

**ADDITION**

# DEPARTMENT OF STATE

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FROM - DEWANTA

SUBJECT - Non-Capital Project Paper (NPOP)

REFERENCE -

Country: Indonesia

Project Nos: 497-11-660-186

Submission Date: April 26, 1968

Original X

Revision No:       

Project Title: Development and Use of Educational Materials

US obligation spans: FY 68 through FY 73

Physical Implementation spans: FY 68 through FY 73

Projected Gross Life-of-Project Financial Requirements:

U.S. Dollars .....	\$1,412,000
U.S. Owned Local Currency .....	None
Cooperating Country Cash Contribution .....	Undetermined
Other Honor .....	None

Total: \$1,412,000

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DRAFTED BY <i>[Signature]</i>	OFFICE <u>PEP/5</u>	PHONE NO.	DATE <u>4/23/68</u>	APPROVED BY: <u>Victor Morgan, Acting Director</u>
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**A. SUMMARY DESCRIPTION**

The education system along with most other sectors in Indonesia has been subjected to considerable hardship over the past decade due to the political instability and social and economic dislocations that have characterized the period. Compounding the problems in education however, has been the explosive expansion of primary and secondary schools, and public and private institutions of higher learning -- an expansion that has far outpaced the ability of the economy to adequately support and maintain even the most basic educational facilities materials and standards.

A number of foreign and international agencies are developing and renewing programs of assistance to education here now that a responsible and development oriented government has assumed national leadership.

In coordination with these agencies, the Mission has developed a proposal aimed at alleviating pressures and building self sustaining institutions in what is considered one of the most neglected areas in Indonesian education -- the development and use of educational materials. The Mission's proposed project focuses on educational materials need in higher education, with some direct and indirect assistance and feedback to the secondary education system -- especially those aspects involving preparation for advanced education. We think that this focus gears our assistance in this area to priority needs in education at a level that is making an immediate impact on Indonesia's social and economic development.

The project for FY 1968 and FY 1969 will consist of: shelf enrichment for key higher education and research institutions; assistance in developing a center for instruction in textbook writing; assistance to a program of translation and reproduction of key texts for higher education, to include subsidization of book costs to students; paper and supplies for production of a series of T&SL texts for the secondary education system, a Ford Foundation assisted program; and a program to help rejuvenate the teaching and application of library science. A budget summary follows which relates to Section E, Course of action, of this paper.

\* Note: This proposal is a follow-up to and draws heavily upon the recent report of the Wolf Management Services team entitled "Developmental Book Activities and Needs in Indonesia" (AID Contract No. AID/csd-1162), June 1967.

**BUDGET SUMMARY**  
(000's)

<u>Sub Project</u>	<u>FI 1968</u>	<u>FI 1969</u>
1. Book Gap	<u>\$218.8</u>	<u>\$188.8</u>
<u>a. HAS-LIPI Science Book Program</u>	71.5	90.0
(1) Books           \$60.0	(60.0)	(90.0)
(2) Equipment     \$11.5	(11.5)	
<u>b. Shelf Enrichment For Key Educational and Operational Institutions</u>	147.5	70.0
(1) National Development Reference Libraries 18 x \$2.7	(32.4)	(16.2)
(2) Textbook Depository Reference Libraries 5 x \$15.0 = \$75.0 (FI 68-69)	(75.0)	(30.0)
(3) Special Allocations for Pending Universities 8 x \$5.0 = \$40.0 (FI 68-69)	(40.0)	(40.0)
2. Limited Production and High Cost of Local Educational Materials	<u>230.0</u>	<u>120.0</u>
<u>a. Textbook Writing Program (18 mos contract)</u>	95.0	
(1) Project Adviser/Coordinator	(45.0)	
(2) Short Term Consultants	(10.0)	
(3) Reference Materials and Supplies, including appropriate portions of two Textbook Depository Reference Libraries	(40.0)	
<u>b. Textbook Translations</u>	35.0	120.0
(1) Paper and Printing Materials	(25.0)	(100.0)
(2) Contract for Copyright	(10.0)	(20.0)
<u>c. Paper for TESL* Program</u>	100.0	
3. Need for Assistance to the Field of Librarianship	<u>42.0</u>	<u>37.0</u>
<u>a. The Library School, University of Indonesia</u>	40.0	36.0

\* Teaching English as second language

	<u>FI 1962</u>	<u>FI 1962</u>
(1) Short Term Experts	( 5.0)	( 5.0)
(2) Fellowships	(30.0)	(30.0)
(3) Bibliographic Reference Materials	( 5.0)	( 1.0)
b. Bibliographic Materials for <u>Pembina</u> Libraries	2.0	1.0
	<b>Totals:</b>	
	<u>\$ 40.8</u>	<u>\$ 37.0</u>

**B. SETTING/ENVIRONMENT**

Indonesia's school-age population totals about 39 million, of whom approximately 18 million, or 46 per cent, are enrolled in classes and attending school. Enrollment in the public, private and religious elementary schools has increased more than sixfold in twenty years to almost 16 million. The number of students in high schools has grown at an even more rapid rate to about 1.5 million, and enrollment in higher education has increased over 40 times to an estimated 278,000. The 110 million population is growing at more than 2.5 per cent annually. Moreover, with an estimated 42% of the population under 15 years of age in 1961, the school population is certain to increase further and at a rapid pace. The anticipated further decline in infant mortality due to various national health programs will further increase the pressure on Indonesia's school system.

Under the counter-inflationary austerity program of the New Order, not more than an estimated 4.6 percent of the national budget for 1967 was reserved for education. There are not enough school buildings, teachers, or teaching materials to accommodate all students in the six-year elementary schools, in the three-year junior high schools, or in the three-year senior high schools; institutions of higher education are also inadequately housed and staffed. Economic deterioration in the 1961-1965 period served to aggravate an already serious situation, so that now the entire educational system is in a chronic state of disrepair.

A critical lack of textbooks and reference libraries cripples the entire educational system. In many elementary and secondary schools few students have books of any kind, and teachers themselves lack textbooks and reference materials. Textbooks which do exist are often substandard and out of date.

Textbooks for the basic schools are overwhelmingly the product of the private sector, but because of the economic dislocations of recent years, incomes have lagged behind increasing publishing costs to the extent that neither the government nor the students themselves can afford to buy books. The book industry is operating fitfully and at generally uneconomic levels; paper is expensive and often unavailable, and much of the available printing equipment is inoperative due to a lack of spare parts. Even if local publishers were able to produce textbooks, there is a lack of high-quality manuscripts and few trained scholars with time to write new ones.

Higher education is also characterized by a ~~great shortage of written~~ materials. This has resulted from the near collapse of the university-level publishing industry and the absence of paper, supplies, and functioning duplicating equipment which could be used by the university presses to produce mimeographed lecture notes, course outlines, and summaries of required readings. The domestic publishing industry finds it uneconomic

to produce texts for higher education due to the relatively limited potential market. English language materials were once imported in large quantities through government subsidy programs for use in institutions of higher education, but imports have ceased because of higher priority needs for foreign exchange. Moreover, due to generally poor instructional materials in the secondary education system, the English language capability of students entering the universities is usually not sufficient for college level materials. Many of the university-level textbooks purchased in 1964 lie unused in booksellers' warehouses because of a lack of purchasing on the part of the students, the educational institutions and the Government.

Indonesian libraries, of which there are less than 3,000, contain no more than five million books under bibliographic or custodial control. Most of the book stock is concentrated in four metropolitan areas of Java. It consists largely of out-dated multiple copies of school textbooks, books and pamphlets used in the campaign against illiteracy, ~~gift~~ books which are transitory in content. Basic to the problems of libraries in Indonesia, however, particularly within the education system, is the lack of inclination within the education system to use libraries as an effective tool of classroom learning. Steps towards resolution of this problem, particularly in the institutions of higher learning, will be fundamental to achievement of basic improvements in library services.

This recitation of ills could continue; it is detailed in the report of the Wolf Management Services team referenced above. Fortunately, the political atmosphere is now such that meaningful corrective action can be taken.

### C. STRATEGY

Our book activities should be confined to those areas which will have the greatest ~~impact~~ <sup>immediate</sup> impact on economic and social development and represent those areas not adequately covered by other assistance donors. In this sense we should limit our program primarily to direct and indirect assistance to education. This is the area (particularly with respect to higher education) most neglected by the Indonesian publishing industry, and that which can have the most immediate impact on the nation's economic development. Moreover, it contains critical sectors not yet being covered or assisted by other donors.

Our strategy should be to focus on import of books for higher education; assistance to programs designed to improve local development of books for the education system; and assistance geared to the improvement of library services (particularly in the universities). Any assistance to the publishing industry per se should be limited by the extent to which the industry is in a position to support the textbook and other publication needs of basic and higher education.

Moreover, anything we do in the book and library development field should be closely coordinated with UNICEF, Ford Foundation, USIS, Franklin Book Programs, and the German and the Netherlands Government's, all of which have programs, either actual or proposed, in this field in Indonesia (a brief description of the programs of each of these donors is inserted at the end of this section).

Finally, in focusing on education, we should concern ourselves first with the immediate problems, which are: (1) the book gap — the shortage of books due to the loss of books during the period of political turmoil, the cessation of subsidized book import programs, the general tight money situation which restricts the local purchase of existing stocks of imported books, and the rapid expansion of the number of institutions requiring books; (2) the very limited output of locally written texts in the Indonesian language, and translations; (3) the high cost of publishing books for the educational system; and (4) the need for a boost to the field of librarianship so that existing libraries can be better utilized.

The job of focusing our assistance to higher education will be made easier by the fact that the Department of Higher Education has now developed a system of priorities with regard to development of the university system. Using UNESCO standards developed in the Netherlands, minimum requirements have been established which classify Indonesian Universities and faculties into three levels of excellence; Pembina (leading or feeder universities), Madya (intermediate level universities), and Muda (junior colleges). The government's resources and foreign assistance will be concentrated on the twelve Pembina institutions, which will in turn contribute to the development and upgrading of the other Pembina faculties of the

Our assistance in this program, overall, should contain an element of long range phaseout, with the Indonesian Government gradually assuming the full burden of those project elements that will require a continuing, or at least a long term foreign currency input. While this is not practical for the FY 1968 program, future years should see the gradual building of Indonesian Government foreign exchange contributions to supplant the U.S. input. In some cases, perhaps a matching formula can be devised.

#### Other Donor Programs

BRIDGE: Total of \$114,000 to cover metal requirements and local printing costs for the production of a combined total of 3.5 million copies of 34 separate teaching manuals to meet emergency needs in elementary education. The paper for this project was donated in previous years by the Indonesian Government. Next year, UNICEF plans

to assist in producing approximately 10 million texts for use by the students themselves. A small staff of U.N. education experts is working with the Ministry of Education in carrying out this program.

Ford Foundation:

Approximately \$200,000 for a University Press at the University of Indonesia. This would include a modest building, letter press, initial supplies, and author and translator supplements. It is proposed that this press attain international recognition and perhaps also service other universities in Indonesia.

Netherlands Government:

Development of a comprehensive graphic arts training center in Djakarta and assistance to or establishment of about 5 university presses in leading universities. The graphic arts program will focus on the rehabilitation of the entire printing industry here, starting with the training center and leading to the actual survey and refurbishment of printing plants. In the long run, it is proposed that the project will also cover the paper and the publishing industries. Nine technicians will be employed in this project, including a business management expert. The university press program will involve contribution of multilith, folding, binding and collating machines, paper and ink supplies to 5 universities to be used for reproduction of monographs, lecture notes, manuscripts, etc. The operators of the university presses will be trained at the Graphic Arts School. In addition, the GON is planning to cooperate with UNICEF in providing a pilot mobile unit to do varied and simple graphic arts work at the grass roots level.

German Government:

The German aid program is having a well known German economic text translated into Indonesian and subsequently printed in German in 10,000 copies for distribution in Indonesia.

Franklin Publications:

A modest book translation program wherein Franklin receives a 10% royalty for translation of textbooks and other educational materials to be published locally. The operation has been very slow recently due to the inactivity of the publishing industry.

**NOTE:** Distribution to a large cross section of Indonesian educational institutions of a large number of randomly selected books. These books are donated by US publishing houses.

**D. PLANNED TARGETS, RESULTS, OUTPUTS**

This proposal makes no pretensions at being a panacea for the educational materials development field. Rather, it is intended to relieve some of the immediate bottlenecks in this field, while at the same time at least planting the seeds for more institution based progress. It is also designed to complement to as great an extent as possible the assistance programs of other agencies in the field of education in Indonesia.

Through the book import elements of the proposed program, we hope to help the key faculties of the Peking universities keep abreast of the mainstream of academic developments in their specialized fields and through these imported materials, help restore their contact with the international academic community; contacts which had been largely diffused and curtailed owing to conditions reported earlier in this paper. Moreover, through this aspect of the program we hope to stimulate and help facilitate the creation of improved indigenous teaching materials and texts and provide a sounder basis for curriculum development and improvement. Through the import of books for the science and research community, we hope to achieve much the same results, as well as helping to build specialized reference libraries within the principal research institutions.

Other aspects of the proposed program, namely the textbook writing and translation elements, are designed to help the Ministry of Education solve a chronic problem — the lack of good teaching materials in the Indonesian language. The development of a practical instructional program in textbook writing geared to the secondary schools and higher education will help improve the form and substance of materials now being written and will help stimulate the writing of more and better textbooks in the future — providing that the Ministry of Education is successful in increasing its budget allocations for production of teaching materials. Actually, this specific problem is now under study within the Ministry and several schemes — such as greater local contributions through Parent-Teacher Associations, etc — are being considered. The Ministry both recognizes and is determined to solve its basic textbook problems and it is important that any major quantitative projects that the COI undertakes be backed by the qualitative inputs that the proposed textbook writing program can produce.

The textbook translation program is aimed at a problem that has become somewhat of a dilemma for higher education in Indonesia. The number of college level texts being written in Indonesia is insignificant. Moreover, the local publishing industry finds it uneconomical to produce texts for the limited college market, and the students, in turn, cannot afford high cost books. Yet, English language comprehension on the part of college students is ~~fairly good~~ ~~secondary school preparation~~

inadequate (due to poor secondary school preparation) to cope with college level materials in English. By starting a program of translating and adapting key English language texts, and subsidizing their production, it is anticipated that at least a modest solution to the above problems can be achieved, and highly useful texts can be made available to the students at prices they can afford.

The proposed commodity support to the Ford Foundation assisted TESL program is also geared to helping solve the above dilemma. This support could, within the space of less than one year, make possible the distribution of excellent TESL materials to most Indonesian students in grades seven through nine, an enormous step forward in this field. Ford Foundation experts are now assisting the Ministry of Education in the development of materials for grades ten through twelve.

The proposed assistance in the field of library science is aimed in the long run at helping to institutionalize the use of libraries as a tool of classroom instruction and, in the short run, at helping to keep the development of university libraries in pace with other developments in Indonesian education. The proposal is a modest one, but it will be building on a very modest base within a weak institution.

It is intended that one member of the program office be given coordinating responsibilities for all of the various aspects of the proposed program, with technical assistance inputs coming from the one full time contract specialist, the proposed short term specialists and the experts employed by cooperating agencies. ~~Responsibilities are described in the following section under the~~

2. THE PROGRAM - By Major Problem Area

1. Book Gap

(a) National Academy of Sciences (NAS) Book Program - Books for Research Institutions.

The Mission proposes the continuation of the NAS book program with The Indonesian Academy of Sciences (LIPI's) National Scientific Documentation Center in the amount of \$60,000 for FY 1968. The Documentation Center is making significant progress and its operations are characterized by the Wolf Survey as "superlative". From our own experience, the Center's handling of the NAS project in the past in no way contradicts this compliment. UNESCO has an advisor working with the center and his cooperation with the USAID on the book import project has been excellent. Moreover, UNESCO is helping to expand and streamline the Center's operations with contributions of needed equipment. A sum of \$18,000 has been obligated and an additional \$70,000 in equipment and supplies is ~~being~~ through 1970. It is recommended that we allocate \$60,000 in FY '68 and \$50,000 in FY '69 for scientific books for Indonesian research institutions through the Documentation Center. One of the objectives will be to develop a matching formula whereby a \$60,000 level of scientific book imports is maintained annually, but with a decreasing U.S. grant input each year. In this way, provision for a flow

of books from outside to the Indonesian scientific community can be institutionalized within the LIPI budget.

This year, the program could be improved through screening the research institutions proposed for service under this project to determine the actual extent of their research operations and allocating books quantitatively on some kind of a relative scale. This scale would be developed through a questionnaire sponsored by the Documentation Center or LIPI, an approach recommended by Murray Todd of NAS who has recently reviewed the program here.

In addition, in a move to further strengthen the Documentation Center, this portion of the Book Program could include the provision of \$11,500 worth of reproduction and binding equipment which has been requested by the Center this year. This would be a supplement to the equipment being furnished by UNESCO and could become immediately operational. The center is becoming increasingly important as a clearing house and reference and service point for scientific and educational books and materials for all of Indonesia and could become a focal point for the administration and coordination of other US book programs as indicated below. The center is also the prime mover in the development of a Union Catalogue for scientific and educational works in Indonesia.

(b) Shelf Enrichment for Key Educational and Operational Institutions.

Last year, in addition to the NAS-LIPI program, in an effort to provide shelf enrichment to key institutions, the proposal was made (by AID/W's George Sadler, PFC/EHRD) to provide National Development Reference Libraries (540 preselected titles each) to 11 organizations; Textbook Depository Reference Libraries to six teacher's colleges (IKIPS); and a \$31,000 textbook rental library to the Sam Ratulangi University in Manado. Although this program was not consummated due to the GOI's position on counterpart deposits, the gap at which it was directed still exists. Moreover, the Wolf Management report acknowledged the above impact program as a "welcome beginning" (at meeting the book gap) and recommended the continuation of such book imports through FY 1970. Actually, at the time of publication of their report, the Wolf team regarded the impact program as a fait accompli.

In view of this, and the fact that the Ministry of Education has informally requested that this type of activity be included in our proposed book program this year -- we are including modifications of that original project in this current proposal. The modifications we have made reflect the Ministry's own newly developed scale of priorities reported above. Basically, the Shelf Enrichment sub-project is as follows:

- (1) National Development Reference Libraries to such key operational agencies as provincial government planning staffs heavily involved in work on the

five year national development plans, and central government ministries and agencies having a significant role in Indonesia's economic development efforts — including perhaps the legislative and overall policy making organizations. The actual recipients can be worked out in coordination with the Harvard Development Advisory Group to be working with the National Planning Body (BAPPENAS).

- (2) Textbook Depository Reference Libraries for the IKIPS at Djakarta, Bandung, Jogjakarta and Malang (the four IKIPS designated as Pembina institutions by the Ministry of Education). The standard list amounts to \$34,000 per set, but it is recommended here that each IKIP select \$15,000 worth of books from the total listing. In this way selections will represent books in which these institutions have the most active interest.
- (3) A special allocation for reference books for the "hard core" faculties of the eight Pembina Universities. This is a new element in the program and should be set modestly at about \$40,000. This program would, hopefully, be administered jointly by the Department of Higher Education and the National Scientific Documentation Center and be run very much like the NAS book program with either NAS or Franklin Books (which may take over the NAS program) administering the project in the U.S. In this case, as with the NAS program, the PIO/C would not specify titles, as selections would be made over a period of time by the recipient faculties. The Ministry's provisional list of Pembina universities\* is as follows: University of Indonesia, Djakarta; Gadjah Mada University, Jogjakarta; Airlangga University, Surabaya; Padjadjaran University, Bandung; ITB; IPB; University of North Sumatra, Medan; and Hasanuddin University, Makassar. A similar allocation should be made in FY 1969.

The above are presented as a means of alleviating the book gap, at least in the critical areas and in line with the priorities that have been established by the Department of Higher Education for the development of the national university system. But this approach does not begin to solve the problem of the shortage of textbooks for students. The numbers of textbooks required are too large to be satisfied by direct imports and too small to make local publication economically practical, thus the only immediate solution remains in the university press approach being pursued by the Ford Foundation and the Netherlands Government. Meanwhile, the proposed shelf enrichment program (some 30,000 volumes) will help provide badly needed reference materials for development of lecture notes, manuscripts, monographs, revised curricula, textbooks, etc., all of which ties in with the university press programs being carried out by others. However, an area that is extremely weak in Indonesia is textbook writing — a field that is not yet being covered by other assistance donors and which we may be in a position to assist as will be seen below. A program in this field would be complementary

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\* That is, universities having one or more Pembina faculties.

above  
 to that described/and, again, would seem to be meeting the priority needs of the education system.

2. High Cost of Local Publications

(a) Textbook Writing Program

The recent visit to Indonesia of Michael Harris, newly appointed president of Franklin Book Programs, has sparked a Ministry of Education approved proposal for the development of a textbook writing training program, keyed, but not limited to the textbook needs of the basic education system. While the proposal has not yet been developed in detail, in its present stage it seems very sound and worthy of our backing. The Minister of Education's initial response to the proposal in a recent meeting with the local Franklin representative was

Basically, the proposal calls for the establishment of a center for training and instruction in textbook writing either attached to or run in close coordination with the Ministry of Education. The center would be run by a representative council for the selection of textbooks for the Indonesian school system. The functions of the council are self evident, and the proposed center would be one of its operating arms. The center would train textbook writers from the universities, the Ministry of Education, the Basic Education System, etc.

As can be determined at this time, the project requirements would be:

- (1) a project coordinator/advisor plus short term specialists as required;
- (2) a physical center (a building or building space); (3) the Council; and
- (4) a good supply of reference materials, such as, for example, a full textbook depository reference set.

If the Ministry of Education is prepared to move ahead on such a project, it is proposed that a contractor such as Franklin Book Programs be contracted to provide 1 full time advisor over an initial 18 month period with provision for about 4 man months of special advisory services over that period. The contract should also provide for the importation of reference materials for the center as well as at least a portion of whatever modest equipment may be required. Training (overseas) needs of the project could be met through our regular participant training program. Part of the terms of the contract could call for the full time project representative to advise the USAID Mission on other aspects of its book programs, especially those operations in which the Franklin home office could be providing backstopping, such as the LIPI and Pembina University book import programs described in 1. above.

(b) Textbook Translations

Also tied in with the work of the above center and the council for textbook writing and selection would be a program for the translation and printing

of key university texts for the entire higher education system. Franklin publications has run textbook translation programs in the past here, and it is recommended that in FY 1969, with the assistance of the full time contractor under 2.(a) above and the local (Indonesian) Franklin representative, a translation program supported by AID be worked out. Of course, the pitfall in such a program is the low purchasing power of the students. In short, any such program, if it is to be meaningful for the majority of students, would have to be subsidized. The scheme the mission is proposing would have the USAID import the paper, metal and ink required for publication of translations in sufficient quantities to meet the needs of higher education for the particular editions selected for translation. Both the paper and the translations would be turned over to the Ministry of Education or its textbook selection council which would in turn have the book or books printed by the lowest bidder. The books would then be distributed to the universities to be sold at a cost that hopefully would cover the cost of translation and publication, less paper, metal and ink. A suitable distribution system is now being discussed informally with Ministry staff.

Textbooks for higher education will have to be subsidized, at least over the period of the first five year plan, if they are to be put into the hands of the students. Our material assistance can facilitate this, but a formula should be developed for the transfer of the subsidy burden to the Ministry of Education (MOE) on a gradual basis, with perhaps a complete phase out of our material assistance on a grant basis by the end of three years. Perhaps a formula such as FY 1969 USAID \$100,000, MOE - 0 - ; FY 1970 USAID \$75,000, MOE \$25,000; FY 1971 USAID \$50,000, MOE \$50,000; FY 1972 USAID -0- MOE \$100,000, would be practical. This would be a subject for negotiation next year. A small input of paper in the neighborhood of \$25,000 might be necessary in FY 1968 if a modest translation program can be started that quickly.

(c) Material Support for Ford Foundation English Language Teaching Series.

Ford's English Language Materials Development project represents an investment of over \$1,000,000 over the past 12 years. Some of the materials developed by the program are already being used in the lower level secondary schools, and the Foundation has been asked to resume its work in this field. The Ford response has been in the affirmative and Ford is again supplying specialists and equipment as needed to complete the program, viz. extend it throughout the secondary school system. However, the Ford Foundation representative has informally recommended that the USAID assist the project by providing the necessary paper to run off the materials already developed and on printers plates awaiting publication. This would make the program operational throughout the secondary system as far as the project has gone. A rough estimate of the requirements was \$100,000. This could be included in either the FY 1968 or FY 1969 segment's of the book program if approved. The Ford Foundation annual report for FY 1967 notes that English language instruction was pointed out in the Wolf Survey Report as an area of critical need in the development

of the educational system here. The majority of college students in Indonesia do not possess a college level facility with the English language. The handicap that this places on the students and their professors is quite evident in an educational system so heavily reliant on English language materials. As felt that the Ford Foundation assisted TESL project is getting at the roots of the problem through assisting in the development on a mass scale of new and improved TESL materials — in the Indonesian language. / However, it

3. Need for Assistance to the Field of Librarianship

(a) The Library School, University of Indonesia.

The tremendous shortage of Librarians in Indonesia has been detailed in the Wolf Report, with the requirements over the next 10 years estimated at an additional 100 each year. This clearly puts a tremendous strain on the Library School which has turned out only 104 professional librarians plus 200 library certificate holders since 1952, and had a total enrollment in 1967 of only 54 students. Somehow, the school has got to increase its rolls to meet the national needs.

However, the shortage of librarians is not purely a function of the low enrollment of the Library School. Many librarians, both those trained abroad, and those graduated from the school, are drawn to fields only tangentially related to their training — both for economic reasons and reasons of prestige. Librarians are low on the totem pole in terms of professional prestige here, receive very low salaries, and have fewer chances for moonlighting within their field than, for example, teachers. On top of all this is the fact that by and large, libraries in Indonesia are very poorly endowed and given a relatively low priority in terms of institutional budgets — all of which makes the work of the librarian in Indonesia at this time particularly frustrating. Moreover, the concept of using libraries as a tool of classroom instruction is a long way from gaining anything like general acceptance among the university level teaching community.

It is recommended then, that USAID assistance in the library field here be geared to both upgrading the Library School and creating inducements for more young people to enter the field of librarianship and stay with it as a lifetime career. As a first step, the Mission should block out a specific number of fellowships, both long and short term, for this fiscal year, working in cooperation with the Head of the Library School, the Dean of the Faculty of Letters, and the Ministry of Education. These fellowships should be geared to upgrading the present faculty of the school and also to drawing new talent to the staff by offering one year programs in Library Science to members of the Faculty of Letters, providing that they assume teaching assignments at the Library School upon return.

As a second step, as soon as possible, a short term library expert (60 days) should be brought here to make recommendations for curriculum improvement and to develop with the Ministry of Education and the Library School a program of fellowships over a several year period designed to strengthen the school, provide an inducement for instructors to teach there and make the program offered by the school more attractive to students, as well as strengthening the library oriented services of the Ministry.

However, at the same time, the Ministry should give serious consideration to increasing salaries and other benefits to librarians and perhaps take steps that would make it possible for a librarian to hold full salaried position with more than one faculty on a campus. These and other recommendations for the general improvement of librarians could be further developed by the short term consultant and passed on to the Minister of Education. Also, the USAID should tie its donations of books to Pembina Institutions (above) to the presence on the staff of a full time trained librarian.

Finally, the short term consultant should return at a later stage, after the first group of participants has returned, to follow up on his earlier recommendations and hold a national seminar for librarians to inject some new vitality into what is apparently a frustrating business here.

(b) Bibliographical Materials for Key Libraries

It is recommended that standard sets of bibliographic materials be supplied to the Pembina Universities employing a full time librarian, and that the Library School be given a modest grant to enrich its collection of bibliographic materials and library instructional and reference materials.

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