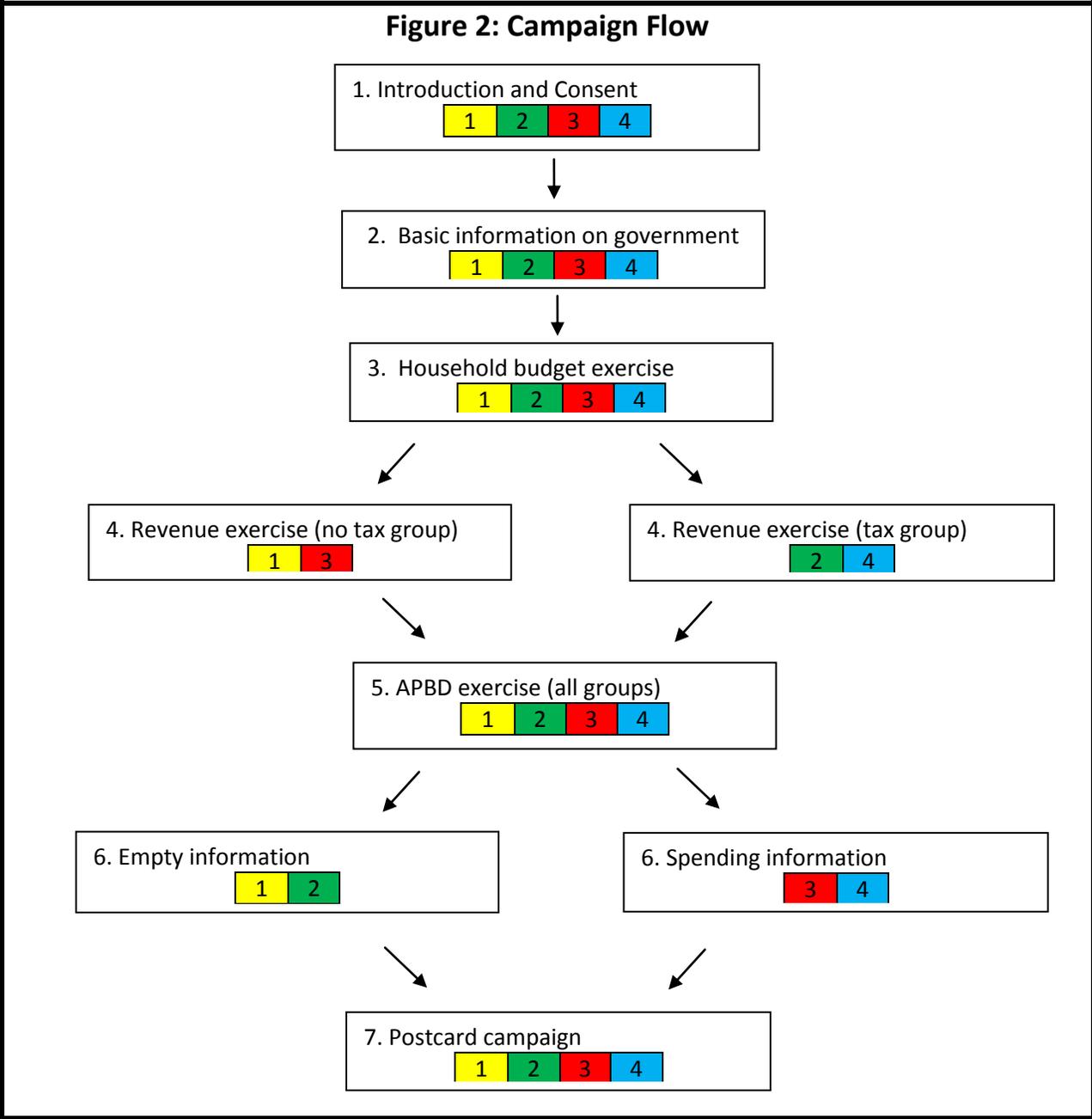
Table 1: Campaign Versions

		Apakah Membayar Pajak Itu Penting?			
		Tidak membayar pajak (Sumber pemasukan APBD murni dari Pemerintah Pusat (*Windfall)*) Pajak=0)		Membayar Pajak (Pajak=Rp. 4000)	
Apakah informasi tentang bagaimana pemerintah membelanjakan anggaran itu penting?	Tidak diberi informasi [Kontrol]	(1) Halaman: 1 Informasi dasar: 1-4 2 *Treatment* pendapatan: 6, 8 3 Informasi yang tidak relevan: 10 4 Kartu pos Kampanye: 11-13	1	(2) Halaman: 5 Informasi dasar: 1-4 6 *Treatment* pendapatan: 5, 7 7 Informasi yang tidak relevan: 10 8 Kartu pos Kampanye: 11-13	2
	Diberi informasi [Perlakuan]	(3) Halaman: 9 Informasi dasar: 1-4 10 *Treatment* pendapatan: 6, 8 11 Informasi pembelanjaan:9 12 Kartu pos Kampanye: 11-13	3	(4) Halaman: 13 Informasi dasar: 1-4 14 *Treatment* pendapatan: 5, 7 15 Informasi pembelanjaan: 9 16 Kartu pos Kampanye: 11-13	4

3.2 The Campaign Flow

As we can see from the discussion above, the campaign has four versions and the main goal of the project is to compare differences across these versions. <u>This means that it is very important to keep the versions separate when implementing the campaign in the field</u>.

Figure 1 below outlines the overall flow of the four versions of the campaign. All versions share some parts of the campaign (boxes 1, 2, 3, 5 and 7). There are two versions of Part 4, where one group pays a tax and the other group does not. There are also two versions of Part 6, where one group gets additional information on district government spending and the other group gets empty information. Finally, all groups are encouraged to join the postcard campaign at the end. The campaign will be discussed and practiced in-depth during training.

Figure 2: Campaign Flow

1. Introduction and Consent
| 1 | 2 | 3 | 4 |

↓

2. Basic information on government
| 1 | 2 | 3 | 4 |

↓

3. Household budget exercise
| 1 | 2 | 3 | 4 |

↙ ↘

4. Revenue exercise (no tax group)
| 1 | 3 |

4. Revenue exercise (tax group)
| 2 | 4 |

↘ ↙

5. APBD exercise (all groups)
| 1 | 2 | 3 | 4 |

↙ ↘

6. Empty information
| 1 | 2 |

6. Spending information
| 3 | 4 |

↘ ↙

7. Postcard campaign
| 1 | 2 | 3 | 4 |

3.3 How do we identify the impact of the campaign?

So far we have discussed the four versions of the campaign and how the campaign will flow. But it is also important to understand why we are implementing the campaign the way we are. In particular, we are using two types of randomization in implementing the campaign. We are:

1. **Randomly selecting villages/kelurahan, dusun/RW, households and respondents. Why?** Random sampling allows us to go from drawing conclusions about people included in the

campaign to the entire population of Blora. That makes the campaign much more powerful. The random sampling is discussed in Section 7.

2. **Randomly assigning respondents to the different versions of the campaign.** In each village, 20 respondents will be targeted, with five respondents randomly assigned to each version of the campaign. **Why?** Because randomly assigning people to different versions of the campaign means that as we get more and more people, we will get four groups that are virtually identical on all factors that might affect how they respond to the campaign. If these groups are functionally identical at the beginning then we know that any differences across groups are solely the result of the campaign version they received. This kind of randomization is widely used in economics, health, and political science to study program impacts.

3.3.1   How does randomizing people to different campaign versions work?

Think about the 1860 people who will be included in the campaign. There are women and men, young and old, rich and poor, educated and uneducated, Muslim and Christian, people interested in politics and people uninterested in politics, etc. All of these factors might affect whether people are willing to become engaged in the campaign. How can we rule out the possibility that these factors drive participation in the postcard campaign, instead of taxation and information, which is what we are really interested in?

The solution lies in a process called <u>random assignment</u>, which here means randomly assigning people to different versions of the campaign. Randomly assigning many people to different versions of the campaign creates groups that have the same compositions of characteristics (on average). In other words, the four groups will have the save average composition of women, education levels, average age, interest in politics, access to information, and so on.

This process is depicted in Figure 3. We start with a group of 1860 people. We are using random sampling to identify these people, which means they already are representative of all people like them in Blora. Then we randomly assign these people into different campaign groups. Perhaps if we did not assign people randomly, then all the women would want to be in one group, and all the men would want to be in another group. Say all the women wanted to be in Group 1 and all the men wanted to be together in Group 2. But then when we compare the two groups, we can't tell whether the differences between Group 1 and Group 2 are because of the campaign, or because women and men are different. By randomly assigning people, however, we create a balance in characteristics across all groups. For instance, each group will have about the same number of men and women, the same number of educated and uneducated, and so on. Then any difference in outcomes when comparing the groups can be attributed solely to the content of the campaign itself.

3.4 Measuring Impacts: A Survey and Postcard Campaign

Of course, we can't just randomize people to different versions of the campaign and stop there. The next step is to measure the impact of the campaign on people in each of these four groups. Then we can compare the groups to each other and see whether the reactions are different.

We will be using two methods to measure reactions to the campaign. First, we will be using a survey integrated into the campaign. The survey is discussed in detail in Section 4. In addition to using the

survey to measure reactions to the campaign, we use the first part of the survey to check whether the random assignment indeed created groups balanced on all characteristics.

Figure 3: Why Randomization?
The initial sample of 1860 main respondents
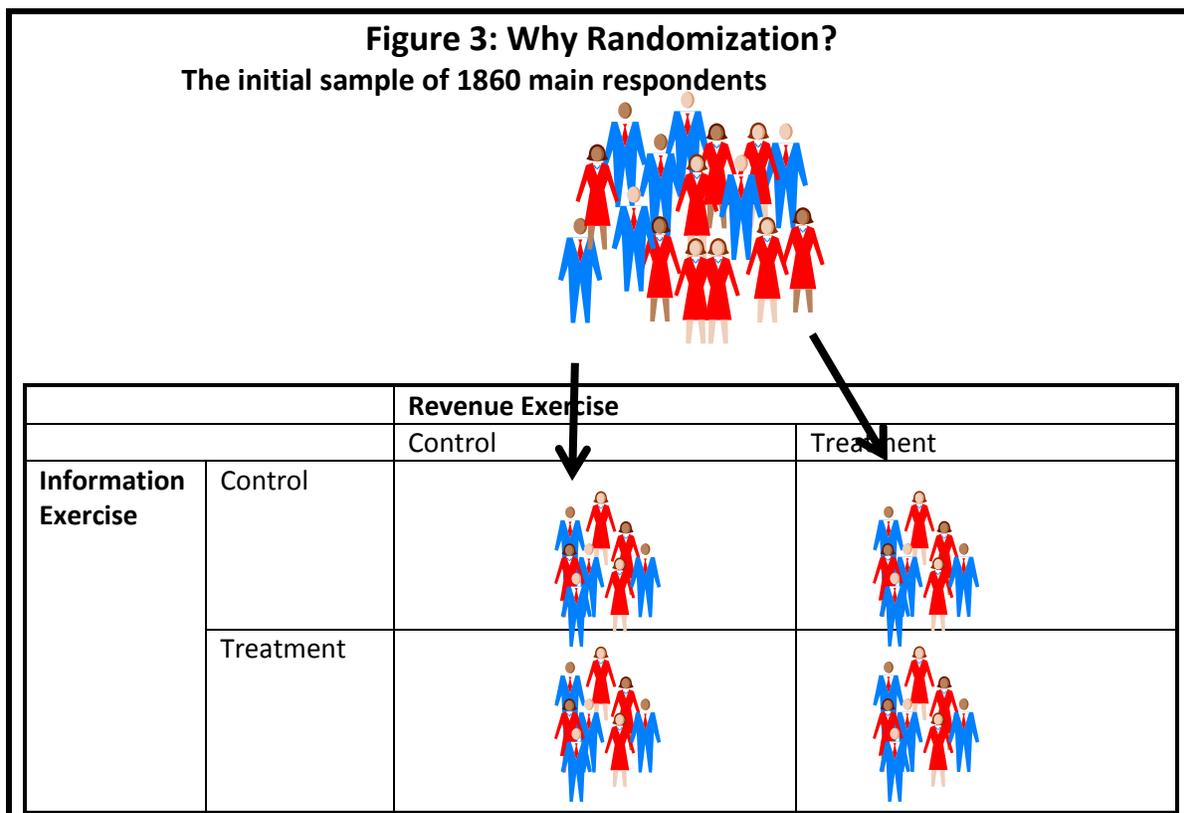
Second we will be using a postcard campaign to measure the impact of the campaign on people's willingness to signal their level of support for different kinds of governance reforms. These postcards will be collected and analyzed by LPAW and the Program Director and presented to government leaders, policy-makers, NGOs, the media and other citizens in the lead up to the 3 June 2010 pilkada. The postcard is discussed more in Section 5.

To get a sense of how we will measure program impacts, let's say that the green group (Group 2) returns 400 postcards and the yellow group (Group 1) returns 200 postcards. That is a difference of 200 postcards (400-200=200)! We also know that since we randomly assigned people to Group 2 and Group 1, those two groups have the same composition of characteristics (on average) before the campaign begins. Since the groups are functionally identical at the beginning, and since the only difference between Group 2 and Group 1 is that Group 2 participates in a tax exercise and Group 1 does not, we know that the 200 postcard difference between the two groups is the result of the tax exercise. In other words, if group 4 had not participated in the tax exercise and had received exactly the same campaign version as group 2, we also would expect they would only have returned 200 postcards.

3.5 Campaign Materials

In order to implement the campaign, we have developed several special materials for you to use. During training you will become very familiar with these materials and how to use them. The materials include:

1. **Campaign script** – There is a page-by-page script for each part of the campaign. You will follow the script when implementing the campaigns. <u>It is very important that you follow the language in the script closely to ensure consistency across respondents and across campaigners</u>. If you switch into Javanese to help the respondent understand, it is essential that you follow the content closely. <u>Finally, it is absolutely essential that you keep the campaign versions separate.</u> This means that you should not talk about taxes in Groups 1 and 3, and you should not provide Groups 1 and 2 with the real information about government spending. If you mix information across groups then it will be impossible to compare the groups to each other because they will all have the same information. We will practice this in training.

2. **Campaign posters** – There is a poster for almost every page in the script. You will use the posters like a story book as you proceed through the campaign. Several of the posters will also be used as game boards for different exercises in the campaign.

3. **Postcards** – You will provide each respondent will receive one postcard at the end of the campaign. It is up to them to decide whether to complete and return the postcard.

4. **Household budget exercise cards** – You will conduct a household budgeting exercise with each respondent (Step 3). You will be provided with a set of cards for different household expenditures to facilitate this exercise.

5. **APBD exercise envelopes** – You will conduct a district budgeting exercise with each respondent (Step 5). You will be provided with envelopes with specific denominations of money to use to conduct these exercises. It will be up to you to make sure that your envelope always has the correct denominations of money and that you get a replacement from your Supervisor if you need to.

6. **Mailboxes** – Special mailboxes have been created to collect respondent postcards. One mailbox will be left in each dusun/village where the campaign is conducted. The logistics team will arrange the location of the mailbox in advance and the supervisor will make sure it is in the right place and collected at the right time. The mailbox will typically be placed with one household in the dusun/RW, for instance with an RT head. The mailbox 'host' will be instructed to put the mailbox out first thing in the morning and bring it in last thing at night (to keep it safe). They will also be instructed to bring it in by the last deadline and will keep it until the supervisor can return to pick it up.

3.6 Information Campaign Content

The campaign content includes basic information about district government, as well as specific information about how the district government managed money in a recent (2008) APBD. This information about the APBD is given **only** to Groups 3 (red group) and 4 (blue group).

Sometimes respondents will ask questions about where the information comes from, and you should be prepared to provide an explanation. If respondents want more information than you can provide, tell them to contact the Program Coordinator directly. Ninung's number is on the contact card that you will give them at the end of the campaign.

Also, if anyone who is not a respondent asks you about the information in the campaign, you should tell them to contact the Program Coordinator directly. Since this program is being implemented during the campaign period for bupati candidates, this information might be of interest to candidates or the media. **It is not your role or responsibility to provide outside parties with the information (as clearly stated in your contract), and doing so could result in your early termination from the program.** Whenever you are in doubt, it is better just to tell an outside party to contact the Program Coordinator.

3.6.1 Information on the APBD

The information treatment contains several types of information: 1) information on spending allocations across sectors, 2) information on direct expenditures on programs versus indirect expenditures on administration, 3) information on instances of corruption, and 4) information on how leaders use the money in the APBD for themselves. All of these types of information have been carefully researched by the program designers. Here we provide a summary of the methods we used.

- **All information presented in the campaign comes from 2008, although we collected and analyzed data from 2007 and 2009 as well.** Since we wanted the most recent data on Blora, we focused on the past three years. We analyzed three years worth of data to make sure that we were reporting trends rather than one-time aberrations. We decided to focus on 2008 in the campaign because that is the most recent year for which we were able to obtain data on both the initial APBD allocation and the realized budget figures (meaning how much the government actually spent, compared to what it planned to spend). **All information used in the campaign is based on realized information about the APBD in 2008**.

- **All information comes from official budget documents.** In order to conduct the analysis, we first had to obtain the official budget documents. In particular we used the documents listed in the List of Sources table below. All of these documents were obtained in hard or soft copies directly from the relevant district government departments. For 2007 we used the Laporan Keterangan Pertanggungjawaban Bupati for realized amounts because we were unable to obtain the realization in perda form. We tried to obtain the BPK audit report for 2008 and the realization report for APBD 2009, but also were unable to get them.

List of Sources
1. Dokumen Anggaran Pendapatan dan Belanja Daerah (Perda) kabupaten Blora Tahun Anggaran 2007
2. Dokumen Laporan Keterangan Pertanggungjawaban Bupati Blora akhir Tahun Anggaran 2007
3. Dokumen Anggaran Pendapatan dan Belanja Daerah (Perda) kabupaten Blora Tahun Anggaran 2008
4. Rancangan Pertanggungjawaban Pelaksanaan Anggaran Pendapatan dan Belanja Daerah (draft Perda) Kabupaten Blora TA 2008
5. Rancangan Anggaran Pendapatan dan Belanja Daerah (draft perda) Kabupaten Blora TA 2009
6. File Realisasi Pendapatan 5 tahun sekali (2004-2008) (soft file)
7. File Peraturan Bupati tentang Penjabaran Realisasi APBD tahun 2008 (soft file)

- **We followed the example of budget analysis experts in Indonesia when doing the analysis.** Numerous organizations in Indonesia have set standards for analyzing district budgets. In particular, we followed the guidance of the World Bank and of Indonesian budget advocacy

organizations like PATTIRO, KOPEL in Sulawesi, and the Participatory Budgeting and Expenditure Tracking (PBET) consortium.[1]

- **We are happy to provide the data and a more detailed description of the analysis to any interested party.** If anyone would like to obtain more information about the data and how we conducted the analysis, you should tell them to contact the Program Director or Program Coordinator. Since this is a program about transparency we feel it is important to be completely transparent with our methods and our analysis. We will make that data available to interested parties, as long as doing so will not interfere with the implementation of the program. After the program we encourage the data and analysis to be shared as widely as possible.

3.6.2 Information on the APBD

Here is some more information on the detailed content of the campaign, and some important pointers.

- **All information in the campaign is presented in terms of shares.** We scaled the APBD allocation for each person in Blora (which is the same thing as a per capita allocation) to 10,000 rupiah. We then show what share of 10,000 rupiah is spent on different sectors, and different expenses within sectors. The script is careful to remind respondents that 10,000 rupiah is not the actual amount it just represents their actual per capita share. We chose it because it is an easy amount to work with. It also helps make the spending information more comparable to the revenue information, since in the revenue exercise we also talk about income in terms of 10,000 rupiah.

- **Information on spending across sectors:** Here we first identified important sectors for development in Blora, namely health (Dinas Kesehatan), education (Dinas Pendidikan), infrastructure (Dinas Pekerjaan Umum, and farming (Dinas Pertanian). Most budget analyses in Indonesia focus on these sectors because they are important for development and also because the district government has a lot of discretion over spending in these areas. We added farming because this sector is a major area of interest to people in Blora as we learned during focus group discussions. To look at how much was spent specifically on government administration and elected leaders, we grouped together spending for four SKPD related to government administration: SKPD for the bupati, DPRD members, the Setda (Sekretariat DPRD) and the Setwan (Sekretariat Daerah). We then looked at the 2008 realized funding for the relevant SKPD as a share of total realized spending in 2008.

- **Information on spending within sectors:** Within each SKPD we coded the major spending line items for administrative expenses compared to program-related expenses. An example of how we did the coding is available in Table 2 below. Please note, even within the spending on programs there are line items for administration and direct spending. We did not perform that breakdown, however. We again used 2008 realized data on direct and indirect spending within the selected SKPD as a share of total spending.

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[1] The World Bank, "Practical Guidelines for Analyzing Public Expenditure at the Sub-national Level" *conference edition* (July 2009); The World Bank, "Methodology of the Local Government Performance Management (LGPM) Framework," (December 2008); PBET "Manual Advokasi Masyarakat Sipil dalam Siklus Anggaran Daerah" (2008); KOPEL "Traffic Light APBD: Advokasi Anggaran di Sulawesi" (2008); Local Governance Support Program, "Analisis APBD untuk Anggota DPRD" (July 2009).

- **Information on spending on government administration and leaders:** For this we combined APBD expenditures from four SKPD: DPRD members, the bupati, Setwan and Setda. After combining these four SKPD, we coded each of the major expenses into one of the following categories: 1) salaries and benefits for elected leaders, including salaries, vehicle maintenance, uniforms, and health insurance; 2) home expenses for the bupati, the DPRD chair and vice chair, including renovations, furnishing and maintenance; 3) work-related expenses for elected leaders, including amounts spend on recess, committee meetings and discussions of local regulations. Please note that within the work-related expenses there are oftentimes additional payments and honorariums made to elected leaders that we did not account for separately. All other expenses were coded as 'Other' and deemed to be related to government administration. We then calculated the amount spent on personal expenses--(1) and (2)--as a share of total spending, and the amount spent on work-related expenses (3) as a share of total spending.

- **Recent news stories on corruption and misuse.** The information campaign also refers to the fact that some money allocated for programs are misused or stolen along the way. The campaign is also careful to say that we do not know the real value of this misuse because it is very hard to obtain accurate information on this. But to provide examples, we used two recent stories reported on in the news about corruption in the DAK in 2009. Since this is not in the same year as the rest of the APBD data, we emphasize in the script that these stories symbolize the misuse/corruption that typically take place.[2] We also refer to an ongoing story about possible corruption in infrastructure in which the DPU did not conduct any monitoring and evaluation on public works projects in 2008 despite having planned to. As of the time we started the campaign, the DPRD was divided over whether to investigate how the infrastructure funds were spent. This is reportedly because some DPRD members received bribes as part of the construction contracts.[3] The Table below provides a brief summary of these stories at the time the campaign began.

DESCRIPTION OF RECENT NEWS STORIES ON MISUSE/CORRUPTION IN PUBLIC SPENDING
1. **Kasus DAK bidang pendidikan:** Kabupaten Blora mendapatkan DAK bidang pendidikan dari pemerintah pusat sebanyak 43,8M dan 6,5M dari dana pendamping APBD kabupaten. Dana ini diberikan kepada 250 SD yang masing-masing mendapatkan 91 juta dimana 80juta digunakan untuk rehabilitasi ruang kelas dan 11 juta digunakan untuk pengadaan kursi dan meja belajar. Pada pelaksanaan banyak terjadi penyimpangan terutama pada pengadaan kursi dan meja belajar. Pengerjaannya tidak sesuai dengan RAB yang disampaikan. Dimana seharusnya menggunakan kayu jati sebagai bahan baku, tapi pada kenyataannya supplier menggunakan kayu campuran. Pengerjaannya pun terlihat tergesa-gesa dan tidak kokoh.
2. **Kasus DPU:** Bahwa selama proyek fisik DPU berjalan di tahun 2009 hingga akhir tahun anggaran 2009, tim pengawasan tidak segera dibentuk dan malah diserahkan pada pihak yang tidak

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[2] See articles in Suara Merdeka "Komisi D Akan Cek Hasil Proyek DAK" (12 January 2010); Radar Bojonegoro, "Pelaksanaan DAK Parah" (13 January 2010); Radar Bojonegoro "Temukan Bangku DAK Tak Sesuai Standar" (12 January 2010).

[3] See articles in Kompas, "Usul Hak Angket Resmi Diajukan" (29 December 2009); Radar Bojonegoro, "Dana Pengawasan Proyek Belum Cair" (14 December 2009); Radar Bojonegoro, "Usualn Hak Angket Diserahkan" (29 December 2009); Suara Merdeka, "Anggota Dewan Ajukan Hak Angket" (29 December 2009); Diva, "Tuntut Transparensi DPU, Dewan Usulkan Hak Angket" dan "Semua Berawal dari Kebijakan DPU," (28 December 2009); Radar Bojonegoro, "Usulan Hak Angket Gembos" (5 January 2010).

> kompeten. Dana untuk pengawasan proyek ini dianggarakan sebesar Rp. 900,000,000 untuk tahun anggaran 2009. Walaupun dana tersebut belum dicairkan, namun dengan tidak adanya pengawas proyek di lapangan maka hal ini akan memperluas kemungkinan penyimpangan atau ketidaksesuaian antara rencana anggaran biaya (RAB) dengan pelaksanaan di lapangan.

- **Information on budget delays in Blora:** Blora has a long history of delays (after the national deadline) in passing the APBD budget. This means the *Dana Alokasi Umum* (DAU) from the central government is often delayed. This was most recently a big issue in 2009. Another penalty for late passage of the APBD is a 25 percent reduction in the DAU, but we were unable to confirm whether this happened in 2009 and what the implications were for the APBD. The campaign therefore only refers to the delay in receiving the APBD, not a penalty reduction. Since the campaign began before the 2010 budget was finalized, we do not yet know whether this will be an issue in 2010.[4]

3.6.3 Miscellaneous Information

- **Blora as the poorest district in Central Java.** In the basic information for the campaign (that all groups receive) we also mention that Blora is one of the poorest districts in Central Java. This information was taken from a DIVA article, "Blora, Kabupaten Termiskin di Jateng" (15 April 2008), which cites data from Bappeda.

- **Empty Information.** The control group receives empty information on Blora, which is just basic facts and figures taken directly from the 2008 Blora in Numbers (Blora Dalam Angka), published by BPS.

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[4] DIVA "Blora, Kabupaten Termiskin di Jateng" (15 April 2008); Suara Merdeka, "Pembahasan APBD Dilaporkan ke Pusat" (13 April 2007); Suara Merdeka, "Jamkesda Hanya Terpakai Rp. 168 Juta" (10 January 2009); Wawasan, "Main-Main dengan APBD: DAU Blora Dipotong Rp. 10,125 M per bulan" (13 May 2009).

Table 2: Budget Analysis Example (Dinas Pertanian, 2008)

Program	Kegiatan Administrasi (a)				Kegiatan Publik (b)			
	APBD	Total APBD	Realisasi	Total Realisasi	APBD	Total APBD	Realisasi	Total Realisasi
Belanja tidak langsung		**8,238,269,000**		**7,989,036,698**				
Belanja Pegawai	8,238,269,000		7,989,036,698					
Belanja tidak langsung								
Program pelayanan administrasi perkantoran		**627,100,000**		**601,078,996**				
Penyediaan jasa surat-menyurat	7,500,000		7,500,000					
Penyediaan jasa komunikasi, sumberdaya a	110,500,000		101,298,406					
Penyediaan jasa administrasi keuangan	110,400,000		96,365,000					
Penyediaan alat tulis kantor	49,500,000		49,439,000					
Penyediaan barang cetakan dan pengganda	15,000,000		14,974,940					
Belanja komponen instalasi listrik/penera	5,500,000		5,500,000					
Penyediaan peralatan rumah tangga	7,500,000		7,304,200					
Penyediaan bahan bacaan dan peraturan p	23,400,000		23,235,500					
Penyediaan makanan dan minuman	149,800,000		147,465,950					
Rapat Koordinasi dan konsultasi keluar da	148,000,000		147,996,000					
Program Peningkatan sarana dan prasarana aparatur		**220,900,000**		**216,033,850**				
Pengadaan perlengkapan gedung kantor	20,000,000		19,980,000					
Pengadaan meubelair	20,000,000		18,655,000					
Pemeliharaan rutin/berkala gedung kantor	20,000,000		18,438,750					
Pemeliharaan rutin/berkala kendaraan din	110,000,000		109,656,100					
Pemeliharaan rutin/berkala perlengkapang	1,000,000		0					
Pemeliharaan rutin/berkala peralatan gedu	10,000,000		10,000,000					
Pemeliharaan rutin/berkala meubeler	2,000,000		2,000,000					
Rehabilitasi sedang/berat gedung kantor	37,900,000		37,304,000					
Program peningkatan kapasitas sumber daya aparatur		**100,000,000**		**97,813,500**				
Pendidikan dan pelatihan formal	100,000,000		97,813,500					
Program peningkatan sistem pelaporan capaian kinerja & keuangan		**3,000,000**		**2,000,000**				
Penyusunan laporan capaian kinerja dan ik	1,500,000		1,000,000					
Penyusunan laporan keuangan akhir tahun	1,500,000		1,000,000					
Program peningkatan kelancaran administrasi dan pelayanan umum		**118,200,000**		**102,240,000**				
Penyediaan honorarium tenaga kontrak adr	118,200,000		102,240,000					
Program peningkatan kesejahteraan petani						**70,000,000**		**69,789,975**
Peningkatan kemampuan lembaga petani					70,000,000		69,789,975	
Program peningkatan ketahanan pangan pertanian/perkebunan						**6,270,400,000**		**5,542,319,575**
Penyusunan data base potensi produk pangan					50,000,000		47,323,500	
Penanganan pasca panen dan pengolahan hasil pertanian					130,000,000		112,076,500	
Pengembangan diversifikasi tanaman					80,000,000		78,000,000	
Pengembangan pertanian pada lahan kering					30,000,000		29,598,000	
Pengembangan pembenihan/perbibitan					5,362,800,000		4,711,994,575	
Peningkatan mutu dan keamanan pangan					25,000,000		25,000,000	
Penelitian dan pengembangan sumberdaya pertanian					60,000,000		58,478,000	
Penelitian dan pengembangan teknologi budidaya					50,000,000		50,000,000	
Peningkatan produksi, produktivitas dan mutu produksi pertanian					482,600,000		429,849,000	
Program perningkatan pemasaran hasil produksi pertanian/perkebunan						**370,600,000**		**311,740,500**
Penelitian dan pengembangan pemasaran hasil produksi pertanian/perkebunan					45,600,000		30,860,500	
Promosi atas hasil produksi pertanian/perkebunan unggulan daerah					150,000,000		132,320,000	
Penyuluhan distribusi pemasaran atas hasil produksi pertanian/perkebunan masyarakat					175,000,000		148,560,000	
Program peningkatan penerapan teknologi pertanian/perkebunan						**643,400,000**		**600,798,800**
Penelitian dan pengembangan teknologi pertanian/perkebunan tepat guna					60,000,000		56,156,200	
Pengadaan sarana dan prasarana teknologi pertanian/perkebunan tepat guna					348,400,000		337,322,000	
Pemeliharaan rutin/berkala sarana dan prasarana teknologi pertanian/perkebunan tepat guna					20,000,000		3,705,000	
Kegiatan penyuluhan penerapan teknologi pertanian/perkebunan tepat guna					65,000,000		64,080,000	
Pelatihan dan bimbingan pengoperasian teknologi pertanian/perkebunan tepat guna					100,000,000		89,751,100	
Pelatihan penerapan teknologi pertanian/perkebunan modern bercocok tanam					50,000,000		49,784,500	
Program peningkatan produksi pertanian/perkebunan						**300,000,000**		**265,273,250**
Penyuluhan peningkatan produksi pertanian/perkebunan					50,000,000		40,055,500	
Penyediaan sarana dan prasarana produksi pertanian					250,000,000		225,217,750	
Program pemberdayaan penyuluh pertanian/perkebunan lapangan						**50,000,000**		**43,760,000**
Penyuluhan dan pendampingan bagi pertanian/perkebunan					50,000,000		43,760,000	
Program pencegahan dan penanggulangan penyakit ternak						**294,200,000**		**292,725,200**
Pemeliharaan kesehatan dan pencegahan penyakit menular ternak					294,200,000		292,725,200	
Program peningkatan produksi hasil peternakan						**387,200,000**		**378,757,750**
Pembibitan dan perawatan ternak					87,200,000		85,966,750	
Pendistribusian ternak kepada masyarakat					110,000,000		107,750,000	
Pengembangan agribisnis peternakan					190,000,000		185,041,000	
Program peningkatan penerapan teknologi peternakan						**200,000,000**		**153,930,000**
Penelitian dan pengembangan teknologi peternakan tepat guna					200,000,000		153,930,000	
Program pengembangan budidaya perikanan						**1,863,600,000**		**247,527,250**
Pengembangan bibit ikan unggul					94,600,000		93,517,000	
Pendampingan pada kelompok tani pembudidaya ikan					60,000,000		59,760,250	
Pembinaan dan pengembangan perikanan					1,709,000,000		94,250,000	
Total budget		**9,307,469,000**		**9,008,203,044**		**10,449,400,000**		**7,906,622,300**

4 The Survey

In addition to the campaign, you will be administering a survey to your respondent. The survey has been carefully integrated into the flow of the campaign, so it is vital that you become familiar with the overall flow. This is something that we will practice extensively in training. In addition to this manual and the survey questionnaire itself, a guide to each question in the survey has been prepared for you. We will use this document in training. Please also have it with you in the field in case you are uncertain about how to ask or interpret a question.

4.1 Survey Components

The survey has several sections. We will review each section and each question in-depth during the training. Here we just provide an overview.

Table 3: Survey Overview	
Section 1: Preparation, Respondent Sampling and Consent	The first part of this section should be completed before arriving at the household and records basic information about location, what version of the campaign you will be doing, and so on. You then will approach the household and obtain consent from the initial respondent using the script in the survey. Once you have obtained consent, you will randomly select a member of the household as the main respondent. You will then obtain consent from the main respondent. Additionally, you will provide the main respondent with the appropriate amount of income for their participation.
Section 2: Pre-Campaign Survey Module	This module is to be completed before you begin the campaign. This section collects information on demographics, household economic conditions, taxes, public services, access to information, trust and confidence in government and political behavior. This information is vital for two reasons: it lets us check whether the groups are indeed balanced as a result of random assignment to different campaign versions and to analyze whether different groups react differently to the campaign.
Section 3: After the tax exercise	This module comes immediately after the revenue exercise. Its main goal is to measure reactions to the first part of the campaign. This is a short module with questions on reactions to the information, on citizenship, and on social cohesion.
Section 4: The APBD exercise	All respondents participate in an exercise where they are asked how they would allocate the APBD if they were the bupati/DPRD, and how they think the bupati/DPRD actually allocate the budget in real life. You will record their responses in the survey.
Section 5: After the information exercise	This module comes immediately after you have provided the information treatment group with the real information on government spending, and the information control group with the empty information. The goal of this section is to measure reactions to the last part of the campaign. This section contains questions on reactions to the information, on satisfaction and trust in government, on citizenship, and on voting intentions. Immediately after this section you return to

	the campaign script to explain the postcard campaign.
Section 6: Follow-up	This section is to be completed by the Campaigner after the interview has concluded. The campaigner should record information on how well the interview went, whether the respondent understood the campaign, survey and postcard, and so on. In addition, there is a spot for the Supervisor to sign off on the survey once it has been checked.
Section 7: Codes	In some places throughout the campaign Special Codes are used. These codes are contained in Section 7, which has codes for things like ethnicity, religion, primary income source and public goods usage. Additionally, it has the location codes for each subdistrict and village, which are needed to complete Section 1.

5 The Postcard

One of the main goals of the public awareness campaign is to encourage people to join the postcard campaign. At the end of each visit, you will provide your respondent with a postcard. The postcard provides a list of several reforms. Respondents will first signal whether they are or are not satisfied with how the district government is doing. If they are not satisfied, then they indicate their level of support for a short menu of reforms. For those reforms that they do want, they will be asked to write the number of the reform they want most and second most. We are going to look at the overall postcard return rates across all campaign version groups, as well as what reforms are in highest demand for each campaign version group.

Your Voice, Your Opportunity

I want the district government in Blora to do a better job	I am satisfied with the district government in Blora and don't want to change anything about how it works
☐	☐ ➡ **Stop here and return your postcard!**

If you want the district government in Blora to do better, tell them how!

		Want	Don't really want	Not sure
1	I […] a law that guarantees opportunities for public participation in district government decisions.	☐	☐	☐
2	I […] better and easier access to information on district government programs and policies.	☐	☐	☐
3	I […] the district government to spend more of the APBD money on public services and development and less money on administration.	☐	☐	☐
4	I […] a central location established where I can freely report problems with public services and get answers to my questions about service quality.	☐	☐	☐
5	I […] the bupati and DPRD members to have more direct communication with the public.	☐	☐	☐

If you said "I WANT!" to any of the reforms above,

☐

5.1 Important things to remember

- **Provide the respondent with clear instructions on the location of the postcard mailbox.** In each dusun your logistics team will have identified a location for the postcard mailbox. That location will typically be at the house of an RT head or another known person in the dusun. The Supervisor will inform each campaigner of where the mailbox is located before the program begins in that village. Campaigners should make sure the respondent has a clear sense of where the mailbox is located before the visit is concluded.

- **Provide the respondent with clear instructions on the deadline for returning the postcard.** Each respondent must return the postcard in the mailbox before 18:00 (before Maghreb prayer)

on the day after the interview. For instance, if you conduct an interview on 1 March at 9:00, they have until 18:00 on 2 March to return the postcard. If you conduct an interview on 2 March at 20:00 then they have until 3 March 18:00 to return the postcard.

- **Do not influence <u>whether</u> the respondent fills out the postcard!** Of course the goal of the campaign is to give respondents an opportunity to return their postcards. But whether they do so is ultimately up to the respondent. You should make clear to the respondent that whether they decide to return the postcard is <u>their</u> choice. There will be no negative consequences to them for not returning the postcard. Also remind them that their responses will be confidential (like a secret ballot).

- **Do not influence <u>how</u> the respondent fills out the postcard!** There is an option on each postcard for a person to say whether he or she supports a reform, does not support a reform or does not know about a particular reform. While we want to encourage respondents to return their postcards, we do not want to tell them what they should or should not support.

- **Remind the respondent that the income they received is not linked at all to whether they return the postcard.** Some respondents might feel obligated to return the postcard because they were given income to participate in the campaign. The income is **only** for their participation in the visit itself.

- **If the respondent has trouble reading the postcard, he or she can request help from another member of the household.** If that happens, you can invite the other household member to listen to the explanation of the postcard. You should end the visit, however, <u>before</u> they fill out the postcard. That way we know for sure that your presence there was not biasing how they filled out the postcard.

- **Do not return the postcard <u>for</u> your respondent**. One of the main goals of the postcard is to see whether people care enough about the campaign to take the time and energy to return the postcard. If you return it for them then we cannot tell whether they were willing to take the effort, or whether they genuinely wanted to return the postcard versus they wanted to impress you. If a respondent asks you to return the postcard, kindly say that you are not allowed to do this.

- **Leave a pen with your respondent for completing the postcard.** Not all respondents will have pens to complete the postcard. We have therefore provided you with a pen for each respondent. Give the respondent the pen along with the postcard. You can let them keep the pen.

- **Encourage your respondent not to consult other people before completing the postcard.** We are most interested in how each person reacts to the campaign version that he or she received. Follow the part in the script that encourages the respondent not to discuss the postcard with others in the dusun.

- **Extra postcards with the dusun head.** Sometimes, despite encouraging respondents to keep the information private, information about the campaign and postcards will spread to other members of the dusun. You should tell your respondent that if anyone approaches them and wants a postcard, that person should contact the dusun head directly to obtain a postcard.

Please note we are only leaving a small number of postcards with the dusun head. We do not want the respondent going around the dusun and encouraging people to join the postcard campaign. They should only point people to the dusun head if someone else in their dusun specifically asks for a postcard.

6 Combining the Campaign, Survey and Postcard

The campaign, survey and postcard campaign are closely integrated and it is important you become familiar with the flow. The table below provides a guideline to how they flow together when they are combined.

Table 4: Campaign + Survey Flow			
Step	Survey	Campaign	Description
1	Section 1		Preparation, respondent sampling and consent
2	Section 2		Pre-Campaign Survey Module
3		Pages 1-4	Basic information + household budget exercise
4		Pages 5 | 6	Revenue exercise
5	Section 3		Survey module: After the Tax | Windfall exercise
6		Pages 7 | 8	APBD exercise
7	Section 4		Record information from APBD exercise
8		Pages 9 | 10	Information treatment
9	Section 5		Survey module: After the information treatment
10		Pages 11-13	Introduction to the Postcard Campaign
11	Section 6		Survey module: Follow-up

7 Tips for Implementation

This section reviews important things to keep in mind when implementing the campaign and survey. You should become very familiar with the advice in this section since you will surely need to use it during implementation.

7.1 Frequently Asked Questions

Below is a list of questions that respondents might frequently ask campaigners. We have provided examples of appropriate responses for you to give.

1. **Who authorized this campaign (from village/dusun heads)?**

This program has already secured the necessary approvals from the central, provincial and district levels. We have formal approval from RISTEK Ministry, from Kesbanglinmas Propinsi Jawa Tengah, and from Bappeda Kabupaten Blora. Here are copies of our Surat Ijin dari Bappeda kabupaten, which is addressed to all subdistrict and village leaders (show letters). Each of our campaigners also carries a letter of authorization from the program designers.

2. **Why are you doing this program now? Is it related to the pilkada?**

We are doing this program now for two reasons. One reason is that it is a part of an ongoing three year program by LPAW and PATTIRO related to development and transparency in the district. The second reason is that, with the pilkada in June, this is a time when lots of people and elected leaders are paying attention to the public. We wanted to use the momentum from the elections to generate attention to these issues.

3. **Do you work for a political party or a campaign?**

We do <u>not</u> work for any political party, any campaign or any candidate. We have been hired to implement this program by a foreign researcher. This program was designed by the researcher and by LPAW, an organization that works on budget transparency and local development in Blora. LPAW is not affiliated with any political campaign or party. It is completely funded by Jakarta-based and international organizations.

4. **What is the benefit to us from the campaign?**

Your participation in the program will not result in a direct immediate benefit to you, aside from the income you earn by taking part. The bigger benefit to you is that you might learn information about the district government that will be valuable to you. You also will have the knowledge that your participation is providing important information that will be presented to elected leaders, district government, the media and other citizens and which can be used to address important issues in Blora.

5. **Why are you taking taxes from me (tax treatment group)?**

These taxes represent the taxes you pay to the district government from your household budget. This is not an actual tax but we have to take it because you typically do not get to keep your whole income for yourself but often have to pay some of it to the district government through various types of taxes.

6. **Why are you taking so much in taxes? My taxes aren't usually that high... (tax treatment group)**

People in Blora pay many types of taxes every year. They pay PBB, street lamp tax, electricity tax and income tax. Sometimes you even pay taxes when you don't realize it, for instance when you buy things at certain stores sometimes you have to pay a value-added tax. This tax payment represents all the different kind of taxes people in Blora pay to the district government.

7. **Where is the tax going?**

The program designers are planning to turn the money you have paid as a representative tax over to the district government.

8. **Where did this information come from (information treatment group)?**

The program designers obtained official budget data from the district government and did their own analysis on it. All of the data is from 2008, which is the most recent year they were able to get data on how the government actually spent money (the realized budget). (Use the information in Section 3.6 to further answer their questions...). If you have any more questions/concerns about the information, you should contact directly the Program Coordinator at the contact information provided.

9. **What does this information have to do with anything (information control group)?**

This is just an example of the types of facts district leaders might consider when deciding how to spend the APBD.

10. **What happens after the campaign?**

The postcard and surveys will be collected by the program designers. The results from the postcard campaign will first be presented to the bupati candidates two weeks before the elections so they can address these issues during the campaign. The full results will be presented to the bupati, DPRD members, kepala Dinases, the media and other citizens. They will also be presented to international policy-makers and academics.

7.2 Do's and Don'ts

7.2.1 Do's

At the beginning of the visit...

- **DO complete Section 1 of the survey before approaching the household.** Supervisors and campaigners should fill out this section together during the initial briefing before starting the

survey in a new village. Section 1 is designed to make sure you know exactly what version of the campaign you are doing, and how much money to give the respondent before you arrive at the household. If you wait until you have started the visit to do this preparation, there is a very good chance that you could make a mistake or look disorganized. **Also, DO make sure you have all materials (script, illustrations, APBD envelopes, payments, etc) prepared before approaching the household.**

- **DO obtain voluntary consent from all respondents to participate in the visit.** This applies both to the survey and to the campaign. In Section 1 of the script we explain the project to the respondent and ask if they would like to participate. It should be made clear that participation is purely voluntary. Also, respondents must be told that they can refuse to answer questions or can end the interview at any time.

- **DO select only eligible people within each household to participate.** The criteria for participating in this program is the person (1) must be 17-65 years of age; (2) they must be included on the family card or would be included on the family card if it were updated; and (3) they must have resided in Blora for at least the previous six months. Also for each household you visit you will be told whether you will be interviewing a man or woman. If they do not meet these eligibility criteria then they should not participate in the campaign and survey. Section 7 contains instructions on how to do all sampling for this project.

- **DO remember to give the income at the beginning of the visit.** The reason for giving the income at the beginning is because we want the respondent to feel ownership over this income by the time they participate in the household budget exercise. If you wait until the budget exercise begins then they will not necessarily feel as strongly connected to their income, which is critical to this exercise.

- **DO try to establish a repore with your respondent to make them comfortable and establish trust.** You will find that some respondents are very easy to talk to and others are more difficult. Learning how to talk to different kinds of people is a real skill and something that a good campaigner will work at.

During the visit…

- **DO conduct the visit only with your sampled main respondent.** Sometimes it can be hard to conduct a visit in private with the respondent because other household members or neighbors are curious. Conducting the visit with the sampled respondent without others around is often important to ensuring the respondent provides you with the most honest answers (and is not distracted). Try to get your sampled respondent to a quiet and private place for the visit. If others are around, then the important thing is not to let them influence the respondent's answers to the survey questions or influence how the respondent understands the campaign. If others are interfering, then politely request that they just observe and not become involved. The only part of the visit where it is appropriate for other members of the household to take part are in Section 1 of the survey when you first approach a household, and Section 2.2 of the survey when you are asking about household characteristics.

- **DO remove income from the household budget board in a consistent way for tax groups 2 and 4.** To standardize how income is removed, remove only 1000 rupiah notes moving from left to right. If the respondent does not have 1000 rupiah notes in the first four boxes, then take the income from the box with the greatest amount.

- **DO present the campaign and survey as clearly as possible so that your respondent understands what is happening.** Try to clarify any noticeable discrepancies and repeat questions or rephrase them in Javanese to make it easier for your respondent.

- **DO ask every question in the survey, even if it makes you feel uncomfortable, or you think it makes the respondent feel uncomfortable.** Campaigners should never use their own discretion and skip questions. Every question on the survey is there for a reason and we have to make sure that every respondent is asked the same questions. If a question makes a respondent uncomfortable, you can remind them that they always have the right to refuse to answer a particular question.

- **DO remember to use the special codes and write in answers where appropriate.** In each question there is a spot for the special codes -7 refused to answer, -8 does not apply and -9 don't know. These codes should be used as a last resort only if it is clear that the respondent can't or won't answer a question. But you should use these codes rather than leave a question blank. Also, the code 50 is for open-ended questions. You should write 50 and write in the open-ended response whenever it is used.

After the visit…

- **DO remember to check your surveys for completeness and readability before giving it to your Supervisor.** You should take time to check the completeness of the survey after each visit. If you wait too long, it is very easy to get confused since you will be meeting with multiple people in the same day. Do not say to yourself that you will be able to remember what they said tomorrow. This often leads to mistakes and missing information.

7.2.2 Don'ts

- **DON'T tell the initial respondent about the income, or give the income to the initial respondent.** The tax exercise assumes that the main respondent will perceive the income as theirs. Informing the initial respondent of the income might mean the main respondent will feel it belongs to the household rather than to himself or herself. So only mention the income when meeting with the main respondent and make sure the main respondent keeps it in his/her possession at least during the visit.

- **DON'T mix versions of the campaign.** The ability to identify the impact of the different versions of the campaign depends on keeping those versions separate. So if you discuss taxes in the group that doesn't pay taxes, there is no difference between Groups 1/3 and 2/4. If you give the information placebo group the information about government spending, then there is no difference between groups 1/2 and 3/4. Sometimes, of course, mistakes happen. When they do, you should be careful to record that in Section 6 of the survey for after the visit.

- **DON'T tell respondents that there are multiple versions of the campaign.** If respondents learn there are multiple versions of the campaign then they might be dissatisfied with what version you have given them. They also might go and seek out others in their dusun to obtain the other information. Since we are trying to keep the versions as distinct as possible, respondents should only know about the version of the campaign that they are receiving.

- **DON'T do the campaign with other people in the village, even if they ask.** We are very carefully sampling the 1860 people to participate. If we start doing additional people, then it is very possible the information will spread throughout the dusun and we will not be able to isolate the impact of the different campaign versions. If anyone asks you do to the campaign for them, tell them you are very sorry but you can only do the campaign with the people you were assigned to meet. This includes for local leaders, members of the village government or village/dusun heads.

- **DON'T answer questions about your personal views or wear clothing from a political party or media source.** Sometimes respondents might want to ask you your opinion on politics since you are asking them so many questions in the survey. It is very important that to maintain the appearance of no political affiliation, you do not answer these questions. Politely say that since this is a non-partisan program, you are not allowed to talk about your personal opinions. Also, do not wear any clothing that comes from a political party, or a media source, since this kind of clothing also sends the wrong information about the campaign to the respondent.

8 Sampling Protocols

As first discussed in Section 3.3, we will be randomly sampling individuals to target for the campaign. The reason for this is so that the 1860 people we reach with this campaign are a representative sample of ALL people in Blora (between the ages of 17-65 and who have lived in Blora for at least six months). Randomly selecting main respondents actually involves four steps. Each of these steps will be handled by different program teams.

1. **Villages (The Program Director) -** Villages/kelurahan were first randomly sampled. A total of 93 villages have been sampled, approximately one out of every three villages in Blora.

2. **Dusun (Logistics Teams) –** Within each sampled village, the Logistics Team will sample one dusun. This process is outlined in Section 8.1

3. **Households (Logistics Teams/Supervisors) –** Within each sampled dusun, 20 households will be randomly sampled. This process will be led by the either the Logistics Team or the Supervisors, who might require the assistance of the Campaigners if using Method B. This process is outlined in Section 8.3

4. **Main respondents (Campaigners)** – Within each household one main respondent will be selected by the Campaigner from a full list of eligible household members. This process is outlined in Section 8.3

8.1 Sampling Villages

Before the program begins, the Program Director randomly sampled the 93 villages in which this program will be conducted. This means the program will be done in about 1 out of every 3 villages in Blora (there are 295 villages in Blora). The Program Director sampled villages so that every subdistrict would be covered. She also did the sampling to ensure that both urban villages (kelurahan) and rural villages (desas) would be included.

If for some reason the program cannot be conducted in an originally sampled village, the Program Director should be contacted immediately so a replacement village can be provided.

8.2 Sampling Dusun/RW (Logistics Teams)

Within each sampled village, one dusun/RW will be sampled. This will be done by the Logistics Teams in advance of the Campaign Teams arrival in the village. The logistics team member will record the relevant information in the Village Advance Sheet (Section **Error! Reference source not found.**).

Instructions for sampling one dusun/RW per village:

1. Make a full list of all dusun/RW in the village/kelurahan with the assistance of the village head or a member of the village apparatus. List all dusun in **alphabetical order.** Record them in the dusun list.

2. Shuffle your cards and draw a number from 1-40. Record that number.

3. Consult the DUSUN SAMPLING TABLE on the next page of the Village Advance Sheet (Section **Error! Reference source not found.**). On the left is a column of random numbers. Across the top is the number of dusun/RW in the village. Find the box where your random number and the total number of dusun in the village/kelurahan intersect. In this box is the number of the dusun that you have selected.

8.2.1 Replacement Dusun/RW

If for some reason the survey cannot be completed in the originally sampled dusun, then the replacement is the next dusun on the list (if the original is the last on the list, then take the first). Since the survey has permission from all levels, however, it should be extremely rare if a survey cannot be completed in a sampled dusun.

Also, if there are fewer than 20 households in the originally sampled dusun, then the campaign should be conducted in the whole village (do not sample a dusun).

8.3 Sampling Households (Supervisor)

Once the dusun has been sampled, the next step is to randomly select 20 households in the dusun. In most cases, the Logistics Teams will perform this in advance because they anticipate it will be easier for them to obtain the household lists. Supervisors should be prepared, however, to do the sampling using either Method A or Method B.

The criteria for sampling from a household list is that the list is that it must include all households in the dusun and have been updated within the last one year. In some cases, however, there might not be an updated HH list available. In that case, the Supervisor will use Method B described below.

Household Sampling Methods	
For all dusun where there is a complete list of all HH in the dusun (available either from the village head or dusun head) and updated within the last one year.	Method A
For all dusun where there is no complete list of HH updated within the last one year, or for dusun where the HH list cannot be obtained within 24 hours.	Method B

8.3.1   Method A: Household List Method

Where:
In all sampled dusun where there is a complete list of households updated in the last year and available from the village/kelurahan head or the dusun head. In most places this list will be called the Buku Induk Penduduk (BIP), which villages were required to complete in December 2009. If the Logistics Team was unable to obtain a list for the Supervisor, then the Supervisor should proceed directly to Method B.

Description
You will use the full list of households and randomly sample 20 households directly from that list.

Steps
1. Number every household in the dusun/RW from 1 – total number of households in the dusun. Either do this by numbering the existing list in the village, or writing a new list by hand.

Number	Household Name
1	Household of Mus Daud
2	Household of Iqbal
3	Household of Marzi
4	…

2. Circle the number for the total number of households in the dusun/RW. If the real number is between two numbers on the list, pick the smaller number.
3. Take your random number cards, shuffle them well, and pick a random number from 1-10.
4. Consult 'Table A: Untuk Memilih 20 Rumah Tangga'. Across the top of this table is the random number. Down the left side is the total number of households in the dusun/RW. Find the box at the intersection of the random number column and the row with the number of households in the dusun/RW. This box tells you the number of the house you will start with.
5. Look at the corresponding interval column. This tells you the interval you will use.
6. Go back to the household list. Circle the starting household. For instance, if your starting household is '6' then you would circle the household you have labeled '6'. Then count the households according to the interval and take the next household. For instance, if your interval is '10' then the next household you would take is 16, and the household after that would be 26…etc. Repeat this until all 20 households have been selected.
7. Record the household names and addresses in the **'SAMPLED HOUSEHOLDS TABLE'** on the next page of the Village Advance Sheet. Also be sure to obtain detailed information on where each sampled household is located.

Example:
If there If there are 165 houses and you randomly select the number 5 from your set of 10 cards, then you should consult the column corresponding to 5 and the row corresponding to 164 in the table. This tells you that your starting number is 14 and your interval is 33. Then you select houses 14, 47, 80, 113, and 146.

8.3.2 Method B: Compass Method

Where:
In all sampled dusun where there is NO complete list of households updated in the last year.

Description
You will stand at a central point in the dusun and randomly select two compass directions. You will then draw a map of all households along those two directions. This map will then be used to sample randomly 10 households in each direction.
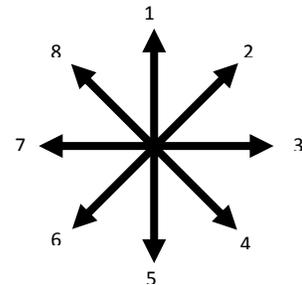

Steps:
1. Stand at a geographically central point in the dusun.
2. Select a random number between 1 and 8 using your cards.
   These numbers each refer to a compass direction as on the Household Sampling Form. For instance, 1 corresponds to North and 5 to South.
3. For the second direction, you will automatically take the direction that is the exact opposite of the first direction you picked. This will be the direction that is four numbers away from your first direction. If your first direction is 1, then your second direction is 5. If your starting direction is 7, your second direction is 3.
4. With the help of your Campaigners, make maps of all households in the two selected directions. To this by walking in the selected direction from the central point to the border of the dusun, making a complete list of all households within 10 meters on either side of their path. Sometimes the structure of roads will prevent them from following the exact direction selected but you should try to follow the ray determined by the random direction even if that means frequently changing roads.
5. Once you have the complete list of households along the two directions, you will sample 10 households in each of the directions. Take direction 1 first. For this you will need 'Table B: Household Sampling Chart (10 HH)':
   - First find the row of the Household Selection Table with the number of households closest to the number of actual households in the first direction. If the number is exactly between two rows, use the row corresponding to the lower number.
   - Then select a random number using your cards and find the column with the random number.
   - The box where the selected row and column intersects tells you which house number to start with. This is called the starting number. Circle the number in the cell and record it in the appropriate place on the HH Sampling Form. For instance if your starting number is 2 you begin with the second household on the map.
   - Look at the corresponding interval in the interval column. Identify the interval and record it in the HH Sampling Form. Then select households using the starting household and the appropriate interval. For instance, if your starting household is 2 and the interval is 2 then the next household you would take is 4, and the household after that would be 6…etc. Repeat this until 10 households have been selected in that direction.
   - Repeat these step for the second direction until 20 households have been sampled.
6. Then record the 10 houses from the first direction on the Village Assignment Sheet in the first 10 rows. Record the 10 houses from the second direction on the Village Assignment Sheet in the slots for households 11-20.

Example:

Let's say that the first direction is 2, which means the second direction is 6. Two Campaigners (or teams of Campaigners) will walk in that direction, making a map of all HH in that direction and numbering them from 1 – n, where n is the total number of HH in that direction. The map might look like the map below. You will then use this map to sample the HH in each direction by following the steps described above.
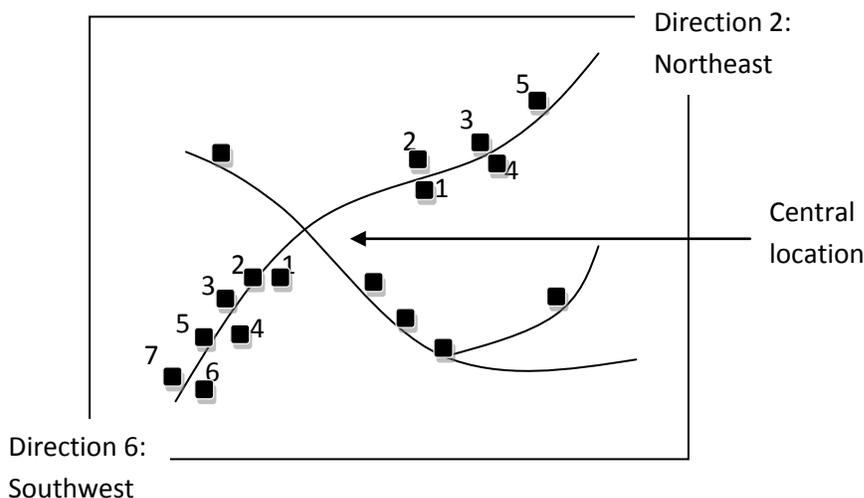
8.3.3 What happens if there are fewer than 10 households in a direction?

The average dusun has approximately 200 households, although some dusun are larger and others are smaller. Method B is based on the assumption that there are at least 10 households in every direction from the center of town and preferably much more than that (such as 30-40 households in each compass direction). This should be true in almost all cases. If for some reason, however there are fewer than ten households in a compass direction, then expand the compass to map every household within 100 meters on either side of the path. If that does not help, then see if you can add houses to the other direction. For instance if you only have 9 households in Direction 1 but there are 40 households in Direction 2, then you can take 11 households instead of 10 households from Direction 2. If that does not work, then randomly sample another direction. The crucial thing here is not to include households that have already been mapped by the other team working in the opposite direction.

8.3.4 What happens when there is more than one household under the same roof?

Sometimes when using Method B it is possible that the Campaigner will discover that more than one HH is living under the same roof. If that happens, the Campaigner should randomly sample one of the households under the roof. The number of HH under that roof and the number of the HH that was randomly selected should be recorded on the survey at Q9-Q10.

8.3.5 Replacement Households

If upon being assigned a household, the Campaigner finds that the household is empty, he or she should revisit that household two times. If they fail to make contact then they should mark this on the survey cover sheet and then select instead the household **immediately to the right** with your back to designated house for enumeration, repeating this process. Whenever a household is replaced in this way be sure to mark the reason for the non-response on the cover sheet of the main survey.

If there is more than one HH living under the roof, then you can randomly select another HH under the same roof.

When you select a replacement household, make sure that you do the campaign version for the originally assigned household in the replacement household. For instance, imagine you are in a village and the first household on your list is designated for campaign version 2, and the second household on your list is designated for campaign version 4. Household one refuses to do the campaign, so you immediately pick a replacement. You should still conduct version 2 (the version assigned to the original household) in the replacement household.

8.4 Sampling Respondents (The Campaigner)

When a Campaigner approaches a household, they will first complete Section 1.4 of the survey. They obtain consent from the initial respondent, who should be the Head of Household or an adult 17-65 years of age who can represent the household. When selecting main respondents, there are two important things to keep in mind:
1. The main respondent must meet the eligibility criteria (be 17-65, be on the KK or would be on the KK if it were updated, and have resided in Blora for at least six months)
2. The main respondent should be from the targeted sex for that household. For every household you visit you will be told whether you will be sampling a man or a woman. If you should be conducting the campaign with a woman, only women in that household are eligible.

The survey itself contains detailed instructions on how to conduct household sampling. Here are the instructions, as well as the relevant tables below:

1. List all current household members (members on the KK or who would be on the KK if it were updated then) in Column 2. From oldest to youngest.
2. In Column 3 write an 'F' if they are female and an 'M' if they are male.
3. In Column 4 put an 'X' next their name if they are eligible to participate in the campaign (17-65 years of age and have resided in Blora for at least the previous six months)
4. In Column 5 put an 'X' if they are both eligible and from the target sex for that household.
5. In the Respondent Sampling Table, copy the ID number and the short names of ONLY those household members who are listed in Column 5 (Are eligible AND who are of the targeted sex for the household)
6. Shuffle your number cards and draw a random number between 1 and 40. Record that number in the Respondent Sampling Table.

Go to the 'SAMPLING MAIN RESPONDENT' Table on the next page. The random numbers are listed in the left. The total number of people in the Respondent Sampling Table is listed across the top. Find the box where the two intersect. In that box is the number of the main respondent in the RESPONDENT SAMPLING TABLE that you should select. Put an 'X' in the box of that person.

ELIGIBILITY TABLE	RESPONDENT SAMPLING TABLE

1	2	3	4	5		(Copy IDs and Names only for those in Column 5 of the ELIGIBILITY TABLE)			
ID	Short-name	Sex (M/F)	Eligible?	Elig + Targ Sex		Q 1 Random number drawn (1-40):_____			
						No.	COPY ID	Copy Short-name	Selected?
101						1			
102						2			
103						3			
104						4			
105						5			
106						6			
107						7			
108						8			
109						9			
110						10			
111						11			
112						12			
113						13			
114						14			
115						15			

	How many people live in this household (COLUMN 2 OF ELIGIBILITY TABLE)	_____
	How many people in this household are eligible (COLUMN 3 OF ELIGIBILITY TABLE)?	_____
	How many people in this household are eligible + of the targeted sex (COLUMN 4 OF ELIGIBILITY TABLE)?	_____
	What is the ID number of the person who was selected to be the main respondent? (RESPONDENT SAMPLING TABLE)	_____

8.4.1   Selecting Replacement Main Respondents

If a **REPLACEMENT** main respondent is needed, take the next person listed after the initial main respondent in the RESPONDENT SAMPLING TABLE (or the first person if the main respondent selected is the last on the list). If the main respondent is already the last person on the list, then take the first person on the list.

Importantly, if there <u>are no replacement respondents on the RESPONDENT SAMPLING TABLE, then select a replacement **household**. This could happen, for instance, if you are supposed to conduct the interview with a male member of the household, but the male member of the household is unwilling or unable to participate. In this case you follow the instructions for selecting a replacement household. You do not conduct the interview with another non-male member of the household.</u>

IF there is only one person on the Respondent Sampling Table, then you automatically select that person and record -8 for 'does not apply' at Q14.

8.4.2   Early Termination

Sometimes once you have started an interview in a household it will end early for some reason. If you cannot schedule a time with the main respondent to complete the visit later, then ask the respondent to sign the Early Termination Sheet. You should then inform your Supervisor and your Supervisor will tell

you—based on the schedule for the village—whether you should complete a visit with a replacement household.

9 Quality Control

In order for this program to succeed, we are relying on everyone do their jobs thoroughly, well and on time. Most importantly, the campaigners should visit their assigned households (or select replacements as appropriate) and meet with the sampled main respondent (or select an appropriate replacement respondent). Campaigners also should conduct the campaign and survey accurately and thoroughly. To make sure that everything is going well and according to plan, we have put in place some quality control methods to ensure that everything is going smoothly in the field.

1. **Supervisor HH Checks:** While campaigners are conducting visits in the villages, Supervisors will check at randomly selected households previously visited to make sure the campaign was done there. These checks involve making sure the right version of the campaign was completed, and that Campaigners accurately recorded responses to verifiable information.

2. **Supervisor Survey Checks:** Supervisors will also check each survey with each Campaigner before the survey is returned to Program HQ. This involves checking the surveys for missing information, checking to make sure the handwriting is clear, and double-checking any confusing or discrepant information. If discrepancies or missing information are found then the Campaigner might be asked to follow-up with the respondent again to correct the survey.

3. **Quality Controllers:** There will be 1-2 Quality Controllers on the Logistics Teams who will move separately from the campaign teams. They will re-visit households where surveys were already conducted to check that the survey and campaign were conducted as planned. They will double-check verifiable information to ensure the surveys were conducted accurately. Quality Controllers are expected to check 10 percent of all households, about 2 households per village. Campaign teams will not know in advance which villages and households Quality Controllers will visit.

4. **Data checks:** The survey data from this project will be brought to Jakarta on a regular basis where it will be entered by a professional data firm. The Project Director will analyze the data from those surveys regularly and will be able to tell if there are problems in survey implementation by looking at certain measures in the survey. The Project Director will also be able to use the entered data to see if there are any irregularities from individual campaigners or teams.

Any Supervisor or Campaigner found to be fabricating information on the surveys or systematically not complying with the sampling and campaign assignment protocols will be dismissed from the project without compensation.

10 Program Logistics

The total implementation period for this program is 11 weeks from 1 March 2010-17 May 2010. During that period, the three campaign teams and five campaigners per team will:

- Conduct the program with a total of 1860 respondents in 93 villages.
- Each team will visit 31 villages, spending 2 days in each village and visiting about 3 villages per week.
- Each campaigner will do 4 visits per village, or about two visits per day, for a total of 124 visits per campaigner over the 11 weeks of the program.

With so many different teams of people working to make this program a success, it helps to have a clear sense of what everyone is doing. This section outlines the responsibilities for each role, as well as provides a basic day-to-day description of what each role entails.

10.1 Responsibilities of the Logistics Teams

The logistics teams move independently of the campaign teams and do the groundwork for their visits. They will visit all 93 villages in advance of the campaign teams. They will also assist with problem-solving in the field as needed, and will take part in quality control checks. In particular, they are responsible for:

- Obtaining subdistrict and village permissions
- Sampling dusun and obtaining HH lists for the sampled dusun
- Conducting HH sampling is selected dusun where possible
- Completing the Village Advance Sheet and returning it to HQ and Supervisors
- Finding locations for campaign team headquarters in each village
- Finding locations for the mailbox in each village
- Recommending how to travel to the village and where to stay if necessary
- Logistics problem-solving for campaign teams as necessary
- Quality-control

10.2 Responsibilities of the Supervisor

The Supervisors manage the campaign teams and make sure everything goes smoothly and according to schedule with their teams. They should also be as responsive to the needs of team members as possible and work to ensure that team is functioning well together. In particular, the Supervisor is responsible for:

- Checking in with the village/dusun head on arrival
- Leaving extra postcards with the dusun head
- Conducting the HH sampling in each dusun when necessary
- Complete the Village Assignment Sheet for each village.
- Preparing village packs for each campaigner for each new village and briefing teams
- Checking that campaigners are visiting the assigned households in each village
- Checking the quality of each survey during daily de-briefings
- Picking up mailboxes on schedule

- Keeping track of all materials and making sure a sufficient extra supply is available
- Doing administration, including tracking operational costs and payments to campaigners
- Managing the team schedule to stay flexible while still meeting the targets
- Managing team movements, including making necessary arrangements for travel and accommodation
- Reporting to HQ on a daily basis.

At the beginning of each new village, the Supervisor is responsible for the formality of checking in with the village/dusun heads. If the Logistics Teams were unable to do the sampling for that village, the Supervisor will sample households in the village, following the guidelines outlined in Section 8. Once the household sampling is complete, the Supervisor can complete the Village Assignment Sheet, which importantly connects the households to the campaign versions (Section**Error! Reference source not found.**). Once these preparations are completed, the Supervisor should prepare the village packs for each campaigner. The contents of the Village Packs are listed in Section **Error! Reference source not found.**.

During the day when campaign teams are in the field, the Supervisor should have time to attend to responsibilities like picking up mailboxes, taking inventory of materials, tracking operational costs and payments, or preparing village packs for the next day. The Supervisor will also manage the movement and day-to-day schedule of each team. They have flexibility to make adjustments as necessary, as long as the overall targets are met on time. Supervisors should largely stay nearby their teams so they are available if problems arrive or to check that campaigners are fulfilling their responsibilities.

One of the most important responsibilities of the Supervisor is to check each survey before it is returned to HQ to make sure there is no missing information, that writing is clear, and any notable discrepancies have been investigated. Supervisors should debrief their teams each day or each village.

Supervisors will deliver completed materials to HQ on a regular basis and will pick up new supplies as well.

10.3 Responsibilities of the Campaigners

All of the other teams exist to make sure the campaigners are able to do their jobs of visiting households and conducting the campaigns and surveys. Campaigners are responsible for:

- Visiting the assigned households and accurately sampling main respondents. If a replacement household or respondent is needed, the Campaigner should follow the protocols in Section 8
- Complete the campaign and surveys, using clear hand-writing and with no missing information
- Adhering to the schedule and targets set by the Supervisor, including being punctual and attending all meetings as required by the Supervisor.
- Having all necessary materials, in good condition.

Campaigners will travel to the scheduled villages and expect to complete about two visits per day. Sometimes this might happen quickly. Other times the campaigner might have to wait in the village or conduct other visits before he or she can meet with a main respondent. The campaigner should have a flexible enough schedule to accommodate these kinds of common occurrences in the field.

10.4 Responsibilities of the Program Director

The Program Director is responsible for the overall management of the program. In particular:

- Overseeing all work of the implementation and campaign teams
- Addressing program design issues with LPAW and PATTIRO
- Preparing all materials for Supervisors
- Managing all program finances
- Checking all surveys and delivering surveys to Jakarta for entry
- Analyzing survey and postcard data on an ongoing basis
- Coordinating the work of the logistics and campaign teams
- Addressing any inquiries about program design and information
- Preparing the public presentation of results by May 19

The Program Director is assisted in her responsibilities by the Program Coordinator. The Program Coordinator is the primary point of contact for the Logistics Teams, Supervisors and Campaigners.

11 Forms and Checklists

Program implementation employs several forms and checklists for organization and tracking purposes. The list of all forms used is available here. The actual forms can be obtained from the Program Director and Program Coordinator.

11.1 For Logistics Teams

- **Village Advance Sheets:** For advance visits to meet with village and dusun heads, includes basic information on village, methods for sampling one dusun, and household sampling from the BIP.

- **Quality Control Protocols:** Respondents will be randomly selected for re-visiting to check the quality of work performed by staff in the field. The protocols include instructions and questions that should be re-asked of respondents for cross-checking.

- **Operational Cost Tracking Forms:** To track payments for project related costs in the field

11.2 For Supervisors

Checklists
- **Supervisor Checklist:** A checklist of all Supervisor responsibilities
- **Village Packet Checklist:** A checklist of materials that need to be given to each campaigner for each village
- **Master Materials Checklist:** A checklist of all materials needed for the project.
- **Return to HQ Checklist:** A checklist of all materials that need to be returned to HQ for each village.

Implementation
- **Village Assignment Sheet:** Provided for each village, this sheet contains the specific information for each sampled household on the campaign version to be conducted, the target gender of the respondent, and the campaigner.
- **Dusun Head Letter:** Explains the purpose of the project to the dusun head and also instructions on how to handle the extra postcards.
- **Dusun Postcard Tracker:** For tracking the number of DH postcards that were picked up.
- **Mailbox Host Letter:** Instructions for the mailbox host on how to handle the mailboxes.
- **Payment Tracker:** Record the number of visits completed by each campaigner for payment purposes.
- **Operational Costs Tracker:** For tracking operational costs associated with the project.

Misc
- **HH Sampling:** Forms needed for Method B
- **Research and Assignment Letters:** Letters with proof of official research permissions for each campaigner.

11.3 For Campaigners

- **Daily materials checklist:** Checklist of materials needed for daily visits

- **Village Assignment Sheet:** List of assignments for each campaigner in terms of households, campaign versions and target gender.

- **Early Termination Sheet:** Forms to be used if respondent requests the visit be ended early.

12 Blora Map