

Institut Pertanian Bogor \* University of Wisconsin

# GRADUATE EDUCATION PROJECT



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REPORT NO. 1

WEIDEMANN

REPORT OF SHORT-TERM ADVISER

on

RURAL HOME AND FAMILY PROGRAMS

to

INSTITUT PERTANIAN BOGOR (IPB)

Bogor, Indonesia

by

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Graduate Agricultural School--Title XII

## FOREWARD

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Celia Jean Weidemann

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### I. DURATION OF CONSULTANT'S VISIT:

The consultant left the U.S. on March 12, 1981, arrived in Indonesia on March 15 and left Indonesia on April 5.

II. OBJECTIVES OF VISIT: (As quoted in February 11, 1981 letter from Ikin Mansjoer, Head, IPB Planning Board to Dr. Clayton Seeley, Project Manager, USAID, Jakarta.)

"During the past few years IPB has been strengthening its programs to provide assistance to rural families. Study teams composed of staff from Home Economics, Horticulture and Social Studies have been developing programs to improve family life in rural areas. This includes activities in nutrition, health and home environment among others. The Graduate Education Project is also supporting long-term training in order to encourage the further development of this area. The specialist is to assist in:

1. Reviewing the program and providing assistance in strengthening the organization and activities of the existing group. Output of this activity--a written program review with recommendation for strengthening teaching, research and public service activities in this area. This review will be discussed in a workshop/seminar to be held at the end of the assignment.

2. Developing plans for future collaboration of the adviser and appropriate units at the U.W. and for training of IPB staff in this area.

Output of this activity--a schedule for 1981-82 consultation and training activities, including a detailed description of these activities and suggestions for collaborative programs to be established between IPB and UW in this area."

### III. CONSULTANT'S PLAN OF WORK AND METHODOLOGY:

A number of activities were undertaken within and outside of IPB in order to achieve the objectives. A daily itinerary and a list of persons contacted are included in the Appendix to this report.

The assignment to review the IPB "rural home and family program" was a complex one since the "program" consists of the efforts of three separate IPB departments assisting rural families. The departments, all located within the Faculty of Agriculture, include Home Economics, Socio-Economics (SOCEC) and Agronomy (Horticulture).

From March 16 to April 4, discussions and seminars were held with staff in the three units to develop consensus and commitment regarding recommendations. The Rector, Vice-Rector for Academic Affairs, Acting Dean of the Faculty of Agriculture, IPB/Wisconsin Project Director and the IPB/Agricultural Development Council Associate were also consulted regarding the program.

Curriculum, syllabi and reference materials for the Sarjana<sub>1</sub> (S<sub>1</sub>), which is equivalent to a Baccalaureate degree, in Home Economics (Nutrition), were reviewed with the staff. Course outlines, teaching and examination methods were assessed in greater depth for four basic home economics courses. A class on family relations was observed and the home economics facilities and library were reviewed. The consultant also read research reports from all three departments.

IPB's public service efforts for rural families were assessed through visits to rural homes and farms in several of the seven pilot rural development villages in the Darmaga area. A visit to Situ Udik Village in Cibungbulang District allowed the consultant to observe IPB students working with farmers and their wives in the KKN (National Student Service Program). In this case KKN activities were being conducted in collaboration with the ministries of health and agriculture.

Plans for staff development through the four Graduate Education Project fellowships (eight person years total) and other funding sources were discussed in detail. Courses, possible advisers, thesis topics, and IPB program needs were reviewed with fellowship recipients and the three IPB departments whose staff will be trained at the University of Wisconsin under the rural home and family component.

Two days were spent visiting village homes and farms and observing extension programs in order to understand family roles and needs in rural areas. These visits provided an additional basis for planning and evaluating the IPB educational, research and outreach programs designed to serve rural families.

Information was obtained from other agencies working with rural families to avoid duplication of efforts and to determine ways IPB could augment or complement existing programs. As consumers of IPB graduates, these agencies also discussed their manpower needs and provided feedback on the preparation and training of IPB students. Discussions were held with staff, and in some cases agency programs were visited for the following organizations and ministries: Agriculture, Health, Transmigration, Education and Culture, PKK (national movement designed to integrate programs for rural women), UNICEF, and two Jakarta-based private voluntary organizations, YSTM and INDHARRA. Contact was also established with the Ford Foundation Women in Development Program Officer.

#### IV. SUMMARY OF FINDINGS:

##### A. Needs of Rural Women and Families

The needs of rural families are the foundation for planning an instructional, research, and public service program for IPB. Reviews of research prior to the consultant's visit to Indonesia, of documents obtained at IPB and outside agencies, brief visits to villages, and discussions with IPB researchers and outreach workers in the ministries indicated an array of needs and problems:

1. There is a lack of protected water and sanitary facilities for the disposal of human wastes. In 1976 the Indonesian Survey Sosial Ekonomi Nasional (SUSENAS), Biro Pusat Statistik, Jakarta, reported that

more than 95% of the rural population lived more than one kilometer from the water source and only six percent of the population had access to safe water for drinking and cooking. About 80% of the rural population had no latrine facilities.

2. Women perform 60-80% of the agricultural labor, particularly for planting, harvesting and weeding. They make decisions about the purchase of seeds and fertilizers. Yet they may have little access to agricultural extension information and inputs.

3. Malnutrition among young children is as high as 30-40% in areas of Java. Major nutritional problems for the rural population are low calorie intake, low protein intake, deficiency of vitamins and endemic goiter.

4. Women's working day may be longer than that of men. According to a year-long study in central Java, women worked an average of 11 hours per day compared to 8.7 hours for men. Women were especially active in trading, food preparation and handicrafts.

5. Technology to make farm and household work easier may be lacking, particularly for processing of foods such as soybeans and rice.

6. About 20% of Javanese households may be female-headed, due to migration of males to the cities, divorce, and desertion.

7. Approximately 50% of Javanese families are landless and more than 60% of the population of Central and East Java live in absolute poverty. Women earn 60% of absolute income in rural Java despite the fact that they are often paid less than male laborers performing the same tasks. Rural-based industries and income-earning opportunities, especially for women, should be encouraged.

B. IPB Department of Home Economics

The majority of the consultant's time at IPB was spent with the Home Economics Department staff, and this department is viewed as the focal point for a rural family life program. Therefore, this section reports the student enrollment, staffing, S<sub>1</sub> instructional program, administrative structure, research, physical facilities and the relationship of the Home Economics Department to other IPB departments dealing with rural families.

Students The Department of Home Economics is in the process of changing its name to Department of Nutrition. For the past few years the department has been trying to increase male enrollment and shed the traditional home economics image that it has had since its inception. This can be beneficial since men who are potential development planners will be exposed to concepts about rural family life and theories on women in development.

The department is growing rapidly as the following table indicates.

Table 1

Student Enrollment in the Dept. of Home Economics--IPB

	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>
2nd year students	1	3	4	8	32	42
3rd year students	-	1	3	4	6	34
4th year students	<u>6</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>7</u>	<u>6</u>
Totals	7	8	9	16	45	82

Of the 82 students currently enrolled, approximately ten percent are male. Enrollment almost doubled between 1979 and 1980. While much of the increase could be attributed to the emphasis on nutrition, part of it may

also be explained by the rapid increases in enrollment experienced by IPB in general. Nevertheless, the department's growth is commendable. For example, this year 90 students applied while only 42 could be accepted. The demand should allow selectivity and high students standards.

Of the 23 students who have graduated from the department to date, most are employed by universities and ministries.

Staff There are 14 full-time staff members in home economics, of which eight are female and six are male. In comparison with other IPB departments, Home Economics is a small and fledgling unit. Of the 14 staff, four have master's degrees or equivalent and none holds a Ph.D. The remaining ten have S<sub>1</sub> or baccalaureate degrees. (See Appendix B listing staff,) The highest ranking staff are four senior lecturers. There are eight lecturers, one junior lecturer and one assistant. Departmental strength lies in the food and nutrition area, with ten of the full-time staff having nutrition-oriented training. Only four of the staff are trained primarily in home economics.

Plans are underway to supplement the nutrition staff even further with four highly qualified part-time nutrition lecturers from nutrition institutions outside of IPB, and with three part-time nutrition lecturers from the Research and Development Center in Bogor.

Instructional Program--S<sub>1</sub> (Baccalaureate Degree) All home economics students take their first year in common with Faculty of Agriculture students. (Refer to Appendix C for S<sub>1</sub> curriculum.) Courses in horticulture, plant protection, statistics and research methods are taken outside the department. All students serve for three months in their final year in the KKN (National Student Service Program) and also prepare a "senior thesis." There is currently no postgraduate program in the department.

Within home economics, 19 courses are offered. The central focus of the curriculum is foods and nutrition with three-fourths of the course offerings in that area. The percentage distribution of courses is as follows:

<u>Content Area</u>	<u>Number of Courses</u>	<u>Percent</u>
Foods and Nutrition Courses	14	74
Home Economics Courses	4	21
Public Health Courses	<u>1</u>	<u>5</u>
Totals	19	100%

Administration Home Economics has a department head and a sub-head for each of its two divisions: Family life, and food and nutrition.

Research Staff and student research has included the following topics:

1. Community Nutrition
2. Home & Family Life
3. Regional Food Patterns
4. Local Food for Hotel & Restaurant Use
5. Basic Needs of Estate Labor
6. Family Life
7. Money Management
8. Home Gardening
9. Consumption Pattern & Nutrition Status
10. Nutrition Education
11. Vitamin A
12. Fresh Water Shellfish
13. Sago (a carbohydrate)
14. Meat
15. Rice
16. Cereals
17. Tubers & Starchy Foods
18. Legumes (soy bean and peanut, etc.)
19. Eggs
20. Fish & Meat
21. Fruits
22. Vegetables

With 70% of the staff holding only  $S_1$  degrees it will be difficult to strengthen the research component. This is why immediate and further staff training is critical.

Facilities Classroom and laboratory space are barely adequate for the existing program and will need to be expanded if enrollment increases to the projected 200 students by 1989.

Currently facilities include:

<u>Type of Facility</u>	<u>Area</u>
Classrooms	99 m <sup>2</sup>
Instructional Laboratory	39 m <sup>2</sup>
Food Experimentation Laboratory	57 m <sup>2</sup>
Library	20 m <sup>2</sup>
Staff Office	80 m <sup>2</sup>
Administration Office	13 m <sup>2</sup>

With respect to library facilities there is a definite need for reference and audio-visual materials in Bahasa Indonesian which are relevant to the culture. This is especially true for family life courses which are socio-cultural in nature. Materials for student use in the classroom are also needed.

Relationship With Other IPB Departments and Outside Agencies The Department of Home Economics has a very good history of cooperation with SOCEC and Agronomy (Horticulture) staff in research and public service activities. It has provided short-term training or consultation for the National Hotel and Tourism Institute, Academy of Nutrition, BKKBN (National Family Planning Board) and ministries of agriculture and transmigration.

The Horticulture sub-head is very supportive of the rural home and family program and has excellent relations with the Department of Home Economics. The SOCEC Department is conducting research and teaching classes

relevant to women's roles, rural family life and community nutrition and has collaborated on research with the Department of Home Economics.

V. RECOMMENDATIONS AND PROGRAM OF ACTION:

Recommendations for action were agreed upon in principle with IPB staff before presentation on April 2 at a formal seminar which was attended by more than 20 staff members. Recommendations were then modified by the seminar participants. Further refinements took place in postseminar sessions with the counterparts, Vice-Rector for Academic Affairs and the IPB/UW Graduate Education Project Director.

The consultant and the counterparts have confidence in the soundness of these recommendations in spite of the fact that a longer visit would have permitted a more in-depth review of the rural family programs sponsored by the three IPB departments, the many government ministries, international bodies, and private agencies.

The recommendations fall principally into the categories of: philosophy and focus of the rural family program, proposals for S<sub>2</sub> (Master's degree) and S<sub>0</sub> (short-term/diploma) programs, outreach efforts, staff development, and research. Those which should be given a high priority during 1981-82, such as staff training, focus of the program, and S<sub>2</sub> program development are so indicated.

A. Philosophy and Focus for IPB Rural Home and Family Programs  
(High Priority)

In a nation where 80% of the population resides in rural areas, IPB considers itself an institution of the rural people for the development of the rural areas. The institution promotes better farming, better business and better living. Certainly the goals of a sound program for rural families intersect with farming and business, and they are critical

for better living. IPB recognized the importance of developing its rural home and family program within the context of national development goals and gave it a high priority in the Graduate Agricultural School Project. IPB staff and the consultant also realize that a "traditional" home economics program may not be appropriate for rural development in Indonesia.

While recognizing that food and nutrition are related to many aspects of rural and agricultural development, it is recommended that the IPB Department of Home Economics strengthen its family resource and human development component. The entire rural family should form the unifying core of the program. (Family is used here in a broad sense to include all types of households.)

Mission of the Department should be to promote economic and social development in the rural areas through emphasizing knowledge, skills and attitudes related to production, consumption and management of human and material resources. Wherever possible educational and income-earning opportunities, as well as the participation of all members of the rural family in the development process should be encouraged.

Goals Specifically the goals of the department in teaching, research and public service should be directed toward:

1. Production Improving practices in the growing of essential food crops both for home consumption and for marketing; promoting better processing and preservation of these foods; promoting village level enterprises and home craft; providing credit and cooperatives.
2. Consumption: Improving the utilization of locally available home-made produce, including nutritious foodstuffs and equipment; and promoting better buying practices through consumer education.

<sup>1</sup>Dr. Ingrid Janelid, FAO, Rome was involved in identifying these core concepts.

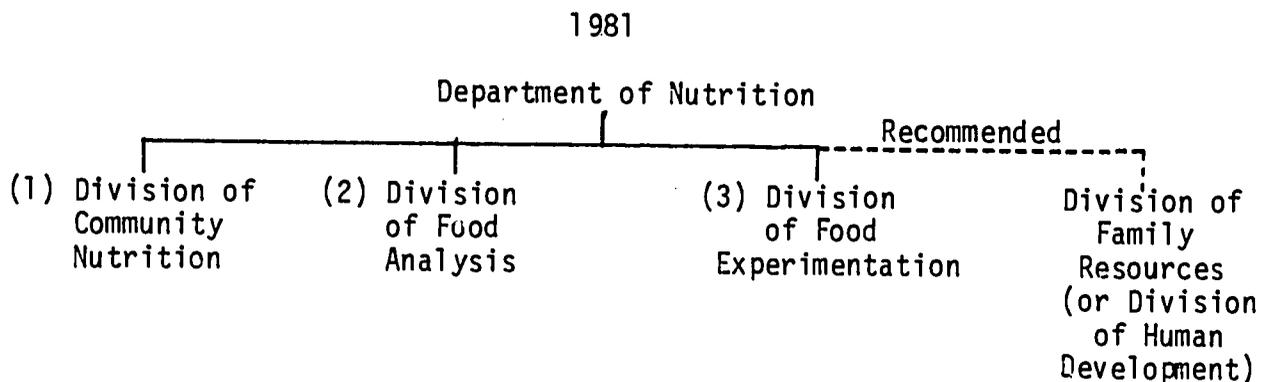
3. Management: Improving skills and practices in the management of human resources, such as time and energy, and non-human resources, such as income and the environment; improving simple methods of family budgeting and the application of time and energy-saving practices; promoting family health and welfare and providing an understanding of the relationship between family welfare and family size.

4. Employment and educational opportunities: Providing training oriented to self employment and work opportunities in rural areas; promoting and providing learning opportunities for all members of the rural family.

5. Participation in development: Providing rural families with opportunities for decision-making regarding their life and work; promoting in particular the full participation of women in the development process.

B. Department Name and Structure (High Priority):

The Department of Home Economics is currently in the process of changing its name and divisional structure to "Department of Nutrition" with three divisions: "Community Nutrition," "Food Analysis" and "Food Experimentation."



After consultation with the Rector, the department head, and staff during the adviser's visit it is now recommended that the department's identity and focus would be more visible if a fourth "Division of Family

Resources" were added. Alternatively this fourth division could be called "Division of Human Development."

By 1984 when more staff are trained and the family resources component is strengthened, it is recommended that a name such as "Department of Nutrition and Family Resources" or "Department of Nutrition and Human Development" be considered.

C. Proposed S<sub>2</sub> (Master's Degree) in Family Resources and Community Nutrition (High Priority)

While the Department of Home Economics has a viable nutrition curriculum, its home economics component needs strengthening. Therefore it is recommended that an interdisciplinary degree in "Family Resources and Community Nutrition" be developed by the three departments concerned with rural family programs: Home Economics, Socio-Economics, and Agronomy (Horticulture). The three departments have an excellent past history of cooperation.

Rationale Rather than sending staff abroad and waiting until their return to initiate an S<sub>2</sub> degree in rural home and family studies, the proposed program could immediately mobilize existing and potential IPB resources. The interdisciplinary S<sub>2</sub> program would be more relevant to Indonesian development needs. It would allow IPB staff to obtain the S<sub>2</sub> while still carrying out their departmental duties. It would not require learning a foreign language or expensive re-settling overseas. Since there are few integrated or rural-oriented home economics programs, the proposed S<sub>2</sub> program would serve as a model for other Indonesian universities and promote IPB as a leader of innovation and excellence. Finally, it would allow men and women with children and family responsibilities to remain in Indonesia while obtaining advanced training.

Intensive discussions were held with SOCEC, Home Economics and Horticulture staff, the Vice-Rector for Academic Affairs who heads the Graduate School (FPS), and with the IPB/UW Project Director, about the content and feasibility of the program. A curriculum emerged utilizing six existing courses in SOCEC, and requiring three new nutrition/family resources courses and one new course in environmental horticulture (home gardening).

Potential Demand Although no formal manpower needs could be assessed during the brief consultancy, more than ten potential students were identified during discussions with ministry officials and IPB staff in Home Economics and Socio-Economics. Candidates could be expected from:

- Dept. of Health
- Dept. of Agriculture (e.g. PPS-level staff with S<sub>1</sub> degrees)
- Dept. of Transmigration
- Family Planning Board
- Dept. of Internal Affairs
- Menko Kesra
- BAPPENAS
- BAPENDA
- Graduates and staff from IPB and other universities

These same institutions and agencies would employ graduates of the program. The Department of Education and Culture and private foundations, such as Ford, could be approached to sponsor students.

Student Intake During the first year, five students would be admitted, with five additional students entering each of the following years.

Staff Exploratory discussions indicate the following staff would be interested in representing the "jurusan" (area of study): Sri. S. Harjadi (Head), Prof. Sajogyo, Pudjiwati Sajogyo, Dr. Irlan, Dr. Tjondronegoro, Suhardjo, S. Marjati, M. Khumaidi, Suprihatin Guhardja, Darwin Karyadi and Muhilal.

CURRICULUM FOR  
PROPOSED INTERDISCIPLINARY S<sub>2</sub> IN  
"FAMILY RESOURCES AND COMMUNITY NUTRITION"

DEPARTMENT OF HOME ECONOMICS  
DEPARTMENT OF SOCIO-ECONOMICS  
DEPARTMENT OF AGRONOMY (HORTICULTURE)

Proposed Implementation Date: September 1982

Required Courses: (Already offered by SOCEC at S<sub>2</sub> level)

		<u>Credits</u>
SPD 521	Rural Social Change	3
SPD 562	Population Studies	3
SPD 612	Sociology of the Family	3
EPN 501	Micro Economic Theory	3
EPN 571	Research Methods in Social Sciences	3
STK 511	Statistical Analysis	4
FWD 651	Basis Principles of Planning and Policy in Rural Development	3

The following required courses will be developed by Dept. of Home Economics

GIZ 5 ----	Nutrition Concepts and Development Planning	3
GIZ 5 ----	Community Nutrition	3
GIZ 5 ----	Family Resource Management	3
GIZ _ ----	Research and Thesis	6

The following required course will be developed by Dept. of Agronomy

AGR _ ----	Environmental Horticulture	3
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Electives or possible second area of emphasis in economic development

EPN 522	Farm Management	3
EPN 561	Planning for Agricultural Development	3

Electives or possible second area of emphasis in food science

IPN 450	Food Storage	
IPN 609	Food Safety	
IPN 502	Post Harvest Physiology	

The IPB/UW Project Director proposed that a UW staff member with the expertise in a specific area might be sponsored for one semester under Project funds, if required, in order to develop the proposed new S<sub>2</sub> program.

Facilities Existing facilities could be used initially. Dr. Darwin Karyadi kindly offered the use of facilities at the Nutrition Research and Development Center, Department of Health, Bogor, for the first S<sub>2</sub> students. The Home Economics Department would have to consider this S<sub>2</sub> program in future plans for expansion of physical and library facilities.

D. Proposed S<sub>2</sub> (Master's degree) in Community Nutrition (High Priority)

A second S<sub>2</sub> in Community Nutrition, with an emphasis on foods and nutrition, is recommended. The rationale for the Interdisciplinary S<sub>2</sub> in Family Resources and Community Nutrition applies in this case also. Building on the three new nutrition/family resources courses proposed for the Interdisciplinary S<sub>2</sub>, an additional six courses would be developed to form a core of nine courses. Discussions with the Head of Home Economics, and the nutrition staff, and with the Director of the Nutrition Research and Development Center, Department of Health, Bogor, indicate the following courses would be appropriate:

CURRICULUM FOR	
PROPOSED S <sub>2</sub> IN COMMUNITY NUTRITION	
<u>Required Courses</u>	<u>Credits</u>
GIZ....Nutrition Concepts and Development Planning	3
GIZ....Community Nutrition	3
GIZ....Family Resource Management	3
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GIZ....Food and Nutrient Analysis	3
GIZ....Methodology of Food and Nutrition Research	3
GIZ....Family Health and Sanitation	3
GIZ....Nutritional Biochemistry and Physiology	3
GIZ....Food Processing	3
GIZ....Food and Nutrition Systems	3
GIZ....Research and Thesis	6

The proposed implementation date for this  $S_2$  would be 1983 or 1984. Students would be admitted from the ministries of health, agriculture, family planning board, IPB and other universities. Teaching staff would be drawn from the Department of Home Economics supplemented by part-time staff from the Nutrition Research and Development Center, or if feasible, the Faculty of Agricultural Products Technology and Agricultural Engineering. Because of the nature of the second  $S_2$  in Community Nutrition, additional laboratory facilities would definitely be required.

During discussions on April 4 with the Vice-Rector for Academic Affairs, it was suggested that a full proposal be developed by the appropriate IPB staff members for the Interdisciplinary  $S_2$  with a description of the second  $S_2$  in Community Nutrition as an option. Twenty copies of the proposal would be due in January, 1982, emphasizing the above rationale and other considerations including:

1. Curriculum and syllabus with three to five sentence course descriptions
2. Philosophy of the field of study
3. Demand for graduates
4. Names of candidates with letters from agencies sponsoring their fellowships

E. IPB Task Force for Developing  $S_2$  Programs (High Priority)

It is recommended that the staff for the two proposed  $S_2$  programs immediately form a task force or working group to prepare the proposals.

F. Revision of the Present  $S_1$  Curriculum

The  $S_1$  curriculum was revised in 1980 before the short-term adviser's visit. For the next revision, which will occur in three to five years, outside consultation should be considered. Some of the following courses might be included in the revised curriculum: child development, psychology,

anthropology, family processes, family planning, appropriate technology for household level, extension methods, communication methods, extension program planning and evaluation, rural-based, income-earning and credit programs, and business management for introducing rural-based industries. (The latter might include fish ponds, and selling of baby feeding supplement, tempeh, cassava chip, salt fish and snack foods.)

During the short-term adviser's visit, the course outlines, teaching methods and materials for several courses were reviewed in depth. All of the instructors had sound and well-organized syllabi. The following suggestions are offered by the adviser for consideration by the instructors. For IKK 213, Family Life Education, perhaps more emphasis could be placed on child development. For IKK 332, Family Ecology, more emphasis on psychology and on the near environment, including housing, might be appropriate. For IKK 333, Consumer Education, housing selection and the relationships between the household and the national economy could be stressed. For IKK 212, Basic Nutrition, students might be encouraged to eat a representative low-income diet for several days and calculate dietary intake from such a diet. The adviser will arrange for some additional reference materials to be sent to IPB when she returns to Wisconsin.

KKN Approximately 150 hours of training is required of all KKN students before going to the field for several months in their final year at IPB. This is reported to include only six hours in home economics-related subjects: two hours in nutrition, two hours in sanitation and two hours in general home economics. If this is the case, it is recommended that additional training be given in the areas such as income-earning projects, especially for women.

G. UW Consultant Visits in Agricultural Journalism and Development of the Resource Center (High Priority)

There is a shortage of library and audio-visual materials, particularly relevant materials written in Bahasa Indonesian. Such materials are critical for the development of a sound S<sub>2</sub> program and a rural outreach program.

As agreed with the IPB/IW Project Director, the above consultants will hold discussions regarding Department of Home Economics needs during their consultancies.

H. Additional Library and S<sub>1</sub> Course Development

Along these same lines, it is recommended that the Department of Home Economics staff prepare a list of journals and books required for possible purchase by the IPB/IW Project. This consultant has agreed to request the UW Project Office in Madison to purchase and mail several texts. She will also send several self-instructional learning packages for S<sub>1</sub> level courses in nutrition and in child and family studies. These can be used by IPB home economics staff to upgrade their skills. The self-instructional packages will also serve as models for future IPB efforts as student numbers increase and more effective use of teaching staff becomes essential.

I. Proposed Short-Term (So) Programs

Conversations with ministry staff indicate a demand for two- to four-month staff training or upgrading courses in specific topics.

It is recommended that the Head of Home Economics assign one staff member to each relevant ministry or board, such as agriculture, health, transmigration, tourism and family planning, in order to assess training needs and plan short-term courses as an IPB public service component.

Since the PKK women's movement requires the wives of government officials at various levels to coordinate efforts for village women, consideration should be given to a brief pilot training course for PKK personnel on rural family program planning, content and evaluation.

J. Proposed Two-Year (So) Diploma Program

There seems to be a lack of intermediate or post-secondary training short of the S level for graduates of the agricultural high schools (PPL workers). There are 756 female PPL staff employed as field workers by the Department of Agriculture.

Therefore it is recommended that consideration be given to providing a two-year diploma course in family resources and community nutrition, stressing women's roles in agriculture. However, at this time, this program should be given a lower priority than the proposed S<sub>2</sub> programs.

K. Model Village in Darmaga Area

The model village idea is not a new one, but has obvious merit: as a link between university and rural community, as a laboratory for students to become involved in teaching rural people, as a research site for university staff, and as a means of introducing innovations to villagers.

While funding may not be available in 1981, it is recommended that the model village idea be pursued for the IPB rural home and family programs. Baseline data on Babakan Darmaga, one of the seven IPB outreach villages was obtained by Department of Home Economics staff several years ago.

<sup>1</sup>Detailed guidelines for the development of diploma programs can be found in the handbook, Planning Home Economics Curriculum for Social and Economic Development, Celia Jean Weidemann, Ibadan, Nigeria: Federal Dept. of Agriculture, 1977. A copy can be obtained in the IPB Home Economics Library.

Based on needs, the model village might include improved living quarters for different socio-economic strata, using local materials, improved sanitation and water supply, medicinal and home gardens, simple machines for food processing, fish pond and small animal facilities, crop storage facilities, and a nutrition education and income-earning component. Students or villagers could live in the improved homes and IPB students and staff would conduct the research and educational component.

L. Fellowships and Staff Development (High Priority)

This is a critical area and should be given high priority in view of plans to develop the S<sub>2</sub> programs. Intensive discussions were held with the three IPB/UW fellowship recipients and their departmental staff in order to select UW courses to meet the Project requirements, IPB needs and student interests. (Study plans and courses for each candidate are included in the Appendix D.) It was agreed that Miss Endang Tjiptaningrum would be a back-up candidate to study food processing in the event one of the candidates could not go. The fourth fellowship recipient was picked up from the previous Project and is already in the U.S. It is recommended that contact be established with him so that his training can be used in the rural family program.

Training needs, funding sources and scheduling of training for other home economics staff were discussed with the head and staff members. It is suggested that Mrs. Guhardja continue her S<sub>2</sub> in SOCEC, IPB, that Mrs. Madaniyah obtain an M.S. in nutrition education at Los Banos, University of Philippines, that Mr. Rudjito obtain the Ph.D. in food chemistry at Los Banos, that Mr. Khumaidi obtain the Ph.D. in rural development at Asian Institute of Technology, Thailand, and that Suhardjo obtain his

Ph.D. in Nutrition at IPB. Other staff should also be trained if additional funding becomes available.

It is recommended that the IPB/UW Project divert some of the short-term training funds from other areas so that two additional home economics staff members could study for a total of four person-months in the U.S. Staff members who could not leave their jobs or families for extended periods would be expected to take a full two-month summer session graduate credit load. (Currently there is no short-term training provided for the rural home and family program under the IPB/UW Project.)

It is also recommended that two additional  $S_2$  degrees be funded through local sources for other home economics staff to obtain at IPB either a SOCEC  $S_2$  or the proposed new interdisciplinary or community nutrition  $S_2$  programs.

M. Staff Seminars (High Priority)

There are two areas where home economics staff (and possibly interested staff from other IPB department) could benefit from in-depth training, particularly in view of plans for  $S_2$  programs:

1. Research methods
2. Planning and developing educational programs, identifying competencies required of graduates, curriculum development, teaching methods and evaluation. There seems to be a particular need to set department goals, assess their attainment and adopt some sort of planning cycle.

Seminars offering graduate credit during the six-week IPB "inter-session" and meeting for four hours/day could be arranged. Instructors for the research seminar could be drawn from SOCEC. The IPB Agricultural Development Council Associate is willing to collaborate in this area.

Alternatively the Ford Foundation-funded research methods workshop planned for August, 1981 in the IPB Center for Rural Sociological Research may include several Home Economics Department participants. The education methods seminar might require instructors from other universities or outside consultants.

N. Research Proposals (High Priority)

The Jakarta Ford Foundation Women in Development Program Officer, Ann Sutoro, met with Home Economics Department staff and the consultant on two occasions. Mrs. Sutoro spends two days each week at IPB and is soliciting proposals for up to \$20,000 U.S. dollars for development of appropriate technology for village women, for example in food processing. She is willing to assist in the development of such proposals.

Therefore, it is recommended that Home Economics staff direct existing research on corn, cassava and sweet potatoes towards this end and that such proposals be prepared. This will further strengthen the Department's research base, as well as foster potential links with the Ford Foundation.

The short-term adviser also reviewed some of the departmental research conducted by staff and students. Of course this aspect will be strengthened when staff receive advanced training. New or continued research on the following topics seems important: time and labor allocation in rural households, food storage, impact of food and nutrition policies, e.g. diversification of diet, simplified and appropriate technology for household food processing, family food patterns, cooperatives and credit for rural women, foods produced and sold in comparison to those consumed, small-scale and home industries, spending and consumption of levels of families, level of savings of rural families, household and family investment

patterns, women's access to resources, and women's productivity in agriculture.

0. 1982 UW Short-Term Consultation (High Priority)

To support these ambitious programs the IPB/IJW Project Director and the short-term adviser propose that three person-months of advising in rural home and family programs be allocated for 1982. One adviser might work for two months on the S<sub>2</sub> programs and another could provide specialist assistance in nutrition, research or educational planning.

VI. IPB LINKS WITH THE UNIVERSITY OF WISCONSIN (High Priority)

This short-term adviser will: continue to assist the fellowship recipients after their arrival at UW, identify major professors, additional courses, and possibly serve on thesis committees.

She will identify and send through the UW International Agricultural Programs Office appropriate texts, references and self-instructional materials.

The adviser will also identify other UW staff for the proposed three person-months of consultancy in this area during 1982, as well as a UW staff member to teach for one semester in the proposed S<sub>2</sub> programs, if such expertise is required.

Appendix A

CONSULTANT'S ITINERARY AND PERSONS CONTACTED

Dr. Celia Jean Weidemann

(Rural Home and Family Programs)

Arrival Time: March 16, 1981  
Housing Accomodation: Bogor Inn  
Counterparts: Suhardjo  
Sri Setyati Harjadi and staff

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<u>Date</u>	<u>Visit/Meeting</u>	<u>Place</u>
16 March	AID	Jakarta
17 March	Meeting with Rector and Dean Meeting with staff of Dept. Home Economics and Div. of Horticulture Program: Exchange of information	IPB IPB
18 March	Meeting with Home Ec. staff and Fellowship Recipients	IPB
19 March	Meeting with Prof. Dr. Sajogyo, Director, Center for Rural Sociological Research, CRSR, (Lembaga Penelitian Sosiologi Pedesaan) and Sharifah Sukati Meetings with Bill Collier, ADC and Ben White	IPB IPB
20 March	Meetings with individual Home Ec. staff members Meeting with Mrs. Sajogyo, CRSR	IPB IPB
21 March	Attend graduation Physical village observation surrounding campus	IPB Bogor
23 March	Meetings with Home Ec. staff	IPB
24 March	Visiting Mrs. Soewito's staff, the Agricultural Extension Service, Dept. of Agriculture (EPLPP) Visiting Yayasan Bina Desa or Yayasan Tani Membangun	Pasar Minggu Jakarta Jakarta
25 March	National Student Service Program (KKN) Visiting Rural Home Economic Extension	Situ Udik Village Outside Bogor

Appendix A  
(continued)

26 March	Visiting UNICEF Visiting VTVC (Vocational Home Economics Training Center)	Jakarta Jakarta
30 March	Meeting with Ann Sutoro, Ford Foundation, Jakarta, and Mrs. Sajogyo	IPB
31 March	Seminar with Home Economics Department Meeting with Dr. Murdock	IPB IPB
1 April	Meeting with Dr. Murdock Meeting with SOCEC Head and staff members Report writing	IPB IPB IPB
2 April	Formal Seminar	IPB
3 April	Meeting with Dr. Darwin Karyadi, the Director of Nutrition Research and Development Centre, Dept. of Health (Puslitbang Gizi) Report writing	Bogor IPB
4 April	Meeting with Vice-Rector Edi Guhardja and Dr. Murdock Lunch with Home Economics Department	IPB IPB
5 April	Report writing	IPB
6 April	Report writing Departure	IPB

Appendix B

STAFF MEMBERS IN DEPARTMENT OF HOME ECONOMICS, IPB  
1981

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1. Mrs. Mariyati Sukarni (Ir. MSc)	Teaching in FOOD SCIENCE PUBLIC HEALTH	Senior Lecturer
2. Miss Hartanti Santosa (MSc)	Teaching in HOME ECONOMICS	Senior Lecturer
3. Mrs. Suprihatin Guhardja (Ir.)	Teaching in NUTRITION EDUCATION HOME ECONOMICS	Lecturer
4. Mrs. Siti Madaniyah (Ir.)	Teaching in NUTRITION EDUCATION	Lecturer
5. Mr. Muhammad Khumaidi (Ir. MSc) (Head of Family Life Division)	Teaching in FAMILY ECOLOGY NUTRITION PROBLEMS	Senior Lecturer
6. Mr. Suhardjo (Ir. M. PHIL, Head of Dept.)	Teaching in NUTRITION ECONOMICS NUTRITION PLANNING	Senior Lecturer
7. Miss Rihati Kusno (Ir.)	Teaching in CONSUMER EDUCATION	Lecturer
8. Mrs. Emmy Karsin (Ir.)	Teaching in FAMILY ECOLOGY EXPERIMENTAL FOODS	Lecturer
9. Mrs. Amini Nasoetion (Ir.)	Teaching in BASIC NUTRITION EXPERIMENTAL FOODS	Lecturer
10. Miss Endang Tjiptaningrum (Ir.)	Teaching in FOOD TECHNOLOGY	Lecturer
11. Mr. Sudjana Sibaranj (Ir.)	Teaching in FOOD ANALYSIS	Lecturer
12. Mr. Djiteng Rudjito (Ir.) (Head of Food and Nutrition Division)	Teaching in FOOD & NUTRITION SURVEY	Lecturer
13. Mr. Cuteh Admanto (Ir., Animal Husbandry)	Teaching in BIOENERGETIC	Junior Lecturer
14. Mr. Faisal Anwar (BSc)	Assisting in FOOD ANALYSIS	Assistant

Appendix C

CURRICULUM LEADING TO THE DEGREE

OF

SARJANA (S<sub>1</sub>) IN NUTRITION (HOME ECONOMICS)

1st Sem.	Physics	3 (2-3)	2nd Sem.	Matrix Algebra	3 (3-0)
	Indonesian	2 (2-0)		Gen. Biology	3 (2-3)
	English	3 (2-3)		Biol. Chemistry	3 (3-0)
	Mathematics	3 (2-3)		Gen. Economics	3 (2-3)
	Gen. Chemistry	2 (2-0)		Intro. to Agric.	1 (1-0)
	Religion	2 (2-0)		Rural Sociology	3 (2-3)
	Pancasila	2 (2-0)		Military Science	2 (2-0)
3rd Sem.	Basic Management	3 (3-0)	4th Sem.	Stat. Methods I	3 (3-0)
	Fund. Agronomy	4 (3-3)		Family Life Ed.	3 (2-3)
	Fund. Climatology	3 (2-3)		Microbiology	3 (2-3)
	Bioenergenetics	2 (2-0)		Annuals Crop	3 (2-3)
	Prin. of Soil Sci.	4 (3-3)		Demography	3 (2-3)
	Basic Nutrition	3 (2-2)		Food Science	3 (2-3)
5th Sem.	Micro Economics	3 (3-0)	6th Sem.	Plant Protection	4 (3-2)
	Production Econ.	3 (2-2)		Advance Nutrition	3 (2-2)
	Food Analysis	3 (2-3)		Experim. Design**	3 (3-0)
	Consumers Ed.	2 (2-0)		Horticulture	3 (2-2)
	Family Ecology	3 (2-0)		Public Health	3 (2-2)
	Family Development	2 (2-0)		Food Processing	3 (2-3)
	Stat. Methods II*	4 (3-2)		Study Service Program	6
	Food Qual. Eval.**	3 (2-2)			
7th Sem.	Food & Nut. Prob.	3 (2-2)	8th Sem.	Nutrition Econ.	3 (2-2)
	Research Methods in Social Science*	3 (2-2)		Nutrition Planning	3 (2-2)
	Experimental Foods	3 (2-3)		Food Control	2 (2-0)
	Nutrition Ed.	3 (2-2)		Scien. Writing II	3
	Surveys Methods on Food & Nutrition	4 (2-4)			
	Sci. Writing I	3			

\*Not offered for student taking Food Quality Evaluation and Experimental Design

\*\*Not offered for student taking Statistics II and Methods of Research in Social Science

Appendix D

FELLOWSHIP PROGRAM

M.S.

Name: Siti Nurisjah  
University of Wisconsin-Madison  
Date: 1981-82 to 1983  
Major: Landscape Architecture  
Focus area in "Human Perception and Behavior in the Landscape"

The primary purpose of this focus is to foster an understanding of the relationship between environmental variables and human perception, emotion, and behavior through knowledge of current theory and research. Special emphasis is given to obtaining information about users' responses to both urban and natural landscape characteristics. The range of interests includes small-scale designed environments as well as human aesthetic response to large-scale, non-urban landscapes.

Required Courses

L.A. 740: Research in Landscape Architecture  
L.A. 950: Graduate Colloquium  
L.A. 680: Survey of Planning and Design Processes  
L.A. 920: Intergrated Workshop in Landscape Planning, Design, and Management

Focus Area Courses

L.A. 644: Survey of Man-Environment Interactions  
L.A. 645: Aesthetic Assessment of Landscapes

Seminar

L.A. 844: Topics in Designed Environments and Behavior

Supporting Courses

Rural Soc. 327: Community Development  
Rural Soc. : Land-tenure  
F.R.C.S., Dept. Environment, Textiles and Design 548 (also URPL 548):  
Environmental Aesthetics  
F.R.C.S., Dept. Child and Family Studies 350: Introduction to Child Care  
and Early Childhood Education  
F.R.C.S., Dept. Child and Family Studies 366: Family Relationships

Thesis

Physical planning/design of a rural community system, especially for Indonesia

Proposed Major Professor: Herman Felstehausen

Appendix D (continued)

FELLOWSHIP PROGRAM

M.S.

Name: Umar AS Tuanaya

University of Wisconsin-Madison

Date: 1981-82 to 1983

Major: Population Study/Demography (Interaction between Socio-Economic/Rural Sociology and Human Resources)\*

- Population Study\*

- Social and Economic Demography

- Rural Sociology

- Human Resources

- Physical Quality of Life Analysis

Related to

Farm Family Life

Courses Selected:

Rural Sociology

327: Community Development (3 cr)

330: Population Trends and Problems in Rural Society (3 cr)

335: Sociology of Health in Rural Areas (3 cr)

343: Comparative Rural Societies (3 cr)

Continuing and Vocational Education

511: Introduction of Agricultural and Extension Education in Developing Countries (3 cr)

or

512: Comparative Study of Continuing and Extension Education Systems: Programs and Methods (3 cr)

Agricultural Economics

474: Economic Problems of Less-Developed Areas (3-4 cr)

476: Economic Development of Agriculture (International) (3 cr)

or

850: Human Resources and Rural Poverty (2-3 cr)

Sociology

640: Sociology of the Family (3 cr)

925-

926: Socio-Economic change in Less Developed Areas (3 cr)

974: Demographic Methodology (3 cr)

\*Interaction

Sociology (continued)

971: Topics in Demography and Ecology (3 cr)

977: Human Ecology (3 cr)

945: Rural Sociology (3 cr)

Urban and Regional Planning

(May select as supporting courses a few from the field of Urban and Regional Planning which relate to major field.)

Appendix D (continued)

FELLOWSHIP PROGRAM

M.S.

Name: Chuteh Admanto  
University of Wisconsin-Madison  
Date: 1981-82 to 1983  
Major: Nutrition (Dept. of Nutritional Science)  
Focus Area in Community Nutrition

Courses Selected:

Nutritional Science

- 422: Nutrition Education (2 cr)
- 531: Human Nutrition (2 cr)
- 540: Nutrition and Society (2 cr)
- 622: Bioenergetics
- 698: Models for Applied Nutrition Programs (2 cr)
- 731: Introduction to Research Techniques on Nutrition (2-4 cr)

Supporting Courses:

Agricultural Journalism

- 970: Role of Communication in Development (3 cr)

Rural Sociology

- 327: Community Development (3 cr)
- 330: Population Trends and Problems in Rural Society (3 cr)
- 335: Sociology of Health in Rural Areas (3 cr)
- 343: Comparative Rural Societies (3 cr)

Sociology

- 640: Sociology of the Family

Education/Continuing and Vocational Education

- 511: Introduction of Agricultural and Extension Education in Developing Countries (3 cr)
- 512: Comparative Study of Continuing and Extension Education Systems, Programs and Methods (3 cr)

Thesis

- 991: Research (6 cr)

Proposed Major Professor: Nancy Johnson