Application Guideline of

Citizen Report Card

for CSO

PATTIRO
AUSTRALIA INDONESIA PARTNERSHIP FOR DECENTRALISATION (AIPD)
Australian Aid

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STRENGTHENING CSO'S PLANNING AND BUDGETING TO ENFORCE IMPROVEMENT OF PUBLIC SERVICES

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CITIZEN REPORT CARD FOR CSO

AIPD CSO Team

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This *Application Guideline of Citizen Report Card for CSO* is published through a partnership between PATTIRO and the Government of Australia through the Australia Indonesia Partnership for Decentralisation (AIPD) Program.

Foreword

The Australia Indonesia Partnership for Decentralisation (AIPD) is an aid program provided by the Government of Australia for the Government of Indonesia for the improvement of decentralization throughout Indonesia to make it more responsive in achieving better public services. The focus of the aid is directed to the efforts to strengthen the performance of regional government, particularly regarding the aspects of improving allocation and management of financial resources. In performing the work, AIPD partners with the central and local government, the Regional Board of Representatives (DPRD), mass media, and civil society organizations spread in Papua, West Papua (Papua Barat), Nusa Tenggara Timur, Nusa Tenggara Barat, and East Java.

The application of decentralization, local-scale programs and services in Indonesia has been ruled out in the Act of the Republic of Indonesia No. 32 of 2004 on Regional Government and the Act of the Republic of Indonesia No. 37 of 2007 on the Distribution of Governmental Affairs between the Central Government, Provincial Government and Regency/City Government. Decentralisation is expected to be capable of cutting off the 'gap' between the society and the policy makers. This way, it will allow for the policies to make to be adapted more to the society's needs. One of the underlying issues of decentralization is the society's participation in monitoring public services. Therefore, it is assumed that the efforts taken to improve the public monitoring participation is capable of driving the improvement of public services, as well as improving the society's sense of belonging towards the results of development.

The AIPD CSO Program implemented through PATTIRO perceives public participation as an essential element of efforts to affect policies so as to achieve fairer, better quality public services. To better empower the society or community, their active participation needs to be supported by proper knowledge and skills. Improved public services, which become AIPD's goal, can only be achieved when there is a mutual interaction between the service providers and the beneficiaries.

Participatory approach on public services is also necessary in affecting policies and public services they receive. One of the methods of representing the society's voice as public service beneficiaries is by utilizing Citizen Report Card (CRC).

Within this particular context, AIPD, under a partnership with PATTIRO, has developed the training guideline and application guideline of CRC for CSO.

These guidelines are intended to serve as a reference for conducting CRC training, as well as for implementing CRC in AIPD-assisted regions. AIPD acknowledges that the strong strategic role of CSO will be able to give significant contribution to the efforts of improving public services.

It is our great expectation that these guidelines may be useful as we intended them to be, and may be utilized extensively.

August 2013,
Author Team

Foreword
from AIPD Program
Director

The Australia Indonesia Partnership for Decentralisation (AIPD) is a partnership program between the Government of Australia and the Government of Indonesia, working in strengthening the implementation of decentralization in Indonesia. AIPD aims at driving improvement of public services through a better management of regional finance.

The improvement of public services, as mentioned above, is something to achieve through improving the capabilities of all relevant stakeholders playing roles in actualizing better public services, which comprises the two sides of supply side and demand side.

Regarding the strengthening of the demand side, the AIPD Program through *Pusat Telaah dan Informasi Regional* (PATTIRO) or The Center for Regional Information and Studies supports the implementation of public services survey (citizen report card/CRC survey) carried out in a number of areas receiving assistance from AIPD.

CRC is one of the tools which, although simple, is essentially helpful in reviewing the performance of public services by involving a dialogue process between Public Bodies—as the service providers—and the society—as the service users. The dialogue allows for feedbacks and recommendation for the public bodies, as well as providing a space for the society to take active participation in improving public services in the actual field. Compared to the common advocacy methods, CRC has a plus value as it adopts the principle of "evidence-based advocacy" acquired through the opinions generated from actual users. The opinions collected will further be processed and solidified into recommendations on public services for the relevant Governmental Office.

To support the success of the CRC survey, PATTIRO has also prepared two guideline books, namely *Training Guideline on Citizen Report Card for CSO* and *Guideline on Applying Citizen Report Card for CSO.*

We would like to show our appreciation to PATTIRO for their hard work in working in the two books. It is our expectation that these books may be useful not only for civil society organizations (CSOs) currently partnering in the AIPD Program, but also for other partners with concern in improving public services in Indonesia.

Happy reading.

Jessica Ludwig-Maaroof
AIPD Program Director

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List of Abbreviations and Terminologies

AIPD	: The Australia Indonesia Partnership for Decentralisation
APBN	: Regional Revenue and Expenditure Budget
BOS	: School Operational Aid
CRC	: Citizen Report Card
CSC	: Community Score Card
CSO	: Civil Society Organization
FGD	: Focus Group Discussion
IPM	: Human Development Index
KBM	: Learning-Teaching Activity
KK	: Head of Family
MCK	: Bathing, Washing, Toilet
MDGs	: Millenium Development Goals
NGO	: Non Government Organization
NTB	: Nusa Tenggara Barat
NTT	: Nusa Tenggara Timur
PAC	: Public Affairs center (an India-based NGO)
PATTIRO	: Pusat Telaah dan Informasi Regional (Center for Regional Information and Studies)
PDAM	: Regional Water Company
PETS	: Public Expenditure Tracking Survey
PKBM	: Center for Learning-Teaching Activity
PLN	: State Electricity Company
PNS	: Civil State Officer
PSO	: Public Service Officer
RAPBD	: Regional Revenue and Expenditure Budget Plan
RKA	: Work and Budget Plan
RT/RW	: Neighborhoods Group/Community Group
SAS	: Statistical Analysis System

Chapter 1
What is Citizen Report Card (CRC)?

1.1. Background

As a welfare state and one of the nations declaring the Millenium Development Goals (MDGs), Indonesia carries a great responsibility of leading its citizens to achieve wealth. One of the 8 points of the MDGs is collective action in eradicating poverty and social gap. Poverty and social gap becomes a crucial issue as it should have been addressed properly by 2015, but the factual condition reveals that it is such a hard target to achieve. Various problems encountered in actualizing the target of eradicating poverty and social gap cannot be isolated from the problems concerning public service provision.

The relationship and communication between service providers (the state government and other service providers) and service users (the society) does not always run in ideal balance, and this is one of the problems to solve. Apart from that, other existing problems include crisis of trust on service providers, slow responses, and improvement efforts that seem to be not put in place. All these problems affect the condition of service provision, and further affect the government operational system. Such unsolved relationship and condition is the reason Citizen Report Card (CRC) emerges.

Report Card was first initiated by India's PAC (Public Affairs Center). Founded in 1994 by Samuel Paul, PAC aims to improve the city governance in India. The initial studies were conducted in Bangalore, of which the method was then replicated to other cities such as Pune, Ahmedabad, Calcutta, and Madras. Presently, those cities have had statistically solid measurement instrument that may be utilized as a stimulant and suppressor to affect local bureaucrats and elected apparatus.

Learning from the situation and the initiative developed by PAC, the initiative has now been adopted by Indonesian CSOs, including PATTIRO, by implementing CRC. Based on the poor condition and relationship between service providers and service users, PATTIRO sees that developing CRC as a method in addressing public service matters becomes an essential issue within the context of enforcing the society's participation in addressing the problems with the relationship of the two parties.

Participatory approach is an essential element of efforts to affect policies so as to achieve fairer, better quality public services. It is expected to be able to accommodate the society's needs, support poor communities, accommodate marginal groups' needs, and be more gender-responsive. To better empower the society or community, their active participation needs to be supported by proper knowledge and skills. There are at least three reasons why they need to have these knowledge and skills: *first*, to guarantee that they can take active roles and contribute in obtaining better public services provided by the government. *Second*, proper knowledge and skills will allow the society or community to improve their bargain position in affecting and monitoring governmental policies related to public services. *Third*, these knowledge and skills will help develop local innovation and creativity in solving issues related to public services.

PATTIRO, as the one to implement the AIPD CSO[1] perceives that improvement of public services can only be achieved when there is a good mutual interaction between the service providers and the beneficiaries. Participatory approach on public services is required in order to affect policies and public services the society receives. One of the methods of representing the society's voice as public service beneficiaries is by utilizing Citizen Report Card (CRC).

Report Card refers to a tool expected to be capable of gathering judgment from public service users as well as disseminating the information back to both the public service users and providers. The aspects of service to measure include, among others, the availability, access, and quality of the service received. The comparison of judgment can be applied between types of services within one service unit, between services in one service unit and services in other service units (i.e. between service units), or between a service unit in a particular area and other service units in other areas.

The result of CRC comes in the form of judgment/measurement given by the society upon the public services they received. The result will help drive improvement of public services by providing recommendations. Furthermore, the improvement in public services will, in the institutional context, eventually actualize a healthy condition where quality services may be delivered optimally to the society. Through CRC, the improved public services will further also support the growth of the society's trust and thus encourage them to participate in improving services, drive the efforts to improve the types and units of services previously surveyed, as well as efforts to expand the achieved improvements.

[1] AIPD CSO is a program intended to strengthen CSO/CSO Network capacities in active participation and in affecting budget planning system and public services. The ultimate goal to achieve is improved public services in 20 regencies in 5 provinces in Indonesia.

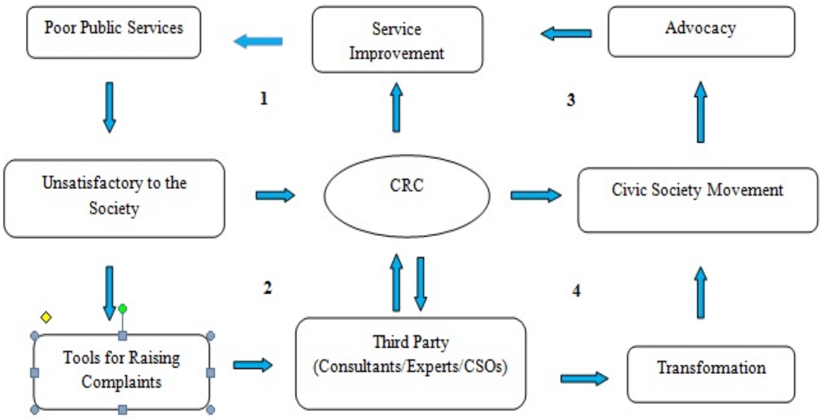
The AIPD CSO program enforces the implementation of CRC as a set of activities to strengthen CSOs, preceded by a consolidating to strengthen CSO networks and conducting budget training. CRC will be implemented with the purpose of providing evaluation and comparing public services in education, health, and infrastructure sector in 20 Regencies in 5 Provinces.

1.2. Citizen Report Card Strategy in Improving Public Services

The expected result from Citizen Report Card is a set of information containing the society's evaluation on the performance of a particular public service institution. The evaluation is expected to serve as the basis for improving public services. Report Card is expected to contribute in improving public services by the following means:

1. Transforming the condition and relationship among civil society members—from remaining silent and submissive to the prevailing condition into showing more active contribution in expressing their expectations.
2. Transforming CSO/CSO Networks activists—from acting with mere rhetoric, speaking out without referring to facts and analysis into CSO/CSO Networks that prioritizes facts, analysis, and calculation.
3. Transforming the condition of the society; from a society capable of only reacting into a society capable of taking real actions against service providers. Active contribution from the society reflects the society's increased awareness on the importance of active participation.
4. Affecting service providers (government) so that they may have solid arguments and bases derived from the society in order to help them in planning budgets and policies related to public service improvement.
5. Transforming the society from being accustomed to giving short-term responses into a society capable of taking actions that are sustainable, informative, and provides solutions.
6. Transforming the relationship between the government and the society—from an unequal into an equal relationship where everyone is aware that it takes collaboration to improve public services. In other words, the transformation to achieve is concerned society and responsive government.

1.3. Various Strategy Options to Choose within CRC Scheme



Notes:

1. The strategy is implemented independently by the respective CSO or civic society groups in direct manner, while CRC is independently designed as a media aimed directly to improve services. It is considered ideal when some of the service users (beneficiaries) have the capability to independently design and utilize CRC in a well-planned manner and proper structure. To do so, CSO should have had advanced capacities.
2. The strategy is implemented by involving a third party in planning and designing CRC, while CSO/CSO Network acts as the implementing team. It is not implemented as an alternative, but by making use of media alternatives and other possible parties. If this method is put into practice, a group of experts should support CSO in implementing CRC.
3. The strategy requires massive supports from other civic society groups with shared interests and goals. Typically, CSO needs supports in advocacy; social movement may be an alternative media to help in promoting transformations. The positive value of this strategy is that it involves more CSOs/civic society groups along the process, although it relatively takes longer time to complete.
4. The strategy involves many civic society groups, groups of experts, and CSO Networks. The public service issues to address are relatively greater in number, while the CSO's capacities are limited. Hence, this particular strategy takes longer to complete, and requires a transfer of knowledge to the implementing CSO.

1.4. Target of CRC Implementation Advocacy

1. CRC is replicated or adopted into (local) governmental policies.
2. Enforcing transformations of policies related to public services by

affecting (local) budgeting.

3. Organizing CSO/CSO Networks' opinion and participation in efforts taken to improve public services.
4. Driving internal policy changes in each SKPD/service providers by raising their awareness on the importance of the society's participation in public service improvement.
5. Enforcing changes of attitude for any service officers so that they provide services in friendly, non-discriminative, and gender-responsive manner.

1.5. Benefits of Citizen Report Card

Report Card is expected to benefit both sides of the service—the supply side (public service providers) and the demand side (public service users). The benefits of Report Card for both sides are described in the table below.

Demand Side	Supply Side	Both (Supply and Demand Side)
Improves the society's participation in evaluating public services	Encourages the government and service providers to initiate better, society-oriented public service policies and practices.	Serves as an accountable media for communicating and sharing evaluations on public service providers.
Provides access, space, and facilities for the society to state their evaluations and expectations.	Provides feedbacks, suggestions and recommendations derived from the service users for the factual condition of public services.	Serves as a learning media for collective efforts taken to improve public services.
CRC serves as a tool to demand for responsibility from the government/service providers regarding their performance in providing public services.	Provides feedbacks, suggestions and recommendations derived from the service users for the factual condition of public services.	Serves as a learning media for collective efforts taken to improve public services.
	Serves as a control and monitoring instrument for the direct superior/relevant stakeholders to evaluate the performance of the	

	staffs or other service providers.	

1.6. CRC Scope and Stages

The core activity of CRC is the survey on basic services in education, health and infrastructure sector received by the society. The aspects to evaluate during the survey include at least the availability, access, and quality/satisfaction grade of the public services within the three mentioned sectors. The survey will likely deal with various public services that frequently receive complaints, have troubles, frequently talked on mass media, or public services that deals with the life of the majority of the society within the corresponding area.

By considering the timeline and works completed during the preceding phase (baseline survey), as well as the budget allocated for the AIPD CSO Program, the CRC implementation plan is presented as follows:

Preparation Stage		**Implementation Stage**		**Data Analysis & Dissemination**	
1. Identifying Public Service Issues	Jkt & Prov.	8. Recruiting and Training Surveyors	Regency	11. Discussing the Results of Tabulation	Jkt & Prov.
2. Workshop on Setting Up Methodology and Instruments of the Survey	Jkt	9. Collecting and Validating Data	Regency	12. Workshop on Analyzing Data & Constructing Report Draft	Jkt
3. Consulting with PMC*	Prov. & Regency	10. Entering and Processing Data	Regency	13. Consulting CRC report draft with PMC*	Prov. & Regency
4. Establishing work team by CSO Networks	Regency			14. Constructing Final Report and Printing Survey Result Report	Jkt
5. CRC Training	Prov.			15. Disseminating Survey Results	Prov. & Regency
6. Piloting questionnaires	Jkt & Prov.			16. Advocacy	Prov. & Regency
7. Evaluating/Revisin	Jkt &				

g Questionnaires					

* SKPD/Regional Government must be involved

Explanation of the Stages

1. **Identifying public service issues** becomes the initial materials of observing and understanding the existing problems/issues related to public services in the respective region. The activity is conducted to substitute for Community FGDs and Stakeholder FGDs. It is expected that the understanding on public service problems in the respective area can be generated by identifying the existing problems related to public services in the area, and from the materials collected from the relevant baseline survey and field observation. During the implementation of the activities, an initial identification can also be made possible to add updates of the local condition and context for each of the provinces and regencies. The activity is to be conducted by PSO (Public Service Officer) assisted by DFs. The identification activity is implemented to provide recommendation for the researchers to obtain an initial overview of the public service issues. Furthermore, the identification will also be useful for the researchers when they are setting up the CRC result recommendations.
2. **Workshop on Setting up Methodology and Instruments of the Survey** is to be conducted by the Jakarta team, by adopting CRC methodology and instruments. A more detailed survey design will be set up, containing detailed explanation on the methodology of the survey, including the sampling selection and justification, so as to be able to set up estimation (inference) of the actual facts at the population level that will be surveyed. The draft will serve as the material for the CRC training, intended to sharpen the existing issues in accordance to the respective area's context and condition. The final result of the workshop is a fixed CRC methodology and instruments, which will be utilized during the implementation of CRC at the regional level. The workshop will be carried out for 2 days, and will involve the CRC core team, consultants, and the AIPD team.
3. **Consulting with PMC*** is a consultation activity within the efforts to obtain recommendations regarding the CRC activities to conduct. The activity is also a part of the introduction to advocacy, aiming at settling the survey's 'ownership' as a shared property. The consultation comprises, among others, the explanation on the CRC goals, methodology, and implementation plan for the respective area.
4. **Establishing Work Team by CSO Networks at the Regency Level** is an activity conducted to establish a work team at the regency level. The team will be responsible of implementing CRC in the respective area. The core team will consist of at least 5 members, comprising the representatives of the previously established CSO Network. Later on, the team will attend the CRC training at the Province level. The work team is expected to have adequate experiences in conducting surveys, or have the capability necessary for data entry and operating data processing software.
5. **CRC Training** is a preparatory activity addressed to the regional work/research team. The activity is conducted to prepare the researchers who later on will perform field assistance and CRC implementation. The core research team (as a result from CRC training) will perform a number of assignments, particularly escorting the

implementation of CRC and provide trainings/preparation for the surveyor candidates in their own regencies. It is recommended to involve SKPD element or relevant experts during the activity, which is intended to gain suggestions as well as building communication on the follow-up plan for the CRC implementation. The activity will be conducted at the Province level. The CRC training will take a total of 5 days—the first 3 days will be focused on delivering materials on the CRC goals, concept, methodology, and questionnaire instrument, while the last 2 days will be focused more on the technical assistance on data processing using SPSS. A specific TOR of the training will be provided to give detailed description.

6. **Testing/Piloting Questionnaires** is an activity of testing the implementation of CRC by utilizing initial questionnaire draft. The test aims at, among others, acquiring feedbacks from the respondents, giving an understanding on the structure of the questions, estimating the length of time required, and identifying any problems potential of obstructing the survey. The activity will be carried out at the Province level.
7. **Evaluating/Revising Questionnaires** is conducted to finalize the questionnaire draft by considering the suggestions generated from the preceding pilot questionnaires.
8. **Recruiting and Training Surveyors** is to be carried out by the CSO Networks and the work/research team previously trained in the CRC training. Aside from stepping up from the recommendation given by the CSO Networks, the recruitment should also involve the regional AIPD, whenever possible. Meanwhile, the surveyor training is conducted to give an understanding and knowledge on the techniques of conducting survey. Specifically, the surveyor training is carried out to identify the surveyor candidates' preparedness in performing data collection through interviews. The activity will be conducted at the Regency level.
9. **Collecting and Validating Data** is CRC's core activity manifested through on-site data collection. Technically, the surveyors are to be assigned to the field (in accordance to the number of the target Households—approximately 400 RTs in one single Regency). The surveyors are to embellish the designated code onto the completed questionnaires prior to submitting the sheets to the Regency level. The validation team will then validate the incoming data; if the data matches the expectations, the process will be directly continued further. However, if the data does not match the expected results, the data needs to be revised by cross-checking to the corresponding target RTs (via phone call); if the validation process reveals fatal errors, the surveyor will be required to go back to the field and recollect the required data, or the survey will be re-conducted or replaced with another one.
10. **Entering and Processing Data** refers to an activity of entering the data collected during the preceding stage. The data is processed using SPSS or other applicable data processing software. Furthermore, the data processing is performed to accelerate tabulation upon completing the data entry. The data entry and processing will later result in a set of tabulations containing the description of the CRC results.
11. **Discussing CRC Results** is to be performed by the Jakarta and provincial CRC implementing team. The discussion aims at obtaining an initial overview on the tabulation trend of the findings. If any trend is identified as 'not' matching the survey samples, it is thus necessary to track it back to the processing or data entry stage for any errors. If any error is identified, the research team may perform

follow-up alternatives such as conducting re-entry or rechecking the collected data. Moving forward, the completed tabulations will serve as the material for data analysis.

12. **Workshop on Analyzing Data and Constructing Report Draft** is an activity performed to analyze the data acquired from the data processing stage, which is presented as final tabulations. The workshop on data analysis focuses more on observing and analyzing the important findings generated from CRC. These will later be the material necessary to prepare the upcoming advocacy. Once the analysis is completed, the research team will set up and write the report draft. The temporary report draft will later serve as the material for further discussion with PMC.
13. **Consulting CRC Report Draft with PMC** is to be performed at the regional level. After an initial report draft is constructed, the regional research team is expected to consult the relevant PMC to obtain responses on the CRC results, as well as to set up a condition for the results prior to disseminating the CRC results.
14. **Constructing Final Report and Printing Survey Result Report** refers to the activity of writing and constructing the CRC results into a proper report. Once the report is finalized, its design and layout can be set and further be printed.
15. **Disseminating Survey Results** means delivering the CRC results to the CRC-related stakeholders—in specific, the respective Regional and SKPD chairman is expected to be present during the activity—to set what follow-up actions to take in respond to the recommendations previously gathered. The activity also plays a part in advocating to the service providers. It also involves mass media, allowing the CRC results to be distributed and disseminated to broader audiences.
16. **Advocacy** is a set of activities aiming at driving efforts to improve public services as based on the CRC results. The intended activities are the follow-up actions taken to respond to the recommendations obtained from the CRC results, and may be performed through dialogues, public discussions, public hearings, public consultations, and other supporting activities. The activity is to be carried out by the CSO Network in their respective area, while the activity itself may be targeted to changes in policies, procedures, technical improvement of services, budgeting, or adoption of CRC activities to be implemented internally.

Chapter 2
How is CRC Implemented?

2.1. Why is it necessary to implement CRC?

Evaluation performed to observe the properness of CRC implementation is a qualitative process, and therefore it is highly recommended to implement the evaluation in the form of focus group discussion (FGD). The planned FGD should be attended by individuals with proper understanding on the substances of the expected goals as well as on the prevailing socio-political condition within the target area. The FGD may involve representatives of the local government, civil society organizations, academics and other relevant civic groups.

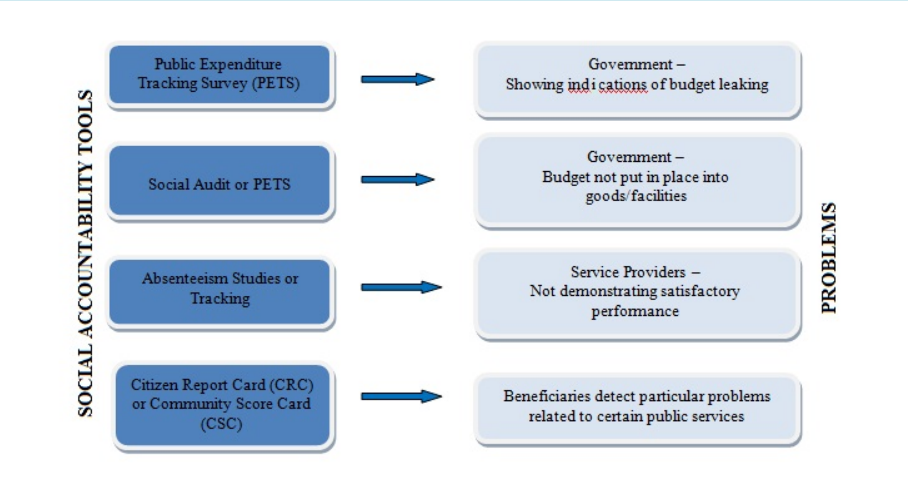
Below are the steps you may take when conducting FGD in preparing CRC:

Step 1. Assuring that CRC is the Correct Tool to Use

1. The facilitator provides the participants with an explanation of the objectives to achieve during the first-stage discussion
2. The facilitator invites the participants to discuss the evaluation on public services in certain sector, which is to be selected earlier by the implementing institution. The discussion is to cover the following aspects:
    - Current achievement of performance
    - Performance of service provision (access, reliability, time punctuality, ease, etc.)
3. The facilitator invites the participants to draw a conclusion from the evaluations discussed earlier
4. The facilitator invites the participants to discuss other aspects to detail in order to gain better understanding on the respective public services and how to do so. To help with the discussion flow, the facilitator may provide explanations of social accountability instruments as described in Box 1. Social Accountability Tools.
5. The facilitator invites the participants to determine the most suitable, correct instrument to use in improving public service performance upon agreement from the participants. If the participants agree that the aspect to improve is the service users' evaluation on public services, then CRC is the correct tool to use.
6. The facilitator rereads the conclusion drawn from the phase 1 discussion.

Box 1. Social Accountability Tools

SOCIAL ACCOUNTABILITY TOOLS CHART
HOW TO IMPLEMENT SOCIAL ACCOUNTABILITY



In practicing works aimed at enforcing social accountability, various tools or methods are available. The selection of tool and method depends on the exact goal expected from the practice. Several tools and methods most commonly adopted are explained below:

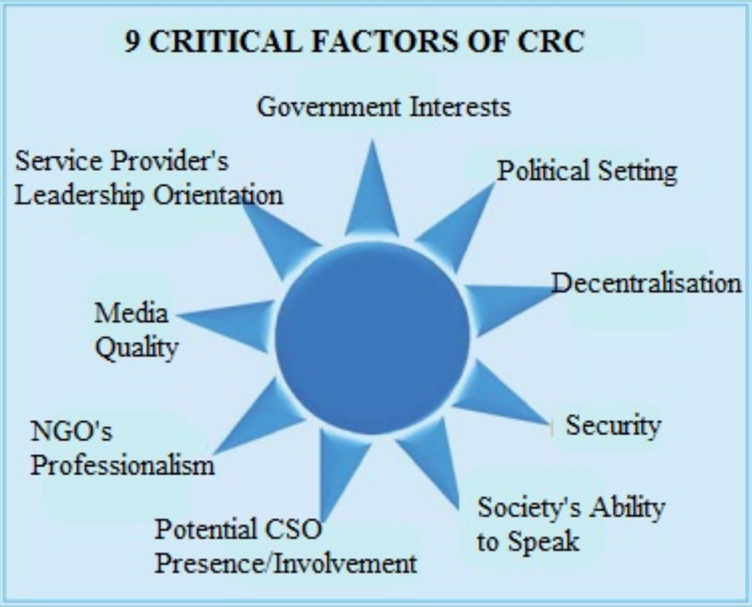
1) Public Expenditure Tracking Survey (PETS): PETS is the right option to adopt when you want to identify the practice flow of budget allocation of a particular sector/governmental institution/service provider, ranging from the allocation stated in the documents to its factual implementation, i.e. the budget is spent on on-site projects or activities.
2) Social Audit: When you want to compare the compatibility between a particular program/activity and its budget allocation to the factual implementation in the field, it is best to adopt Social Audit.
3) Absenteeism Studies/Tracking: It is best adopted when tou want to identify the presence rate of apparatus/officers at a particular governmental institution/service provider institution.
4) Citizen Report Card (CRC) or Community Score Card (CSC): CRC is the best option to adopt when you want to identify the public service users' responses to a particular service accessed. As a simple yet powerful method, CRC is highly useful to help service providers in acquiring relatively systematic feedbacks from the service users. Implemented through surveys, CRC is capable of generating feedbacks in the form of evaluations on the strengths and drawbacks of a certain public service institution regarding the quality of services they provide.

Step 2. Assessing the Properness of the Location

1. The facilitator explains the objectives to achieve during the second-stage discussion. To help with the explanation, the facilitator may also present Box 2 (9 Critical Points of CRC) to the participants.

2. The facilitator asks each of the participants to fill in the Rapid Assessment Scorecard to evaluate the 9 Critical Points of CRC by the following steps:
   - The facilitator explains the intention and objectives of Rapid Assessment Scorecard form by utilizing Box 3. Example of Rapid Assessment Scorecard Format.
   - The facilitator explains each aspects stated in the Rapid Assessment Scorecard, and how they are connected to CRC implementation.
   - The facilitator explains the steps to evaluate each of the aspects presented in the Rapid Assessment Scorecard.
   - The facilitator asks each of the participants to state their evaluation on each aspects presented in the Rapid Assessment Scorecard.
   - The facilitator collects the Rapid Assessment Scorecard forms from the participants once they have completed filling the forms.
3. The facilitator guides the participants to discuss each aspect of the “Nine Critical Factors of CRC” that they have given scores on.
4. The facilitator asks the participants to agree on a collective evaluation on each aspect presented in the Rapid Assessment Scorecard.
5. The facilitator guides the participants to draw a conclusion of whether the selected location is proper to host CRC implementation by referring to the evaluation result, and by considering the following scoring:
   - If all participants give a score 3 for all criterions, then CRC it is considered proper to implement CRC in the selected location.
   - If all participants give a score 2 and/or 1 for the entire and/or one of the aspects, then it is necessary to further discuss the best strategy to adopt in implementing CRC.
6. The facilitator closes the FGD by thanking all of the participants for participating in the discussion.

Box 2. Nine Critical Factors of CRC



As the exact institution who initiated the birth of CRC, India's Public Affairs Center stated that there are nine critical factors that may affect the success of CRC implementation. The nine critical factors are connected to the prevailing local condition and situation, which must be understood at the first place by the implementing institution. As such, a systematic analysis is necessary for these factors. The nine critical factors stated are:

1) **Political Setting**: political setting or context has great influences over the scope and types of interaction between the government and the actors outside the governmental environment (media actors, business actors, and other citizen groups). CRC will serve as a powerful instrument to bring up the citizen's evaluation on public services whenever there are spaces made available for the society to affect national policies, including electing the national/regional leader who can represent their aspirations.
2) **Decentralisation**: Within the context of government decentralization system, there is a handover of part of the authorities and responsibilities from the central government to the regional/local government regarding public service provision. This is intended to enforce independence in public service provision, either regarding the aspect of policy making or the budgeting.

   Decentralized public services may result in different achievement in the respective area. Some areas may demonstrate positive impacts leading to improved government services. On the contrary, in different areas decentralized public services may worsen budget miscarriage and fails to improve the quality of government services. Within the context of CRC, it is essential to identify who truly has the authority and responsibility for the public services at issue.

3) **Security**: The term security here refers to a condition where there are solid legal or judiciary institutions that are able to provide protection to the freedom of speech. Every single one involved in CRC should be protected and guaranteed for security during the implementation of surveys or while disseminating the results, regardless of whether the results are positive or negative.
4) **Society's Freedom of Speech**: CRC will be a highly effective method if every citizen is able to express their opinions on the government's performance without any fear of sanctions. The opinions given by the respondents should be taken as feedbacks as they are the exact ones receiving the services at issue. When the communities serving as the survey respondents express their ideas in fear, the accuracy of the information given may be doubted. Often, they may even refuse to be interviewed at all.
5) **Potential CSO Presence/Involvement**: In other countries, the presence of civil society organizations indicates that the citizens have high level of initiatives. There have been relatively many civil society organizations with initiatives in public service issues, which should have been handled by the government. They have also taken advocacy efforts in order to enforce system and policy changes. Also, there have been many other civil organizations taking roles in disseminating important information from the government to the public. Such condition obviously supports the implementation of CRC.

   CSO becomes a significant actor within CRC process. CSO is expected to follow up the findings acquired from on-site surveys, as well as to maintain the independence of the surveys. Solid CSO network is also expected to be able to strengthen the distribution and interpretation of findings in order to foster improved public services.
6) **NGO's Professionalism**: The implementation of CRC must be performed by NGO with professionally-skilled personnel. To assure the data collection is conducted properly, it requires personnel with good mastery of survey techniques, good knowledge on public service policies and programs, adequate capacity to develop sampling design, and proper expertise in managing field surveys.

   To complete the analysis on the survey findings, the implementing organization should have personnel with the required capacity in data collection and interpretation. Also, to make sure that the CRC results are useful, the organization should have good publication media and skills in communication and advocacy.
7) **Media Quality**: Independent media will act as an effective control

instrument for the government, business world, and other relevant stakeholders. The media has a crucial role in disseminating CRC result findings, particularly when the respective media has broad coverage.

8) **Service Provider's Leadership Orientation**: CRC result findings will be beneficial only if the corresponding service provider is open to feedbacks from outer environment, and is willing to totally improve their services. A service provider with good leadership orientation is one who is willing to listen and respond to its users/beneficiaries, and to follow up in accurate, fast manner.

   Try to establish collaboration with the service provider's leaders who adopts such leadership orientation, and identify policy makers who are concerned in the CRC findings. Clearly deliver the positive and negative aspects the respective provider will obtain upon the implementation of CRC. Periodic CRC will highly require the service provider leaders to be concerned in openly improve its services. Under such condition, long-term commitment from the provider leader and relevant stakeholders plays a crucial role in enforcing improvement of services.

9) **Government Interest**: Although a particular public service may be made available at the local level, the central or provincial government may often have influences over such local services. The central and/or provincial government may give frequent pressure and directives – either onto the financial aspect or other policies – within the provision of public services at local level.

   A highly open-minded central and/or provincial government will openly listen to the local government's initiatives in public service improvement; they will support and foster the improvement in accordance to the findings of the implemented CRC. Also, if the local government is less concerned in implementing CRC, the central and/or provincial government may initiate incentives or giving pressures to ensure that the respective local government does factually implement CRC.

   On the contrary, if the central and/or provincial government is less concerned in the local government's initiatives in improving services, then the related CRC findings may be utilized to help advocacy to those stakeholders under the support from the local government.

Box 3. Example of Rapid Assessment Scorecard Format

Put a check mark (√) for each criterion you think is suitable with the condition of the proposed location for CRC implementation.

N	Topic/	3	2	1	0

o.	Criterion				
1.	Political setting	Democratic, multi-party	Democratic, single-party	Non-democratic, non-dictatorship	Dictatorship
2.	Decentralisation	The parliament has a relatively great role in decision making and budgeting	The parliament is given space in allocating budgets and affecting decision making	The parliament has little role in policy making and budgeting.	The government has powerful control over policies and budgets.
3.	Security	Has strong legal institutions, policies and regulations; citizens receive legal protection	Citizens receive legal protection; however, several violent acts occur randomly	Citizens receive legal protection, but violent acts still occur to certain groups.	Citizens do not receive legal protection; violent acts frequently occur.
4.	Society's Freedom of Speech	It is common for citizens to criticize the government without fear of any sanctions.	Freedom of expressing criticism is preserved, but only few actually do it.	Freedom of speech to express criticism is preserved, but the society remains in fear for	No freedom of speech to criticize the government.

				threat when they state criticism too explicitly.	
5.	Potential CSO Presence/Involvement	Non-member groups are active.	Well-organized, political groups are highly active.	Rather organized; many obedient groups.	Not organized; many obedient groups.
6.	NGO Professionalism	Many non-member NGOs, well-organized.	Many non-member NGOs, well-organized.	Few organized NGOs.	No organized NGOs.
7.	Media Quality	Non-member, proactive, accepting.	Non-member, less initiatives, relatively accepting.	Non-member, less initiatives, hardly accessible.	Controlled by the government.
8.	Service Provider's Leadership Orientation	The leaders are proactive in seeking feedbacks and participation.	The leaders are accommodative and responsive to feedbacks.	The leaders are accommodative and responsive to feedbacks.	The leaders despise public feedbacks.
9.	Government's Interest/Conc	Aware of and is involved in progressiv	Aware of but not involved.	Not connected to local initiative	Not connected and resistant to local

	ern	e changes.		s.	initiativ es.

2.2. Determining the Executor Team/Institution

CRC executor/implementing team is one of the most critical factors. The implementing institution may be a civil society organization, a governmental body, or an independent consortium consisted of representatives of civil society, governmental officers/apparatus, academics, and media actors. Whoever the CRC implementing team is, it is essential to take into account the aspect of skills, resources, independence, and commitment to follow up the CRC findings.

In order to implement CRC, the implementing institution/team must be:

- A credible part of the region or sector in which CRC is implemented;
- Neutral in terms of politics;
- Committed to take efforts to improve public services in long-term context;
- Capable of supervising the field surveys and interpreting the suggestions obtained;
- Willing to disseminate the findings and experiences related to CRC implementation, or to collaborate and ally with various parties.

Determining the CRC implementing institution/team depends on who initiates the respective CRC implementation, the assumed initiators and executors as well as how the determination of the implementing institution/team will be put into practice.

Option 1: CRC is Initiated by Civil Society Organization

If CRC is initiated by one or several civil society organizations, you may adopt the following stages:

1) Set up a meeting internally in the institution to determine who will be the CRC implementing team;
2) Prior to appointing the members/personnel for the implementing team, it will be much better if you firstly determine the work structure for the team. The structure of CRC implementing team must, at least, consist of:
    - Supervisor (if required)
    - Researchers
    - Research assistants (also function as verificators)
    - Surveyors/Enumerators

    The number of members/personnel for each position depends on the extent of the regional coverage of the CRC implementation, the number of respondents, and the schedule/targeted timeline.

3) Recruiting personnel for each of the positions above by considering the requirements and competences.

   Some specific skills required for CRC may also be acquired from external resources outside the implementing team, particularly when the implementing team's personnel do not have the specifically required skills.

Option 2: CRC is Initiated Jointly by the Government and Civil Society Organization

If CRC is initiated by a consortium involving representatives of civil society organizations, governmental apparatus, academics and media, you may adopt the following stages:

- Fund taken from state budget

  If the fund for CRC implementation is derived from state budget, the determination of the implementing team—along with the personnel/members—should be carried out by following the procedure stipulated by the government for goods and service provision, either through tender opening, direct appointing, or self-management.

- Fund taken non-state budget

  If CRC is to be funded by non-state budget (grant or loan from external sources), the determination of the implementing team and its members may be carried out in the following steps:

  1) Set up an internal meeting within the consortium to determine who will be the implementing team, along with its members/personnel;
  2) The options for determining the implementing team may be:
     a. By selecting from one of the consortium members
     b. By combining all of the institutions involved in the consortium
  3) Prior to appointing the members/personnel for the implementing team, it will be much better if you firstly determine the work structure for the team. The structure of CRC implementing team must, at least, consist of:

  - Supervisor (if required)
  - Researchers
  - Research assistants (also function as verificators)
  - Surveyors/Enumerators

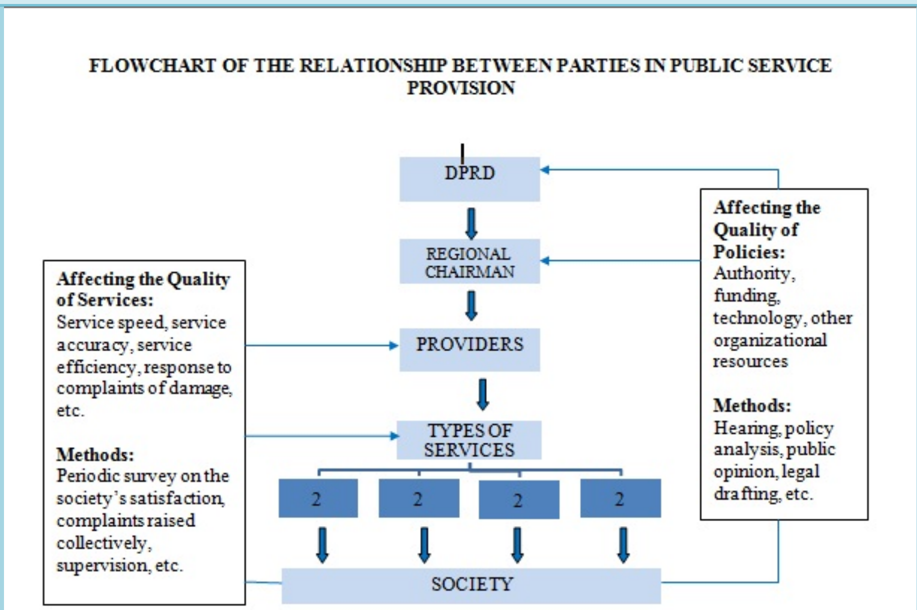
  The consortium may also add other functions, as long as it is agreed collectively by all involved parties. The number of members/personnel for each position depends on the extent of the regional coverage of the CRC implementation, the number of respondents, and the schedule/targeted timeline.

4) Recruiting personnel for each of the positions above by considering the requirements and competences. As long as it is possible, all member institutions of the consortium should be represented in the team and have specific roles within the appointed team.

2.3. Identifying and Elaborating the Issues and Actors of Public Services

Identifying the public services and actors involved within them is an essential step in implementing CRC. As CRC is a tool utilized to reveal perception and evaluation from public service users, identification of the target public issues and related actors must significantly be performed so as to serve as the basis to set up the hypotheses and as an outline to construct CRC key questions.

Box 4. Introduction to Public Services



To identify and elaborate the existing public service issues/problems, it is necessary to firstly understand everything about public services. Public service has an extensive meaning; in macro context, it actually is the goal of the entire activities performed by the government, starting from planning, organizing, supervising/monitoring, and controlling.

In general, public services are categorized into two groups:

1) Public services in the context of final public goods (referred to as Final Public Services hereafter). Final Public Services refer to services that can be used or consumed directly by the users.

   Examples of final public services: clean water supply, public transportation service, education service, public telephone service, city hygiene maintenance, civic health service, etc.

2) Public services in the context of intermediate services (referred to as Intermediary Public Services hereafter). Intermediary Public Services refer to services which, by nature, function as a medium for the actualization of economic growth or social wealth, and cannot be consumed in direct manner by the society.
   Examples of intermediary public services: bureaucracy system, Public Expenditure budgeting, regulation making required for social order, law enforcement, or regulations in economic context e.g. determination of the amount of circulating money, determination of interest rate, etc.

The quality of public services is mostly affected by the following dominant factors:

1) Public policies that will affect public service institutions and their interaction with the society in terms of authority, finance, technology, and other organizational resources.
2) Characteristics and environment of the respective society, particularly those related to education level, income rate, number, heterogeneity, and configuration of citizens, and the prevailing values and norms.
3) Environmental factors such as political system, independent press, or the degree of difficulties in accessing public service institutions.
4) Control over public service providers/executors.

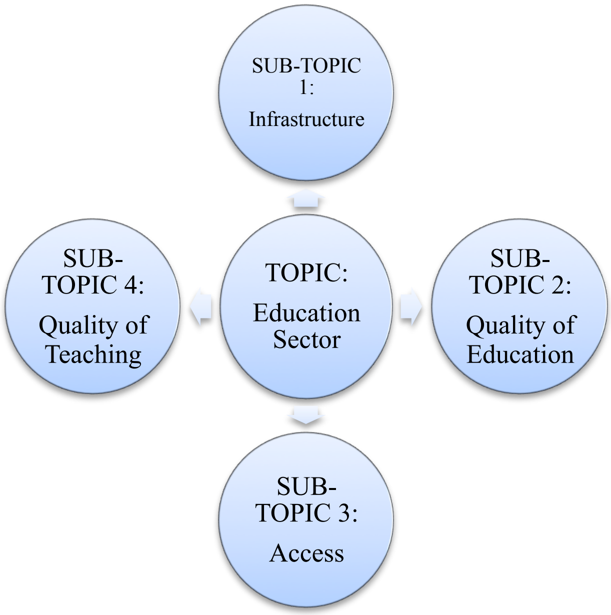
Stage 1. Determining the Scope of Public Service Issues

To focus the selection of the scope of public service issues to follow up by implementing CRC, it is better to carry out FGD internally within the implementing team. Whenever necessary, you may also invite other parties with adequate experiences and understanding on the chosen topic. The FGD may be performed by the following steps:

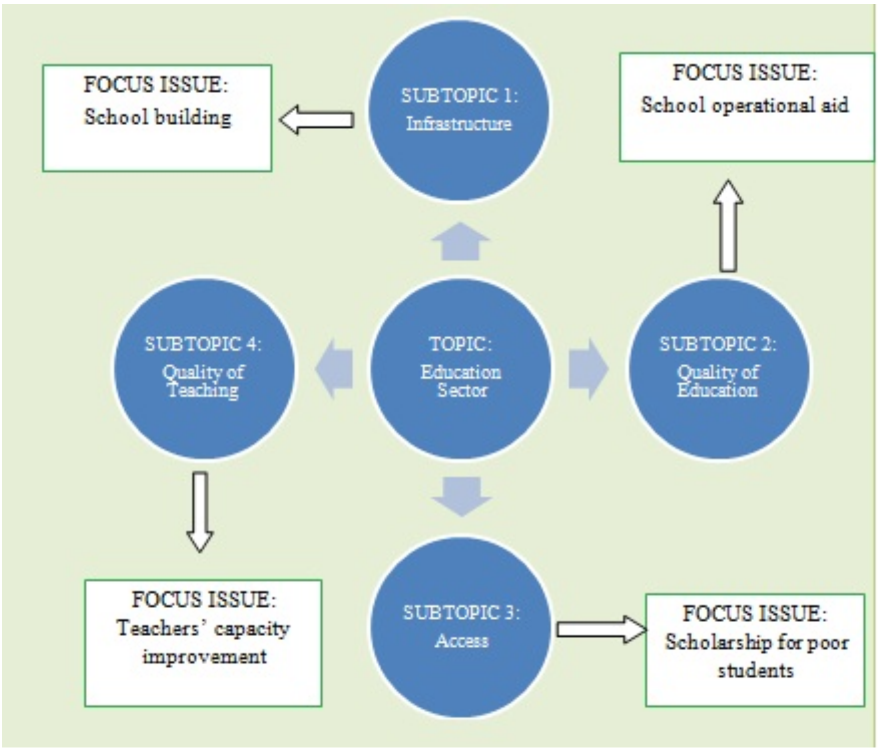
1. **Specifying the Topic**
   The topic to select should better refer to the result of study on public services conducted earlier by the proposed implementing team candidate. This is necessary to assure that the topic selection can be accounted scientifically. Nevertheless, the topic selection may also be taken on the basis of the reality currently discussed by the public.
   The topic selected may be those of public service sectors in general, e.g. education, health, etc. Or, it may be those of specific issues, e.g. hospitals, *Raskin* (rice subsidiary for the poor) program, Civic Health Insurance (*Jamkesmas*), etc. The more specific the topic, the better it will be.

2. **Specifying the sub-topics of the selected topic**
   After specifying the topic, the next step to take is to elaborate the sub-

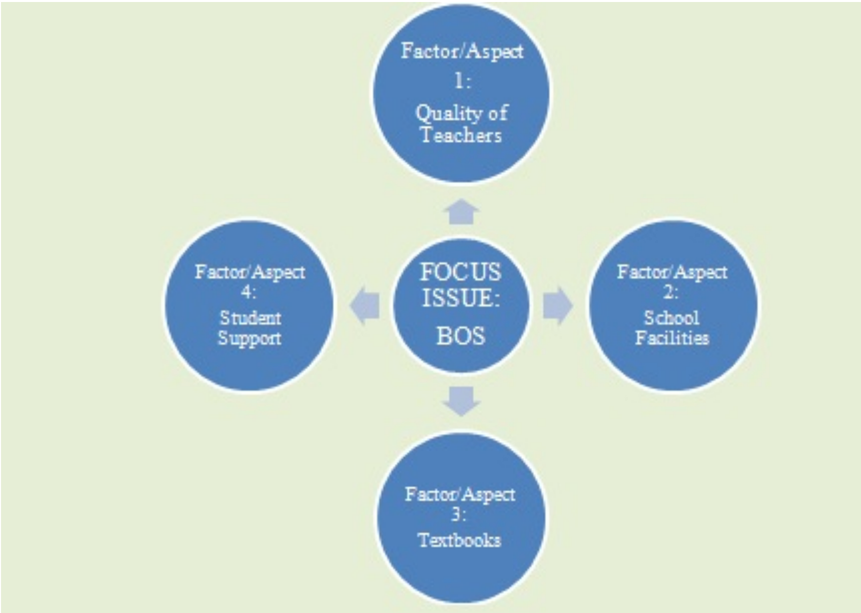
topics related to the selected topic. The example below may help you in elaborating the sub-topics of the selected topic:



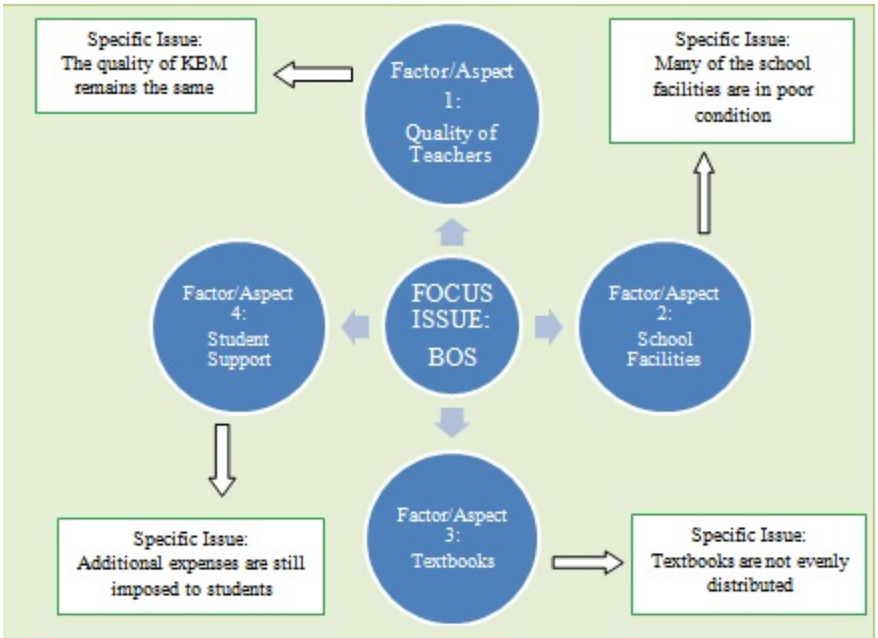
3. **Specifying the Focus Issues for the Specified Sub-topics**
After specifying the sub-topics to follow up, the next step is to elaborate the issues related to the selected sub-topics. The focus issues may also deal with any governmental programs in relation to each sub-topic. The example below may help you in elaborating the focus issues for each sub-topic:



4. **Specifying the factors/aspects of the selected issues**
   From the focus issues specified, you may select one or all of them—depending on your capability and interest. However, please note that the issues to select should be as specific as possible in order to maintain the depth of analysis to conduct through CRC.
   The next step to take is to elaborate the dominant factors for each of the focus issues selected. This is necessary to obtain specific aspects to serve as an outline for constructing CRC key questions. Below is an example to help you in elaborating the factors/aspects of each issues you have selected:

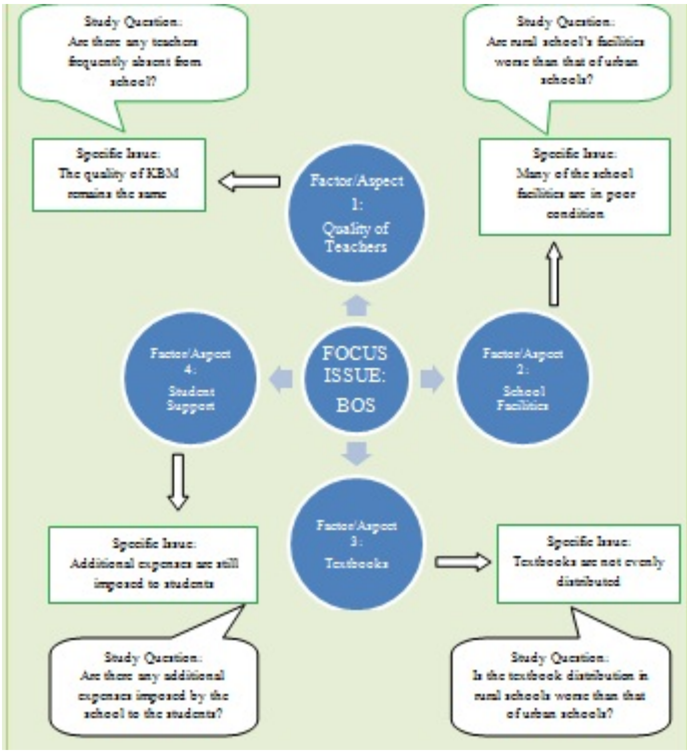


5. **Specifying the Specific Issues for Each Factor/Aspect**
   Finished with elaborating the dominant factors/aspects of the selected focus issues, the next step is to elaborate the specific issues for each factor/aspect selected. Below is an example to help you in elaborating the specific issues for each factor/aspect for each focus issue:



6. **Constructing the study/key questions based on the selected specific issues**
   After you elaborate the specific issues for each dominant factor/aspect,

the next step is to construct the study questions based on each specific issue you have elaborated. Below is an example to help you in constructing the study questions based on the specific issues:



Box 5. Public Service Issues/Problems

In general context, there are two types of problems regarding public services: process and concrete problems. Although the two of them often connect to each other, each one of them results in different dilemmas and possibilities for organization and political steps.

1. Process-related Problems;
   Process-related problems are linked to how a decision is made and applied, including transparency, accountability, corruption, discrimination, and oppression.
2. Concrete Problems
   Concrete problems refer to problems with physical or concrete impacts. Concrete problems often connect to basic needs or violation of basic rights such as land ownership, health treatment, education, hazardous waste, and gender-related abuse.

   To address such problems, you would also need to address process-related problems altogether. However, the urgent nature of concrete problems makes it a stepping point that may easily be used to mobilize resources to find the solutions.
   A problem emphasis refers to a brief explanation on problems within a

specific context. A collective emphasis made upon existing problems will help you avoid confusion and diverged interpretation about the respective problems for subsequent planning.
As an example, we often thin that the term “reproductive health”, “constitutional reformation”, or “corruption” has been enough to describe a particular problem. In fact, however, these terms do not provide sufficient information for multiple groups and organizations to collaborate in addressing them.

Stage 2. Mapping the actors related to public service issues

As the society consists of diverse members, they typically perceive problems/issues in different views. Therefore, it is necessary to identify who are affected and how they are affected, and who truly are concerned with the existing problems, determining the actors related to public service issues may be performed through FGD conducted internally within the implementing team. Aside from that, it will also be better for the FGD to involve other parties/stakeholders with adequate knowledge and understanding on the public services at issue. You may set up the FGD by the following steps:

1. The facilitator may use the table below to guide the FGD;

Public Service Issue/ Problem	Service Provider	Policy Maker	Who raise the complaint	Who is directly affected	Who is concerned in solving the problem

2. Specify the provider of the troubled public service;
3. Identify the policy makers related to the troubled public service;
4. Specify the parties/persons stating that the respective public service is troubled;

This step will help you determine the potential constituents, supporters, and non-supporting parties/persons. When the people suffering the most do not, in fact, think that the problem at issue is a priority, they will likely refuse to be involved in the advocacy.
In the case of a society affected by hazardous chemical waste, as an example, sufficient information is necessary to attract the society members to get involved in addressing the problem. It is necessary to set up a consultation at the local level to define what the problem truly is and to subsequently elaborate

it into specific issues to help construct the constituents. However, several advocacy actors may often think that there is not enough time for such grassroots consultation for a hot issue; they would likely say that they have understood what the society wanted, and that there is no need to actually ask them. In fact, without suggestions from the local society, it will be just hard to involve them in continuous efforts to support and monitor changes.

5. Specify who are directly impacted by the troubled factor/aspect of public service;

The society directly affected by the problems must be prioritized to receive the most of the expected solutions; they are the local or main constituents. During a global campaign, local constituents may be spread across countries, but often they become the ones with the strongest motivation to find solutions.
They also frequently add to the legitimacy of your advocacy, particularly to the eyes of the policy makers—who often take the advocators as the mastermind to blame. Local constituents may diverse by gender, class, race, and other applicable characteristics. A detailed profile development covering several groups of actors will help you in focusing the education, coverage, and other advocacy activities.
As an addition, if the problem at issue affects particular communities, it will be helpful to recognize the structure of the policy making authorities and local leadership.

6. Specify which parties are truly concerned in addressing the problem;

An experienced implementing team will be able to understand that despair and anger may indicate that someone is motivated to work to enforce changes. Deep emotions are not always immediately visible; typically, such emotions rise slowly within a community whose social structure, poverty, or other factors might make them ignorant or apathetic. A discussion, investigation, and trust will help in raising the society's concern.

2.4. Designing Survey Instruments

The process of designing survey instruments functions as an attempt to translate the statement of objectives into questions. The section is emphasized on formulating questionnaire as an instrument to obtain opinions and evaluations from the society on the public services becoming the object of the study. This section will guide you through the process of formulating questions to answer the CRC objectives within the specified scope.

Stage 1. Listing Questions and Answers

1. Specify what factors are linked to each study question agreed;
   Example:
   Study Question: Are facilities at rural schools worse than that of urban schools?
   Related factors:

- Classrooms
- Desks and chairs in the classroom
- Library
- Sports facilities and equipments
- Toilets, etc.

2. Construct a list of questions for each factor identified;
   Example:
   Study Question: Are facilities at rural schools worse than that of urban schools?
   Related factors:
   - Classrooms;
   - Question: How many classrooms does your school have?
   - Desks and chairs in the classroom;
   - Question: How many desks and chairs are there in each classroom in your school? Are they in good condition compared to the number of students?
3. Construct the questions into a questionnaire;
   a. Background/Introduction;
   - Nam of institution
   - Name of surveyor
   - Brief description of the survey objectives
   - Date of survey
   - Start time of interview
   - End time of interview

   b. Qualifying questions;
   Example: *"Do you study at SMP Negeri Cepat Pintar?"*

   c. Profile of respondents;
   - Respondent name
   - Respondent address: province, regency/city, village/sub-district, kampong, RW, RT, etc.
   - Demographic information: sex, age, number of dependents, occupation, income, etc.
   - Education

   d. Key questions and derivative questions by category of question;
   Example of key question:
   "Do you know that your school receives BOS fund?"
   Answer:
   A. Yes (continue to next question)

B. No (continue to question no…)

Example of derivative question:
"What is the BOS fund used for in your school?"

e. Scaling/rating questions;
   Example:
   "What is your evaluation on the teachers in terms of learning-teaching activity?" (Evaluation is stated by giving a score between -5 (very fierce, explanations are hard to understand, give no chances for the students to raise questions) to 5 (very friendly, explanations are easily understood, paying good attention to the students, interactive)).
f. Closing questions; appreciate the respondents for providing time for the interview, e.g. by thanking them etc.

Stage 2. Rechecking and Finalizing the Questionnaire

After formulating the questionnaire draft, recheck, correct, or enhance the questionnaire by taking into account the following aspects:

- The questionnaire should cover the entire objectives to achieve through CRC
- The questionnaire should not be too lengthy. Include only questions you want to analyze further.
- Use simple, explicit language
- Provide clear instruction for the investigators or interviewers
- Make sure the question flow is easy to understand
- Do not use too many open questions
- Make sure the respondents will be able to answer the types of questions presented in the questionnaire
- Omit any questions preceded by assumptions that may possibly lead the respondents to multi-perception or further assumption.

Stage 3. Formulating Sample Design

1. Specifying the target population

Population refers to the entire objects to be studied. A population with unknown number of members is referred to as "Infinite population". A population with known number of members (i.e. with identification number, e.g. number of state high school students, number of teachers at state high schools) is referred to as "Finite population". Sampling refers to the process of selecting elements of a particular population in a way so that the selected elements may represent the entire population. By defining the scope wherein CRC is to be implemented, you will be able to identify the target population for CRC. Example: CRC will be implemented at a maternity hospital, the target population will include all mothers who had given birth at the hospital and had obtained maternity medical checkups from the hospital.

2. Specifying the analysis units

The analysis units depend on the specific objectives of the study. The typical analysis units for CRC are: (i) households/families; (ii) individuals; (iii) organizations or groups. Within the context of CRC study, the analysis units typically targeted are households/families or public service users, considering that public services (drinking water, electricity, hygiene, BOS, etc.) are commonly distributed to households. Within the analysis units, specify who can or may be able to provide feedbacks for the particular public service becoming the focus of CRC.

3. Identifying the sub-groups in a population;

To a defined extent, the benefits of CRC findings depend on the process in which you identify the significant sub-groups in a population (e.g. slum/non-slum, urban/rural, students/teachers/school headmasters/parents, etc). These sub-groups should have been identified earlier while defining the objectives of the study. In order to create a sufficient sample size, these sub-groups should be identified clearly and remembered during sample designing.

4. Defining the sample size

The number of households/families for the survey depends on the level of trust statistically required to conclude the findings. To define the sample size for your CRC study, the typical level of trust used is between 90% and 95%.
Below are several notes on defining sample size:

- There is no fixed simple method to define a sample size that can be used for all studies. In certain cases, adding the sample size may enhance the quality of the findings. However, in other cases, adding the sample size may not have any significant impact. Adopt Probability Proportionate to Size (PPS) to define the proper sample size.
- Based on several previous CRC studies, the sample size of 300 – 500 households is the ideal size for any public service analyzed as the focus of a CRC study.

5. Define the Sample Outline

Sample outline is created to help you in identifying all members of the target population possible of serving as the samples. In many CRC studies, the sample outline is typically presented in a list of households/families by geographical distribution and by taking into account the respective population’s interest. To formulate the sample outline, you may adopt the following methods:

- Use data acquired from the preceding census;
- Identify the list on your own (when census data is not available/sufficient). A brief field observation will help you in making

the list;

- If it is hardly possible to make the list on your own, conduct random selection upon reaching the target location.

6. Specify the suitable samples;
   To specify the sampling, you may adopt one of the methods presented in Box 8. Sampling Strategy Methods.

Stage 4. Testing the Survey Instruments

Upon completing the survey instruments and sampling strategy, a survey instrument test must be performed to test the questionnaire to a specific group or area.

- The test consists of questionnaire management in small-scale units or limited area, but without necessarily be restricted by the specified sampling values.
- The test samples must be selected from service providers and administrative units outside the actual target. The test should be aimed at measuring the question flow, data quality and consistency;
- Review and revise the language used throughout the questions, by referring to and analyzing administrative system and public services, financial data system, and encoding plan for the answers;
- The test should also verify and revise the procedure of sampling method. During the process, involve any relevant parties/stakeholders to provide inputs.

1) Define the location for the test;
   It is recommended that the survey instrument test is performed in the exact location planned to be the target for the CRC study.
2) Specify the number of respondents to interview;
   It is recommended that the number of respondents to interview during the test represents all respondent groups targeted by the actual CRC survey. Select a minimum of 2 respondents from each respondent groups for the test.
3) Specify who and how many surveyors required for the test;
   The number of surveyors for the test is highly dependent to the timeline, expense, and number of respondents to interview. There is no fixed specification for the number of surveyors to take for the survey.

Box 6. Designing Questionnaire

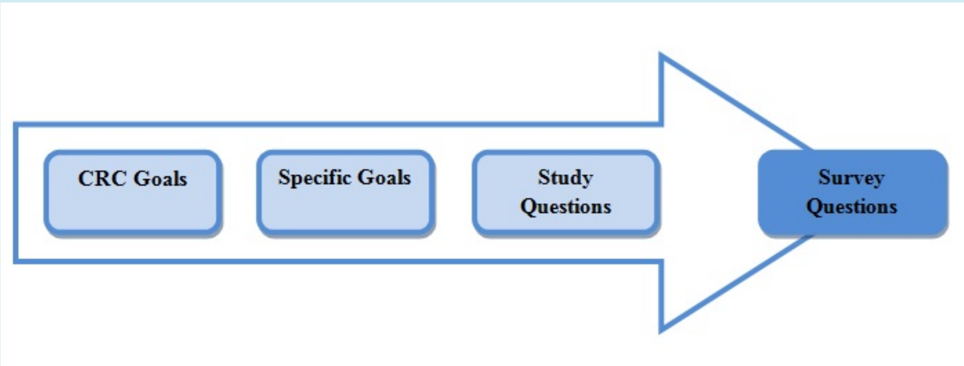
Constructing a list of questions and answers for CRC questionnaire is different from conducting an internal government survey. The answers or feedbacks given should focus on the specified scope of public services in accordance to the users' experiences.

Below are several things to note regarding questionnaire as a survey instrument:

- Questionnaire is a list of questions in good structure, and is used as a means for collecting data during a survey.
- Questionnaire should refer to the problems to study, and therefore it is necessary to clearly formulate the problems of the study prior to constructing the questionnaire.
- Questionnaire may be used to collect either qualitative or quantitative data.
- A well-structured questionnaire used effectively will help you in acquiring the required data on the performance of a particular system studied entirely, or to acquire specific data of a certain system component.
- If the questionnaire includes demographic questions, the information obtained can be further used to analyze the respective data by various groups.
- Please note that questionnaire should be perceived as a gradual process which starts by defining what aspects to study and ends by interpreting the results.
- Each of these steps/stages must be well-designed, as the best final results cannot be achieved from the worst set of questions.

  In this case, although questionnaire physically requires less cost than other data collection methods, on the other hand it requires more time and concentration for the design and interpretation.

STAGES OF PUBLIC SERVICE PROVISION



Prior to designing the survey instrument, we would need to analyze the subjects of questions. Below are several recommendation to begin with the process:

1. Check the stated goals of CRC
2. Check whether areas in need for feedbacks have been included in the list. General area of feedback includes: access, usage, occurrence of

problems, resolution for problems, staff's attitude, quality of service, corruption, and satisfaction in general terms.

3. Areas in need for feedbacks should be included in the list of priorities for CRC. If it causes the questionnaire to take too long to complete, you may omit unnecessary items from the questionnaire. Make use of feedbacks you have acquired from the preceding FGD to help you with this process.
4. Transform one or two priority items into questions. While formulating the questions, think about the type of information you want to obtain, either it is a qualitative information (example: does the water taste good/no) or a quantitative information (example: the duration of a trip or the length of water pipe).
5. Test the formulated questions to see whether you would be able to use them to generate answers or feedbacks and represent the expected results.

Survey instrument consists of 5 key components:

1. Information on the surveyor, which includes (i) name of surveyor; (ii) time/date of interview; (iii) start time of interview; and (iv) end time of interview.
2. Introduction to CRC substances, which includes information to be delivered or explained to the respondents at the beginning of the interview. The investigator introduces himself/herself and explains the objectives of the survey, and build a connection with the interviewee.
3. Qualifying questions: helps you define how far the respondents would be able to answer the questions and would they feel comfortable in answering the set of questions given.
4. Demography: a set of demography-related questions, which include questions asked to obtain information on the characteristics of the respondents, e.g. address, age, education, number of dependents, sex, income, etc.
5. Content/Body: the main component of the survey instrument, which functions to draw feedbacks concerning the objectives to achieve through CRC. This component includes several sets of questions, starting with warming-up questions to help connect the respondent's remembrance to a particular topic, e.g. "What do you visit a maternity hospital for?". It also contains specific questions to point out the respondent's experience so as to obtain in-depth information within the context of CRC, e.g. "Have you ever asked to pay a sum of money in order to obtain any public service? If yes, how much have you paid? What did you get? How much?" and so on.

Box 7. Constructing a Well-Arranged Questionnaire

Criteria of a good questionnaire:

- Adopts simple language that fits the level of understanding for both the respondents and the surveyors/enumerators
- Covers all aspects of the research objectives/goals
- Directly aims the questions at the core problems – focusing in relevant/required issues/information
- Contains explicit instructions for the surveyors/enumerators
- Contains not too many questions – make sure the questions can be answered in not longer than 30 minutes

Types of questions and answers for CRC questionnaire

- **Open or closed question:**
  Closed questions should be followed by a selection of answers for the respondent to choose from. These questions should be labeled with particular codes throughout the questionnaire, in order to simplify the data collection and data entry. Several types of closed question are: (i) yes/no question; (ii) scaling question (satisfied, rather satisfied, dissatisfied); (iii) range questions (less than 1 km, between 1 and 5 km, more than 5 km).
  On the contrary, open questions provide the respondent with an opportunity to answer according to what their knowledge/expectation. Whenever the scope of the expected question is uncertain, these questions will be most helpful. However, these questions commonly have higher level of difficulty, particularly during aggregating and comparing answers between respondents. The challenge will be even harder during analysis and conclusion. Another challenge is that these questions can only be encoded after data has been entirely collected.

- **Yes/No question:**
  Example: *"Did you pay any expenses when enrolling to the school?"*
  A. Yes B. No

- **Quantitative answer:**
  Specify the option of answers according to the units related to each of the question, e.g. kilometer for distance, kilogram for weight, minute for time/duration, etc. For open questions, please note that you will need to continuously check the measurement unit used by the respondents; it is possible that sometimes you would need to convert the measurement units used by the respondents.
  Example: *"How much money (in IDR) have you spent to pay the tuition fee when enrolling into the school?"*

- **Multiple choice**
  Example: *"How do you go to school?"*
  A. On foot

B. By personal vehicle
C. By public transportation
D. Other

- **Qualifying question:**
  Qualifying questions are used to make sure the interviewees are the correct respondents that fit the target population expected for CRC. The questions may be whether they have used/received any public services studied through CRC, whether or not they represent the households/families receiving the services, or whether or not they have used the public services within a specified period of time.
  To avoid outdated information, adopt a specified period of time, if necessary, e.g.: Do you frequently interact with your class teacher within the last year? Yes/No

- **Evaluative question**
  Formulate questions that are most suitable for the types of questions intended to evaluate each elemen of public services. If any specific standards are applied, ask specific questions to compare those standards to the actual services received by the respondents. Example: If the service provider were to promise to distribute clean water once a day, then you might ask the respondents, "How many times a day do you receive/acquire clean water service?", with answer options a. More than once a day; b. Once a day; c. Less than once a day.
  If there are no standards applied, then you may define the most suitable method to evaluate the quality of the studied public services. An example to evaluate the accessibility level of health facilities: How far/how long would you have to travel to reach the health facility? What mode of transportation do you use?

- Scaling/rating question
  There are various types of answer scale typically used as feedbacks. The specified type of answer scale adopted into the questions will impact on the type of interpretation and conclusion of the findings. Larger scales will typically result in less explicit conclusion than smaller scales. Many methods are available for scaling/rating within a study, such as Likert, Guttman, Differential, Thurstone Scale, etc. A brief description of the differences between these methods can be found in Box 8. Scaling/Rating Methods for A Study.

Effective structure and sequence of questions for a questionnaire:

- Begins with warming-up questions to make the respondents comfortable
- Categorizes the questions according to the aspects of service (e.g.: usage category, expense/cost, access, etc.)
- Ensures the interview can be completed within the specified time

allocation
- The questions are based on the key/study questions

Box 8. Scaling/Rating Methods for A Study

The following is a brief description of each scaling method commonly used in a study:

1. **Likert Scale**
   Likert Scale is used to measure one's or a group's attitude, opinion, and perception on a particular sign or phenomenon. Likert scale involves two types of statement, namely positive statement which functions to measure positive attitude, and negative statement to measure negative attitude.

   The score for positive statement ranges from 1 for very disagree (*sangat tidak setuju/STS*), 2 for disagree (*tidak setuju/TS*), 3 for not sure *(ragu-ragu/R*), 4 for agree (*setuju/S*), and 5 for very agree (*sangat setuju/SS*). The score for negative statement ranges from 1 for very agree (*sangat setuju/SS*), 2 for agree (*setuju/S*), 3 for not sure (*ragu-ragu/R*), 4 for disagree (*tidak setuju/TS*), and 5 for very disagree *(sangat tidak setuju/STS*). Some researchers omit the option 'not sure' from the instrument, in order to simplify them in observing the respondents' true attitude towards the questions.
2. **Guttman Scale**
   The scale requires explicit answer such as right – wrong, yes – no, ever – never, positive – negative, high – low, good – bad, and so on. Guttman scale involves only two fixed interval, agree and disagree.

   Guttman scale may be presented either as multiple choice or checklist. Score 1 is assigned for positive answers such as right, yes, high, good, and so on, while score 0 is assigned for negative answers such as wrong, no, low, bad, and so on.
3. **Differential Semantics**
   Differential scale is used to measure attitude. It is presented as neither multiple choice nor checklist, but as a structure within a continuum line where the most positive answer is on the right end of the line, while the most negative answer is on the left end of the line, or vice versa.

   The data resulted by differential semantics measurement comes in the form of interval data. The scale is commonly used to measure attitude or characteristic that belongs to a particular person. Below is an example of differential semantics scaling of school headmaster leadership:

SCHOOL HEADMASTER LEADERSHIP

Democratic	7	6	5	4	3	2	1	Authoritarian
Responsibl	7	6	5	4	3	2	1	Irresponsible

e								
Trusting	7	6	5	4	3	2	1	Dominating
Respects inferior staffs	7	6	5	4	3	2	1	Disrespects inferior staffs
Supports collective decision making	7	6	5	4	3	2	1	Favors decision making on his own

If the respondents give the score 7, it implies that they have very positive perception towards the headmaster's leadership; on the contrary, they have a very negative perception towards the headmaster's leadership if they give the score 1.

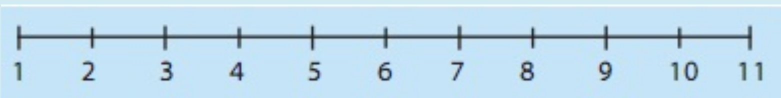
4. Rating Scale

The first three scaling methods above will result in quantitative data derived from qualitative data. This is somehow different from rating scale method, in which the data acquired is in the form of quantitative data (nuber) which is later interpreted within qualitative framework. Alike the other three methods, rating scale also requires the respondent to select one quantitative answer from the options provided.

Rating scale is more flexible to use, not only to measure attitude but also to measure a particular perception towards phenomenons within the respective environment, such as social status, economic status, knowledge, skills, and many others. In rating scale, the most essential skill required is the skill to interpret the alternative answers provided by the respondent. Example: a respondent gives the score 3 for a question, wherein the value may not necessarily be equivalent to a score 3 given by another respondent.

5. Thurston Scale

Thurston scale is formulated by selecting points in the form of interval scales. Each point has a specific score key and, when put in order, these score keys will produce a particular value with equal intervals. Thurston scale is presented in a set of statements (between 40 and 50 statements) relevant to the variables to measure. A group of experts (between 20 and 40) will later evaluate the relevance of those statements with the content or construction to be measured. Below is an example of evaluation using Thurston scale:



Score 1 means highly irrelevant, while score 11 means highly relevant.

Box 9. Sampling Strategy Methods

Sample design depends significantly on the specified objectives of CRC and the interests of the target population. CRC aims at obtaining feedbacks for interests from the target population, in regards to the fact that obtaining feedbacks from the entire population will definitely be both time consuming and costly. With the correct sampling method, the feedbacks obtained from the target population will be able to represent the answers from the entire population.

Below are several sampling methods commonly adopted to define the samples for a study:

a) Random Sampling

A simple random sampling is where the samples are selected in a way that samples with identical size will have the same amount of chances to be selected. This is performed by obtaining a complete list of facilities within a particular population (e.g. list of all elementary schools in Province A), and randomly picking out facilities from the population. This method is particularly effective when the target population is relatively homogenous and with large size of samples. As a result, all individual elements in the population will have the same chances of being selected for the study.

In simple random sampling, the selection is made using a table of random numbers. Prior to picking out the samples, random numbers must be assigned for all elements/units in the sampling outline.

b) Stratified Random Sampling

Stratified random sampling is used when it is essential to obtain a set of facilities in heterogenous samples in one or more dimensions. The first population must be divided into a set of sub-populations (levels), continued by selecting a number of facilities randomly from different sub-populations. Stratification is to be performed only to predefined or “exogen” factors. This strategy is particularly suitable to adopt when you want to compare different facilities.

Samples are selected by firstly dividing the target population into homogenous sub-population (levels) and drawing simple random sampes from each sub-population this ensures a proportional representation of the key characteristics when drawing samples from a heterogenous population, and thus increases the quantity of information to a particular extent.

Procedure 1: assign all units according to their sampling outline orders to the suitable levels. The levels may be defined by more than one dimension—e.g. for new and older projects, or small and large. Define the sample size you want to draw from each level, and then draw them from each level as in drawing simple random samples.

Procedure 2: Make a tally sheet to represent each level. Define the sampe size expected from each level, and the record and put a circle onto the suitable numbers in the tally sheet cells. Samples drawn from the sampling outline is complete as simple random samples, but after drawing each unit, you need to check the characteristic of the levels and record the number of units in the calculation sheet cells that match the specified characteristic.

c) **Multistage Sampling**
Multistage sampling is frequently used for large-sized population (relative to the sample size), in which the sampling is conducted in a set of stages. In the first stage, you select a number of regencies from a specified province or country. Next, you select a number of facilities from each of the regencies you have selected. The selection for each stage may be performed in either random or stratified manner, although it is common that the first stage adopts stratified method, while the second stage adopts random selection.

In the sample groups, you draw sample clusters, and then randomly select units from the each cluster. Please note that during the second stage, the individual sample you take may be a sample cluster (e.g. a sub-regency in a regency), a random stratified sample, or a simple random sample. It may also be possible that you go through more than two stages when drawing these samples, e.g. starting from a province and mowing down to regencies, sub-regencies, schools, to classrooms.

2.5. Conducting Survey and Analyzing the Findings

Stage 1. Conducting On-site Survey

1. Recruiting and establishing the survey team
    a) Define the required number of surveyors, enumerators, and supervisors to recruit—a minimum of 2 surveyors is necessary for each surveyor team
    b) Define the criteria of surveyor and enumerator required for the study
    c) Recruit surveyors and enumerators—the recruitment process may be conducted in either open or closed manner, depends on the CRC implementing team's needs
2. Carry out a training for the survey team and explains all information regarding on-site data collection and input
3. Define the start and end time for the interview session
4. Define the surveyor distribution strategy
5. Conduct the on-site data collection/interview as specified.

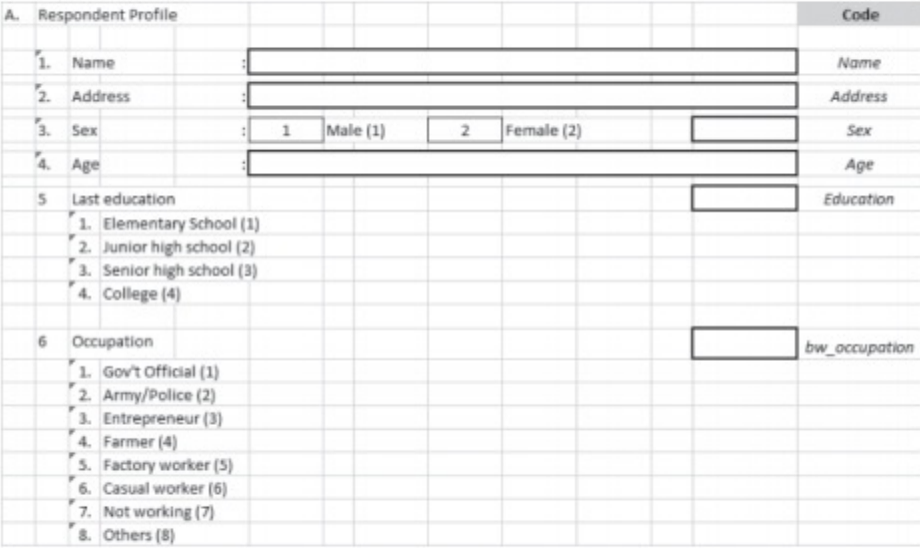
Box 10. Notes on Conducting On-site Survey

1) Surveyor distribution strategy: intended to allocate the teams and supervisors to the specified locations, in order to achieve the survey objectives by the most efficient and suitable means that complies with the specified timeline/schedule. Re-visit possibilities must be considered when

	setting up the survey timeline/schedule.
2)	Substitute samples: you should also prepare for substitute samples to keep in track with the formulated sample design and to ensure the quality of the expected findings.
3)	Coordination with authorized institutions or bodies: in general, the survey executior should coordinate the survey activities with any relevant authorities. The coordination is intended to allow for easier access and good relationship with various parties. A copy of cover letter from any applicable institutions may be handed to each surveyor.
4)	Supervisor/Quality Control: during the data collection process, the surveying institution must ensure strict supervision as it is an essential factor that significantly affects the quality of the entire data collection process. Field supervisors must give their time and attention to supervising the performance of the enumerators and surveyors. Several things to note: • Random visit to field surveyors is essential to ensure quality control and coherence in questionnaire interpretation. Specifically, random check for questionnaires and data quality must be performed from time to time during the survey process; • Control procedure during interview session or questionnaire work is necessary. Each and every single day, the supervisor and the core management team should check the questionnaires for any incompleteness, incoherence, and other possible errors. Feedbacks for the supervision must directly be informed to the respective surveyors for correction and re-visit scheduling in order to correct or compensate any missing data or expected data. • It is essential to crosscheck with the respondents and sample units specified in the sample design.

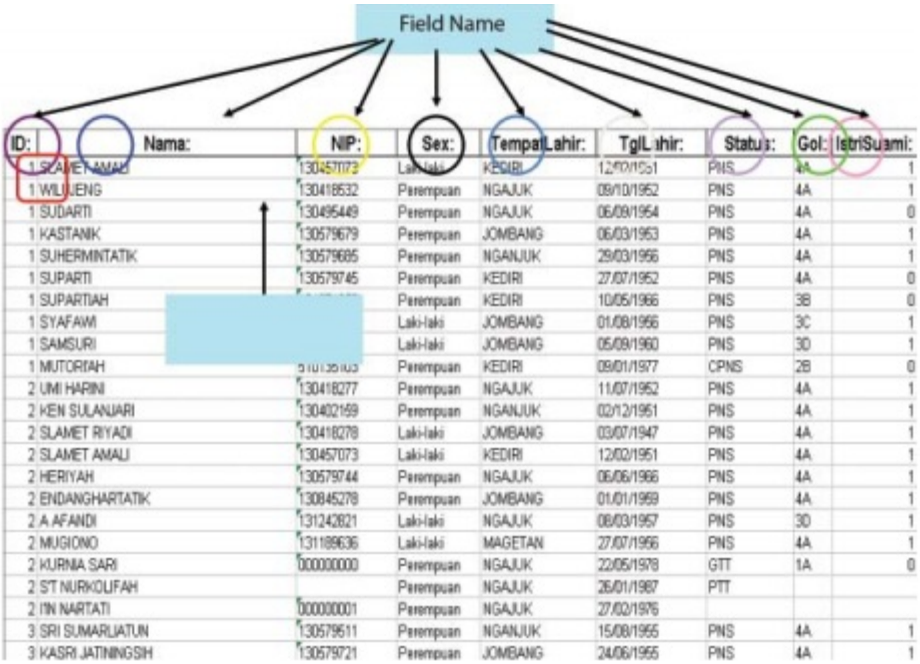
Stage 2. Performing Data Verification, Entry, and Clearing

1) Data Verification by the Supervisor
   After the surveyors hand completed questionnaire to the enumerators, the supervisor should immediately verify the submitted questionnaires. The verification should be based on at least the completeness and clarity of answer given to each question.
2) Data Entry by the Enumerator
   a) Specify a particular encoding technique for each question in the questionnaire to make it easier for data entry;
      Example:



A.	Respondent Profile		Code
1.	Name	:	*Name*
2.	Address	:	*Address*
3.	Sex	: 1 Male (1) 2 Female (2)	*Sex*
4.	Age	:	*Age*
5	Last education 1. Elementary School (1) 2. Junior high school (2) 3. Senior high school (3) 4. College (4)		*Education*
6	Occupation 1. Gov't Official (1) 2. Army/Police (2) 3. Entrepreneur (3) 4. Farmer (4) 5. Factory worker (5) 6. Casual worker (6) 7. Not working (7) 8. Others (8)		*bw_occupation*

b) Create a data set using entry data software, by referring to the questions presented in the questionnaire;
Example of data set table:



ID:	Nama:	NIP:	Sex:	TempatLahir:	TglLahir:	Status:	Gol:	IstriSuami:
1	SLAMET AMALI	130457073	Laki-laki	KEDIRI	12/02/1951	PNS	4A	1
1	WILUJENG	130418532	Perempuan	NGAJUK	09/10/1952	PNS	4A	1
1	SUDARTI	130495449	Perempuan	NGAJUK	06/09/1954	PNS	4A	0
1	KASTANIK	130579679	Perempuan	JOMBANG	06/03/1953	PNS	4A	1
1	SUHERMINTATIK	130579685	Perempuan	NGANJUK	29/03/1956	PNS	4A	1
1	SUPARTI	130579745	Perempuan	KEDIRI	27/07/1952	PNS	4A	0
1	SUPARTIAH	[illegible]	Perempuan	KEDIRI	10/05/1966	PNS	3B	0
1	SYAFAWI	[illegible]	Laki-laki	JOMBANG	01/08/1956	PNS	3C	1
1	SAMSURI	[illegible]	Laki-laki	JOMBANG	05/09/1960	PNS	3D	1
1	MUTORI'AH	[illegible]	Perempuan	KEDIRI	09/01/1977	CPNS	2B	0
2	UMI HARINI	130418277	Perempuan	NGAJUK	11/07/1952	PNS	4A	1
2	KEN SULANJARI	130402159	Perempuan	NGANJUK	02/12/1951	PNS	4A	1
2	SLAMET RIYADI	130418278	Laki-laki	JOMBANG	03/07/1947	PNS	4A	1
2	SLAMET AMALI	130457073	Laki-laki	KEDIRI	12/02/1951	PNS	4A	1
2	HERIYAH	130579744	Perempuan	NGAJUK	06/06/1966	PNS	4A	1
2	ENDANGHARTATIK	130845278	Perempuan	JOMBANG	01/01/1969	PNS	4A	1
2	A AFANDI	131242821	Laki-laki	NGAJUK	08/03/1957	PNS	3D	1
2	MUGIONO	131189636	Laki-laki	MAGETAN	27/07/1956	PNS	4A	1
2	KURNIA SARI	000000000	Perempuan	NGAJUK	22/05/1978	GTT	1A	0
2	ST NURKOLIFAH		Perempuan	NGAJUK	26/01/1987	PTT		
2	I'IN NARTATI	000000001	Perempuan	NGAJUK	27/02/1976			
3	SRI SUMARLIATUN	130579511	Perempuan	NGANJUK	15/08/1955	PNS	4A	1
3	KASRI JATININGSIH	130579721	Perempuan	JOMBANG	24/06/1955	PNS	4A	1

c) Perform data entry/data recording to each column and line in the data set table for each questionnaire sheet that has been verified by the supervisor;

3) Data Clearing

a) In the table where you enter the data set into, check whether the entered data has matched the column of question;

b) Check for any entry misplacement in each rows and columns;
c) Check for ay data error due to typography, miscalculation, etc.;
d) Omit or correct any invalid data that you find during step a), b), and c).

Data clearing refers to a process of omitting any inaccurate data from the data set table. Data inaccuracy may be: (a) mismatch between answer data and column of question, (b) data misplacement, (c) data error, e.g. typography, etc.

Typically, omitted/cleared data will be ignored, and the analysis process will be continued directly on available data. Data clearing requires the CRC implementing team to adopt a subjective judgment in determining which data is valid and which is not. It is also possible that a data judged as valid may further be considered invalid due to inaccuracy during data entry, making the respective data inadequate for analysis or not suitable with the specified hypothese/assumption.

It is recommended to include the procedure for data clearing, along with the expected result, in the CRC activity report, including a table summarizing the statistics of the entire variables judged as invalid/error (number of observations, mean, min, max, etc.). It should also include a brief evaluation on the quality of data considered to be inadequate for analysis.

Box 11. Notes on Data Verification, Entry, and Clearing

Immediately begin with data entry as soon as the survey starts, as it may also function as an early detection system of any errors possibly occur during the on-site survey. Data collection and verification are two essential stages for the entire process of data analysis and formulation of findings specified for the respective CRC study. Hence, statement of CRC goals will be helpful to guide you through the process. Statement of goals may also help in focusing the process of data analysis, particularly in regards to the required analysis level and type.

Completed questionnaires should immediately be processed into the database. During the process, encoded questions can be entered directly according to the defined encoding that reflects the classification and structure of the data. As for open questions, similar answers must be grouped into a specific category and encoded manually.

Data may be entered and analyzed using any of the applicable data processing software available commercially. For cross-tabulation and simple linear regression model, you may use Microsoft Excel; the result will typically be able to provide a statistical description to help you acquire findings.

A range of programs that specifically provide statistical analysis facilities are also commercially available. These programs are particularly useful to process large-sized data set. You may choose (i) Statistical Package for the social Sciences (SPSS), (ii) Statistical Analysis System, or (iii) Pivot in Microsoft Office Excel.

Data entered to the database must be checked for accuracy, which can be performed by the following steps:

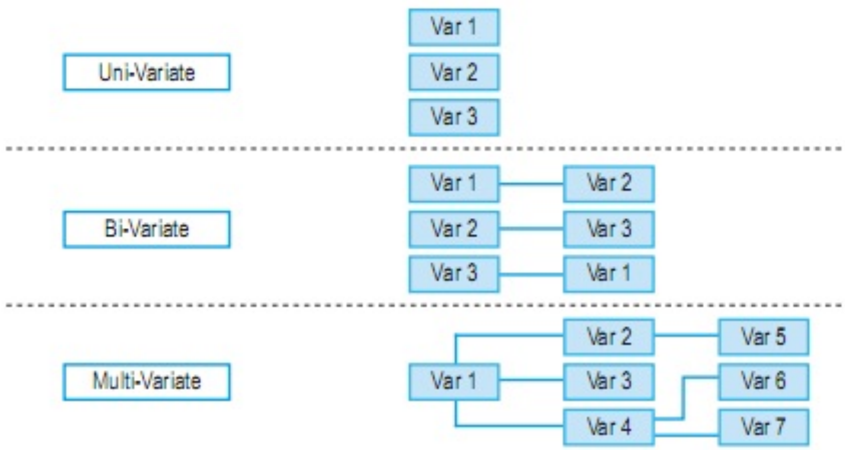
- Select a random set of questionnaires and crosscheck between the answers written on the individual questionnaire sheet and the corresponding data entry in the database;
- Check the frequency and average value (mean) of specific questions to confirm the accuracy of the entered data.

After all data has been completely entered and checked for accuracy, then you are ready to move forward to data analysis. The process of data analysis depends mostly on the sample size and the length of the questionnaire. Typical data entry may take between two to four weeks to complete.

Stage 3. Analyzing Data and Formulating Findings

After creating a database for the responses/answers provided by the samples through the questionnaires, it is time to point out and formulate the findings, which should be performed by the following steps:

1. Analyzing the data collected:
   a) Define what topics are relevant to analyze;
      i. By demographic group
         Example: age, sex, income, occupation, etc.
      ii. By public service provider group
         Example: PDAM, PLN, school, Regional Office of Education, hospital, etc.
      iii. By specific type of public service provided
         Example: clean water, electricity, waste cleaning, BOS, etc.
      iv. By public service user group
         Example: PDAM user, electricity user, teacher, poor student, etc.
   b) Define how far the analysis will be conducted for each individual variable/topic;



There are three common methods to describe the analysis level for a study—including CRC study—either in number or percentage:

i. Creating basic tables using univariate method, by referring to the variables/topics specified as the focus of analysis:
   Univariate method is used to describe a single variable and its attributes. The analysis technique commonly applied is:
   - Average
     Example:
     AVERAGE INCOME/MONTH OF PNS TEACHER

Occupation	Amount	Average Income
PNS teacher	10,000	IDR 4,000,000

   - Comparison
     Comparative analysis is performed by comparing between:
     - one service provider and other service provider;
     - a specific service received in the present time and in the past;
     - a planned service and its actual implementation;
     - intravariable correlation.

     Example 1:

QUALITY OF MCK ROOM IN SCHOOL

Question: How would you describe the quality of MCK room in your school?	**West Region**		**Central Region**		**East Region**		**Total**	
	N	%	N	%	N	%	N	%
Clean	41	97.6	90	95.7	86	100	217	97.7
Dirty	1	2.4	4	4.3	0	0	5	2.3
Total	42	100	94	100	86	100	222	100

Example 2:

COMPARISON OF THE AVERAGE INCOME/MONTH BETWEEN POLICE AND GOVERNMENTAL STAFF

Occupation	Amount	Average Income
Police/Army	200	IDR 200,000
Governmental staff	10,000	IDR 4,000,000

- Range

  Example:

  RANGE OF INCOME/MONTH BETWEEN POLICE/ARMY AND GOVERNMENTAL STAFF

Count of HH_income	Column Labels					
Row Labels	< Rp600,000	> Rp3,000,000	No response	Rp1,200,000 - Rp1,800,000	Rp600,000 - Rp1,200,000.-	Grand Total
Army/Police	3	1			4	8
Gov't Officials	29		1	1	13	44
Grand Total	32	1	1	1	17	52

- Frequency

  Example:

  FREQUENCY OF HEALTH INSURANCE USAGE BETWEEN POLICE/ARMY AND GOVERNMENTAL STAFF WITHIN THE RECENT YEAR

Count of SHI_usage	Column Labels	
Row Labels	Yes	Grand Total
Army/Police	3	3
Gov't Officials	14	14
Grand Total	17	17

ii. Cross-tabulation using bivariate and multivariate method to draw conclusions based on the analysis level required:

- Bivariate method: used to analyze and find correlation between two variables.

  Example 1. Cross-tabulation using bivariate method

Typical Cross tab output

	Had a problem--piped water	No problem--piped water	Total
Satisfied with overall quality of service	16.7% (41)	92.7% (306)	60.3% (347)
Dissatisfied with overall quality of service	83.3% (204)	7.3% (24)	39.7% (228)
Total	100% (245)	100% (330)	100% (575)

Example 2. Cross-tabulation using bivariate method

AMOUNT PAID BY INDIVIDUAL PUBLIC TRANSPORTATION USER PER DISTRICT

District name		How much do you pay for public transportation fare? (less than) < IDR 2,000	IDR 2,000 to IDR 5,000	(more than) > IDR 5,000	Total
Arjasari	Count	6	8	1	15
	% within District name	40	53,33333	6,666667	100
	% within How much do you pay for public transportation fare?	6,593407	3,076923	0,869565	3,218884
	% of Total	1,287554	1,716738	0,214592	3,218884
Baleendah	Count	3	24	2	29
	% within District name	10,34483	82,75862	6,896552	100
	% within How much do you pay for public transportation fare?	3,296703	9,230769	1,73913	6,223176
	% of Total	0,643777	5,150215	0,429185	6,223176
Banjaran	Count	5	9	3	17
	% within District name	29,41176	52,94118	17,64706	100
	% within How much do you pay for public transportation fare?	5,494505	3,461538	2,608696	3,648069
	% of Total	1,072961	1,93133	0,643777	3,648069

- Multivariate method: used to analyze more than two variables within the same period of time.

  Example of cross-tabulation using multivariate method

ARMY/POLICE OFFICER HOLDING HEALTH INSURANCE CARD AND USING IT WITH ADDITIONAL EXPENSE IMPOSED WITHIN THE RECENT YEAR

Row Labels	Values: Count of Receive_card	Count of SHI_usage	Count of Add_charges
Army/Police	**3**	**3**	**3**
Yes	**3**	**3**	**3**
Yes	3	3	3
0	3	3	3
Gov't Officials	**14**	**14**	**14**
Yes	**14**	**14**	**14**
Yes	14	14	14
0	9	9	9
50000	1	1	1
100000	1	1	1
300000	2	2	2
2000000	1	1	1
Grand Total	**17**	**17**	**17**

iii. Interpret the findings acquired from data analysis:

a) Translate the findings you have acquired from data analysis into diagnostic statements for each individual topic/aspect of CRC.

Example of diagnostic statement:
71% of the respondents stated that they are satisfied with the service given by clean water officers.

b) Formulate a conclusion for each individual topic/aspect by referring to the diagnostic statement.
Example of conclusion:
The degree of society's satisfaction over the service given by clean water officers is relatively high (71%).

c) Formulate recommendations based on the conclusion.
Example of recommendation:
In order to improve the quality of clean water service, it is particularly necessary to improve the water meter record system for each user so as to be more accurate.

Box 12. Data Analysis and Interpretation of Findings

Below are several categories of typical CRC findings:

1. Estimation of aspects of public service;
    - Average nominal value of the length of time the clean/drinking water runs
    - Average nominal value of the length of time for the clea water officer to address a problem
2. Comparison between services;
    - Comparison of all satisfaction degree for a particular public service (water, electricity, health, environmental hygiene, etc.)
    - Comparison of corruption cases in public service institutions
3. Comparison between regions/areas;
    - Evaluation on the percentage of society receiving garbage disposal service between two different regions
    - Comparison of flood occurrence between to two slum areas in a city
4. Comparison over time
    - Tracking of the changes of society saticfaction degree over the quality of clean/drinking water service over time, e.g. from the start time to the end time of a 5-year period.

a. Data Analysis Methods
Data analysis may be considered the most essential stage, but unfortunately it often receives less time allocation than actual data collection and preparation.
The techniques commonly applied for data analysis are:
- Average (example: average cost)
- Range (example: income)
- Frequency (example: percentage of users who are satisfied with a particular service), etc.

After making basic tables, you perform cross-tabulation (crosstab). This technique is used to observe the correlation between two or more variables in order to deeply understand a certain phenomenon. Example: in CRC study for education sector, cross-tabulation between the variables of customer satisfaction and the type of health facility visited will provide an insight of the difference of customer satisfaction degree in different health facilities.

b. Interpretation

Interpretation requires adequate skill to translate aggregate data into a size relevant to the studied public service. Interpretation refers to a process of translating findings into diagnostic statements. This is an essential stage as it will make CRC more measurable. The process is carried out by referring to the detailed objectives and goals of the CRC study.

As an example, within a CRC study on clean water service, it is found that 71% of the respondents visited are satisfied with the service given by the officers. The data is acquired directly from the questions presented in the questionnaire, which is processed through stages mentioned earlier. During the interpretation process, what questioned is whether the percentage is relatively high, fair, or low. Through interpretation, the result produced is an objective statement of "the society's satisfaction degree over the service given by clean water officers is relatively high (71%)".

2.6. Constructing Report and Disseminating CRC Results

Stage 1. Constructing Report

1. Define the goals to achive by utilizing the CRC results;
2. Define who will receive the CRC results;
3. Make a systematic outline to guide you through the process of writing the report;
4. Construct a report narration based on the agreed system/outline.

Box 13. Constructing CRC Report

CRC report is constructed according to the goals to achive and target groups that will receive the CRC report. A CRC report intended to use as a tool for advocacy will require a different format or packaging from a CRC result intended to be submitted as an administrative requirement for a project. A CRC report to submit to donors will be different in format or packaging from a CR report addressed to public service providers becoming the very target of the CRC study.

The main sections of a typical CRC Report are:

- Executive Summary
- Objectives of the Survey

- Explanation of Methodology
- Key findings
- Implication/recommendations

Executive summary commonly serves as the first section of a report, which contains a brief description of the objectives, methodology, and key findings. It also contains a list of recommendations according to the findings acquired. Typically, executive summary is not longer than 1 – 2 pages.

The section describing the survey objectives should also contains an explanation of why it is important to conduct the survey, and how the findings are expected to be followed up in the future by the related stakeholders.

The section describing the method of the study commonly contains guding questions such as:

- How is data and information obtained?
- When is data and information acquired and collected?
- How many samples are there for the study and how are they formulated?
- What are the stages planned, from data collection, data processing, to analysis method adopted?
- How much is the degree of trust adopted for the survey?
- How much is the margin error tolerable for the study?

The section describing the key findings functions to explain the results obtained from data processing, data analysis and interpretation. Typically, this section contains a set of findings that are capable of attracting public attention. Throughout the section, it is essential to make use of tables in order to present the key findings in a more compact format. The most attractive of all formulated results should also be supported by complementary graphics. The findings should cover both sides of public services—the good ones and the bad ones.

The last section is to explain the implications of the findings. In other words, it contains the question of “So what to do next?”, and therefore this section should present a set of formulated recommendations to take in order to change the current situation reflected by the findings. Recommendations may be proposed either as general suggestions or focused directions addressed to specific stakeholders.

Stage 2. Disseminating the Findings

Dissemination of CRC findings is a part of the advocacy activity, and is a critical, essential stage to complete in order to make sure that the entire steps taken precedingly—along with the resources and energies spent during the stages—have not been for nothing, as CRC findings will not result in any impacts if it failed during this particular stage.

The effectivity of dissemination strategy adopted is defined by the following steps:

1. Planning the dissemination steps:
   a) Identifying the targeted audience or relevant stakeholders;
   b) Specifying the channel/network/media to use for disseminating the results to each individual target audience;
      Example of possible channel/network/media:
      - Presentation within a limited discussion forum or seminar
      - Press conference
      - Press release
      - Campaign/publication media, e.g. posters, banners, film, music, etc.
   c) Writing down the specific materials and messages of the study onto the dissemination media selected for dissemination;
   d) Defining one or more members of the CRC implementing team to act as the speakers for dissemination.
2. Carry out the dissemination in effective, regular, and sustainable manner.

Chapter 3
Follow-Up for CRC Results

As one of the tools to enforce social accountability, CRC requires advocacy in order to facilitate improvement of government services by referring to the results and findings obtained from CRC activities. The success of CRC is to be judged from how much improvement has taken place in public services, either provided by the government or other providers, as the impact of CRC activities.

Within the context of follow-up actions for CRC, direct improvement of the analyzed public service is rarely demonstrated. It takes long term commitment to foster concrete positive changes of public services. Hence, CRC needs to be institutionalized so as to provide a basis to create external pressures to urge public institutions to improve the quality of their services.

However, it takes serious commitment from various stakeholders to institutionalize CRC. CRC activities carried out on a regular basis will allow drawing of feedbacks from the service users about what aspects to improve from each individual service provider.

CRC utilizes surveys to draw feedbacks from service users, so as to provide evaluations on the services they have received/accessed from any service providers. CR will mostly produce no benefits if it is not well planned, has no clear dissemination strategy, and not followed up by advocacy. Therefore, CRC should be understood as a combination of survey approachas the “science” and advocacy as the “art”.

Advocacy activities carried out post-CRC is commonly manifested in the following two categories:

- Strengthening citizen’s “voice”. The term “voice” here refers to the citizen’s needs and opinions in their position as the ones using services provided by the government. The “voice” represents the demand side, which comprises civic groups, civil societies, media, and other society groups who use, or intending to use, public services.
- Improving the government’s responsiveness towards the citizen’s needs. The term “responsiveness” here refers to the public service provider’s acceptance for any feedbacks derived from external parties, which may result in consequences of changes of internal structure, procedure, or

process of public services.

Post-CRC advocacy is deemed successful only when the two conditions above have been achieved altogether.

What is advocacy?

- Affecting policies and their factual implementation
- Organizing public opinions and participation
- By affecting policy makers and executors
- On behalf of public interests
- By utilizing democratic strategies

3.1. Planning Advocacy

Stage 1. Formulating Problems to Advocate

1. From the sets of CRC findings/results obtained, select which topics/aspects to follow up by advocacy;
2. Based on the topis/aspects selected, formulate what problems from each individual topic to follow up by advocacy;
   Examples of questions you can use to guide you in formulating the problems to advocate:
   - What problems of the specific topic/aspect that needs to be resolved?
   - Where does the problem root from?
3. Formulate statement sentences (problem formulation) for each problem selected;

Stage 2. Formulating Advocacy Goals

1. By referring to the problem formulation, formulate the advocacy goals;
   In advocating CRC results, there are at least three main goals to achieve:
   - Improvement of public services
   - Improvement of budget allocation for different aspects of a specific public service
   - Demonstrated initiatives and willingness from the public service providers to adopt CRC activities as part of their efforts in strengthening civil participation in enforcing social accountability
2. Test the statement of advocacy goals using SMART technique

	Guiding Questions
S	How **SPECIFIC** is the specified advocacy goal? Has it been clear **what** to do? Has it been specified **who** should receive the benefits? Has it been specified **who** should take improvement actions?

M	How **MEASURABLE** is the specified goal? Has the **number/amount** of goods or service to provide been specified? Are the achievements **measurable**?
A	How **achievable** are the specified advocacy goals? Has the achievement **trend** of public services in the past and the government's **capacity** in achieving those goals been specified?
R	How **REALISTIC** is the advocacy goal? Has the **political dynamics** within the particular location targeted for advocacy been taken into account? Has the available resources and the capacity **limitations** of the advocacy actors taken into account?
T	Has the specified advocacy goal included **TIMEBOUND** (time frame)? Has the specific **time limit** to achieve targets has been specified? Has it been made possible to monitor **the achievement of realization in a progressive manner**?

Stage 3. Formulating Recommended Solutions

Based on the problem formulation and advocacy goals specified earlier, formulate the recommended solutions for each problem. You may formulate recommendations of solutions by answering the following questions:

- What solutions are possible to take to solve the problem?
- What are the stages to go through?
- What programs and activities may be conducted to achieve the targeted solution?
- How many programs and activities are necessary?
- How much is the budget?
- Where to raise the fund from?
- How long will it take to implement all those programs and activities?
- When should the programs and activities completed? When should the targets be achieved?
- Which stakeholders may potentially cause conflicts of interest due to those programs and activities? What interests may potentially be upsetted?
- What trade-offs to prepare in order to anticipate any derivative problems resulting from the conflict of interest?

Stage 4. Mapping Related Stakeholders

1. Perform analysis using Stakeholder Matrix:
   a) Create a Stakeholder Matrix table;
      Example:

Category of Stakeholder	Interest(s)	Planned Actions to Affect Individual Interest
1. Group/community	Better public services	+
2. Women	Involvement and social insurance	+
3. Officials	More accountable	?
4. Leaders	Better relationship with the civil society	+
5. Local elite	Preserving influences and patronage	-

b) Identify which stakeholders to analyze;
c) Write out the interests of each individual category of stakeholder;
d) Write out actions plan to affect the interests of each stakeholder by marking with a (+) symbol to indicate that the planned action will support their interest, a (-) symbol to indicate that the planned action may upset their interest, or a (?) symbol to indicate that the respective stakeholder's attitude and interest is unclear.
e) Draw a conclusion from the completed stakeholder matrix.

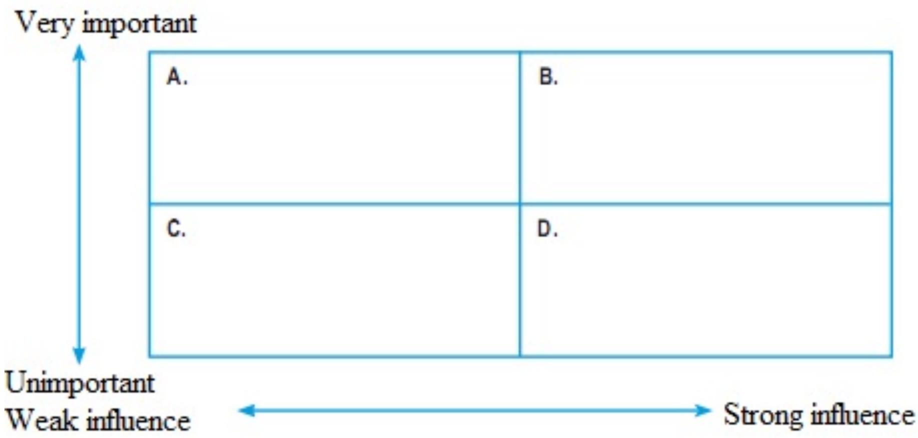
Box 14. Stakeholder Matrix

For an advocacy to work effectively, it requires good understanding towards any stakeholders related to the isssues and their roles in the advocacy. Various techniques and tools are available to analyze stakeholders, such as Stakeholder Matrx and Impact Matrix. These two tools are useful to clarify the target of the advocacy and deepen the potential impacts of the advocacy activities.

Stakeholder Matrix helps advocacy actors in indentifying any relevant stakeholders and their roles in relation to the CRC study at issue, as well as in analyzing whether the action plan supports or opposes those interests.

The key stage of setting up strategies to make use of the CRC findings is performed by firstly analyzing relevant stakeholders. As an initial step, Stakeholder Matrix may be utilized to help construct any relevant stakeholders and what their interests are, and to observe whether the action plan supports or opposes each individual interest.

2. Perform analysis using Impact Matrix:
   a) Create an Impact Matrix table;
   Example:



b) Fill in column A, B, C, and D with the group of key stakeholders identified for the planned advocacy activities;
c) Draw a conclusion from the completed Impact Matrix.

Box 15. Impact Matrix

This tool helps advocacy actors in classifying stakeholders according to the level of importance (very important or unimportant to target) and their influences. This information in particularly useful to help clarify which stakeholders are most suitable to target and which stakeholders have the most influences towards the expected changes/impacts.

Explanation of column:

Column A, B, and C contains the information on key stakeholders with strong influences over the advocacy agenda, or who have the most important roles in relation to achieving the advocacy goals.

Column A: Stakeholders with very important roles but with weak influences. To preserve their interests, it is necessary to apply specific actions.

Column B: Stakeholders with very important roles and strong influences over the advocacy. For stakeholders of this category, the advocacy actors should establish a good collaboration in order to ensure a mutually beneficial coalition to achieve the advocacy goals.

Column C: Stakeholders with relatively strong influences over the advocacy goals, but their interests do not directly correlate to the advocacy goals. Stakeholders of this category may potentially ignite troubles and risks, and therefore it is necessary to establish an intensive communication before involving them in the advocacy activities.

Column D: Stakeholders with weak/small influences and less important roles, and do not directly relate to the advocacy goals. Stakeholders of this category may not necessarily be prioritized for direct communication and involvement

within the advocacy process.

3. Perform initiative identification of CRC results for each category of stakeholders, by referring to the stakeholder matrix or impact matrix analysis.
   Example of initiative table:

Category of Stakeholders	**Type of Initiatives Expected from CRC Results**
Service provider institutions	• Redesign the service provision procedure • Respond to specific needs required by particular segments of the service users • Redesign the provision system (computerization system, capacity building for officers, etc.) • Add resources to change policies and improve service provision
Government Key Officers/Apparatus	• Design an incentive system to reward service provider institutions with outstanding performance • Monitor and measure public budget usage according to the applicable standards in order to relate financial supports to the indicators of performance • Reallocate resources to improve future public service programs
Local CSOs and citizens	• Construct a priority list for public services and conduct advocacy activities to improve the quality of a particular public service specified • Mobilize public opinions and civil society participation to enforce changes of policies and improved implementation
International development Institutions and Donor Institutions	• Provide suggestions/recommendations for policy makers and enforce changes of a particular public service specified • Establish evaluation on any projects and programs they funded • Construct a priority list of supports for any possible capacity improvement programs • Provide references of the quality of public service provision while waiting for new/updated policies or schemes

You may also use other tools to map relevant stakeholders for advocacy, such as:

- SWOT analysis
- Powerbroker analysis (allies, soft supporters, fence-sitters, opponents)
- Stakeholder analysis (primary audiences, secondary audiences)
- Power mapping analysis (pro-reform vs power matrix), etc.

Stage 5. Formulating Advocacy Messages
It is essential to formulate advocacy messages as they will further serve as the key material for campaign activities during advocacy. Advocacy messages should be specific and to the point; use short sentences. For different target groups, you may need to formulate different messages.

Below are several questions to guide you in formulating advocacy messages:
- What do we demand?
- What are the objects?
- Who will be benefitted?
- Where is it implemented?

3.2. Performing Advocacy

Although CRC and its subsequent consultation processes have been completed shortly, it still demands long term commitment to observe how far the expected improvement has been actualized in the real world. Typically, CRC results in immediate improvement of the analyzed services. CRC institutionalization should be able to create a basis for producing organized external structures to urge service providers to continuously improve the quality of their services.

To many extents, the institutionalization process requires long term commitment from all concerned stakeholders. A CRC study conducted on regular basis will be able to reveal the most updated opinions from the service users toward public service provision, and will help in identifying the regions/areas to improve, which will eventually lead to efficient service provision.

Various initiative activities can be carried out to follow up the CRC results, so as to stimulate public participation and motivate service provider institutions to adopt a more proactive attitude. Below are several examples of activities you may conduct:

1. **Campaign to raise awareness on collective issues:**
   To conduct this activity, activities aimed at publicating information on CRC results must be strengthened on regular basis as a dissemination activity, so as to broaden public awareness on the public services at issue.

While extending the publication, it is necessary to also search for "local champions" from within or outside the government sector. Exampless of activities aimed at raising collective awareness are, among others, media campaign, talkshow at community radios, open house, inter-institution workshop, and other applicable forms of campaign.

2. **Foster consensus on public service provision:**
   The last stage to do is to drive organizational consensus as an organizational response to the identified problems, as well as a commitment to enforce changes. This activity may be conducted as an effort to apply transparency mechanism to the public, so as to obtain supports and commitments from any other relevant stakeholders to foster changes within their institution. During the stage, public institutions are expected to be more open-minded and accmodative to new suggestions.
3. **Conduct lobbying to affect policies and program planning:**
   To make the lobbying works effectively, it is necessary to identify critical civil society groups or public service user constituents with skills and connection required to strengthen public pressure. Examples of lobbying practices aimed at affecting policies and program planning are, among others, meeting/discussion with various social groups or figures to facilitate audience with the parliament, meeting or any other concrete actions aimed at supporting improvement in specific areas.
4. **Perform monitoring and evaluation:**
   The findings obtained from CRC results can be utilized to monitor different aspects of service (benefits, properness, reliability, corruption), the quality of officers/apparatus, and service provision in general context. Also, CRC will be helpful for evaluating specific programs and tracking period improvement of a particular service.
5. **Enforce participatory planning:**
   CRC result findings is able to drive planning mechanism to open more for various communities to work side by side in improving citizen participation in local planning and policy making. Example: civil society groups may be involved during budget analysis as the Regional Budgeting Team and Division of Budgeting usually do in budget allocation.
6. Conduct consultation on citizen demands/needs:
   Public gathering or public consultation is a good option for citizens, service provider institutions, and other relevant stakeholders to discuss what the society needs. The consultation process may involve local communities and government officers to observe how far a particular service policy has been able to address key problems and generate solutions. The challenges that may emerge during this process are, among others, how to keep the discussion focused on addressing collective issues currently bothering the

people. Hence, skilled facilitator is mostly required to manage the discussion.

7. **Drive the creation of public service standards:**
   Many service provider institutions do not own Minimum Standards of Service (*Standar Pelayanan Minimal*/SPM), which should have been created by approval from the service user, resulting in the users' needs and expectation left unconsidered. Service users may construct a "citizen charter" as a declaration of their needs and expectations. The charter is then to be delivered or informed to the corresponding service provider institution.
8. **Drives incentive, sanction, and control as an integrated part of policies:**
   Besides public service provision, incentive, sanction and procedure are the very things that make up public service operation. Incentive may be given by relating to users' satisfaction as one of the indicators of performance. On the other hand, sanction may be given to reward poor performance, including in cases of bribe and extortion.
9. **Foster changes of service ethics and organization culture:**
   The core element of any service-related policies is ethics and culture of the respective service provider institution. To change long-preserved ethics and culture is no ordinary challenge for citizens. Staff training, reward, leadership programs, incentive and sanction may help in changing the behavioral pattern of service officers. It is important to note that to support changes, coordination is required at any government organizational structure.
10. **Foster improvement of service accessibility:**
    Along with the increasing of space for public participation in program planning and other spaces related to affecting the government, citizens commonly expect public services to be accessible.
11. **Drive actualization of the right for information freedom:**
    CRC functions as a medium for all citizens to receive what is their right, i.e. the right to obtain public information related to public service provision. Citizens may use such information as a bullet targeted to demand service providers to improve their public service policies.

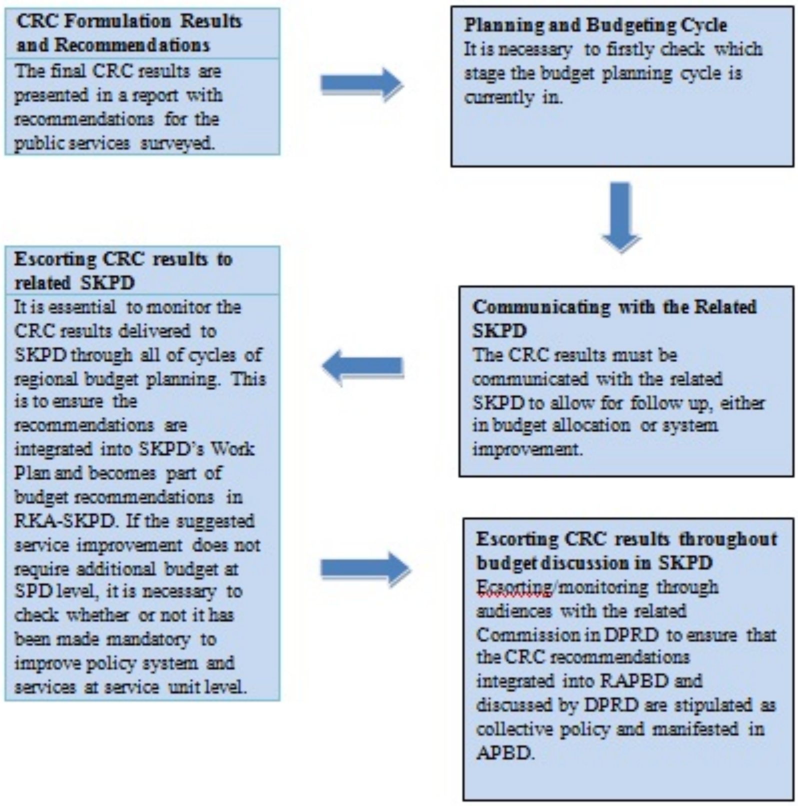
3.3. Flow Scheme of CRC Advocacy

As explained earlier, the goals of CRC are:

1. Improved public service system
2. Improved budget allocation for different aspects of a particular public service
3. Demonstrated initiatives and willingness from public service providers to adopt CRC activities as part of their efforts to strengthen civic

participation in enforcing social accountability

In advocating CRC results, it is necessary to know the schedule of planning and budgeting in the corresponding region/area, in which process, and who is targeted for the advocacy. Below is the flow scheme of CRC advocacy:



APPENDIX
SPSS 13 APPLICATION

SPSS
SPSS is a tabulation data-based application program, used for tabulation data analysis for common studies. SPSS has various versions; the latest is SPSS version 19.

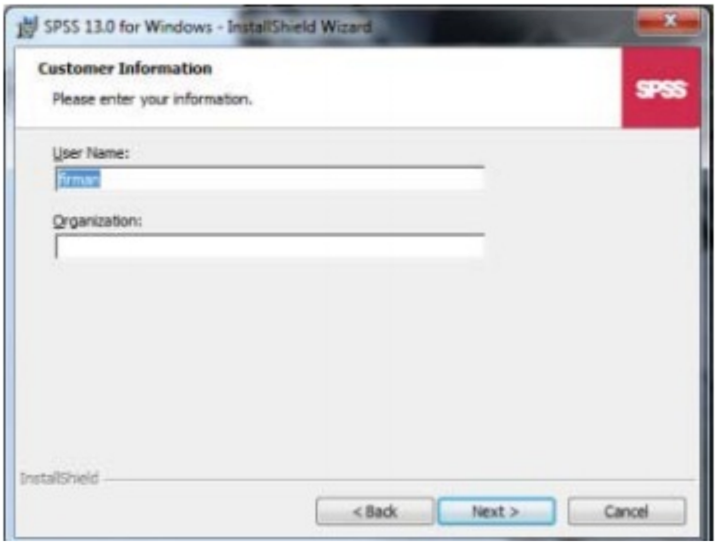
SPSS Installation
SPSS can operate well on Windows XP/Vista/7, as well as on Open Source and Mac. This section provides a tutorial of operating SPSS on Windows-based operating system. To use SPSS, it is recommended to use computer set or notebook running on Windows XP/Vista/7, with 512 Mb RAM.

Installation Steps:
1. Run the installation CD and click "*Setup*", file type "A*pplication*".
2. On the dialog box displayed, click "*Next*".

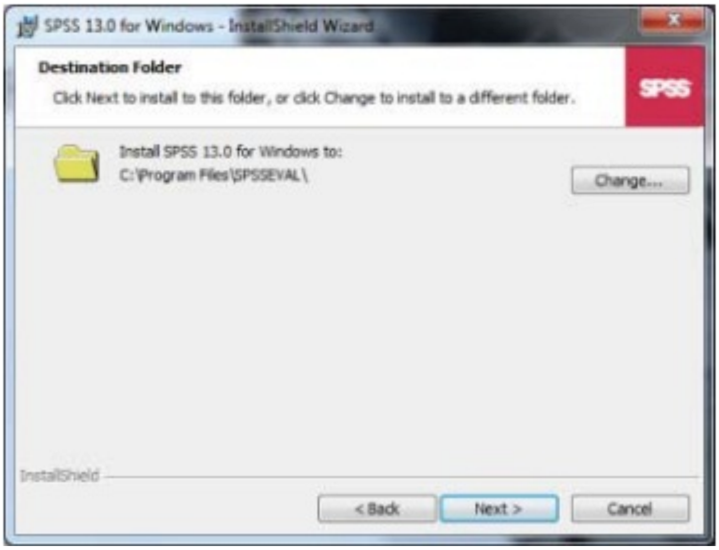
3. Select "*I accept the terms in the license agreement*" option and click "*Next*".

4. Select "*Next*" function.

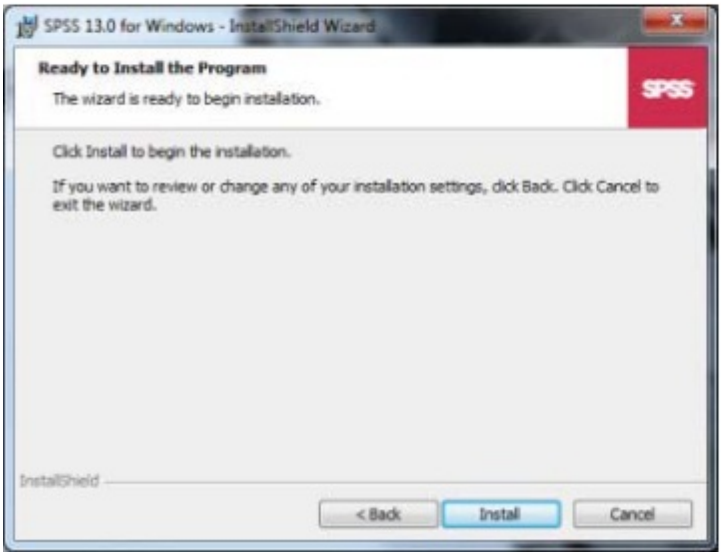
5. Select "*Next*" function.



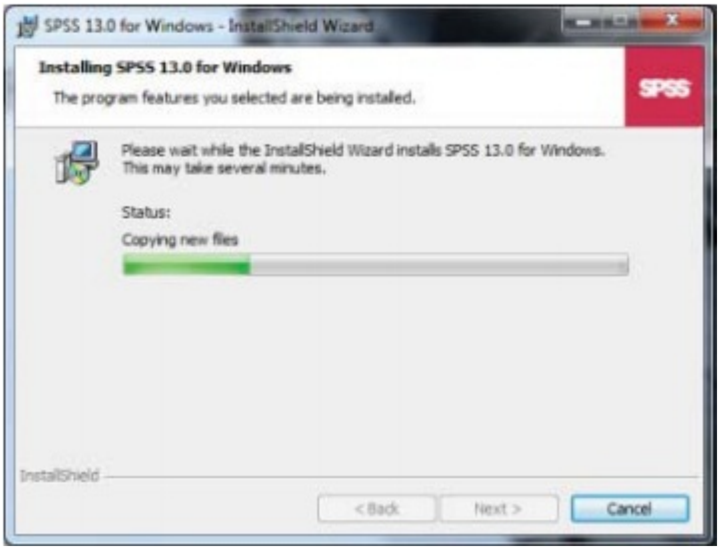
6. Click "*Next*" function. On the "*Change*" dialog box displayed, you can change the location to save the installation. However, it is recommended that you use the defaut recommendation.



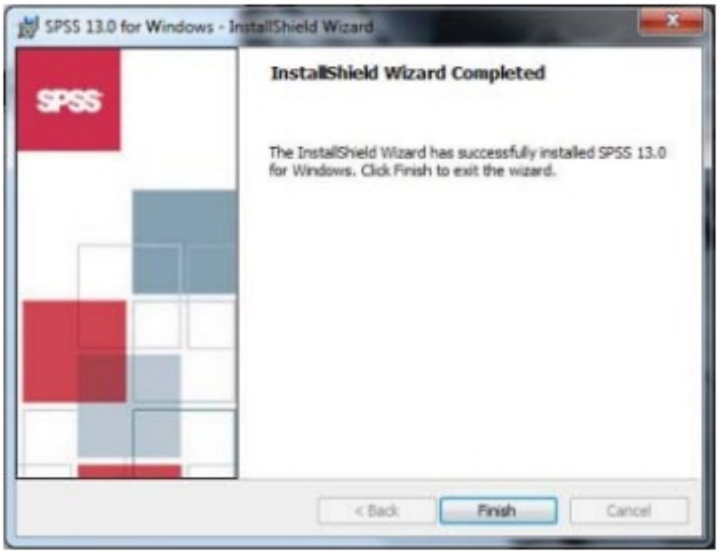
7. Click “*Install*”.



8. Wait for the installation process to complete.



9. After the installation process is 100% complete, click "*Finish*".

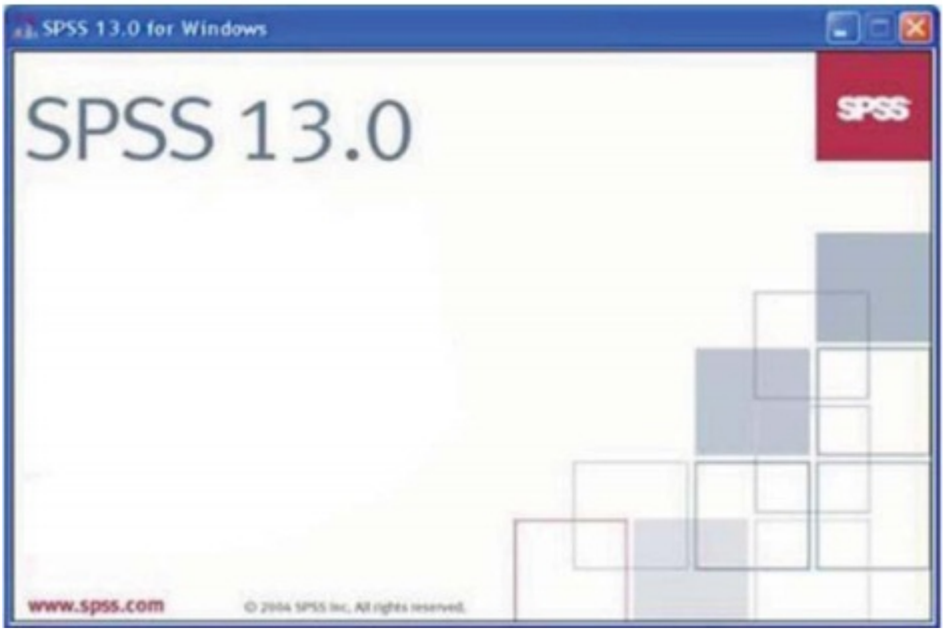


10. After the installation process is complete, it is recommended to restart your hardware—either notebook or PC—to ensure the program works properly.

11. After restarting the hardware, copy the crack code "*C:/program file/spsseval*" from the SPSS 13 Master CD and paste to the specified location. Double-click on the copied crack to open the program. Wait until the screen displays this window:

12. On the dialog window displayed, click the "*Patch it!*" option to run the program. Wait for the process to complete.

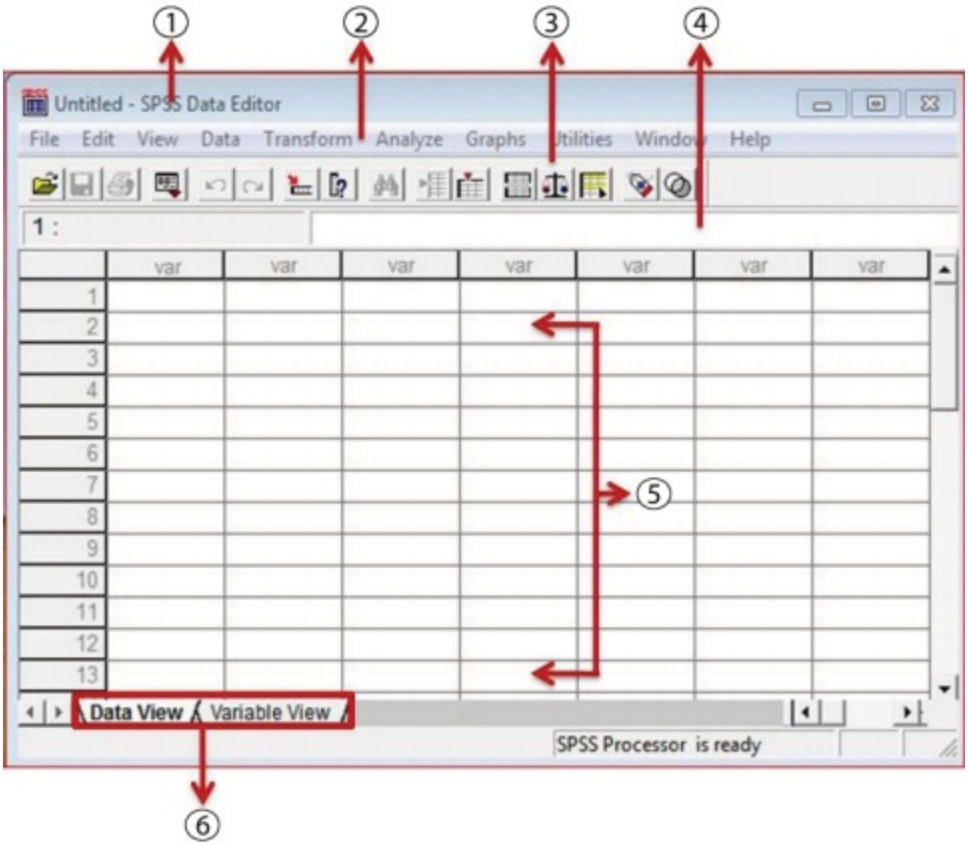
13. To start using SPSS 13, follow these steps:
    a) Select the "*Start*" menu on your computer/notebook. Select "*All programs*", select "*SPSS for Windows*" and click "*SPSS 13.0 for Windows*". Wait for the application to open.



POP-UP WINDOW DISPLAYED WHEN YOU RUN SPSS FOR THE FIRST TIME

b) The dialog window "*SPSS 13.0 for Windows*" is displayed as the start menu. "*What would you like to do*" menu contains the following options: "*Run the tutorial*", "*Type in data*", "*Run an existing query*", "*Create new query using Database Wizard*", "*Open an existing data source*", and "*Open another type of file*". You can click on the "*Cancel*" button (2) and check the "*Don't show this dialog in the future*" (1) to prevent the "*SPSS 13.0 for Windows*" dialog window from appearing the next time you run SPSS.

c) After clicking the "*Cancel*" button on the starting menu (illustration above), you will be directed to the application. The SPSS application window is displayed; it will automatically display the SPSS data editor as the default menu when you click the "*Cancel*" button.

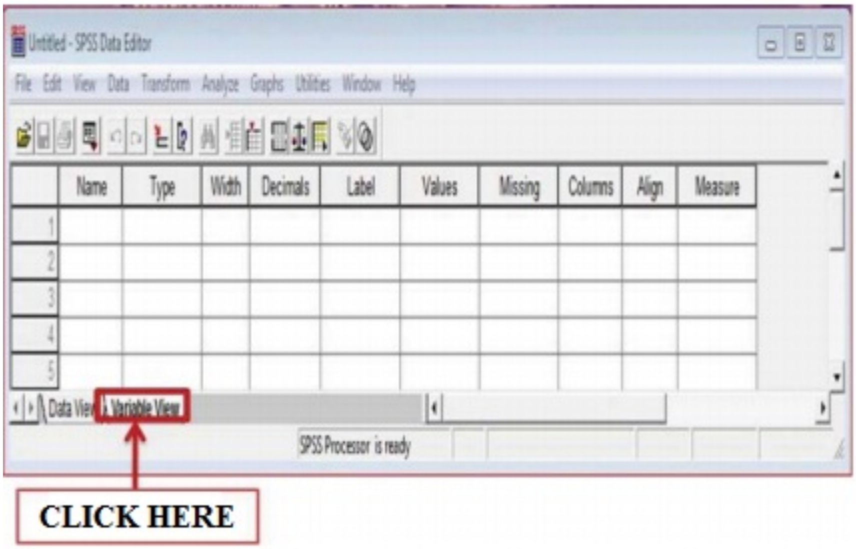


The sections in the main window are as follows:

1. **Title Bar:** contains SPSS program name and the name of file currently active. You can move the SPSS application window to another position by drag-and-drop.
2. **Menu Bar:** contains a list of SPSS menu. You can access SPSS functions from this menu bar. The menu listed are: "*File*", "*Edit*", "*View*", "*Data*", "*Transform*", "*Analyze*", "*Graphs*", "*Utilities*", "*Windows*", and "*Help*". See the illustration above for details.
3. **Toolbar:** contains a list of SPSS functions, which are displayed as icons for quick access. In other words, the toolbar contains application commands frequently used, and are displayed as icons.
4. **Textbar:** when highlighted on the worksheet, it displays information on the content of cells currently active.
5. **Data Grid:** the SPSS worksheet, consists of X-axis and Y-

axis. The X-axis contains numbers, while the Y-axis contains alphabet variables. As no data is entered yet into "*Data editor variable view*", the name of "*Default variable name*" for X-axis is "*var*" by default.

6. **Data View and Variable View:** "*Variable view*" is used to define the data type, while "*Data view*" is a set of tabs where you input data from the existing data variables.

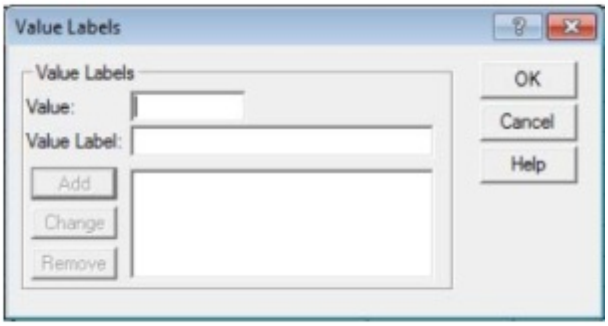


The illustration above is "*Data editor variable view*", which will be displayed when you select the "*Variable view*" tab on the SPSS data editor. "*Data editor variable view*" for X-axis contains "*Name*", "*Type*", "*Width*", "*Decimal*", "*Label*", "*Values*", "*Missing*", "*Columns*", "*Align*", and "*Measure*" functions.

14. To input data from the study, follow these steps:

- "*Name*" cell is used to input the survey's main variables, e.g. you start with the "*Sex*" variable. When entering data into "*Name*" cell, it is not allowed to use spaces; spacing is performed using "_" or a capital letter on each start of a new word.
- Keep "*Type*" cell in "*Numeric*".
- On "*Width*" cell, no changes is necessary.
- On "*Decimal*", keep it at "0" (zero).
- On "*Label*" cell, you input the questions (as indocators). Spacing is allowed for this cell.
- On "*Value*" cell, you input the answer to the question, e.g. the option of answers are "*Male*" and "*Female*". Click on "*Value*" cell to display the

following dialog box:

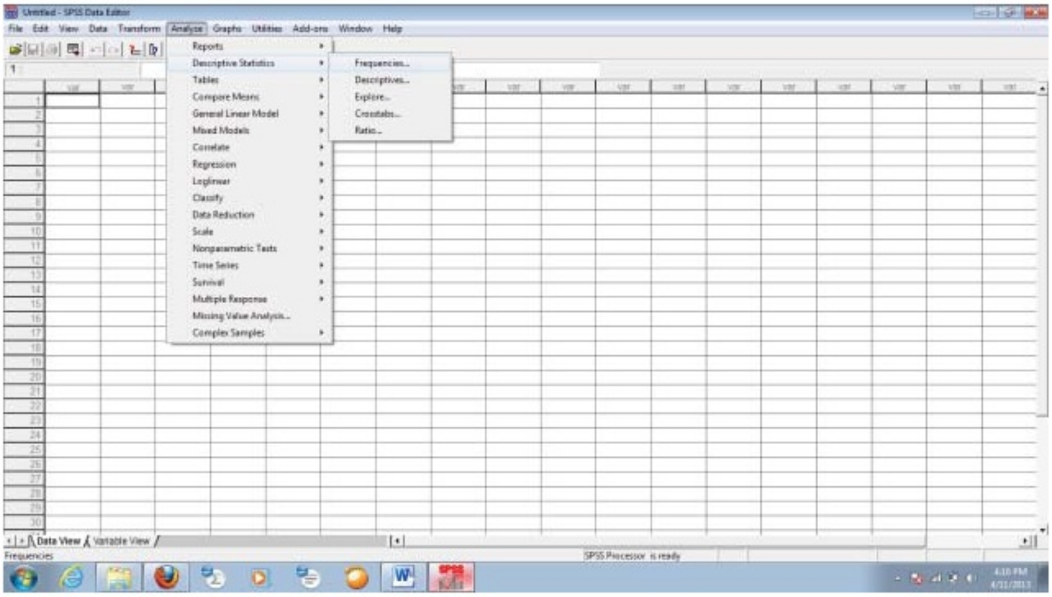


- "*Value*" cell contains symbols representing the answer for each individual question, e.g. "1" or "a, b, c, etc.".
- On "*Value label*" cell, you input the answer option for the question. Example: "1" represents the answer "*Yes*", then the "*Value*" cell will be "1" and the "*Value label*" cell will be "*Yes*".
- Each time you input data into "*Value*" and "*Value label*" cell, you must click the "*Add*" button. The "*Change*" button is used to change the answer options you have entered previously, while the "*Remove*" button is used to delete the options. After you finish entering data, click "*OK*".
- The same also applies for all subsequent questions. Have a try.

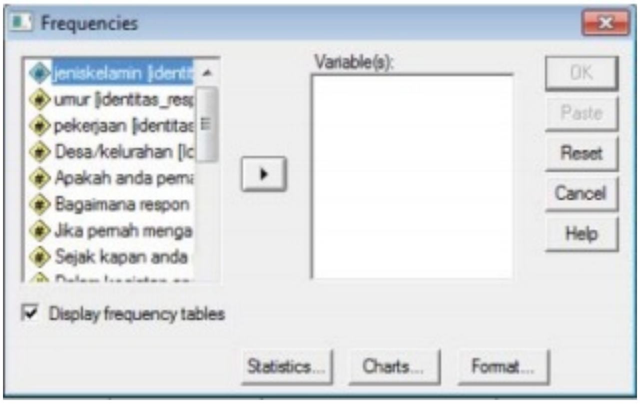
15. After entering data into "*Variable view*" sheet, click "*Data view*" again. The sheet is where you input the answers of the questionnaire.
16. To make it easier to input answers, you can click the button on the Toolbar, on the "*Value label*" function, to avoid errors when entering answers for each individual question.

Analysis

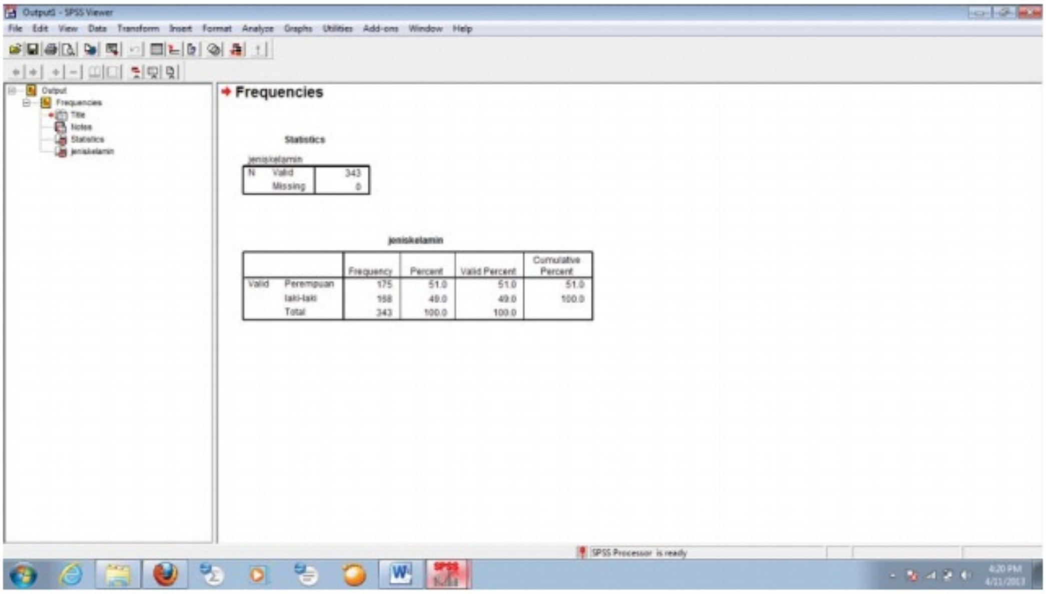
After you input an answer for each individual question, it is recommended to verify the answer you just entered. If a "*Missing system*" error message is displayed, it means that an error has occurred during data input. To deal with the error message, go to "*Analyze*" menu and select "*Descriptive statistics*", and then click "*Frequencies*" as described below:



The dialog box below is displayed after you click “*Frequencies*”:



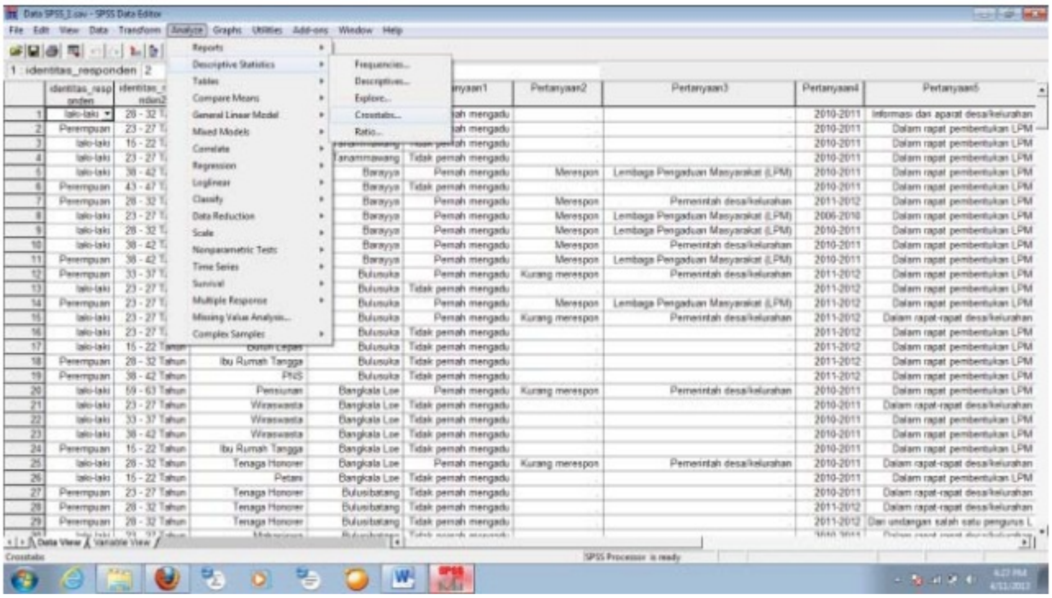
On the dialog box, select one of the question variables and drag it to “*Variables*” column, and click “*OK*”. Example: if you select “*Sex*” variable, the following dialog box is displayed:



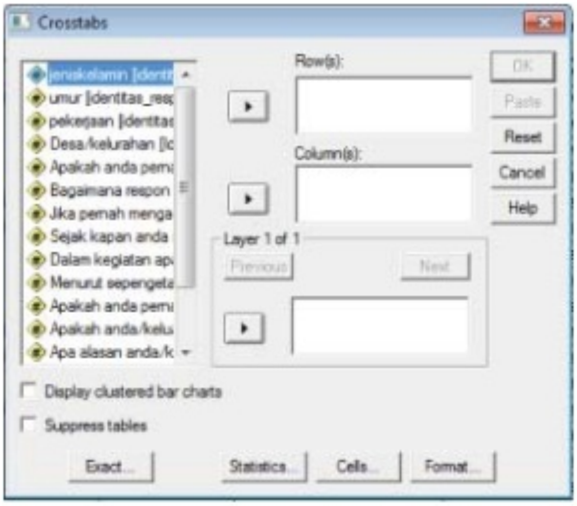
If the “*Statistics*” is “*Sex*” and the “*Missing*” box displays a number, it means that an error has occurred to one of the answers you entered previously. The error may be due to a mistake when entering the answer options, e.g. the options are 1 – 3, but the answer entered is other than 1 - 3, or not entered at all.

After ensuring that there are no errors in the answer entry, you can move forward to data analysis by following these steps:

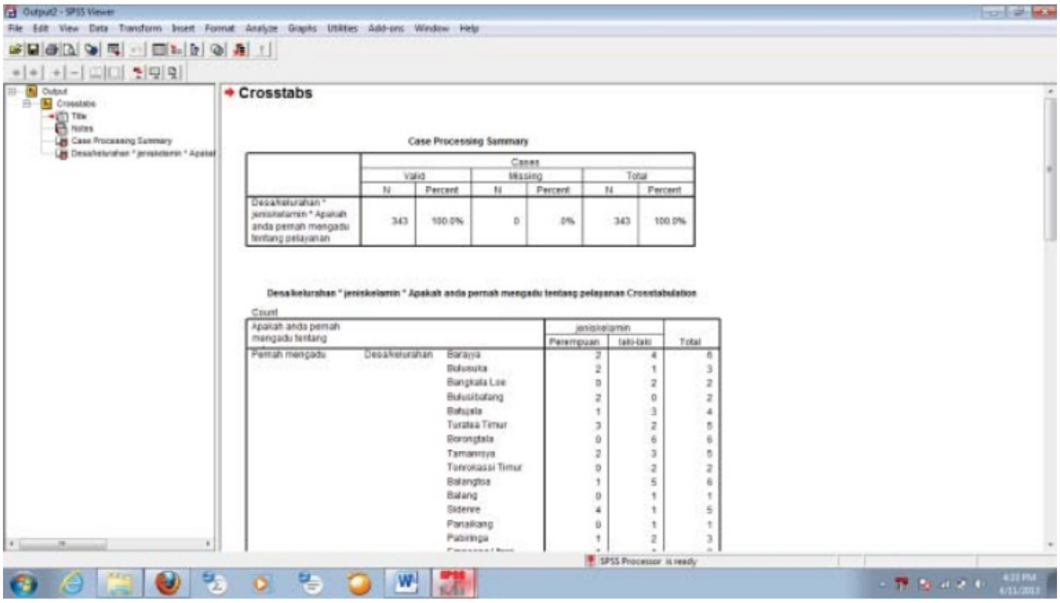
1. On the toolbar menu, select “*Analyze*”, and then select “*Descriptive statistics*” and click “*Crosstabs*”.



2. The following dialog box is displayed after you click "*Crosstabs*".



The dialog box contains important functions, namely "*Rows*", "*Columns*", and "*Layer*". These functions are used to simplify comparative analysis, e.g. when you compare the sex-based groups in different areas for each question. After you enter the required variables, click "*OK*", and the following dialog box is displayed.



3. After the analysis result is displayed as numbers in relation to the questions, copy the analysis result of "*Crosstabs*", "*Sex*" and the selected question and paste to Microsoft Excel to present as graphics. Have a try.

One of the methods of representing the society's 'voice' as the beneficiaries of public services is by implementing Citizen Report Card (CRC). Report Card is a tool expected to be capable of generating evaluation from public service users, as well as of disseminating the information to both the public service users and providers. The aspects of service to evaluate include the availability, acess, and quality of the service. The method applied is by evaluating the public services received by the society. The comparative evaluation may be applied between types of services within one single service unit, between service units, or between different areas/regions. The result to generate is in the form of the society's evaluation on the resepective public services, and is expected to be capable of enforcing improvement transformations in institutional context, so that optimal quality of public services may be achieved.

The Australia Indonesia Partnership for Decentralisation (AIPD) is a support program from the Government of Australia to the Government of Indonesia in terms of strengthening and improving the effectiveness of regional autonomy for the improvement of public services in 5 provinces and 20 regencies in Indonesia. One of the components of the AIPD Program is "Active Society", where AIPD gives supports in the forms of capacity building and technical assistance for Civi Society Organizations (CSOs) in order to enable them to actively take part in the process of planning, budgeting, and monitoring public service budgets. AIPD perceives that the civil society's active participation in good governance plays an essential role. CSO as one of the social groups is expected to function as the mobilizer in enforcing acceleration to actualize good governance at the regional level.