

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <input type="checkbox"/> A ADD <input checked="" type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE		PP 2. DOCUMENT CODE 3
3. COUNTRY ENTITY Indonesia		4. DOCUMENT REVISION NUMBER <input type="checkbox"/>		
5. PROJECT NUMBER (7 digits) <input type="text" value="497-0290"/>		6. BUREAU/OFFICE A. SYMBOGL ASIA B. CODE <input type="text" value="04"/>		7. PROJECT TITLE (Maximum 40 characters) <input type="text" value="GRADUATE AGRICULTURAL SCHOOL-TITLE XII"/>
8. ESTIMATED FY OF PROJECT COMPLETION FY <input type="text" value="84"/>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <input type="text" value="79"/> B. QUARTER <input type="text" value="3"/> C. FINAL FY <input type="text" value="81"/> (Enter 1, 2, 3, or 4)		

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	2,870	3,130	6,000	4,370	3,130	7,500
(GRANT)	(670)	()	(670)	(2,170)	()	(2,170)
(LOAN)	(2,200)	(3,130)	(5,330)	(2,200)	(3,130)	(5,330)
OTHER 1.						
U.S. 2.						
HOST COUNTRY		700	700		4,718	4,718
OTHER DONOR(S)	150		150	500		500
TOTALS						12,718

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) FN	140 B	690	690	670	5,330	1,000		500	
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY		Q. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULE
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) FN					2,170	5,330	MM YY <input type="text" value="09"/> <input type="text" value="81"/>
(2)							
(3)							
(4)							
TOTALS							

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 YES
 2 NO

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION	
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TITLE			
Director		DATE SIGNED	

GRADUATE AGRICULTURAL SCHOOL - TITLE XII

PROJECT NO. 497-0290

GRADUATE AGRICULTURAL SCHOOL - TITLE XII

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TITLE XII: IPB GRADUATE AGRICULTURAL SCHOOL PROJECT

PART I - SUMMARY AND RECOMMENDATIONS

B. Recommendations

Loan: \$5.33 million
(Terms 40 years, 10 years grace period; Interest of 2% during grace period, 3% thereafter).

Grant: \$2.17 million
(Life of project \$2.17 million -\$.67 to be authorized in FY 79).

C. Brief Description of Project

Poverty in Indonesia is overwhelming. Of the 137 million people perhaps 80 million live below a level which permits a minimum nutritional standard. Most of the poor people live on Java, an island with 65 percent of the entire population but only 6 percent of the land mass. Population density on Java averages 600 persons per square kilometer.

Over two-thirds of the Indonesians work in agriculture, most of them engaged in extremely small scale production with the average size farm in Java about half an acre. Despite the heavy concentration on agriculture, Indonesia has not been able to come close to producing enough food to feed its large population even at below minimum nutritional standard. It is the largest net importer of rice. The government has been able to offset the food deficit through external assistance and by using oil revenues; however the nation's oil reserves are limited, and the country must overcome long-range dependency on donor sources. The GOI, therefore, has given singular priority to improving agricultural and food production.

To help solve its complex and vexing problems, Indonesia recognizes that it must have creative, knowledgeable, dedicated leaders, and the GOI has requested the U.S. and other donors to develop/improve the quality of leadership in the agricultural sector. Much has been done in recent years to upgrade agricultural programs in Indonesian universities, but the country remains dependent on foreign higher education institutions to train its top leadership in almost every area of agricultural and food production. Before this condition can be corrected, Indonesia must develop modern graduate programs in agriculture. In this fifth largest country of the world, a country so heavily dependent on agriculture, these programs must be at least comparable to those of the best schools in neighboring Southeast Asian countries.

Closely related to the food problem are environmental concerns that are the result of an overpopulated rural society overexploiting natural watersheds in an increasingly futile effort to secure the land needed to produce food and fuel. On Java, in particular, huge amounts of valuable top-soil each year are being washed down to the sea. Some experts are expressing fear that unless this situation is remedied large portions of the densely populated island of Java in a few decades may well be uninhabitable. Given the growing population pressures, erosion control is a complex problem that must be dealt with as quickly as possible, and the establishment of a top-level Environmental Protection Center has been recommended to provide a facility for developing solutions to these and other environmental problems.

The project will build on foundations laid by AID, Ford Foundation and other donors. It will assist IPB to plan its new campus. In its initial phase the project will delineate basic long-range educational plans so that the university will be able to begin to identify those facilities that the Graduate School and its supporting services must have. In the follow-on phases the project will prepare the design of a master physical plan for campus development. Initial implementation of the plan will be achieved through the provision of funds for site preparation of the campus and the construction of an Information Resource Center, which is to be the heart of the new campus facilities. As the first of the special institutes that the Graduate School must eventually comprise, and to provide safeguards for the country's environment, the project likewise will help IPB to develop its Center for Environmental Studies.

Because of the need for women to share more fully in the development process in Indonesia, this project will help IPB to upgrade its special programs for women in such areas as family nutrition, hygiene and child development. IPB is expected to develop the capacity to spearhead progress in these areas and to train the leaders needed by the other universities and governmental agencies to upgrade their programs.

Graduate Schools, it is recognized, can be elitist and little related to the needs of the people; however, IPB has throughout its development keyed its programs to the agricultural requirements of the country, and this project will help it to upgrade its capabilities to support Indonesian agricultural development. IPB recruits its students from throughout the provinces so it is truly a national university. Its scholarship program makes it possible for any worthy student no matter how poor to attend. This is in recognition of the fact that the poor people must have avenues through which they can develop their leadership potentials and can participate more effectively in solving the problems impeding the development of the rural areas.

This project will make it possible for IPB to improve its programs to directly serve the needs of the rural poor. These include a program to study biological reproduction which was in answer to a special need to do

research and find solutions to Indonesia's population problems. Another of such programs which is responsive to the needs of the rural poor is to make sociological and economic studies of the villages and rural areas in order to define better the needs of the rural poor and to find ways to better satisfy those needs. IPB has selected five counties (kabupatens) as community laboratories, and the professors and students develop projects to meet the specific agricultural and other rural needs of these areas. IPB also has a special project to find ways to improve the nutrition of the poor since this is so basic to the solution of other problems related to poor people. The Center for Environmental Studies was created to help meet the country's need to protect its natural resources if it is to be possible to provide a better life for its huge population.

Since the Graduate School is to develop the agricultural leaders for the governmental programs, for the research agencies, and for the other universities, it will have great influence, therefore it is most important that its programs recognize that the agricultural development must help to improve the lives of the rural poor. This is a major point in IPB's philosophy and policies.

Project Budget

The project budget in summary form is presented below. Grant financing of the foreign exchange costs of technical assistance is proposed to alleviate the difficulties that often arise when loan funds are used to finance high (in relation to Indonesian and third-country salaries) American salaries and support costs.

An institutional relationship already has been established between IPB and the University of Wisconsin. Through the collaborative assistance encouraged under the provisions of Title XII, representatives of the University of Wisconsin and IPB have cooperated with USAID in developing this project paper. Leaders from both universities will participate in further joint planning in developing long-range educational projections for the graduate school as well as the design for the physical campus. These leaders will be assisted by resource experts from the Ford Foundation and IPB environmental experts in laying the ground-work for the Center for Environmental Studies.

A contract to draw up the physical master plan for the new campus will be entered into with a U.S. architectural firm, which specializes in university design and campus planning. The firm will collaborate with local architects or an architectural firm in developing construction drawings and making structural engineering studies for the Information Center and Center for Environmental Studies.

Consultants from the University of Wisconsin will assist IPB and Ford Foundation Resource personnel to formulate recommendations for the equipment for the centers. These same consultants will either arrange

Project Budget Table
US \$000

	<u>AID LOAN</u>		<u>GOI</u>	<u>Total</u>
	<u>Foreign Exchange</u>	<u>Local Currency</u>		
Construction	500	1,836	2,000	4,336
Commodities	404	400	400	1,204
Training	666	-	250	916
Sub-Total	1,570	2,236	2,650	6,456
Inflation (approx. 30%)	472	671	795	1,938
Contingency (approx. 10%)	157	224	265	646
Total Loan Financed Portion	2,199	3,131	3,710	9,040
	5,330			
	<u>AID GRANT</u>			
Technical Assistance Contract	1,550		220	1,770
In-Country Training			500	500
Inflation (approx. 30%)	465		216	681
Contingency (approx. 10%)	155		72	227
Total Grant Financed Portion	2,170		1,008	3,178
	<u>FORD FOUNDATION</u>			
Tech. Assistance-Center Environmental Studies				500
<hr/> Grand Total for Project	4,369	3,131	4,718	12,718

AID Loan of \$5.33 million is 41.91% of all costs.
AID Grant of \$2.170 million is 17.06% of all costs.
Total AID assistance is 58.97% of all costs.
Total GOI contribution is 37.10% of all costs.
Total Ford Foundation Contribution 3.93% of all costs.

for procurement on behalf of IPB, or assist IPB, in the procurement of imported commodities. Further the consultants will assist IPB in contracting for the construction of the building(s). USAID will review the bidding procedures and approve all designs prior to construction.

D: Summary Findings

The project is technically, economically, financially and socially feasible. A determination has been made that an environmental assessment is not required. All statutory criteria have been met. Section 611(a) has been satisfied; the Section 611(e) determination is in Annex G. These conclusions have been reached after an intensive review of all elements of the project proposal by consultants from the University of Wisconsin, IPB, and the USAID staff. The final project as described herein is based on on-site studies carried out by University of Wisconsin consultants, observation-study tours by the IPB Planning Committee to the University of Wisconsin and to other Southeast Asian universities, detailed studies by the staff of the Environmental Protection Center and Ford Foundation consultants, and studies and proposals by the Directorate General of Higher Education.

The project is consistent with the goals of GOI's Repelita III (the GOI's 1979-84 Five-year Plan), the long-range plans of the Ministry of Education and Culture and the Directorate General for Higher Education, USAID's agricultural and education development strategies, and the stated interests of the Congress of the United States. Through the collaborative assistance approach, excellent working relationships already have been established among all institutions and groups that will be involved in implementing the project, and already the project has developed the initial momentum it will need to move ahead on schedule.

PART II - BACKGROUND AND PROJECT DESCRIPTION

A. Background

One of the most unfortunate legacies of 350 years of colonial rule in Indonesia is the extreme shortage of highly skilled agriculturalists. As a result of this shortage, efforts to accelerate growth in agricultural production have met with limited success, and the productive capacity of the indigenous higher agricultural education system is far below that required to meet the manpower requirements of Indonesian universities, government agencies, and the private agricultural sector. Without comprehensive rural development programs rural poverty will continue unabated. The GOI is having to spend large sums of foreign exchange earnings to import basic foods that barely support substandard diets among most of its 137 million people.

The agricultural sector of the economy is all-important to this fifth largest nation in the world where two-thirds of the population relies upon agriculture for its subsistence. At the moment, petroleum exports are the major source of foreign capital, but production is declining and the existence of large, untapped oil reserves is questionable. Therefore, the pace of economic development and continued social and political stability in Indonesia very likely will be determined by the growth in agriculture over the next 5 to 10 years.

The GOI, with the assistance of various donor agencies, including AID, is making a concerted effort to rapidly increase the effectiveness of its system of higher agricultural education. The success of this effort will largely depend upon the performance of a few key education institutions. These institutions must serve as the primary source of staff and educational materials for upgrading instruction and instructional capacity in 52 agricultural faculties located in the 41 state universities scattered throughout the country.

One institution in particular, the Institut Pertanian Bogor (IPB), will spearhead advancement of Indonesia's higher agricultural education system and through advanced degree training play a key role in national agricultural development. The IPB, with its present staff of 528, far outdistances any other Indonesian agricultural university or government agency in terms of professional competence. It developed and tested the 4-year undergraduate curriculum now being instituted throughout the country and was the first to initiate totally indigenous programs of graduate education at both the M.S. and Ph.D. levels.

Accelerated growth and development of IPB dates back to 1957, when AID's predecessor agency contracted with the University of Kentucky to furnish IPB with teaching and research staff, to oversee graduate and M.S. degree training of select IPB staff members in the U.S., and to upgrade the institute's teaching and research facilities. This relationship,

which had to be suspended during the political unrest of 1966, produced two highly significant changes at IPB: the upgrading of staff competence and the introduction of the institution to the philosophy of the U.S. land-grant educational system.

In 1970, AID, through a 5-year contract with the Midwest University Consortium for International Activities (MUCIA), reestablished external assistance to IPB. This assistance, shared with the University of Gadjah Mada (UGM), helped IPB to:

1. Improve its institutional performance through administrative reorganization;
2. Increase its educational efficiency by replacing its European-style 5-year agricultural engineer degree program with a 4-year undergraduate curriculum;
3. Upgrade the quality of instruction and establish the base for graduate education through advanced degree training of staff in the U.S. and third countries; and
4. Expand research and public service activities through facility improvement and short-term technical assistance.

With these developments, IPB was able to initiate M.S. degree training programs one-year in advance of its 1976 target date.

Under a 5.5 million dollar loan the GOI-AID/MUCIA contract was renewed for five years in 1976, and the project was expanded to help the Consortium of Agricultural Sciences of the Directorate General of Higher Education to work through IPB and Gadjah Mada to upgrade six provincial universities. Under this phase of the Agricultural Education for Development Project, IPB is continuing its staff development so that some 20% of its permanent, full-time faculty members will have doctorates. It is helping the provincial universities to strengthen their programs by providing consultant services and in-service training programs. In addition to its Master's Degree graduate programs, it has started some Ph.D. level programs, and it has become more involved and more effective in government programs of research and public service.

IPB, because of its relatively advanced stage of development, represents a model which is and will continue to be emulated throughout the country. Therefore, it is vital that as the institution moves forward with the development of graduate instruction, every possible effort be made to create a balanced educational program that is well attuned and responsive to the developmental needs of Indonesia.

The GOI recognizes that its ability to achieve the growth in agriculture essential to overall national development will depend in

large part on how well it is able to manage its natural resources. A major constraint on the capacity to evolve good natural resource management strategies in development projects is the scarcity of trained manpower and the absence of multidisciplinary staff groupings for project formulation, analysis and implementation. Within the next ten years it is estimated that an additional 800 Ph.D's and 5000 M.S. will be needed country-wide to provide the expertise to solve agriculture development/ environmental problems.

To meet these training needs and to provide innovative approaches to land and water resource development, a Center for Environmental Studies has been established at IPB. Its functions are to:

- (1) Train environmental scientists and resource managers.
- (2) Carry out research in alternative resource management strategies in broad ecological zones (i.e. coastal swamplands).
- (3) Conduct studies for agencies involved in the management of land and water resources.

The Center received assistance from the Ford Foundation to get started, and the Foundation will continue to furnish technical assistance; however, the Center is now housed in temporary (and inadequate) facilities which seriously limit its ability to respond to needs, and opportunities are needed to train more of its leaders abroad. As efforts are made to strengthen the graduate school, particular emphasis will need to be given to the Center for Environmental Studies. The minister-level official for environmental concerns has indicated to USAID that the Center is basic to his strategy in trying to solve erosion and other ecological problems, and he has made a strong appeal for the project.

B. Sector Goal

The sector goal toward which this project will contribute is: "An indigenous capability for undertaking and maintaining national agricultural development (production, distribution, storage, and marketing)." This is a national project in that its primary aim is to educate and train staff for agricultural faculties throughout the country and for leadership positions in agricultural development and resource management agencies and agribusinesses.

Major sub-goals are to generate viable solutions to problems of resource management, agricultural production and development and to devise working models for rural community development. Progress toward the sector goal will be measured in terms of statistics concerning the agricultural situation gathered and analyzed by the Department of Agriculture. Sub-goal progress will be measured through comparisons of baseline data with data on agricultural production periodically gathered from those districts

wherein pilot community development efforts are established. Particular attention will be given to changes in the socio-economic status of small farmers and to the nutrition of rural families.

C. Project Purpose

The purpose of this project is to assist IPB in the development of a graduate education program that is consistent with national efforts to vitalize rural development in ways that achieve non-destructive uses of natural resources and that directly benefit the rural poor. The capacity of Indonesia to provide graduate training in agriculture is limited and inadequate in terms of the skilled manpower needs of higher education, government, and the private sector of the economy; however, a greater number of graduates will provide only a partial solution to the problem. It is even more important that the knowledge and skills imparted to the graduates prepare them to carry out the tasks that will confront them as educators, researchers, planners, and developers of rural Indonesia so that their efforts will help the rural poor to produce more and to live better.

The quality of graduate education at IPB will be determined largely by the level of staff training, by the staff's knowledge of and sensitivity to rural development problems, and by the ability of the staff to translate its perceptions into appropriately designed curricula and practical learning experiences. The requisite understanding of rural problems can be developed only through wide-spread staff involvement in programs of research and rural development. These program areas at IPB presently need to be strengthened; hence, one element of project concern for the quality of graduate education will be the broadening and strengthening of the institution's research and public service activities.

A second element of project concern for the quality of advanced degree training at IPB involves the breadth of the graduate program with regard to pressing rural development issues. Two such issues that IPB requires help to deal with at this time are environmental protection and rural family resource development. The project will give special emphasis to develop and strengthen graduate education programs in these two areas.

The over-all contribution of the project toward the sector goal will in large measure be determined by the ability of IPB effectively to plan for its academic and physical development. The direction that IPB wishes to take, and which is directly supported by this project, is set forth in its Institutional Development Project for 1979-1989 (on file) and Environmental Center's Five Year Development Plan, 1979-1983 (on file). Successful conclusion of the IPB project will require strengthening of existing planning processes and managerial capabilities. Great care must be exercised if academic and physical developments are to be mutually reinforcing and if the institution is to mature administratively as it quintuples its student enrollment capacity and successfully attunes its educational program to rural development and resource management requirements.

D. End of Project Status

By the end of the project, IPB will have well-designed and functional academic and physical plans for the new campus. IPB's graduate programs will have been upgraded and new programs introduced in important areas such as family nutrition and development and environmental protection. A two-track system for M.S. degree training will have been implemented in recognition of the fact that less than 30 percent of the M.S. graduates will be continuing on for the Ph.D.

To ensure effective management and efficient use of its resources, the IPB will undergo administrative reorganization and will implement modern management and planning techniques aided by computer processing of records and data storage. Base funding for research and public service programs will be built into the institution's operational budget, and, with about 80 percent of its staff actively engaged in research, IPB will serve as a national resource center for technical knowledge on agriculture rural development, and resource management.

On the physical side of development, the IPB staff and students will have at their disposal a modern, well-stocked and properly equipped Information Research Center and a Center for Environmental Studies. Research capability will also have been expanded and improved to allow for greater amounts of field research and for researching of the complex problems of rural and environmental development.

The Center for Environmental Studies will be a focal point for the Minister of Environmental Protection's strategy for resource management. It will be training the manpower required for environmental protection and natural resource management and will provide leadership for the establishment of at least three other centers concerned with environmental protection and the solution of ecological problems.

In conjunction with firm implementation and expansion of the graduate program, IPB will have in operation a greatly expanded, centrally coordinated program of research clearly focused on priority problems relating to food production, processing and marketing, to non-exploitive use of natural resources, and to quality of life in rural areas. Mechanisms will exist for appropriate feedback of research information into undergraduate, graduate, and non-degree programs of instruction. New means will have been developed for field testing and disseminating of research results and for alerting staff members to new problems arising in agriculture and the rural community.

Staff members from IPB will be actively participating in the joint technical meetings of the Ministry of Agriculture's research and training

and development divisions. This will informally bring together education, research, and extension and serve as a major outlet for knowledge generated by the research and public service activities of IPB. In this way these efforts will have direct impact on the rural poor.

E: Inputs/Outputs

This project will have grant and loan components. The grant will provide for 8 person-years of long-term consultants and 50 person-months of short-term consultants. The loan component will help fund 39 person-years of training. It will help provide for the pre-construction planning of the new IPB campus and the construction and equipping of an Information Resource Center and a Center for Environmental Studies.

The long-term technical assistance will consist of two experts, one experienced in educational administration and planning and the other in graduate training in agriculture. The education planner will work with top-level IPB administrators and planning groups in developing a master educational plan that effectively molds together academic and physical development. From this exercise, a clear concept will arise of the type of educational management reforms IPB needs to adopt and how and when these internal reforms should become operational. The long-term planning expert will assist with implementation of these reforms. Another activity in which he/she will participate is the institution of a continuous program of self-evaluation that will allow IPB to measure progress toward institutional goals and permit early identification of problem areas. This expert will also function as team leader and be responsible for all that the position entails.

The second long-term expert will focus on improvement of the quality of graduate training. As such, he/she will concern himself with staff development through long- and short-term training outside the country, with curriculum and course development, and with the organization and strengthening of research and public service activities. Hence, he/she will assist with development of research facilities, selection of research priorities, coordination of research, formation of linkages among education, research, and extension, and the design of pilot community development programs.

Both long-term experts will require considerable, specific types of assistance from short-term consultants. Examples of expert help needed are the organization of record keeping and planning systems, computerization of management techniques, experiment station planning and development, and equipping of the Information Resource Center and the Center for Environmental Studies. Types of expertise that short-term personnel will provide very early in the project are experiment station development, physical layout of the new campus and the design and production of printed and audio-visual materials that will constitute the heart of the effort of IPB to generate broad-based support for the development of its new campus.

The campus physical plans and the plans for the building(s) the project will construct will be produced by U.S. architectural firm with the assistance of the IPB campus committee, and local architects.

The outputs will include well-functioning IPB planning and campus design committees. The members of the committees will have developed expertise through the short-term training opportunities. Some five carefully selected leaders will have received special academic programs in the U.S. or third countries so that they can fill key roles in the graduate program. The graduate school administrators will have developed special skills needed for their positions through short-term observation/study opportunities. At least ten leaders will have received, through academic preparation abroad, expertise in special key areas of the Center for Environmental Studies.

A master educational plan and campus development plan will be completed to form the basis for future IPB development plans. Though these plans IPB will have gained additional GOI and donor support. The Information Research Center and the Center for Environmental Studies building(s) will have been completed, equipped, and will be functioning as the heart of the new IPB campus.

F. Relation with Other Projects

Agricultural Education for Development, Loan #041
(5.5 million, 5 years, starting 1976)

The Agricultural Education for Development Project has and will continue to lay the foundation for graduate education at IPB through training of staff to the Ph.D. level. This project has also been instrumental in bringing about administrative and organizational reforms and curriculum revisions. But the project is concerned with seven other universities in addition to IPB. It has neither the intent nor the resources to fortify IPB's graduate education program or to support its physical development plan. Without physical expansion, which is not possible with the present very limited budget of IPB, the absolute ceiling on student enrollment is about 4,000, a number that will be achieved in two years or less. The Agricultural Education for Development Project has done an outstanding job in staff development at IPB so that for the most part, IPB has the personnel needed to exploit fully the facilities to be provided under this present project.

The present project proposes to help IPB remove its physical constraint to further development and to assist in rapid expansion of its capacity to train graduate students. The first action is not only essential to the second, but will also remove what would soon be a major restriction on the ultimate impact of the Agricultural Education for Development Project. Hence, the present project will not just contribute to the sector goal of developing indigenous capacity for undertaking and maintaining national agricultural development. It will also enhance the benefits of the Agricultural Education for Development Project.

The proposed project will also provide support for curriculum and research development in areas that have heretofore not received any significant attention but are now of prime concern to the GOI.

Title XII - Eastern Islands Agricultural Education
(7.5 million, 5 years, starting 1979)

The Eastern Islands Agricultural Education project places heavy reliance on IPB as a source of staff training. This adds emphasis to the importance of the present project and reinforces the contention that IPB is the primary source of graduate agricultural education in Indonesia and must therefore move quickly to expand and bring about qualitative improvements in its M.S. and Ph.D. programs.

Sumatra Agricultural Research Project

Sumatra Agricultural Research Project is developing a chain of agricultural research stations pertaining to Indonesia's Central Research Institute for Agriculture. Staff development is an integral part of the project. At the moment, of the 40 CRIA staff members that are in graduate training programs, 25 are at IPB. This clearly illustrates the importance of IPB to the project and to the development of Indonesia's agricultural research capability.

Ford Foundation Project to Assist Center for Environmental Studies

A Ford Foundation Project provided funding to assist the center to get started. The project has given funding for some local start-up costs and research projects, library reference materials, and expert consultants. As a result of the project the center has been able to make a strong beginning, to turn out some important resource management research studies and to gain international as well as national recognition. Because of this excellent start, the center has shown real possibilities for important assistance to the nation's development efforts. It now needs and will be able to make effective use of proper facilities which the proposed AID project is to provide. The Ford Foundation Project will continue to furnish technical assistance to complement the AID project. A fuller description of Ford Foundation's assistance to IPB is continued in Annex F.

PART III - PROJECT ANALYSIS

A. Economic Feasibility

This project will assist the IPB to improve and expand its Graduate School, and since it is an institution building project, the benefit from the project will be long-term and thus not easily amenable to cost-benefit analysis. By improving the Graduate School, it will be possible to provide training for agricultural leaders that now has to be provided through training abroad. This is expected to result in a significantly measurable savings.

Although it may not be possible to attain the same quality instruction as can be provided in a U.S. or European university, the student's program can be more closely tailored to the situation in Indonesia. On this basis, the assumption is made that the training here is equal to that abroad.

There is a savings, first of all, in that the student who does his studies here can complete his program quicker since he does not have to learn to speak and write a foreign language in order to achieve his degree objective. This is estimated to shorten the graduate student's program an average of one year. Thus, for a Masters Degree the average time to complete the degree abroad is over 2½ years but can be accomplished in-country in 1½ years. A doctorate abroad takes over 4 years but can be completed in 3 years. Through this project during the first 5 years alone, IPB estimates it can train at least an additional 300 students. This represents a saving of costs to the government in training the student plus opportunity costs to the students.

In addition to the savings in years to complete the degree requirement, costs at IPB to train a student are considerably less than the costs to train a student abroad. Through the experience under the Agricultural Education for Development Project, it was found that USAID had to pay \$6,265 per person year for training at IPB. The latest figure suggested by AID/W for graduate training in the U.S. is \$15,000 per year.

IPB estimates that at a minimum 300 additional students under this project will be given a total of at least 600 person years of training. At IPB this represents a cost of \$3,759,000; the same cost in the U.S. would have to be budgeted at \$9,000,000. This represents a savings of \$5,241,000.

Since the students will reach their degree objective one year sooner, each student will represent a savings of another \$15,000 at the U.S. rate, or 300 times \$15,000 = \$4,500,000. The savings per student in opportunity costs is estimated to be at least \$2,000 per year or the 300 students will save \$600,000 in opportunity costs.

It becomes obvious if indeed, it were not already so, that the added capability of providing graduate instruction in-country represents even in the first five years a savings almost equivalent to the total cost of the project.

B. Social Soundness Analysis

The magnitude and complexity of the problems related to rural development in Indonesia points up the need for knowledgeable, creative and dedicated leaders who can identify the problems and find solutions for them. It also emphasizes the need for institutions which are dedicated to implementing programs which assist effectively in promoting progress in the rural sector. In Indonesia with its large population of rural poor, such institutions must give special attention to meeting the needs of these people.

IPB accepts responsibility for being the type of higher education institution that is required for rural development in Indonesia. It aims to train agricultural leaders with the requisite capabilities and dedication to contribute effectively to the development of their communities and the nation.

This project then is expected to benefit that 80 percent of Indonesia's population that resides in the rural areas and constitutes the bulk of the nation's lowest economic stratum.

IPB's Philosophy

IPB considers itself an institution of the rural people for the development of the rural area. The basic tenet of its philosophy is, "IPB is oriented toward and supports the development and progress of the Indonesian people." Of course, the overwhelming majority of Indonesians live and gain their sustenance in the rural area. As its title suggests the Agricultural University of Bogor - IPB, is primarily concerned with agriculture. Since the rural people have to gain much of their income from sources other than agriculture; however, IPB has widened its horizons to a general concern for rural development, and it prepares leaders not only for agriculture but also for such areas as public works, transmigration, cooperatives, and nutrition and food processing.

Student Body

As a result of a desire to be truly a national institution to which the students come from all the provinces and from the various social classes and ethnic groups, IPB instituted three years ago special selection and scholarship programs.

Since entrance tests provide a greater barrier to the students from the lesser developed provinces and to students with lesser financial support, IPB will admit any student from any high school in the country who is near the top of his class and who is recommended by his principal. This was resulted in getting students from all over the country, particularly from the rural areas. The process is satisfactory as shown by the fact that the students admitted under this new system are doing as well as the students who were admitted on the basis of passing the entrance test. At least 70 percent of the student body now are from rural communities. The following table shows the provinces where the entering students in 1979 graduated from high school:

NUMBER OF 1977 FRESHMEN ACCORDING TO
ORIGIN OF HIGH SCHOOL

<u>PROVINCE</u>	<u>NUMBER</u>
1. Aceh	14
2. North Sumatra	77
3. West Sumatra	23
4. Riau	10
5. Jambi	6
6. South Sumatra	10
7. Bengkulu	4
8. Lampung	4
9. Jakarta Capital Territory	152
10. West Java	166
11. Central Java	95
12. Yogyakarta	10
13. East Java	230
14. Bali	6
15. West Nusatenggara	2
16. East Nusatenggara	1
17. West Kalimantan	4
18. Central Kalimantan	2
19. South Kalimantan	4
20. East Kalimantan	5
21. South Sulawesi	10
22. Central Sulawesi	3
23. North Sulawesi	2
24. Maluku	1
25. Irian Jaya	1

IPB also developed a special scholarship program so that the students from poor families can attend the school. Forty percent of the students receive less than 15 dollars a month support from their families so depend on IPB scholarships and/or part-time university work for at least partial support. Ten percent of the students are so poor that IPB must provide full support for them. The support is a combination of scholarships and part-time campus jobs. At least fifteen percent of the students from outside West Java are so poor that they cannot afford the transportation costs back to their homes, but must spend the year-round in Bogor. With a more just selection program and the scholarship program, IPB is becoming increasingly representative of the rural community and the nation.

Employment of IPB Graduates

IPB has not had any trouble placing its graduates, and an overwhelming majority of them are employed in the public sector and work in the geographic area from which they came. Up to the present the main employer is the Ministry of Agriculture, but there is now a tendency for an increasing number to be hired by the Ministry of Manpower and Transmigration and the Ministry of Public Works. Also many of the graduates have gone back to teach in the universities in the provinces, and IPB is planning programs to provide teachers also for the agricultural high schools.

IPB has followed-up on its graduates because it is anxious to be responsive to developmental needs. It wants its graduates to be able not only to fill the positions required for development but also to make significant contributions to the development process. For example, as it has seen the tendency for students to be hired for transmigration and public works projects, it has counseled the students as to the needs and the academic programs most appropriate to meet those needs.

The reason for starting the Graduate School was the realization that leaders with graduate training were required to fill key jobs in both the public and private sectors.

IPB Program

The program of IPB has been largely influenced by the program of the U.S. land-grant colleges and universities since the GOI leaders have been impressed by the success of the U.S. institutions in meeting rural development needs. The program of IPB, therefore, consists of three parts: instruction, research, and public service. In all three of these parts, an effort has been made to address the problems of the rural poor so as to be sure to develop leaders who are well aware of the rural problems and possible solutions.

Instructional Program

Many of the courses offered by IPB deal to a large extent with the situation of the rural poor in Indonesia. For example, the basic course,

"Introduction to Agriculture" deals in large part with the plight of the small Indonesian farmer. The course on "Agricultural Policy Formation" deals with the formulation of policies which can benefit the small farmers and the landless peasants. "Agrarian Law and Land Ownership" discusses the laws that limit the size of land holdings and how these regulations can be better implemented. All the following courses are devoted completely or in large part to the situation in agriculture in Indonesia today with its predominance of small holdings and poor rural folk:

- Rural Sociology
- Social Surveys
- Agricultural Extension
- Extension and Demonstration Organization
- Farm Management
- Social Change
- Social Research Methods
- Demography
- Fish Pond Technology
- Fisheries Extension Programs
- Agro-Forestry
- Small Tool Design and Repair
- Rural Electrification
- Simple Food Processing Equipment
- Hygiene and Sanitation in the Rural Area

Of course, these are merely a few examples. All of the courses deal, at least in part, with matters related to the rural poor.

Research Program

Because of IPB's concern for the rural poor, much of the research by the professors and students is in answer to specific problems of the poor farmers. For example, the research on weed control in paddy rice was an attempt to find inexpensive ways to control weeds and to increase rice yields, most of which in Indonesia is grown predominantly on small holdings. Another such research project was to try to develop a model for integrated rural development which could meet the specific needs in West Java and Lampung Province. A third example is a project to improve chicken growing in the villages and rural areas by crossing the native chickens with a variety that is larger and produces more eggs. A closely allied research project is an attempt (apparently successful) to produce antibodies that can be used for an inexpensive vaccine against coccidiosis in chickens, a common disease problem among chickens in Indonesia.

Such a list of research activities is very long so the following few additional examples should suffice to show the assistance that the research at IPB is giving to the small farmers:

"Income and Expenditure Patterns of Rice Producers in Relation to Production and Rice Marketed: A Case Study in Karawang. W. Java"

"A Proposed University Strategy for Communicating Agricultural Technology to a Peasant Society"

"Applicability of 4H Club Idea to Indonesia"

"Spontaneous Migration to Sekampung District, Lampung"

"Growth and Distributional Changes of Paddy Farm Income in Central Java, 1968-1974"

"Resource Allocation on Small Farms in Bogor"

"The Organizational Phenomenon and Planned Development in Rural Area of Indonesia"

"Promotion of Transmigration Activities in the Context of Area Development"

Public Service

IPB has three main types of service to the community. As a national agricultural university, it accepts the challenge of trying to assist the GOI in the formulation and implementation of rural development plans and to assist the government in trying to solve problems of the rural community. Second, it has a program to assist five Indonesian counties (Kabupatens) in an integrated rural development approach. That which is learned through working with these five pilot areas in large part will be applicable to other areas also. Third, IPB is a leader in the formulation and implementation of the KKN Program, the development program in which the university students under the supervision of their professors live and work in a rural community for at least three months, learning about the problems of the community and working with the people of the community to try to accelerate its progress.

Of course, these three ways are in addition and related to the service that the communities receive from the leaders trained at IPB and from the results of the university's research activities detailed above.

National Service Programs

Perhaps the best example of IPB's responsiveness to national development needs was the establishment of the Center for Environmental Studies. This was in answer to the GOI's urgent request for help in trying to solve the deforestation and erosion problems.

Another example was the project by IPB to help BULOG, the National Institution which regulates the whole situation in regard to rice. BULOG asked for assistance in developing a system to distribute rice to an area which was suffering from famine. A group of IPB professors and some 100 advanced students worked with BULOG to develop and try out a model for such a distribution system. This has resulted in important improvements in the distribution of rice in emergency-type situations.

In August 1977, IPB held a special seminar to discuss how the university might best assist in the development and implementation of the rural section of the Third Five-Year Development Plan. One of the main items discussed was how IPB's pilot project with 5 counties (kabupatens) might best assist in the development plan.

Public Service Pilot Project with Five Counties

Realizing that an integrated rural approach was essential and that its efforts would be ineffective if spread too thin, IPB developed a project in 1963 to work intensively with one county. As IPB was able to expand its program to include other counties, it did so. Now there are five counties in the project. In these, IPB has made studies of the needs, has sent its professors and students to the areas to help the communities to develop, and has done specific research to try to find better solutions for the problems in these areas.

At the present IPB is working with special development units formed in each of the counties. Some 375 students and 45 staff members are working with these units. Nutrition studies are being made for all five counties. Special seminars and workshops are held to discuss the needs and the findings of research projects. In each of the counties, special programs are being implemented to meet the particular needs. For example, in Karawang Utara a team is working on developing agribusiness and cooperatives. In Cirebon, a team is developing a program of special skills classes for school drop-outs.

KKN Program

Many of the students in the KKN program work in the five counties noted above, but the KKN program is not limited to those areas. In the KKN program the students from the third or fourth years are given special preparation for this assignment and are then sent out under the supervision of their professors to live and work for at least 3 months in a rural community. According to their field of study and special interest, the students work in one of the following programs: rice and other food crops, home gardens, livestock, fish ponds, nutrition and human welfare, forest development, cooperatives, handicrafts and home industries, and development administration at the village level.

The purpose of the IPB-KKN Program is, of course, two-fold. IPB aims to give real assistance to the communities; but, perhaps, even more important is that this is considered a very important learning experience for the students. IPB wants the students to have a deep appreciation and understanding of the rural poor people and their problems, and the students need actually to live in a rural community to assess the specific needs and the obstacles to progress, and to try to help the people as they try to meet their needs and solve their problems.

Future Development

IPB realizes that its public service programs can and should be improved so that a central thrust of this project will be to try to improve these linkages with the rural poor. As the Graduate School develops, it will become a very important resource for expanding IPB's efforts to work directly with the small farmers and rural poor. IPB will be able to accomplish much more in its programs, and the leaders produced by the Graduate School will be much more capable of providing solutions to the obstacles to rural development.

Spread Effects

Innovations arising from the project will vary in kind and will therefore involve different spread mechanisms. Some of these mechanisms have already been indicated. The development institutional reforms planned for IPB are specifically designed to overcome weaknesses and inefficiencies that are common to the higher educational system and are of great concern to the GOI. Therefore, a logical assumption is that the Directorate General of Higher Education will promote system-wide adoption of some, if not all, of these reforms, and the Graduate School will become a model for graduate programs here.

Since the project will actively promote development of research and public service at IPB, the university will generate a larger body of readily applicable knowledge and technologies. Because these will be constantly fed back into the instructional programs, the major spread mechanism will be via the graduates of IPB. These graduates, as employees of universities and various public and private groups, will repetitively transmit to untold numbers of students and clientele the practical knowledge and experience acquired at IPB.

As indicated above, knowledge and technology generated by the expanded research effort of IPB will also be directly spread via pilot community development projects. As the reputation of IPB as a source of reputable information grows, the linkages of IPB to the research and extension programs of the Ministry of Agriculture will also be strengthened.

Women in Development

Constitutional guarantees of equal rights provide a legal basis for equal opportunities for Indonesian women, but Indonesian society and its governing bodies are male dominated. This domination spills over into other institutions, including the universities. At IPB, women presently comprise 35 percent of the student body and a somewhat lesser portion of the academic staff. Women on the academic staff are regarded as equals professionally and regularly receive appointments to planning groups, but have yet to enter the ranks of top-level administrators.

Any rural development effort that underestimates or ignores the role of women in rural society cannot anticipate great success. Rural women, as wives, mothers, sowers, and reapers, profoundly influence the thoughts and actions of the family unit. Universities must genuinely understand and accept this as they establish goals for institutional development and become involved in the design and implementation of rural development projects. For this reason, the design of pilot community development programs will be preceded by surveys that will document the roles of women in the rural community as well as provide background information for project planning and evaluation.

Simply understanding the roles of rural women in development is not enough. There must also exist the institutional capacity to help rural women better fulfill these roles and to become an important motivating force in improvement of life in rural areas. At the moment, this institutional capacity does not exist in Indonesia. The IPB and various teacher-training universities have home economics programs. However, these are too traditional. For this reason, this project will make a considerable effort to upgrade the programs for women at IPB by introducing new subject matter areas such as family nutrition, hygiene, child development, and others and by providing for advanced degree training abroad of staff in a variety of areas.

C. Technical Feasibility

Indonesia's strategy for university development was outlined in 1977 and is to start to be implemented in 1979 the first year of the Third National Development Plan (Repelita III). The strategy is designed to overcome major weaknesses defined in a 1975 survey and consists of a step-wise series of actions that commence with staff upgrading and terminate with construction of new facilities. All universities have been categorized and placed into a time-frame that establishes when a given institution is to commence a specific set of actions or activities.

The IPB has been placed in category B2 of the university development framework. This signifies that in the view of the Department of Education, the IPB has achieved a stage of development wherein construction of new facilities is the next logical step to be taken. Thus, at the start of

FY 80/81 the IPB will, along with four other universities, move into category C1 and become eligible to share in the approximately \$50 million the GOI anticipates making available for construction each year during the period 1979-89. The 257 hectare area in which IPB will construct its new campus was granted to the university by the GOI in 1961. Hence, land acquisition is not an issue in this project.

The Department of Education judgement that IPB is indeed ready to embark upon major expansion of its training capacity is a sound one. At this moment IPB has 83 Ph.D/Doctorates on its staff, it has undergone various strategic internal reforms and has developed exceptional capacity in Indonesia to plan and carry out new activities. Its student: staff ratio of less than 6:1 could be increased substantially without adversely affecting the quality of instruction of there were proper physical facilities.

The IPB has also created nuclei of administrative units for the coordination and management of its graduate education, research, and public service activities. The project will build upon these nucleate units, broadening their responsibilities and authorities. It will then become possible to link together what are now disparate and isolated research efforts and focus them on priority resource management, agricultural production and development problems. Construction of the new campus will consolidate at a single location all the human resources of IPB that are currently scattered in Bogor. This will clearly enhance opportunities for creation of the inter-disciplinary efforts that are fundamental to comprehensive rural development and to the resolution of complex environmental issues.

The technical capacity of the University of Wisconsin-Madison to respond to project needs is substantial. The university, a land-grant institution established in 1849, currently has a student enrollment of over 39,000 and a faculty of about 2,700. It is a comprehensive institution offering training in agriculture, engineering, law, letters and sciences, medicine, pharmacy, education, and business. In addition, there are several interdisciplinary institutes on campus. Those most relevant to this project are the Institute for Environmental Studies, the Food Research Institute, and the Institute for Research on Poverty.

The University of Wisconsin-Madison first became involved in overseas technical assistance projects in 1953. Since that time, broad faculty exposure to international work has been achieved through technical assistance provided on 21 institutional development projects. A significant segment of this group of projects has focussed on Southeast Asian countries. Long- and short-term technical assistance has been and still is being provided to Gadjah Mada University, the Institute of Technology at Surabaya, the AID-MUCIA-Higher Education Projects (agriculture and general education), the Singapore Polytechnical Institute, and Singa, re University.

Primary responsibility for this project will reside in the College of Agricultural and Life Sciences. The College is comprised of 24 academic departments and houses two research institutes and a Land Tenure Center. With exception of Fisheries, all the disciplines at IPB have companion departments in college. Of the approximately 420 faculty members in the college, 60 have lived and worked overseas in professional capacities for two years or more, and an additional 112 have served shorter term assignments abroad. Four staff members have been long-term staff on the AID-MUCIA-Indonesia Higher Agricultural Education Project and 4 others have served as short-term experts.

The college has and will continue to draw upon all of the university resources in carrying out this project. The Division of Planning and Construction, which has been intimately involved in planning of the new facilities of the Institute of Technology at Surabaya, has fully cooperated in design of the IPB campus and will assist in determining the most appropriate layout of buildings, in constructing of a model of the campus, in developing of preliminary plans for the Information Resource Center and the Center for Environmental Studies, and in sub-contracting for construction of the campus infrastructure and of the facilities for these centers. Throughout the execution of these activities, staff from the college of Engineering, many of whom have worked in Singapore and Indonesia, will serve as resource persons.

The technical feasibility of this project is further enhanced by the fact that the actions proposed are entirely supportive of the strategies and policies of the Department of Education and GOI. Achievement of the project purpose will contribute immeasurably toward satisfaction of the sector goal.

D. Administrative Feasibility

The project will involve a long-term relationship between the IPB and the University of Wisconsin-Madison. This is not a new relationship in that Wisconsin has managed the stateside affairs of the AID-MUCIA-Indonesian Higher Agricultural Education Project since its inception in 1970, and its staff members have continuously occupied key staff positions on the project. It is the positive nature of this affiliation that has led IPB specifically to seek the assistance of Wisconsin and for both to formally express in a 1977 Memorandum of Understanding their desire to collaborate in activities of mutual interest.

Both institutions are well qualified to effectively and expeditiously execute this project. The IPB has broad administrative capabilities and very capable leadership. Since 1963 the University of Wisconsin has successfully carried out several major institutional development projects in other countries and commitment to this project occurs at the highest

levels of the university. President Edwin E. Young has lived and worked in Indonesia and maintains an abiding concern for its development. In carrying out pre-project activities, Wisconsin has seen fit to involve the dean of its Graduate School, the dean of International Programs, two deans from its College of Agricultural and Life Sciences, a dean of its Extension Division, the director of International Agricultural Program, and the head of the division of Campus Planning and Construction.

E. Environmental Concerns

The GOI and IPB are acutely aware of the damaging effects of misguided efforts on the fragile tropical environment of Indonesia. Some very harsh lessons have already been learned. Removal of native vegetation from the hill region of Central Java had led to loss of large areas of potentially arable land through soil erosion and has reduced water supplies for agriculture during the dry season. Many of the soils in the transmigration areas of Sumatra have also proven to be highly erosive. Hence, the devastation that has taken place on some parts of Java could occur elsewhere as well unless proper precautions are taken during the planning stage of rural development.

The IPB recognizes that Indonesia does not possess the capacity necessary to successfully deal with all of its pressing environmental issues. The institution has therefore established a Center of Environmental Studies and has begun to offer graduate instruction in Environmental and Natural Resource Management. This project will support this effort through staff training outside the country and construction of an appropriate training and research facility. In addition, the development of all demonstration and experimental land areas of IPB will include structures, cropping systems, and land use patterns designed to minimize soil and water loss. The effectiveness of these will be observed and refined for possible testing in pilot rural community development projects and eventual adoption in critical areas of Indonesia.

The IPB is justifiably concerned about maintaining the environmental integrity of its new campus site. The site is an old rubber plantation with an abundance of trees more than 40 feet in height and very broken terrain around the outer fringes. The project will provide expert guidance on preservation of as much of the existing vegetation as possible. Once the campus layout is decided upon, an evaluation of the environmental significance of construction will be conducted to establish appropriate follow-up action.

PART IV - FINANCIAL PLAN

The total cost of the project will be 12.718 million dollars. The funding will consist of an AID loan of \$5.33 million for the construction of IPB's Graduate School's Information Resources Center and Center for Environmental Studies, plus commodities and training; an AID grant of \$2.17 million for technical assistance; and a host country contribution of \$4.718 million in dollar equivalent. Use of the dollar funds will be planned and administered through a contract with the University of Wisconsin-Madison. The Directorate General of Higher Education of the Department of Education and Culture will administer the project and will provide counterpart funds in cash through a special budget to IPB and in kind.

The summary financial plan is as follows:

PROJECT BUDGET TABLE
US \$000

	<u>AID LOAN</u>		<u>GOI</u>	<u>Total</u>
	<u>Foreign Exchange</u>	<u>Local Currency</u>		
Construction	500	1,836	2,000	4,336
Commodities	404	400	400	1,204
Training	666	-	250	916
Sub Total	1,570	2,236	2,650	6,456
Inflation (approx. 30%)	472	671	795	1,938
Contingency (approx. 10%)	<u>157</u>	<u>224</u>	<u>265</u>	<u>646</u>
	2,199	3,131	3,710	9,040
	5,330			
	<u>AID GRANT</u>		<u>GOI</u>	<u>Total</u>
Technical Assistance	1,550		220	1,770
In-Country Training	-		500	500
Inflation (approx. 30%)	465		216	681
Contingency (approx. 10%)	<u>155</u>		<u>72</u>	<u>227</u>
Total	2,170		1,008	3,178
	<u>FORD FOUNDATION</u>			
Technical Assistance - Center Environmental Studies				<u>500</u>
GRAND TOTAL				<u>12,718</u> =====

Distribution of Project Costs

AID Loan of \$5.33 million is	41.91% of all costs
AID Grant of \$2.170 million is	17.06% of all costs
Total AID assistance is	58.97% of all costs
Total GOI contribution is	37.10% of all costs
Total Ford Foundation Contribution	<u>3.93%</u> of all costs
	100.00% of all costs

Construction

The construction costs of \$4,336,000 will be for the site preparation, utilities, construction and landscaping of building(s) for the Information Resource Center and the Center for Environmental Studies. The former will need an estimated 8500 square meters which, for construction costs only, is estimated to cost \$238 per square meter or \$2,023,000 for the building required.

The Center for Environmental Studies will require an estimated 1100 square meters at an estimated cost of \$285 per square meter or a total of \$313,500. The space for this center will be more expensive because it will require more partitions as well as more costly laboratory space.

The estimates of the space requirements was made as a result of a survey of similar centers at other Southeast Asian countries. The estimated cost per square meter is based on experience of the cost of similar quality buildings in the Bogor and Jakarta area. There has been enough previous construction on the new campus to determine probable foundation and other structural requirements.

The AID contribution will fund the actual building costs. The GOI contribution will cover site preparation and the installation of utilities and access roads. The utilities will include a deep water well or line from municipal water, pump, tank and lines, electric power, phone connection, and external lighting. The access roads will include vehicle and foot paths and parking facilities. From previous experience, a conservative estimate for these costs will be \$2,000,000.

Commodities

The commodities will include equipment for the two centers and equipment to prepare instructional materials as well as the actual instructional materials required to develop an effective graduate program. From consultation with campus developers in the U.S. and other Southeast Asian countries, it is estimated that the Information Center will require some \$600,000 worth of equipment and the Center for Environmental Studies \$250,000. This will leave \$350,000 for the equipment to produce instructional materials and for instructional materials. Specific equipment lists

Financial Plans (Loan Funds) Graduate Agricultural School Project
(US \$000)

	CY 1		CY 2		CY 3		CY 4		CY 5		TOTAL	
	AID	GOI	AID	GOI	AID	GOI	AID	GOI	AID	GOI	AID	GOI
Construction	200	400	800	700	800	400	400	300	136	200	2,336	2,000
Commodities	50	50	250	100	250	100	150	75	104	75	804	400
Training	140	50	140	50	140	50	140	50	106	50	666	250
Sub-Total	390	500	1190	850	1190	550	690	425	346	325	3,806	2,650
Contingency (app.10%)	40	50	120	85	120	55	70	43	31	32	381	265
Inflation (app.30%)	40	50	250	200	380	190	303	190	170	165	1,143	795
Total	470	600	1560	1135	1690	795	1063	658	547	522	5,330	3,710

Financial Plan (Grant Funds) Graduate Agricultural School Project
(US \$000)

	CY 1		CY 2		CY 3		CY 4		CY 5		TOTAL	
	US	GOI	US	GOI								
Technical Assistance												
Long-Term Advisors	75	12	150	24	150	24	150	24	75	12	600	96
Short-Term Advisors	70	5	98	7	70	5	70	5	42	2	350	24
Short-Term Training				125		125		125		125		500
Campus Planning Architectural Firm	200	75	100	25							300	100
U.S. Home Office Support	60		60		60		60		60		300	
Sub-Total	405	92	408	181	280	154	280	154	177	139	1,550	720
Contingency (app.10%)	40	9	41	18	28	15	28	16	18	14	155	72
Inflation (app.30%)	40	27	90	54	100	45	135	48	100	42	465	216
Total	485	128	539	253	408	214	443	218	295	195	2,170	1,008

have not yet been prepared, but early in the project the University of Wisconsin will provide expert assistance to the IPB campus developers in the preparation of such lists and the procurement of the commodities.

Training

The loan funds will provide the foreign exchange financing of 34 years of academic training and 60 months of short-term training. The GOI will continue to pay the salaries of these professors sent abroad for training and all other local costs, which will include in-country research costs and other specialized training to complement the training abroad.

The long-term training will fund some 14 years of training to complete the degree objectives of the IPB participants who started their training under other projects. In addition an estimated 12 years of training will be to develop expertise in environmental protection and 8 years of training for rural home and family experts.

The short-term training will provide approximately 18 months of observation/study tours for the administrators of the graduate school and the leaders of the centers. The remainder will be for special fellowships and specialized programs for the graduate school professors.

A breakdown of the training budget follows:

	<u>U.S.</u>	<u>GOI</u>
Academic Training 34 years at \$15,000 (GOI pays salaries and support costs)	\$510,000	\$190,000
Short-term training 60 months at \$2,600	<u>\$156,000</u>	<u>\$ 60,000</u>
Total	\$666,000 =====	\$250,000 =====

Technical Assistance

The foreign exchange costs of the technical assistance will be funded by an AID grant. The GOI will provide local support and counterparts for the long and short-term consultants and will support local costs for the in-country training provided by the consultants.

Subject: Determination that A.I.D. will Contract Directly for Technical Assistance Services. Graduate Agricultural School - Title XII.

Summary:

In accordance with the provisions of Section III of the attachment to AIDTO Circular A-564 dated 9/29/76, and on the basis of the exceptional circumstances described in the following paragraphs, it is recommended that consultant services for the Graduate Agricultural School Title XII Project be procured under an A.I.D. Direct Contract.

The circumstances are as follows:

1. This will be a follow-on contract to an AID contract which was made to secure a land-grant university to collaborate with the GOI and the Mission in planning the project. It is both logical and desirable that the same contractor be used for the follow-on contract.
2. Both the host country entity and the contractor have expressed a preference to continue their present arrangement.

Recommendation

On the basis of the foregoing, it is recommended that you determine hereby that A.I.D. will contract directly for the procurement of technical assistance for subject project, and that the exceptional circumstances cited together with your determination, be incorporated in the Project Paper.

Approved: 

Disapproved: _____

Clearances:

R. Cohen, PRO _____
AB. Evans, OMF _____
WG. Bollinger, DD _____

The technical assistance budget is as follows:

	<u>U.S.</u>	<u>GOI</u>
Long-term Advisors - 8 years at \$75,000	\$ 600,000	\$100,000
Short-term Advisors - 50 months at \$ 7,000	\$ 350,000	\$ 20,000
In-country Training		\$500,000
Campus Planning Architectural Firm	\$ 300,000	\$100,000
U.S. Home Office Support	<u>\$ 300,000</u>	_____
Total	<u>\$1,550,000</u>	<u>\$720,000</u>

PART V • IMPLEMENTATION PLAN

The collaborative assistance contracting method is in operation on this project, hence, implementation is already underway in the sense that the anticipated implementing institution has been involved with the planning phase and has already rendered technical assistance to IPB. University of Wisconsin consultants have advised IPB on the conceptual design of the new campus and its layout and have provided academic planning guidelines that IPB has considered in drafting its Institutional Development Project for 1979-1989 (on file).

An AID direct contract will be negotiated with the University of Wisconsin-Madison under provisions of Section 7-4.58 of Handbook 14. The justification for a direct contract is in Annex J.

All of the planned project activities are interdependent to varying degrees. But at the same time, specific actions can and will be carried out quite independently of each other. This approach offers the distinct advantage of not having to wait until the long-term experts are settled in before the project can begin to move forward.

A. Technical Assistance

Shortly after a contract with the University of Wisconsin has been signed, short-term experts will begin to work with IPB on internal administrative and management reforms and to help in developing a contract and selecting a U.S. architectural firm which specializes in campus development and construction.

The arrival of the first long-term consultants, an expert in university administration and planning will depend on when the contract is signed since normally long-term consultants can only be transferred at the end of a semester. His first task will be to work with the IPB leadership and USAID to refine the project plans. His primary responsibility will be to help orchestrate the various elements of the project so that these complement and reinforce each other. The second long-term consultant, an expert in graduate training in agriculture, will arrive no later than one year after the first has settled in. The primary function of the specialist in graduate training in agriculture will be to work with the leaders in the graduate school as they refine the curricula and academic plans. He will need to help on research design to insure that the guidance committees can help the graduate students to make their master's and doctoral theses as useful as possible.

The University of Wisconsin plans to involve the agricultural leaders of their university in this project. The departments at IPB which need specific help in developing their graduate programs will be in communications with the chairpersons in those departments at Wisconsin. The chairpersons

or the persons on their staff who are indicated as having the special expertise required may come to Indonesia as intermittent consultants. Of course, in some cases it will be better to have the IPB leader go abroad so that he can see how the University of Wisconsin and other universities are dealing with his particular area of interest.

B. Training

Although IPB already has a well-trained staff overall, there still are some areas which need strengthening. Also there are IPB participants now studying on advanced degrees under projects whose funding will be running out. The few participants in this situation will be picked up under this project. It is estimated that there may be 15 to 20 participants who may need from a few months up to, perhaps, a year's funding. The new academic participants under this project will be primarily in the fields of home economics and environmental protection since these fields, which are featured in this project, have such an acute need for more experts.

This project will also provide short-term training opportunities of two types. As referred to under the technical assistance section above, instead of having expert consultants in some fields from the University of Wisconsin come out to Indonesia, the IPB leaders in those areas may go to the University of Wisconsin to consult with the experts there and to have a chance to see how things are organized at the University of Wisconsin and in other universities abroad. This type of training has already been used in other projects and in developing this project and has been shown to be very effective. For example, under another project an IPB leader, who deals with student affairs, spent over two months on the Wisconsin campus observing how student activities and service programs were organized. In planning this project, three members of the IPB Planning Committee went for a month to the University of Wisconsin where they were able to have seminars with the several top leaders in campus planning at Wisconsin.

Also staff leaders from the IPB who have had their training some years ago and who need to upgrade their knowledge and techniques as they concentrate on graduate instruction, will have the opportunity to go to Wisconsin on research or post-doctoral fellowships. If the IPB leaders can be spared long-enough, the University of Wisconsin may use them as Visiting Professors.

The University of Wisconsin believes that there are many innovative approaches to both technical assistance and training which need to be identified and tried out in this project. For this reason the project plans regarding both technical assistance and training are to be flexible to stimulate the maximum use of more innovative techniques.

C. Commodities

Commodities to be procured using foreign exchange will be purchased by the contractor on behalf of IPB. The procedures in Handbook 11, Chapter 3, Section 307 will be applicable.

The two centers: Information Resource Center and Center for Environmental Studies are to be fully equipped under this project with a combination of GOI and AID funds. Both long-term and short-term University of Wisconsin consultants are to assist and advise in making equipment lists and in making other decisions regarding the procurement.

In addition to the special equipment required for the two centers, commodities are to be procured which will upgrade IPB's capacity to develop and produce instructional materials. This will include printing and reproduction equipment. The commodities will also include two project vehicles. These will be procured locally using project funds. IPB will provide housing for the consultants.

Equipment lists for purchases using AID funds will be submitted to USAID for approval before starting the procurement procedures.

D. Schedule of Project Activities

<u>Date</u>	<u>Action</u>	<u>Implementing Responsibility</u>
2-78	Selection of U.S. institution for collaborative assistance	AID/W
3-78	Planning team from IPB visits contractor to obtain assistance with campus development plan	Contractor/USAID
6-78	Contractor planning team visits Indonesia to assist IPB with academic plan	Contractor/USAID
4-79	PP completed	Contractor/USAID
5-79	PP approved	AID/W
6-79	ProAg and Loan Agreements signed	USAID/GOI
7-79	Implementation Contract signed	USAID
7-79	First short-term advisors arrive	Contractor
9-79	Long-term advisors arrive	Contractor

<u>Date</u>	<u>Action</u>	<u>Implementing Responsibility</u>
11-79	First commodity order placed	Contractor/GOI
2-80	Project Operational Plan completed	Contractor/GOI
3-80	Team of disciplinary area representatives visits Indonesia	Contractor/USAID
9-80	Annual Review-evaluation of first year and work plan for second year. Second long-term advisor arrives	Contractor/GOI/ USAID
3-81	75% of commodity order placed	Contractor/GOI
9-81	Annual Review-evaluation of second year and work plan for third year	Contractor/GOI/ USAID
3-82	Commodity order placed, accumulative total of 90% of total U.S. materials	Contractor/GOI
12-82	Final commodity order placed	Contractor/GOI
9-82	Annual review-evaluation and work plan for fourth project year	Contractor/GOI/ USAID
9-83	Annual review-evaluation and work plan for fifth project year	Contractor/GOI/ USAID
9-84	Annual review and overall project evaluation	Contractor/GOI/ USAID

PART VI - EVALUATION ARRANGEMENTS FOR THE PROJECT

In addition to the broad outline provided in the Logical Framework, this project will be evaluated as to the specific progress being made in following IPB's Institutional Development Project Plan 1979-1989 (May 1978) (on file) and the Report and Recommendations on the Institutional Development Plan (on file) made by the University of Wisconsin Administrative Academic Study Team in August 1978. The plan plus the Wisconsin recommendations, while providing the basic guidelines for the development of the IPB Graduate School, will be subject to continuing refinement and revision through the lessons learned in the project's implementation. A project steering committee made up of a representative of the IPB Planning Committee, the University of Wisconsin specialist on University Administrative and Planning, and the USAID Project Manager will be responsible for the day-to-day project evaluation and guidance. This committee will also make the plans and agenda for the annual project review. The review panel will include the Rector of IPB, the IPB Administrator of the Graduate School, and the IPB Planning Committee, long-term experts and a campus representative from the University of Wisconsin, and the Project Manager and any other representatives of AID as designated by the USAID Director.

The Annual Review will focus on the Project Purpose and the progress toward the achievement of the end-of-project conditions. The Annual Review will culminate in a Project Evaluation Summary Review. The report of the Project Evaluation Summary will go over overall aspects of the Logical Framework to check the progress made toward achieving the inputs, outputs, purpose and goal, to check the usefulness of the indicators of progress, to check the validity of the assumptions, and to adjust all elements of the project to make them more realistic. The Annual Review and Project Evaluation Summary Review will also develop the guidelines for the project scope-of-work for the following years.

Prior to the Annual Review of the project in the fall of 1983, there will be an external evaluation of the project. This will be conducted by a committee of at least two experts selected by AID/W. The project steering committee members will serve as resource persons for this evaluation. The external evaluation will be submitted to the Annual Review of 1983 and will be a major feature for discussion. The external evaluation will use the outline of the Project Evaluation Summary or such other AID evaluation outline suggested for use in 1983.

A final overall evaluation will be made of the project at the Annual Review of 1984. A major feature of this review will be to identify lessons from the implementation of this project which might make other projects of this type more successful.

In addition to the overall annual evaluations of the project, each element of the project is to be evaluated in a timely fashion. For

example, the Project Manager is responsible for evaluating the contributions of each of the University of Wisconsin advisors. Each of the advisors and each Project Manager is to report on his activities concerning the project before he leaves upon completion of his assignment. The Project Manager is responsible for interviewing all participants upon their return to evaluate the results of the training project. The Project Manager will also assist the USAID Training Officer in including in the Annual Mission Training Report indications of the effectiveness of the training activities.

The focus of all the evaluation will be to try to determine how the project can be improved, and it is expected that the evaluation process will result in modifications of all aspects of the project including modifications to make the logical framework more realistic and helpful. Such changes will not be construed as weaknesses in the original planning process but will recognize that planning and evaluation are continuing processes and will be complementary to project implementation.

As stated in describing this project, the contractor will be encouraged to try new, more innovative technical assistance techniques. These will be evaluated carefully to determine their suitability for use in other projects of this type.

GRADUATE AGRICULTURAL SCHOOL - TITLE XII

ANNEXES

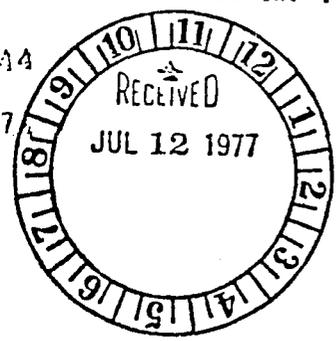
- A. PID Facesheet
- B. PID Approval Cable
- C. Memorandum of Understanding between IPB and University of Wisconsin
- D. Expression of Interest by College of Agricultural and Life Sciences, University of Wisconsin
- E. Standard Criteria Check List
- F. Project Implementation Order/Technical
- G. Ford Foundation Program at Bogor Agricultural University
- H. Loan Authorization
- I. Initial Environmental Examination
- J. Determination for Direct Contracting
- K. Logical Framework

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET <i>To Be Completed By Originating Office</i>				TRANSACTION CODE <input type="checkbox"/> A Add <input checked="" type="checkbox"/> C Change <input type="checkbox"/> D Delete		PID 2 DOCUMENT CODE 1																						
3 COUNTRY/ENTITY Indonesia				4 DOCUMENT REVISION NUMBER <input type="checkbox"/>																								
6 PROJECT NUMBER (7 digit) <input type="checkbox"/> 497-0290 <input type="checkbox"/>		6 BUREAU/OFFICE A. Symbol ASIA B. Code <input type="checkbox"/> 04 <input type="checkbox"/>		7 PROJECT TITLE (maximum 60 characters) GRADUATE AGRICULTURAL SCHOOL TITLE XTU																								
8 PROPOSED NEXT DOCUMENT A <input type="checkbox"/> 2 - PHP B DATE MM YY <input type="checkbox"/> 01 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 3 - PP				10 ESTIMATED COSTS (\$1000 or equivalent, \$1 = Rp. 414.50)																								
9 ESTIMATED FY OF AUTOMIZATION/OBLIGATION a INITIAL FY <input type="checkbox"/> 71 <input type="checkbox"/> 9 b FINAL FY <input type="checkbox"/> 81 <input type="checkbox"/> 3				<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2">FUNDING SOURCE</th> <th>Amount</th> </tr> <tr> <td>a. AID Appropriated</td> <td></td> <td>5000</td> </tr> <tr> <td>b. OTHER</td> <td>1.</td> <td></td> </tr> <tr> <td></td> <td>2.</td> <td></td> </tr> <tr> <td>c. Host Country</td> <td></td> <td>4000</td> </tr> <tr> <td>d. Other Donor(s)</td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>9000</td> </tr> </table>				FUNDING SOURCE		Amount	a. AID Appropriated		5000	b. OTHER	1.			2.		c. Host Country		4000	d. Other Donor(s)			TOTAL		9000
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II PROPOSED BUDGET AID APPROPRIATED FUNDS (\$000)																												
A APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH CODE		E. FIRST FY		LIFE OF PROJECT																						
		C Grant	D Loan	F Grant	G Loan	H. Grant	I. Loan																					
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12 SECONDARY TECHNICAL CODES (maximum six codes of three positions each)																												
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13 SPECIAL CONCERNS CODES (maximum six codes of four positions each)						14 SECONDARY PURPOSE CODE 180																						
XII BR																												
15 PROJECT GOAL (maximum 200 characters)																												
Indigenous Indonesian integrated agricultural capability for undertaking and maintaining national agricultural development.																												
16 PROJECT PURPOSE (maximum 600 characters)																												
Help Bogor Agricultural University to become a top quality agricultural university equivalent in status to the best in Southeast Asia with capacity to provide well-trained agricultural leaders and university staff members commensurate with the needs of Indonesia's agricultural community.																												
17 PLANNING RESOURCE REQUIREMENTS (with/without)																												
TDY assistance from University of Wisconsin staff, 14 man months; 9 RT Madison-Jakarta; Observation Travel IPB Planning Committee \$107,000.																												
18 ORIGINATING OFFICE CLEARANCE						19. Date Document Received in AID/W, or for AID/W Documents, Date of Distribution																						
Signature Thomas C. Niblock <i>[Signature]</i>						Date Signed MM DD YY <input type="checkbox"/> 01 <input type="checkbox"/> 09 <input type="checkbox"/> 77																						
Title Director, USAID/Indonesia						MM DD YY <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																						

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TAGS:

SUBJECT: FY 79 PID'S - EDUCATION AND HUMAN RESOURCES
SECTOR AND SELECTED DEVELOPMENT PROBLEMS

zbn

REFS: (A) JAKARTA 8499; (B) STATE 145309; STATE 97939
(1976)

1. SELF-INSTRUCTION LEARNING SYSTEMS - APAC APPROVED
SUBJECT PID, AND DID NOT IDENTIFY ANY SIGNIFICANT ISSUES
FOR USAID CONSIDERATION IN PREPARING PP.

2. PROFESSIONAL RESOURCES DEVELOPMENT III - CONSIDERA-
TION OF SUBJECT PID WAS DEFERRED TO ABS REVIEW IN LIGHT
OF INFORMATION THAT CONGRESSIONAL STAFFER HAS RAISED
OBJECTION TO INCLUSION OF PROFESSIONAL RESOURCES DEVEL-
OPMENT PROJECT IN FY 78 CONGRESSIONAL PRESENTATION
(PP 64). CONGRESSIONAL VIEWPOINT IS ESSENTIALLY SAME
AS THAT CONTAINED IN SENATE APPROPRIATIONS COMMITTEE
REPORT ON FY 76 FOREIGN AID APPROPRIATIONS BILL, (REPORT
NO. 94-724), PAGES 56-57, I.E., THEY QUESTION THE
RELEVANCE OF GENERAL TRAINING PROGRAMS FOR GRADUATE
DEGREES TO NEEDS OF POOR MAJORITY IN INDONESIA. TO
FACILITATE REVIEW OF SUBJECT PROJECT, REQUEST USAID
CABLE (OR HAND-CARRY IF POSSIBLE) DISCUSSION OF WAYS

IN WHICH PROJECT DESIGN OF PROFESSIONAL RESOURCES
DEVELOPMENT I (FY 77) RESPONDS TO GUIDANCE OF REF C,
WHICH APPROVED PRP FOR PROJECT THEN TITLED MANPOWER
DEVELOPMENT TRAINING. OF PARTICULAR IMPORTANCE IS
ABILITY OF USAID/GOI TO STRUCTURE PROJECT SO THAT
EMPHASIS OF TRAINING IS NOT ON ENHANCEMENT OF SKILLS
OF ALREADY EDUCATED/ADVANTAGED INDONESIANS BUT INSTEAD
ON INSTITUTIONAL DEVELOPMENT AND THROUGH THESE INSTI-
TUTIONS, ON EFFECTIVELY ADDRESSING BASIC NEEDS OF
POOR MAJORITY (REF C, PARA 2). FOR EXAMPLE: SPECIFIC
TRAINING NEEDS SHOULD BE JUSTIFIED IN TERMS OF SPECIFIC
ACTIVITIES WHICH INSTITUTIONS WOULD BE ABLE TO DO AS
A RESULT OF TRAINING AND WHICH INSTITUTIONS CANNOT DO
NOW OR NOT DO ADEQUATELY. EVALUATION OF PROJECT
WOULD BE BASED ON APPROVED INSTITUTIONAL PERFORMANCE.
IN ADDITION, REQUEST USAID ELABORATE ON FOLLOWING
ISSUES: (A) FORMULATION OF USAID STRATEGY IN HUMAN
RESOURCES DEVELOPMENT THAT CLARIFIES RELATIONSHIP OF
VARIOUS HIGHER EDUCATION PROJECTS. GENERAL TRAINING

USAINSTRUMENTS	
TO	ACC/INITIALS
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PROJECTS, AND TRAINING PORTIONS OF OTHER PROJECTS TO LONG-RANGE OBJECTIVES AND DEFINES REASONABLE SCALE OF EFFORT AND RATE OF FINANCING FOR AID; (B) JUSTIFICATION FOR EQUIVALENT GRANT AND LOAN FINANCING PROPOSED FOR PROFESSIONAL RESOURCES DEVELOPMENT III. AID/W HAD PREVIOUSLY UNDERSTOOD THAT GRANT FINANCING WAS NEEDED ON RESIDUAL BASIS ONLY FOR COMPLETION OF TRAINING PROGRAMS INITIATED IN EARLIER YEARS AND FOR TRAINING IN SPECIAL HIGH-INTEREST CATEGORIES LIKE SOCIAL ANALYSIS, WID, ENVIRONMENTAL ANALYSIS, ETC. FYI: ALTHOUGH SENATE APPROPRIATIONS SUBCOMMITTEE STAFF INDICATED DETERMINATION TO BLOCK AID FINANCING IN FY 78 OF PROFESSIONAL RESOURCES DEVELOPMENT II, THERE SHOULD BE NO DIFFICULTY IN AUTHORIZING A WELL-DESIGNED PROFESSIONAL RESOURCES DEVELOPMENT I LOAN IN FY 77 AT LEVEL OF DOLS 5.9 MILLION. NO OBJECTION WAS RAISED CONCERNING THIS PROJECT AS IT APPEARED IN FY 77 CP. END FYI.

3. GRADUATE AGRICULTURAL SCHOOL - TITLE XII - APAC APPROVED SUBJECT PID, ON CONDITION THAT AS FIRST STEP IN FURTHER PROJECT DESIGN, USAID AND GOI PREPARE SUB-SECTOR ANALYSIS OF HIGHER AGRICULTURAL EDUCATION. THIS ANALYSIS SHOULD IDENTIFY OVERALL HUMAN RESOURCE REQUIREMENTS FOR AGRICULTURAL AND RURAL DEVELOPMENT IN QUALITATIVE AND QUANTITATIVE TERMS, AND RELATE MULTIPLE USAID EFFORTS IN THIS SUB-SECTOR (SUBJECT PROJECT, AGRICULTURAL EDUCATION FOR DEVELOPMENT, AND EASTERN ASSOCIATION OF AGRICULTURAL SCHOOLS) TO SATISFYING MANPOWER REQUIREMENTS. FYIC ALTHOUGH PROJECT WAS REVIEWED

ALONG WITH EDUCATION PROJECT, WE AGREE THAT IT WOULD BE APPROPRIATE TO AUTHORIZE PROJECT IN FOOD/NUTRITION CATEGORY BECAUSE OF ITS RELEVANCE TO AGRICULTURAL PRODUCTION AND TITLE XII ASSOCIATIONS. END FYI. OTHER SIGNIFICANT PROJECT ISSUES RAISED BY APAC ARE AS FOLLOWS:

(A) THERE HAS BEEN INCREASING CONGRESSIONAL CRITICISM OF AID-FINANCED GRADUATE TRAINING (PARTICULARLY AT PH.D. LEVEL) AS BEING OF LOW PRIORITY IN DEVELOPING PROGRAMS TO ADDRESS THE NEEDS OF POOR MAJORITY. THIS CONCERN PARTICULARLY RELEVANT TO SUBJECT PROJECT BECAUSE OF PURPOSE STATEMENT, WHICH EMPHASIZES ESTABLISHING INTERNATIONAL PRESTIGE OF IPB. ACCORDINGLY, PP MUST PROVIDE PERSUASIVE JUSTIFICATION FOR AID INVOLVEMENT IN PROJECT TO CREATE IN-COUNTRY PH.D. TRAINING CAPABILITY VS. ALTERNATIVE TRAINING PROGRAMS THAT ARE MORE DIRECTLY CONCERNED WITH DELIVERING INCREASED/IMPROVED AGRICULTURAL SERVICES TO LOW-INCOME FAMILIES WITHIN THE NEXT 5 YEARS. ARGUMENT ULTIMATELY DEPENDS ON WHETHER OR NOT QUALITIES OBTAINED THROUGH ATTAINMENT OF PH.D. ARE INDISPENSIBLE AT THIS TIME FOR CONCEIVING INNOVATIVE WAYS TO PROMOTE RAPID AGRICULTURAL/RURAL DEVELOPMENT IN INDONESIA IN MANNER CONSISTENT WITH CONGRESSIONAL MANDATE. SUB-SECTOR ANALYSIS PREVIOUSLY DESCRIBED SHOULD SHED LIGHT ON THIS ISSUE. PP MUST ALSO BE

ABLE TO DEMONSTRATE THAT IPB DEPARTMENTS ASSISTED BY PROJECT EFFECTIVELY SUPPORT OPERATIONAL PROGRAMS IN RESEARCH, EXTENSION, ETC., THAT ARE STIMULATING AGRICULTURAL DEVELOPMENT. (B) AS COMMUNICATED IN REF B, TITLE XII PROCESSES DO NOT PERMIT AID AND HOST COUNTRY INSTITUTIONS TO CONTRACT DIRECTLY WITH ONE U.S. UNIVERSITY WITHOUT COMPETITION. PER REF A, WE HAVE AGREED TO FOLLOW COLLABORATIVE ASSISTANCE PROCEDURES TO OBTAIN TECHNICAL SERVICES FROM U.S. UNIVERSITY TO ASSIST IN FURTHER PROJECT CONCEPTUALIZATION, DETAILED PROJECT DESIGN, AND PROJECT IMPLEMENTATION.

(C) SOCIAL SOUNDNESS - IN ADDITION TO NORMAL CONCERNS IN THIS AREA, SOCIAL ANALYSIS SHOULD EVALUATE CONTENT AND QUALITY OF CURRICULUM TO ASSURE THAT STUDENTS ARE TECHNICALLY COMPETENT TO UNDERSTAND NEEDS OF RURAL POOR AND OF DESIGNING/CARRYING OUT PROGRAMS RESPONSIVE TO THESE NEEDS. SOME TECHNICAL ASSISTANCE IN THIS AREA FROM COLLABORATING U.S. INSTITUTION PROBABLY USEFUL.

(D) ORGANIZATION DEVELOPMENT - PP SHOULD INCLUDE PLAN FOR ORGANIZATIONAL DEVELOPMENT THAT RELATES HUMAN, PHYSICAL,

AND FINANCIAL RESOURCES (INCLUDING INPUTS FROM AID AND OTHER DONORS) TO INSTITUTIONAL OBJECTIVES/KEY FUNCTIONS OVER 3-5 YEAR PERIOD. IN ADDITION, PP SHOULD DESCRIBE PROCESS BY WHICH PROGRESS AGAINST PLAN IS EVALUATED AND PLAN MODIFIED/FURTHER ELABORATED.

4. TECHNICAL ASSISTANCE/STUDIES LOAN III - FINAL DECISION ON SUBJECT PID WAS DEFERRED TO ABS REVIEW BECAUSE OF UNRESOLVED DEBATE ON TWO ISSUES IDENTIFIED BELOW. REQUEST USAID COMMENT ON ISSUES PRIOR TO ABS REVIEW TO FACILITATE FURTHER ANALYSIS.

(A) APPROPRIATENESS OF AID FINANCING - APAC RECOGNIZED THAT PROJECT IS FOLLOW-ON TO SIMILAR EARLIER EFFORTS IN PROJECT DEVELOPMENT LOAN (027) AND TECHNICAL ASSISTANCE CONSULTING SERVICES LOAN (040). HOWEVER, QUESTION RAISED REGARDING APPROPRIATENESS OF AID FINANCING VS MORE SPECIFIC PROJECT INTERVENTION THAT DIRECTLY IMPACTS UPON LIVES OF INDONESIAN POOR MAJORITY. SUBJECT PROJECT CLOSER IN CONCEPT TO GENERAL COUNTRY PROGRAMMING SUPPORT WITH DELIVERY OF IMPROVED SERVICES/BENEFITS FURTHER IN FUTURE.

(B) BENEFICIARY LINKAGES - IN LIGHT OF SECTION 116 ON HUMAN RIGHTS, PROJECT AS WHOLE AND EACH INDIVIDUAL ACTIVITY UNDER PROJECT SHOULD BE PREDOMINANTLY ORIENTED TO MEETING NEEDS OF POOR MAJORITY. HOWEVER, APAC WAS CONCERNED THAT PROJECT MIGHT NOT BE ABLE MEET THIS TEST ON BASIS OF TRADITIONALLY FLEXIBLE USE OF SUCH PROJECTS AND EXPERIENCE TO DATE WITH LOAN 040 (TO WHICH SECTION 116 DID NOT APPLY). FOR EXAMPLE, MASTER PLAN FOR UNIVERSITY OF INDONESIA (PROPOSED UNDER LOAN 040) WOULD NOT IN BUREAU'S VIEW REPRESENT ACTIVITY WHICH COULD MEET SECTION 116 TEST. WHAT PROCEDURES WOULD BE DEVELOPED UNDER PROPOSED FY 79 PROJECT TO PROVIDE GREATER ASSURANCE THAT ACTIVITIES TO BE FINANCED WOULD BE DIRECTLY RELATED TO NEEDS OF POOR MAJORITY. VANCE

MEMORANDUM OF UNDERSTANDING BETWEEN
INSTITUT PERTANIAN BOGOR AND THE UNIVERSITY OF
WISCONSIN - MADISON

This memorandum states the intention of two universities to establish a long term professional relationship of understanding and cooperation.

These two universities are the Institut Pertanian Bogor, Bogor, Indonesia, and the University of Wisconsin-Madison, Madison, Wisconsin, USA.

The background and the reasoning behind these two universities wanting to establish the relationship are compelling. They relate both to those basic human needs of food, nutrition and health to which such a relationship can contribute and to the special opportunities for implementation represented by Title XII of the Foreign Assistance Act of 1975. Thus the need exists, the methods of implementation exist and have been tested, and the means are available all within the expressed intent of the U.S. Congress and the desires of the Government of Indonesia.

Indonesia is a vast country, in populations the fifth largest nation in the world. Moreover it is an agrarian country with 70 - 80 percent of the total labor force involved in agriculture, agri-business and agri-industries, and 80 percent of its population living in rural areas.

Agriculture in the present and in the future is also a significant element in earning foreign exchange. Thus agriculture is basic and fundamental to the health and welfare of the Indonesian people and to the development of the Indonesian economy and rural society.

However, problems exist. Indonesia still has some problems in providing enough food and must use its scarce foreign exchange to buy rice and food grains from abroad. Furthermore, the impact of family planning programs, that are a model for the rest of the world has just started and Indonesia's population growth is still continuing to complicate the problem of supplying adequate food and nutrition and improving the quality of life of the mass of the Indonesian people.

The Government of Indonesia is fully aware of these problems and has moved toward their solution with a variety of programs. Among them is a program in higher agricultural education to develop a system of universities and faculties to produce the manpower necessary to carry out the teaching, research, and public service programs of the "Tridharma" philosophy.

However, it is recognized that not all of these universities and faculties will develop at the same rate because of the difference in their origins, their history, and their traditional roles. In the agriculturally related fields of food and nutrition, one university in particular has been given special responsibilities to develop as quickly as possible

special programs in undergraduate education, graduate education applied research and public service. This is the Institut Pertanian Bogor, referred to as IPB.

The IPB received an early start in the early 40's as the site of the agricultural faculties of the University of Indonesia. Despite its many problems in organization and finding sufficient budget, IPB has grown over the years and become Indonesia's leading institution in scientific tropical agriculture and center of higher education in the agricultural sciences. This result has been achieved through the strenuous efforts and dedication of the IPB staff and the cooperation of the Indonesian Government and foreign assistance. U.S. assistance began in the late 1950's and continues in the 1970's with a substantial number of IPB's teaching staff having been sent to American universities for advanced training in various disciplines.

As a consequence of the early vision of IPB as an educational leader and the great emphasis given to staff development and advanced training, IPB has been characterized by innovative programming and creative ideas, and is considered to be a university that is highly "open" to new ideas and new ways. However, its stage of development at this time should be considered "intermediate" relative to the staff, staff quality, and facilities it should have effectively to carry out its mission and obligation to this nation of more than 130 million persons.

Thus the answer to the question of why IPB should seek a cooperative inter-university relationship is the following: The IPB is the one institution in the agricultural food and nutritional sciences in Indonesia that is most ready and most likely to achieve critical and sustaining growth and development at this time and can be the model or pattern for development of the system within Indonesia. Moreover, this cooperative inter-university relationship should fit in very well into the "Pembina" concept whereby active participation of other institutions, suitable for development, would be assisted by IPB as a result of its experience and human resources available during the development at IPB.

The United States of America is also a vast country like Indonesia with rich human and material resources. It was the good fortune of America to achieve strong development early in its history after the colonial period. A striking feature of this development in the last century and especially in the past 35 years is a vigorous and productive agriculture supported by strong university programs in teaching, research and public service. Thus we find in the American experience the same dedication and philosophy as expressed in the "Tridharma".

One of these universities which has dedicated itself for more than 125 years to improving the welfare of its people in a state that, like Indonesia, is primarily agrarian is the University of Wisconsin-Madison.

The University of Wisconsin is famous for its basic research in agriculture and the chemistry of biological processes, for its applied research in developing more profitable and productive crops and farm enterprises, for its teaching for farm and city boys and girls at every level from the "Farm Short Course," to the two-year Associate degree, the four-year Baccalaureate degree, and to all advanced degrees, and for its public service philosophy of extending its knowledge and programs such that "the boundaries of the campus are the boundaries of the State." The modern statement is that the boundaries of the campus are the boundaries of the universe.

In carrying forward its programs in the agricultural, food and nutritional fields outside the United States, the University has tended to concentrate its efforts in only three areas of the world. These were areas where there were opportunities for programming and where the University itself on the home campus had pre-existing staff and programs in the culture, society, and language of the host country. Thus the University's long standing interest and involvement in Indonesian studies and language was consistent, congenial with and supporting of its participation in the MUCIA-AID-Indonesian Higher Agricultural Education Project. Indeed, it was primarily because of Wisconsin's prior involvement and commitment to Indonesian studies that the University of Wisconsin was chosen in 1970 as the lead university in implementing the higher agricultural education project.

Wisconsin's early beginning with Indonesian higher education goes back to 1957 when the Faculty of Economics of Gadjah Mada University invited Wisconsin to participate with them in a program of development of the Faculty. That program has continued down through the years building mutual understanding, knowledge, and respect at a high professional level.

The involvement of the University of Wisconsin and its staff with the IPB began in 1969, and it has been broad and deep. More than 26 Wisconsin faculty members have had some relationship with the IPB in the several roles as advisors, coordinators, and technical assistants, and these represent more than 190 man months in Indonesia. Equally important is the fact that all of the full time resident coordinators at the IPB under MUCIA auspices for the past 7 years have come from the University of Wisconsin. Moreover under MUCIA project activities, the only instances where MUCIA staff have served as promoters for IPB staff seeking the Doktor degree, have involved professors from the University of Wisconsin. Furthermore, 43 staff members from the IPB have undertaken programs of advanced study on the Madison campus, most with a degree objective and some for refresher work and establishing professional contacts. In the first instance in the recent context of an Indonesian professional serving as a visiting staff member in a MUCIA university, the arrangement was made between the IPB and the University of Wisconsin.

However, the University of Wisconsin-Madison is also similar to its Indonesian counterpart in being at an "intermediate" stage of development. It is intermediate with respect to its capability at this time to assist in increasing agricultural production within Indonesia and solving problems in food production, distribution, storage, marketing and consumption. The University of Wisconsin has much to learn and much to gain from association with the Institut Pertanian Bogor in jointly developing programs of teaching, research, and extension. Through joint effort and combined activities there is the promise of the greatest impact in alleviating hunger, supplying food for the poor, and in building the economic base for growth and development.

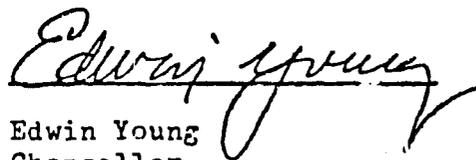
Thus the answer to the question of why Wisconsin should be indicated for this relationship with the IPB is as follows: More than any other American university in the recent period the University of Wisconsin has the interest, the capability, the contacts and experience, the most extensive professional contacts and activities of mutual assistance, and the greatest potential for continuing, enduring impact.

The signers hereto recognize this as a statement of solemn intent but not binding on one another pending the approval of higher authority and the availability of funding. However, we believe that the interests of two great countries and the interests of humanity throughout the world in the fields of

food, nutrition, and welfare will be advanced by signing of this memorandum of intent and understanding between the Institut Pertanian Bogor and the University of Wisconsin-Madison to which we put our respective sign and seal on this 21 day of April, in the year nineteen hundred and seventy seven.



A.M. Satari
Rector,
Institut Pertanian Bogor



Edwin Young
Chancellor
University of Wisconsin-Madison

EXPRESSION OF INTEREST

BY

THE COLLEGE OF AGRICULTURAL AND LIFE SCIENCES,
UNIVERSITY OF WISCONSIN - MADISON

IN

GRADUATE AGRICULTURAL SCHOOL PROJECT 497-0290

The mission statement of the College of Agricultural and Life Sciences (CALs) includes the following:

" . . . the College considers the international community as one of its clientele group. Assisting in rural development and institution building in the developing countries constitutes a real dimension of our mission."

The concerns expressed by these statements are consistent with the historical involvement of the College in institutional development projects (Attachment A) and with statements issued through the years by University officials and our Board of Regents (Attachment B).

The interests of the College in the development of agricultural institutions derives from not only a desire to be of service, but also from recognition of the benefits that can result. Experience has demonstrated that such involvement favorably influences the training capabilities of the staff, improves and facilitates research activities, feeds back valuable experiences into extension programs, and opens new channels for exchange of scientific information, plant and animal resources, and professional staff. In addition, we believe that as a land grant institution, our forte is precisely that of development of institutions whose responsibility is to meet clearly defined needs for multi-level education, research, and public service.

Our concerns for Indonesia and the Institute Pertanian Bogor (IPB) in particular are recent and arise from involvement of a significant number

of our staff in A.I.D. Project/ea-176 and in S. E. Asia in general (see Attachment C). We are very much aware of the changes that have taken place in the IPB, their dedication to the Tridharma concept of integrated teaching, research and public service, and their aspirations for the future.

For all of the foregoing reasons, we find it very much in our interest to fully explore opportunities for forging a long-term cooperative relationship between the College of Agricultural and Life Sciences and the Institute Pertanian Bogor. Having expressed this interest, we feel it is in order to simultaneously expose what we believe to be key elements of a highly productive, mutually beneficial relationship.

Being that the project in question is intended as a Title XII activity, we first of all assume that the relationship will evolve via the collaborative management mode of contracting. Secondly, we feel that the success of institutional development projects is best assured by provision of long-term services of a team of subject matter specialists complemented by short-term consultants carefully selected to perform clearly defined functions lying outside the scope of competence of the long-term specialists. Thirdly, we would anticipate joint responsibility for fiscal project management and provision of dollar and counterpart funding for collaborative efforts on items such as course development and research, for staff and graduate student exchange programs, and for active participation in relevant regional and international meetings, educational organizations, and research networks. Our final decision to participate would also take into consideration Indonesia's commitment to making positions at the IPB an attractive form of employment and to the removal of major constraints to agricultural development.

The capacity of the CALS to effectively supply the majority of anticipated inputs for a long-term program is demonstrable in various ways. As shown in Attachment D, the College consists of 23 academic departments which, during the 1976-77 academic year, provided a total of 90.5 FTE's of instruction time and devoted 175.5 and 93.9 FTE's of time to research and extension, respectively. During this time undergraduate plus graduate enrollment totalled 3,295 and 9.7% of the students were from countries other than the U.S. Also in 1976-77 the College conferred 670 academic degrees, 395 of which were B.S. degrees, 172 were M.S. degrees, and 113 were Ph.D. degrees.

In addition to its own faculty, the College can rely upon staff members from the other 13 universities in the University of Wisconsin System to fulfill specific staffing needs of overseas projects. In so doing, the College expands by more than 60 the number of staff members specialized in the agricultural sciences. Similarly, the College can rely upon cooperation from throughout the Madison campus. This manpower reserve includes staff in all the disciplines traditionally represented in major universities and staff from the University's central administration, extension division, and a wide array of centers, bureaus, and institutes (see Attachment E).

College and other University staff members who have performed services in Indonesia under AID Contract/ea-176 and elsewhere in S. E. Asia since 1971 are listed in Attachment C. In addition, a substantial number of College staff members have participated in institutional development projects in Nigeria and Brazil (Attachment F). These tabulations show that 33 permanent staff members have spent one continuous year or more

overseas and another 35 have performed shorter periods of service. In total, over the past 13 years, current CALS staff have devoted nearly 1,123 man-months of their time to institutional development efforts abroad.

Through the years the University of Wisconsin has developed considerable knowledge of economic and social conditions in Indonesia. Since 1957 the Economics Department has had a close relationship with the Department of Economics at Gadjja Mada University in Yogyakarta. Faculty members who spent periods of up to two years at UGM have retained their teaching and research interest in the Indonesian economy. Among these are Professors Theodore Morgan and Robert J. Lampman of our Department of Economics and Professors J. Howard Westing and David Schrieber of the School of Business. Several scholars in other social science departments have keen interest in Indonesian economic and social conditions and are currently doing research and teaching in this area of their interest. These individuals include Professor Donald K. Emerson of the Department of Political Science, who was most recently in Indonesia during the 1975-76 academic year studying economic and political conditions in small communities in East Java; Professor John Smail of the Department of History, who has produced several books and learned articles on twentieth century Indonesian history; and Professor William W. Elmendorf of the Department of Anthropology; although Professor Elmendorf has not been in Indonesia recently, he has written extensively on Indonesia and the Southeast Asian area. All three of the latter-named individuals teach courses in their respective disciplines that include sections on Indonesian social, economic, and cultural conditions.

A large segment of the staff of the College of Agricultural and Life Sciences has research interests that are relevant to Indonesian agriculture. This fact is amply illustrated by a sampling of titles of research projects currently being conducted (see Attachment G). Certain staff members are now deeply involved in the elaboration of Title XII collaborative research proposals, the subjects of which are: (1) edible legumes; (2) management of soils of the tropics; (3) potatoes; and (4) small grains. The scope of these research efforts suggests that through suitable collaborative arrangements, the involvement of the IPB staff in problem-oriented research could be significantly increased over a very short period of time and CALS would be a mutual benefactor.

The University of Wisconsin is one of very few U. S. institutions that offers two years of study in the Indonesian language as well as a course in Indonesian culture and literature. Since the University has had several technical assistance projects in Indonesia, these courses have been useful to faculty members who have wanted to go to Indonesia with a certain degree of capability in the language. More important for that purpose has been the Indonesian Institute, held during the summers in Madison. Funded by the National Endowment for the Humanities, this program was offered during the summers of 1975, 1976, and 1977 and brought Indonesian area scholars to Madison from throughout the U. S. Although the three-year grant has expired, it is expected that there will be a continuation of some of its offerings on a reduced scale in the coming summers.

In recent years the IPB, through courageous and concerted actions, has significantly upgraded the professional skills of its academic staff,

has revised its curriculum, and has implemented a philosophy that calls for the integration of teaching, research, and public service activities. This same philosophy constitutes the foundation and strength of the UW as a public institution. The commonalty of philosophy, and the fact that 84 of the IPB staff members already possess Ph.D./Doctorate degrees, signifies that a highly productive and mutually beneficial partnership can readily be developed between the IPB and the UW on both institutional and professional levels.

The University of Wisconsin currently has the lead responsibility under MUCIA for the Indonesian Higher Agricultural Education Project, funded by an AID loan to the Government of Indonesia. The University is also conducting a project under a loan from the Asian Development Bank to the Government of Indonesia to assist the Institute of Technology at Surabaya to upgrade its program and launch a new campus (see Attachment H). Both the Dean of the College of Agricultural and Life Sciences and the Dean of the College of Engineering are enthusiastic supporters of these activities. The commitment of the Chancellor of the University of Wisconsin-Madison and now President of the University of Wisconsin System, Edwin Young, has been demonstrated by his creation of a Council of Indonesian Technical Cooperation in June, 1977. The Council consists of fifty faculty members who have been in Indonesia and have continuing interest connected with the University's involvement there. This group was formed following a visit to Indonesia by Chancellor Young and Dean of the Graduate School Robert M. Bock in April, 1977. During their visit Chancellor Young and Rector Satari of the Institute of Agriculture-Bogor signed a memorandum of

agreement to undertake the kind of project that is contemplated here (Attachment I). We believe that it demonstrates that the highest levels of our University administration are desirous of continuing and expanding our work in Indonesia and are committed especially to a long-term relationship with IPB.

GRADUATE AGRICULTURAL SCHOOL - TITLE XII

60(1) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR COUNTRY

1. FAA. Sec. 116. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights? Yes. See Social Analysis in Project Paper.
2. FAA. Sec. 481. Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? No.
3. FAA Sec. 620(b). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement? Yes, the required determination has been made.
4. FAA Sec. 620(c). If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government? We are not aware of any cases that make Indonesia ineligible under this Section.

5. FAA Sec. 620(e). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?
- The majority of business and property owned by U.S. citizens which was nationalized during the Sukarno regime (principally in 1964 and early 1965) has been returned to U.S. owners or mutually acceptable settlement negotiated. A Presidential Decree dated December 14, 1966 indicated its willingness to return nationalized assets.
6. FAA Sec. 620(a), 620(f), App. Sec. 108, 114, and 606. Is recipient country a Communist country? Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola?
- No to both questions.
7. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression?
- No.
8. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?
- No.
9. FAA Sec. 620(l). If the country has failed to institute the investment program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason?
- Indonesia has initiated the investment guaranty program.
10. FAA Sec. 620(o). Fishermen's Protective Act, Sec. 5. If the country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters.
- Indonesia has not seized any U.S. fishing vessels.
- a. has any deduction required by Fishermen's Protective Act been made?
- b. has complete denial of assistance been considered by AID Administrator?

11. FAA Sec. 620(q); App. Sec. 603 (a) Is the government of the recipient country in default on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds? No to both questions.
12. FAA Sec. 620(s). What percentage of country budget is for military expenditures? How much of foreign exchange resources spent on military equipment? How much spent for the purchase of sophisticated weapons systems? (Considerations of these points is to be coordinated with the Bureau for Program and Policy Coordinator, Regional Coordinators and Military Assistance Staff (PPC/RC). 15% of FY 77/78 budget was for defense. Imports of military equipment in FY 76/77 were .03%-0.6% of total imports. GOI is not importing sophisticated weapons systems. (See JAKARTA 8629, 6/30/77).
13. FAA Sec. 620(r). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No.
14. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? Indonesia is not delinquent on U.N. obligations.
15. FAA Sec. 620A/ ^{App. Sec. 607} Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism? No.
16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? No.

17. FAA Sec. 669, 670. Has the country, after Aug. 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after Aug. 3, 1977 although not a "nuclear-weapon State" under the non-proliferation treaty? No to both questions.

18. App. Sec. 608. Is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operable, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? No.

B. FUNDING CRITERIA FOR COUNTRY

1. Development Assistance Country Criteria

a. FAA Sec. 102(b). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, (2) reduced infant mortality, (3) population growth, (4) equality of income distribution, (5) unemployment, and (6) increased literacy? Yes.

b. FAA Sec. 104(d)(1). If appropriate, is this development (including Sahel) activity designed to build motivation for smaller families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor? N/A

6C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with F/A funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.

1. App. Unnumbered; FAA Sec. 653(b); Sec. 634A.

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure)

(a) Project was in FY 78 Congressional presentation,
(b) Since funding will be more than original estimation, Congressional Committees will be formally notified.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance.

Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

No legislation required.

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

N/A

A. (cont'd)

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project? N/A
6. FAA Sec. 209, Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. No.
7. FAA Sec. 601(a) Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. Project is to improve the technical efficiency of agriculture.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). As an education activity, the project will not particularly effect U.S. private trade and investments. (Long term training will be in U.S. educational institutions).
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services. Well over 25% of the cost of the project will be local currency costs funded by the GOI and are included or to be included in development budget. See "Financial Analysis".

A. (cont'd)

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release? No U.S. owned excess currency available.
11. ISA 14. Are any FAA funds for FY78 being used in this Project to construct, operate, maintain, or supply fuel for, any nuclear powerplant under an agreement for cooperation between the U.S. and any other country? No.
12. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules Yes.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b); Sec. 111; Sec. 281a.
Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insure wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

Project will improve GOI's institutional capability to more effectively carry out education projects to help the rural poor.

b. FAA Sec. 103, 103A, 104, 105, 106.
Is assistance being made available:
(include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) (103) for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; (103A) if for agricultural research, is full account taken of needs of small farmers;

Project will improve GOI's institutional capability to more effectively carry out agricultural education and to deliver its benefits to small farmers.

(2) (104) for population planning under Sec. 104(b) or health under Sec. 104(c); if so, extent to which activity extend: low-cost, integrated delivery systems to provide health, nutrition and family planning services, especially to rural areas and poor;

N/A

(3) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

(4) (106) for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is: N/A

(a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(b) to help alleviate energy problem;

(c) research into, and evaluation of, economic development processes and techniques;

(d) reconstruction after natural or manmade disaster;

(e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc. assistance;

(f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

c. FAA Sec. 107. Is appropriate effort placed on use of appropriate technology?

Yes.

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Recipient country has agreed to contribute well over 25% of the project costs.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed?"

N/A

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

See Social Analysis of Project Paper.

g. FAA Sec. 122(b), Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Yes.

2. Development Assistance Project Criteria (Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

Indonesia has the capacity to repay the loan.

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N/A

.C(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrict

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? Yes. The Project Agreement will contain this provision.

2. FAA Sec. 604(a). Will all commodity procurement financed by (from the U.S. except as otherwise determined by the President or under delegation from him)? Yes.

3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? Yes.

4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? N/A

5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? Yes, whenever practicable.

6. FAA Sec. 901(b). (a) Compliance with requirement that at least 50 per cent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. The project agreements will contain this provision.

7. FAA Sec. 601(d). If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

TA will be provided by private sector on contract basis. No other federal agencies will provide facilities or services.

8. International Air Transport, Fair Competitive Practices Act, 1974

If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

Yes.

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?

N/A

2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

N/A

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

N/A

C. Other Restrictions

1. FAA Sec. 122(e). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?

Yes.

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A
3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? Yes.
4. FAA Sec. 636(I). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? Yes.
5. Will arrangements preclude use of financing:
- a. FAA Sec. 104(g). To pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to undergo sterilization? Yes.
- b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property? Yes.
- c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs? Yes.
- d. FAA Sec. 662. for CIA activities? Yes.
- e. App. Sec. 104 to pay pensions, etc., for military personnel? Yes.
- f. App. Sec. 106 to pay U.N. assessments? Yes.

- g. App. Sec. 107. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multilateral organization for lending). **Yes.**
- h. App. Sec. 112. To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields? **Yes.**
- i. App. Sec. 601. to be used for publicity or propaganda purposes within U.S. not authorized by Congress? **Yes.**

AID 1350-1X
(7-71)

9-23-77

PIOT:

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

1. Cooperating Country
Indonesia

2. PIOT No.
498-249-3-70324

4. Project/Activity No. and Title
**Program Development and Support
Project 498-0249 (Title XII - IPB)**

Page 1 of Pages
3. Original or
Amendment No. _____

DISTRIBUTION

USAITD ROUTING	
TJ	
DIR	
D/D	
A	
SGT	✓
RO	✓
D	
H	
SAI	✓
HP	
TR	
SA	
LC	
JAG/AD	
PER	
SSD	
IA Pool	
SAIT/CSH	✓

5. Appropriation Symbol
72-11X1023

6.A. Allotment Symbol and Charge
402-60-497-00-69-71

6.B. Funds Allotted to:
 A.I.D./W Mission

7. Obligation Status
 Administrative Reservation Implementing Document

8. Funding Period (Mo., Day, Yr.)
From **10/1/77** to **12/1/78**

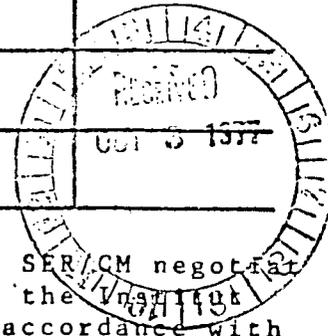
9.A. Services to Start (Mo., Day, Yr.)
Between **10/1/77** and **12/1/77**

9.B. Completion date of Services
(Mo., Day, Yr.) **12/1/78**

10.A. Type of Action
 A.I.D. Contract Cooperating Country Contract Participating Agency Service Agreement Other

10.B. Authorized Agent
AID/W

Estimated Financing		(1) Previous Total	(2) Increase	(3) Decrease	(4) Total to Date
11. Maximum A.I.D. Financing	A. Dollars		\$106,000		\$106,000
	B. U.S.-Owned Local Currency				
12. Cooperating Country Contributions	A. Counterpart				
	B. Other				



13. Mission References
Jka 6934
Jka 8400

14. Instructions to Authorized Agent
Under the overall purview of Title XII, request SER/CM negotiate a contract for collaborative assistance between the VnPT (Pertanian Bogor (IPB) and a U.S. university in accordance with procedures defined in AIDPR Subpart 7-4.58. The selected contractor will work with the IPB on the first stage of project development (design of project to upgrade IPB's capacity to provide well-trained agricultural leaders and university staff members). If AID and the GOI are satisfied with the product at completion of first stage, the contractor will be requested to provide services through implementation stage as outlined AIDPR 7-4.58.

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.

A. The specifications in the scope of work are technically adequate ASIA/TR:GHammond <i>GHammond 8/29/77</i>	B. Funds for the services requested are available have been allotted to Mission ASIA/DP:RLeonard <i>R.D. Leonard 9/7/77</i>
C. The scope of work lies within the purview of the initiating and approved Agency Programs ASIA/PD:RQueen <i>RQueen 9/27/77</i>	D. <i>A.R. Love</i> ASIA/ED:RBoan
E. <i>IK</i> ASIA/ED:RBoan <i>RBoan 8/22/77</i>	F.

16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to Signature and date: Title:	17. For the Agency for International Development Signature: <i>A.R. Love</i> Title: A.R. Love, Director, ASIA/ED	18. Date of Signature 9/23/77
--	---	---

The Ford Foundation Program At Bogor Agricultural University

The Ford Foundation has been tangentially supporting Bogor Agricultural University (IPB) for nearly 15 years. The first indirect involvement occurred through the provision of Foundation core support to the Agricultural Development Council (ADC), which began to locate an Associate at IPB in 1963. Two year later, the Foundation entered discussions with staff members from IPB and the Ministry of Agriculture about the need to increase analytical competence in the rural social sciences. These discussions led to the founding of the Agro-Economic Survey (AES), headed by Prof. Sajogyo from the SOSEK Department at IPB, and involving a number of his colleagues on a part-time basis in field-work and upgrading workshops. Over the last ten years, the Foundation has provided \$800,000 to the AES, most of it channelled through ADC,

In 1972, the Foundation began a small program of assistance to develop applied statistical capacities in three universities, including IPB. In the same year, the Foundation made a grant to the University of Michigan to locate young ecologists at several Southeast Asian universities. Dr. Arthur Hanson, a fisheries ecologist, was sent to IPB under this grant, to help to upgrade the Faculty of Fisheries.

In 1974, the Foundation began to explore the possibility of making larger grants directly to IPB, encouraged by the rapid build-up of staff capacity through the Kentucky contract and the MUCIA program, by the evidence of firm leadership from the Rector's office, and by new educational programs that were in process or being contemplated.

As a result of these explorations, the Foundation decided to work with IPB on two program areas, where Foundation assistance could complement that of other donors (especially MUCIA and ADC):-

(i) To help develop a capacity for inter-disciplinary research and training on major national issues of land and water resource management.

(ii) To help support educational initiatives that were new to Indonesia, with particular reference to the Graduate School.

Over the past three years, the following grants have been made under these program themes.

Resources Management Program

(1) Environmental Research Training Project: \$197,000: Nov. 1974-Nov.1976

IPB has been called upon to play a major role in undertaking background research and planning new land settlement projects in the Outer Islands. With Faculty autonomy still a large factor in university relationships, IPB had neither experience in nor a

mechanism for integrating its various skills to apply them to the systematic development of the several land and water resources available in these projects. IPB requested support from the Foundation to mount a trial project of research and training.

This trial project comprised nine working teams, each headed by a senior IPB staff member. The participants, 28 junior staff members from IPB and several provincial universities, would receive intensive training in environmental research methods as well as substantial exposure to fieldwork researching key interrelationships between available resources. The research site selected was the Musi-Banyuasin delta area of South Sumatra, a tidal swampland area that is potentially highly productive but with a fragile set of environmental relationships that can be easily and disastrously disrupted. One part of this area--the Upang Delta--had already been settled by local people, Buginese, and official transmigrants from Java and Bali. Large parts of the rest of the area were due to be opened for transmigration under the government's P4S scheme.

This project, which attracted substantial funding from BAPPENAS and from the Ministries of Public Works, Education and Agriculture, has generally been regarded as successful. It completed a major inventory of resources and potential productivities for the area and it began to explore some of the key interrelationships in detail. A large report was prepared, setting out recommendations for development of the area. The majority of the participants have gone on to advanced degree work either overseas or in-country. Some 15 papers are being produced for publications in Indonesia and in international journals.

As a result of this experience, IPB decided to institutionalize research and training on natural resource management within the university, and has requested Foundation assistance.

(2) Master's Program in Environmental and Natural Resource Management: \$145,000: April 1976--March 1978

In the second year of the new Master's program, IPB decided to open an interdisciplinary field in environmental and natural resource management. Integration is provided through four core courses (on general ecology; principles of resource management; resource economics; and resource policy and administration), and through research work, with groups of students working on related resource problems in the same area (in 1977, half of the first group of students will, for example, be working in the Upang Delta). In addition, students must take a course in statistics. For the next of their coursework, students follow electives in fields of their interest from the rest of the Graduate School.

In 1976 and 1977, the best attended field in the Graduate School was that in environmental and natural resource management, with 22 and 16 entrants respectively. In 1977, agro-climatology was added for the first time as a specialization within this field.

Foundation assistance provides 11scholarships; books and equipment; short-term consultants; teaching material development; a vehicle; and opportunities for exchange visits with similar programs elsewhere in Southeast Asia.

(3) Center for Natural Resource Management and Environmental Studies:
\$215,000: January 1977-December 1978

In late 1976, IPB established a new Center for Natural Resource Management and Environmental Studies, directly responsible to the Rector. This inter-disciplinary Center is intended to develop integrated resource management strategies for broad ecological zones in Indonesia; to sponsor and undertake research on important management issues, where necessary; and to extend the results of its studies through publications and training courses. Initially the Center is working on three program areas:

- (i) Coastal zone management
- (ii) Upland management
- (iii) Water quality

The Center will work closely with the existing units of IPB and with other agencies. It has a small core staff consisting of the Director (Prof. Soeratno, the retired Director of BIOTROP); a Deputy Director for Training (concurrently the Head of the Master's Program in Environmental and Natural Resource Management); and three Program Managers. These will be assisted by younger staff (from IPB and elsewhere) as research associates, and by a logical support staff. The Center is supported by a good library, and an ambitious publications program.

Foundation support consists of salary supplements; short-term consultants; books and equipment; funds for publications; limited research support; and some funds to initiate the training program. In addition, substantial support for research and training is expected to be attracted from government agencies and other donors.

(4) Resources and Environment Project: \$200,000: June 1976-May 1978

This project, which is not a grant to IPB but flexible funding available for use at the discretion of the Foundation office in Jakarta, is intended to provide general support to the Foundation program in resource management. Its main provision is funding for a project specialist in resources and the environment (currently Dr. Hanson). In addition, the project allows funding for training both overseas and in-country, and for small grants to universities for research and training in this field. In practice, much of this assistance will provide follow-up support to the grants mentioned above at IPB.

Educational Initiatives Program

(1) Master's Program (Rural Social Sciences and Statistics): \$225,000: April 1975-March 1977

In late 1974, IPB decided to start its Master's Program a year ahead of schedule in seven fields where the existing staff were considered sufficiently strong. Four of these fields--agricultural economics; rural sociology; agricultural extension; and applied statistics--were of particular interest to the Foundation, as was the idea of a sound two-year master's program based on coursework and research as a means of improving the Indonesian educational system.

In 1975, the first year of the new Master's program, 39 full-time students were accepted, 24 of them being funded with scholarships from the Foundation under this grant and from other Foundation grants. 80 new full-time students were admitted in 1976, and 55 in 1977. Staff members from the Ministries of Agriculture, Health, and Home Affairs, from BKKBN, the Central Bureau of Statistics, BATAN, the Agro-Economic Survey, and from twelve provincial universities are among those who have enrolled in the program. The IPB Graduate Program has gained a strong measure of recognition from government departments, despite continuing lack of clarity over funding for students from provincial universities. There is little doubt that many of the individual courses and fields are emerging with substantial quality, though much remains to be done to strengthen courses, teaching materials, library and laboratory facilities, and research guidance.

The Foundation grant has provided a foreign agricultural economist; scholarships for the SOSEK and Statistics Departments; books; funds for computer equipment (so far unused pending decisions on the development of computer facilities at IPB); flexible funding for staff development (English-language training, librarian courses, topping-up support etc.); seminars and workshops. A supplement to this grant is currently being discussed with IPB.

(2) Master's Program in Environmental and Natural Resource Management

This project, support to which has been described above under the Resource Management program, is the first master's program in Southeast Asia devoted to the management of land and water resources. As such, it deserves brief mention under the section on Educational Initiatives.

(3) Undergraduate Scholarships: \$54,000: January 1977-December 1978

IPB has been concerned that most of its students were members of the urban elite, graduates of the better urban high schools who were able to afford to take the SKALU admissions test for Indonesia's leading five universities. In 1976, IPB experimented with admitting students solely on the basis of their high school records and on knowledge of the reliability of assessment within particular high schools. At the same time, tuition fees for those accepted through this method were reduced from Rp.50,000 to Rp.15,000 p.a. The first year's results showed that this group performed as well as those accepted through the SKALU exam. However, a substantial proportion of students, coming from relatively poorer backgrounds, faced severe financial problems, despite the reduction in tuition fees.

In 1977, as IPB strove to demonstrate that broader access to higher education was both possible and worthwhile, it admitted 800 students without the SKALU exam. At the same time, the university invited the Foundation to provide, for the first time, scholarships for first-year undergraduates solely on the criterion of their financial means. The Foundation agreed to provide 125 scholarships. Selection is done by IPB on the basis of screening students' backgrounds and interviews. IPB has undertaken to provide follow-up funding, through Ministry of Education scholarships or research assistantships for those students who pass the first year. This one-short experiment will be monitored carefully with respect to its possible lessons for recruitment and student funding throughout the Indonesian higher education system.

As a follow-up to this experiment, IPB is currently discussing the establishment of a loan fund to provide a substantially larger number of loans to students from poor families to enable them to gain access to the higher education system.

LOAN AUTHORIZATION

Provided under: Sect. 103; Food and Nutrition

Indonesia: Graduate Agricultural School Loan/Grant Project

Pursuant to the authority vested in me as Assistant Administrator, Bureau of Asia, Agency for International Development (A.I.D.) by the Foreign Assistance Act of 1961, as amended ("Act"), and the delegations of authority issued thereunder, I hereby authorize the establishment of a Loan pursuant to Part I, Chapter 1, Section 103, and Chapter 2, Title I, the Development Loan Fund, of said Act to the Government of the Republic of Indonesia ("Borrower") of not to exceed 5.33 million United States Dollars (\$5,330,000) to assist in financing the United States Dollars and local currency costs of training, constructions, equipment and instructional materials for developing the Bogor Agricultural University's (IPB) Graduate School and constructing its Information Resource Center and Center for Environmental Studies, the Loan to be subject to the following terms and conditions:

1. Terms of Repayment and Interest Rate

Borrower shall repay the Loan to A.I.D. in United States dollars within forty (40) years from the date of the first disbursement under the Loan, including a grace period of not to exceed ten (10) years. Borrower shall pay to A.I.D. in United States dollars interest at the rate of two percent (2%) per annum during the grace period and three percent (3%) per annum thereafter on the outstanding disbursed balance of the Loan and on any due and unpaid interest accrued thereon.

2. Other Terms and Conditions

a. Except as A.I.D. may otherwise agree in writing:

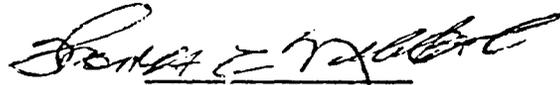
(1) Goods and service financed under the Loan shall have their source and origin in Indonesia and countries included in A.I.D. Geographic Code 941;

(2) Appropriate provision shall be made to the effect that, as conditions precedent to the use of loan funds:

Evidence that the Directorate General of Higher Education has stated that the Agriculture Graduate School is ready for special assistance to develop its Darmaga Campus.

INITIAL ENVIRONMENTAL EXAMINATION
GRADUATE AGRICULTURAL SCHOOL - TITLE XII

Project Location: Indonesia
Project Title : Graduate Agricultural School - Title XII
Funding : \$7.5 million
Life of Project : 1979-1983
IEE prepared by : USAID/Indonesia
Environmental Action Recommended: Negative Determination
Mission Director's Concurrence:


Thomas C. Niblock

April 30, 1979
Date

Assistant Administrator's
Decision : Approved: _____
Disapproved: _____
Date: _____

Initial Environmental Examination
Graduate Agricultural School - Title XII

1. Examination of Nature, Scope and Magnitude of Environmental Impact.

A. Project Description

This is to assist the Bogor Agricultural to develop its Graduate School and to help provide facilities for its Information Resources Center and Center for Environmental Studies.

B. Identification and Evaluation of Environmental Impacts

The project will only have positive effects on the protection of the environment since it will help to provide expertise needed by the Government to help find solutions to environmental problems.

C. Recommendation for Environmental Action

For the reasons state above since any indirect effects will be positive and improve the human-environment, an environmental assessment or impact statement will not be required, and a negative determination is recommended.

Subject: Determination that A.I.D. will Contract Directly for Technical Assistance Services. Graduate Agricultural School - Title XII.

Summary:

In accordance with the provisions of Section III of the attachment to AIDTO Circular A-564 dated 9/29/76, and on the basis of the exceptional circumstances described in the following paragraphs, it is recommended that consultant services for the Graduate Agricultural School Title XII Project be procured under an A.I.D. Direct Contract.

The circumstances are as follows:

1. This will be a follow-on contract to an AID contract which was made to secure a land-grant university to collaborate with the GOI and the Mission in planning the project. It is both logical and desirable that the same contractor be used for the follow-on contract.
2. Both the host country entity and the contractor have expressed a preference to continue their present arrangement.

Recommendation

On the basis of the foregoing, it is recommended that you determine hereby that A.I.D. will contract directly for the procurement of technical assistance for subject project, and that the exceptional circumstances cited together with your determination, be incorporated in the Project Paper.

Approved: _____

Disapproved: _____

Clearances:

R. Cohen, PRO _____

AB. Evans, OMF _____

WG. Bollinger, DD _____

AID 1020-28 (1-73)

PROJECT DESIGN SUMMARY

ANNEX E

Project Title & Number: GRADUATE AGRICULTURAL SCHOOL - TITLE XII #497-0290

LOGICAL FRAMEWORK

Life of Project:
 From FY 1979 to FY 1984
 Total LC Funding: \$7,400,000
 Date Prepared: April, 1979

NARRATIVE SUMMARY	OBJECTIVELY MEASURABLE INDICATOR	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																																		
<p>Program or Sector Goals: The broader objective to which this project contributes:</p> <p>An indigenous capability for undertaking and maintaining national agricultural development (production, distribution, storage and marketing)</p>	<p>Measures of Goal Achievement:</p> <p>Increase in: Agricultural production Crop Diversification Facilities for storage, distribution, and marketing</p> <p>Distribution of Income Per capita income in rural areas Nutrition level Education level of staff in government departments, planning boards, research and training centers. Job opportunities in rural sector.</p>	<p>Annual reports of Ministry of Agriculture and subsidiary organization.</p> <p>Special studies and reports by World Bank, Other Donors, and other projects.</p> <p>Manpower and employment studies.</p>	<p>Assumptions for achieving goal targets:</p> <p>GOI will continue to give top priority to agricultural and rural development.</p> <p>GOI will continue to support more equitable distribution of income.</p>																																																		
<p>Project Purpose:</p> <p>To assist IPB in the development of a graduate education program that is consistent with national efforts to vitalize rural development in ways that achieve non-destructive uses of natural resources and that directly benefit the rural poor.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status, by</p> <p>The Graduate School will be functioning well as shown by the fact that it will be graduating at least 100 Magisters and 33 M.Sc.'s annually.</p> <p>A dynamic master educational plan and a campus physical development plan will be the focus for future developments.</p> <p>The Information Resource Center will be functioning as the heart of the university with at least 70% of the faculty and 50% of the graduate students using its resources weekly.</p> <p>The Center for Environmental Studies will be conducting satisfactorily at least 3 major national environmental protection studies and training at least 10 graduate students and 50 short-term students annually.</p> <p>The special programs to enhance the rate of women in development will be in operation. These will include Nutrition, Family Life Education, and Family and Personal Hygiene.</p>	<p>Annual Report of IPB Actual Planning Documents Reports from Information Resource Center Reports from Center for Environmental Studies - IPB Catalogue-Faculty-List, Courses-Cyllabi</p>	<p>Assumptions for achieving purpose:</p> <p>GOI will follow through with its present plan to support IPB Graduate School Development.</p> <p>IPB will follow through on plans for new campus and Graduate School.</p> <p>IPB will give top priority to Information Resource Center and Center for Environmental Studies.</p> <p>Minister for Environmental Concerns will follow through on plans to make Center for Environmental Studies the hinge-pin of this national program.</p>																																																		
<p>Outputs:</p> <p>A fully equipped Information Resource Center and Center for Environmental Studies.</p> <p>A cadre of trained staff for the Graduate School, its Information Resource Center, its Center for Environmental Studies, and its special programs for women.</p> <p>Suitable instructional material for the Graduate School plus the capability to produce more such material.</p> <p>A dynamic Planning Committee.</p>	<p>Magnitude of Outputs:</p> <ul style="list-style-type: none"> - Information Resources Center - 8500 sq meters. - Center for Environmental Studies 1100 sq meters - Trained Staff: Graduate Staff: 16 Ph.D. Information Resource Center: 7 experts Center for Environmental Studies: 6 M.S. Rural Home and Family: 4 M.S. Trained Administrator: 6 Professor Upgrading: 16 in U.S.; 60 in-country - Instructional Materials Course materials for all graduate courses: 1 press 1 audio-visual materials lab. - Planning Committee: 5 trained members. 	<p>Reports from architects, engineers, and contractors. Survey of facilities.</p> <p>Training Office Record.</p> <p>Survey of materials and production equipment.</p> <p>Meetings with Planning Committee.</p>	<p>Assumptions for achieving outputs:</p> <p>Inputs will be on target.</p> <p>IPB can produce suitable candidates for training.</p> <p>IPB will have modern instructional programs.</p> <p>IPB will continue to give emphasis to the planning function.</p>																																																		
<p>Inputs:</p> <p>(Local) Construction Equipment Training (Inflation approx. 30%) (Contingency approx. 10%)</p> <p>Sub-Total (Grant) Technical Assistance In-Country Training (Inflation approx. 30%) (Contingency approx. 10%)</p> <p>Sub-Total Total</p>	<p>Implementation Target (Type and Quantity)</p> <table border="1"> <thead> <tr> <th rowspan="2">FY</th> <th colspan="2">AID (\$'000)</th> <th rowspan="2">GOI-LC</th> </tr> <tr> <th>FX</th> <th>LC</th> </tr> </thead> <tbody> <tr> <td></td> <td>500</td> <td>1,836</td> <td>2,000</td> </tr> <tr> <td></td> <td>404</td> <td>400</td> <td>400</td> </tr> <tr> <td></td> <td>666</td> <td>-</td> <td>330</td> </tr> <tr> <td></td> <td>137</td> <td>971</td> <td>365</td> </tr> <tr> <td></td> <td>2,199</td> <td>3,131</td> <td>3,710</td> </tr> <tr> <td></td> <td>1,530</td> <td>-</td> <td>220</td> </tr> <tr> <td></td> <td>443</td> <td>-</td> <td>300</td> </tr> <tr> <td></td> <td>133</td> <td>-</td> <td>214</td> </tr> <tr> <td></td> <td>-</td> <td>-</td> <td>72</td> </tr> <tr> <td></td> <td>2,170</td> <td>-</td> <td>1,008</td> </tr> <tr> <td></td> <td>4,369</td> <td>3,131</td> <td>4,718 = \$12,718,000</td> </tr> </tbody> </table>	FY	AID (\$'000)		GOI-LC	FX	LC		500	1,836	2,000		404	400	400		666	-	330		137	971	365		2,199	3,131	3,710		1,530	-	220		443	-	300		133	-	214		-	-	72		2,170	-	1,008		4,369	3,131	4,718 = \$12,718,000	<p>Reports of Contractor</p> <p>Annual Review</p>	<p>Assumptions for providing inputs:</p> <p>USAID/GOI will follow schedule for allocation and disbursement of funds.</p> <p>Contractors will be committed and capable of meeting responsibilities.</p>
FY	AID (\$'000)		GOI-LC																																																		
	FX	LC																																																			
	500	1,836	2,000																																																		
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A.I.D. Project No. 497-0290

AMENDMENT NO. 1 TO
GRANT AGREEMENT BETWEEN THE
REPUBLIC OF INDONESIA
and the
UNITED STATES OF AMERICA
for
GRADUATE AGRICULTURE SCHOOL
PROJECT

Dated: JULY 2, 1980

This AMENDMENT No. 1 dated July 2 , 1980, is entered into between the REPUBLIC OF INDONESIA ("Grantee") and the UNITED STATES OF AMERICA, acting through the AGENCY FOR INTERNATIONAL DEVELOPMENT ("A.I.D.").

WITNESSETH:

WHEREAS, the Grantee and A.I.D. entered into a grant agreement designated as A.I.D. Grant No. 497-0290 on August 15, 1979 ("Grant Agreement"), whereby . .I.D. agreed to grant to the Grantee up to six hundred and seventy thousand United States Dollars (\$670,000); and

WHEREAS, the Grantee and A.I.D. desire to amend the Grant Agreement to reflect an increase of one million five hundred thousand United States Dollars (\$1,500,000) making the total grant amount of \$2,170,000.

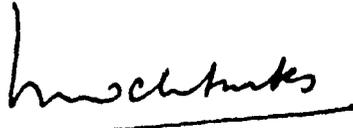
NOW THEREFORE, the Grantee and A.I.D. hereby agree to amend the Grant Agreement as follows:

1. Section 3.1 is hereby amended by substituting the words "two million one hundred and seventy thousand United States ("US") dollars (\$2,170,000)" for the words "six hundred seventy thousand United States ("US") dollars (\$670,000).

2. Except as hereinabove expressly amended, the Grant Agreement remains in full force and effect in accordance with all of its terms.

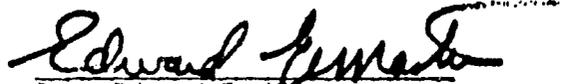
IN WITNESS WHEREOF, the Borrower and the United States of America, each acting through its respective duly authorized representative, have caused this Amendment No. 1 to be signed in their names and delivered as of the day and year first above written.

REPUBLIC OF INDONESIA



By: Prof. Dr. Mochtar Kusumaatmadja
Minister for Foreign Affairs

UNITED STATES OF AMERICA



By: Edward E. Masters
Ambassador

UNITED STATES GOVERNMENT

Memorandum

TO : Committee and Files

DATE: December 13, 1977

FROM : ASIA/TR/EHR, G. S. Hammond *GA*

SUBJECT: Graduate Agricultural School - IPB - Project No. 497-0290
(Title XII activity in the Collaborative Assistance Mode)

The purpose of this memorandum is to provide (1) a brief description of the project; (2) the selection procedure; (3) a source list and evaluations based upon the evaluation criteria; and (4) a recommendation of institution for the contract.

1. Description of Project

(A) Objective: To collaborate with the Bogor Agricultural University (IPB) in conceptualization and design of a program to help IPB become a quality agricultural university equivalent in status to the best in Southeast Asia with capacity to provide well-trained agricultural leaders and university staff members commensurate with the needs of Indonesia's agricultural community. The work covered by the initial contract would include all activities leading to approval of a multi-year project of institutional development: definition of objectives, assessment of requirements, detailed project design, and preparation of a scope of work for technical services to implement the project. It is intended that the same contractor would collaborate, subsequently, in project implementation with the precise nature of the work to be specified through contract amendments.

(B) Scope of Work: The scope of work for project development entails the following sequential tasks:

(1) Visit of one consultant to help the IPB with a self-study it is making prior to establishing the project. (1 person-month)

(2) Three consultants to work with IPB Planning Committee in developing planning guidelines. Team may include agricultural economist, graduate curricula expert, administration expert or similar combinations of specialties. (3 person-months)

(3) Members of IPB Planning Committee to visit selected Southeast Asian institutions to define future direction and role of IPB in the development process. (6 person-months)



(4) Visit of four consultants to work with IPB Planning Committee to complete a master educational plan and assist in preparation of a project paper to justify financial assistance by AID. (5 person-months)

(5) Consultant to collaborate with AID and IPB Planning Committee in completion of project paper and to fully define affiliation between contractor and IPB by preparing a multi-year implementation plan under which contractor will provide services. (2 person-months)

2. Selection Procedure

A determination that this project is a collaborative assistance project was made in accordance with AIDPR 7-4.5804, therefore the procedures for selections of a contractor as set forth in AIDPR 7-4.5805 were utilized. In brief, the following steps were taken in the selection process.

- (1) Prepare evaluation and selection criteria.
- (2) Prepare an initial source list of all known sources.
- (3) Evaluate the list to determine those sources considered to be most capable of performing the project.
- (4) Request an expression of interest from those considered most qualified of the institutions listed.
- (5) Evaluate the expressions of interest submitted to determine:
 - (a) What is the nature of past institutional experience.
 - (b) What is the institutions experience in this geographic area.
 - (c) What is the level of institutional commitment and interest.
 - (d) What is the current availability of personnel to accomplish the various project tasks.

NOTE: The evaluation panel may conduct on site evaluations at its discretion, as part of the evaluation process.

- (6) The selection recommendation shall be transmitted to the contracting officer by the committee upon completion of its evaluation.
- (7) Upon receipt of the selection recommendation the contracting officer shall request necessary cost and other data and proceed with the negotiations with the recommended source.

3. Source List and Evaluation

The committee established a short list of five institutions after discussion with Glen Beck, BIFAD, which included:

- (1) University of Kentucky
- (2) University of Wisconsin
- (3) Michigan State University
- (4) University of Minnesota
- (5) Washington State University

Requests for Expression of Interest were sent to these five institutions.

G. S. Hammond, Committee Chairman, ASIA/TR/EHR, and William Gohn, CM/ROD/ASIA, visited Washington State, University of Kentucky, and University of Wisconsin, the three institutions responding with expressions of interest to the AID/Washington Contract Office. Mr. Yuhara Sukra and Mr. Soewarno, from the Directorate General of Higher Education, Ministry of Education, Indonesia, visited the University of Wisconsin and University of Kentucky, but did not visit Washington State University because of unforeseen travel problems.

The selection process was discussed with Gohn, Sukra, Soewarno and Edward W. Williams, Agriculture Advisor, ASIA/TR/ARD, and various elements of the evaluation criteria were considered. Dr. Williams submitted a rating of the three expressions of interest according to the evaluation criteria approved by the project committee. The ratings of Williams and Hammond are attached.

4. Recommendation

All three institutions are "first class" in agriculture education. However, the University of Wisconsin is slightly above the others in breadth and quality of staff and in both recent and extended institutional experience in Asia. It is the only institution with an extensive program of Indonesian studies. Finally, the officials of the Government of Indonesia (Ministry of Education and IPB) indicated that the University of Wisconsin was their choice for this collaborative effort.

Therefore, the University of Wisconsin is recommended as the contractor for this activity. It is requested that the Committee accept this recommendation and convey our desires to CM/ROD/ASIA requesting that Office to proceed with appropriate negotiations as soon as possible.

Attachment
a/s

DISTRIBUTION: PJHowley/WGohn, CM/ROD
CBarker, AA/TA
GRohlfs/REhrich/EWilliams, ASIA/TR/ARD
GBeck, BIFAD

*Copies distributed
(checked) 12-13-77
Jg*

EVALUATION/SELECTION CRITERIA FOR COLLABORATIVE ASSISTANCE
 GRADUATE AGRICULTURAL SCHOOL
 Institute Pertanian Bogor
 Bogor, Indonesia

<u>Weight</u>	<u>Wisconsin</u>	<u>Washington</u>	<u>Kentucky</u>	<u>Item</u>
10%	9	9	8	1) Demonstrated competence across a broad range of agricultural activity.
15%	14	14	13	2) Staff resources, sufficiently large and varied, to provide most of the contemplated services through assignment of its own personnel.
15%	15	10	12	3) Personnel who have been involved overseas with agricultural development projects (preferably Indonesia/ASTA)
5%	5	5	5	4) Access to additional personnel resources through an arrangement with other institutions.
10%	8	7	5	5) Personnel who have research interests and capabilities regarding Indonesian economic and social conditions.
10%	10	8	7	6) Evidence of ongoing interest in Indonesian/Asian development which would continue when project is completed.
5%	5	2	1	7) Program of Indonesian studies.
10%	10	10	10	8) A desire to engage in this activity and expressed commitment at both top administrative and working levels of university.
10%	10	8	9	9) Institutional experience in Asian/Indonesian agriculture.
10%	$\frac{10}{96}$	$\frac{9}{82}$	$\frac{8}{78}$	10) Compatibility of host country/contractor desires and interests in collaborative project development.

EVALUATION/SELECTION CRITERIA FOR COLLABORATIVE ASSISTANCE
 GRADUATE AGRICULTURAL SCHOOL
 Institute Pertanian Bogor
 Bogor, Indonesia

<u>Weight</u>	<u>Wisconsin</u>	<u>Washington</u>	<u>Kentucky</u>	<u>Item</u>
10%	8	8	7	1) Demonstrated competence across a broad range of agricultural activity.
15%	15	13	12	2) Staff resources, sufficiently large and varied, to provide most of the contemplated services through assignment of its own personnel.
15%	15	15	14	3) Personnel who have been involved overseas with agricultural development projects (preferably Indonesia/ASIA)
5%	5	5	3	4) Access to additional personnel resources through an arrangement with other institutions.
10%	8	8	5	5) Personnel who have research interests and capabilities regarding Indonesian economic and social conditions.
10%	10	8	8	6) Evidence of ongoing interest in Indonesian/Asian development which would continue when project is completed.
5%	5	2 ¹ / ₋		7) Program of Indonesian studies.
10%	5	10	10	8) A desire to engage in this activity and expressed commitment at both top administrative and working levels of university.
0%	10	10	10	9) Institutional experience in Asian/Indonesian agriculture.
10%	$\frac{8}{89}$	$\frac{9}{88}$	$\frac{8}{77}$	10) Compatibility of host country/contractor desires and interests in collaborative project development.

1/ Courses related to Southeast Asia. however, no

COMMENT: On the basis of information about overall capabilities in research, teaching and extension, both domestic and international, I rate University of Wisconsin over other two universities. It also has the largest departmental offerings and strongest faculty utilization in Asia.