

PROJECT AUTHORIZATION AMENDMENT

INDONESIA

WESTERN UNIVERSITIES AGRICULTURAL
EDUCATION
PROJECT NO. 497-0297

1. Pursuant to Section 103 of the Foreign Assistance Act of 1961, as amended, the Western Universities Agricultural Education Project for Indonesia was authorized on April 16, 1981, involving planned obligations of not to exceed \$5,950,000 in loan funds and \$3,900,000 in grant funds.

I hereby amend the authorization to authorize \$12,450,000 in loan funds and \$9,400,000 in grant funds with the additional amount authorized for obligation over a two-year period from the date of this authorization amendment, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project.

2. The authorization cited above remains in force except as hereby amended.

Signature: _____

William P. Fuller
William P. Fuller
Director

Date: 24 JUNE, 1985

Clearances: EHR:CBonner: _____

PRO:JSperling: _____

FIN:RMClure: _____

DD :RKClark : _____

Drafted: PRO:MBonner:05/24/85, mai

WESTERN UNIVERSITIES AGRICULTURAL EDUCATION
PROJECT PAPER AMENDMENT NO. 1

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List of Abbreviations

AARD	-	Agency for Agricultural Research and Development
ADB	-	Asian Development Bank
ALIGU	-	American Language Institute of Georgetown University
BAPPEDA	-	Provincial Planning Agency
BKS/B	-	Association of Western Indonesia Institutes of Higher Education
CPO	-	Central Project Office
DGHE	-	Director General of Higher Education
DIP	-	GOI Annual Development Budget
ELT	-	English Language Training
GOI	-	Government of Indonesia
GPA	-	Grade Point Average
GRE	-	Graduate Record Examination
IARC	-	International Agricultural Research Center
IES	-	International Education Specialist
IKIP	-	Teacher Training Institute
IPB	-	Institute of Agriculture, Bogor
ITB	-	Institute of Technology, Bandung
IUC	-	Inter-University Center
KIP	-	Consortium for Agricultural Development
OJT	-	On-the-Job-Training
PSC	-	Project Steering Committee
SARP	-	Sumatra Agricultural Research Project
TEFL	-	Teaching English as a Foreign Language
TESL	-	Teaching English as a Second Language
TOEFL	-	Test of English as a Foreign Language
TOT	-	Training of Trainers
UGM	-	University of Gadjah Mada, Yogyakarta
UKy	-	University of Kentucky
UNAND	-	University of Andalas, Padang
UNIB	-	University of Bengkulu
UNILA	-	University of Lampung
UNJA	-	University of Jambi
UNPAD	-	University of Padjadjaran, Bandung
UNRI	-	University of Riau
UNSRI	-	University of Sriwijaya, Palembang
USU	-	University of North Sumatra
UNSYIAH	-	University of Syiah Kuala, Banda Aceh
UNTAN	-	University of Tanjungpura, Pontianak
USDA	-	United States Department of Agriculture
WUAE	-	Western Universities Agricultural Education

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I. BACKGROUND

A. Phase I

The first phase of the Western Universities Agricultural Education Project was initiated in 1981 as a five year project to strengthen the faculties of agriculture and related disciplines in the eleven BKS-B Association of Western Universities) institutions (North Sumatra University, Andalas University, Sriwijaya University, Syiah Kuala University, University of Riau, University of Jambi, Tanjungpura University, Bengkulu University, University of Lampung, IKIP/Medan, and IKIP/Padang). The University of Kentucky was designated as the implementing U.S. institution.

The project, in Phase I, was funded at approximately \$18.0 million, of which the AID contribution is \$9.85 million (\$3.9 million in grant and \$5.95 million in loan). Major USAID financed inputs to the project include long term graduate level (M.S. and Ph.D.) training in the United States; long and short term technical assistance; and library text and reference materials. The Government of Indonesia (GOI) financed inputs include operational support for BKS-B activities, graduate level training (M.S. and Ph.D.) in Indonesia, staff, logistical support for the U.S. technical assistance team, and "in-kind" contribution of staff and facilities.

B. Current Status

Major project activities directed at meeting project objectives include: graduate degree training in the U.S. and Indonesia, technical short courses conducted in-country and in the U.S., inter-university staff networks, intensive English language training programs (campus based and regional), and both long and short term consultancies in selected problem areas.

Substantial progress has been made in each of the activities:

1. Seventy-six participants have been sent to the United States for graduate training, even though only seventy-one were originally planned. Twenty-two of the fifty-three planned for M.S. degree study have completed their degrees. Fourteen of these have returned to Indonesian Universities, and eight are continuing in Ph.D. programs.
2. Funded by the GOI, twenty agricultural lecturers are in graduate study or have completed their degrees in Indonesian Universities.

3. Fourteen technical short courses, with participation of over 300 lecturers from BKS-B universities, have been conducted in Indonesia.
4. Four technical networks have been established and are functioning in the areas of: a) soil science, b) instructional improvement, c) library science, and d) English language.
5. Two groups of senior administrators representing all of the BKS-B institutions have attended intensive short courses on academic administration at the University of Kentucky in Lexington.
6. The University of Kentucky has, to date, provided 25 long term team members for assignment to Indonesia. In addition, 17 University of Kentucky professors have been involved in in-country short courses, networks, and other consultancies.
7. English language training programs have been initiated on most BKS-B campuses. The Intensive English program established at the Central Project Office university (Sriwijaya) in Palembang has served the needs not only of the WUAE project, but has also assisted in the training of potential participants funded by the World Bank, the Asian Development Bank, Fulbright, other AID projects, and other agency programs.
8. More than \$300,000 worth of books have been procured and distributed to the eleven BKS-B universities. Additionally, approximately 10 tons of books have been donated to the BKS-B universities by the International Book Project, headquartered in Lexington, Kentucky. These donations were arranged for, and coordinated by, Kentucky Team personnel in consultation with the recipient institutions.

While the foregoing demonstrates that the project is making good progress in meeting its objectives and is making significant contributions, it is evident that much will remain to be done at the conclusion of the initial five year period to achieve strong agricultural programs based upon quality instruction and research. The resources of Phase I, applied over eleven institutions and such a short time frame have simply been too limited. As was envisaged in the design of Phase I, additional AID assistance is required.

Assistance is still needed in staff development through graduate programs in the U.S. and Indonesia, and through specially tailored technical upgrading programs conducted in-country if quality agricultural programs are to be achieved. When Phase I began many of the BKS-B institutions had no agriculture faculty members with advanced degrees. Although this has improved under the project, the number of qualified agriculturalists at each institution remains seriously inadequate. Something also must be done to establish strong programs in the basic sciences without which agricultural curricula of adequate depth cannot be established.

More assistance is needed to establish functional agricultural research programs designed to address problems of agricultural production, marketing and distribution. Unless the universities have quality on-going research programs, they cannot produce trained researchers which are in critical demand by the government research agencies and the private sector. Presently the research capabilities of the BKS-B institutions are quite low. As Phase I participants return with advanced degrees, the environment will be suitable for devoting attention to developing the research component of the university programs. Unless continued support is provided to this important area, much of the value of the advanced training will be unrealized due to the absence of a functional system of organized, relevant research at their institutions.

For additional detail on the current status and past performance of this project in Phase I, please refer to USAID/Jakarta cable No. 18114 to AID/Washington (Annex A) and to the report of the Mid-Term External Evaluation Team dated April 1984.

II. Description of Phase II

A project extension was anticipated in the original project design which recognized that it would take longer than five years to achieve project objectives. Recognizing the success of the project to date, the External Evaluation Team recommended that the design and planning for Phase II of the project begin immediately.

A. Project Goal and Strategy

The project goal remains unchanged, i.e. to improve Indonesia's ability to feed its people and provide increasing social and economic welfare for the rural population. It remains consistent with major Government of Indonesia policies and strategies for national development. In support of GOI efforts to expand and improve the technical manpower base, the project will focus its efforts and resources on continuing to strengthen the cooperating BKS-B institutions in the Provinces of Sumatra and West Kalimantan.

Cognizant of assistance being provided to some of these institutions by other donors, and building on the progress made during Phase I, the project will, in Phase II, intensify resident technical assistance at three carefully selected BKS-B universities presently in the best position to absorb and use such assistance most productively. A major factor in the decision of where to assign technical assistance advisors is the number of participants returning with advanced degrees with whom the advisors can work to strengthen curricula and teaching, and to initiate research programs. Technical assistance teams at the selected universities will assist with BKS-B short courses, participate in networks related to their professional areas and, to the extent possible, assist in meeting the needs of other institutions. The intent of the project is to remain as responsive as possible to the needs of the BKS-B universities, as are reflected by their current levels of development and the external resources available to them.

By training more and better educators and research workers, and by stimulating further institutional development through activities involving U.S. universities, a number of results will be achieved:

1. More highly trained university staff and graduates will be better to contribute to agricultural and rural development;
2. Inter-university faculty networks focusing on self-improvement in various functional and subject matter areas (e.g., instruction and soil science) will result in improving their own graduates and assisting other agencies to carry out programs essential to the development process.
3. Technical experts from leading Indonesian and U.S. institutions will collaboratively initiate and carry out an expanding program of agricultural research relevant to regional and/or national development needs.
4. University and provincial government rural development activities will be upgraded and more effectively coordinated.

B. Project Purpose

The project purpose is to continue strengthening the capabilities of the BKS-B universities to develop and carry out improved programs of education and research. The original project paper included emphasis on public service. Recognizing the current capabilities of the cooperating universities, the need to give first priority to the improvement of their educational and research programs, and the limitation of both AID and GOI funding, the emphasis placed on public service has been significantly reduced in Phase II. During Phase II, the principal link to public service will be the increasing number of better trained faculty available to assist provincial and national development agencies. Specifically, the purpose is to improve the capabilities of the institutions to contribute more effectively to agriculture and rural development by assisting the Director General of Higher Education (DGHE) to 1) upgrade staff and improve curricula, materials and instructional methods to produce better trained graduates and 2) develop, organize, carry out and expand programs of faculty research.

At the completion of the project, it is expected that the universities' educational programs will be substantially strengthened as indicated by a significant number of staff having been upgraded through appropriate study programs; the development of improved curricula; the increasing use of class outlines, subject matter syllabi, texts, supplementary readings and more appropriate teaching methods. This, in turn, will result in the preparation of better trained, higher quality graduates.

Research is not fully institutionalized into the universities of Sumatra. Only within the last few years have the DGHE and the universities placed major emphasis on research. Staff promotion criteria have been revised to encourage research and publication; a competitive

program for funding research has been initiated by the Ministry of Education and Culture; and Research Institutes have been established at the universities.

The research function will be significantly strengthened in Phase II by the return of an increasing number of faculty members with graduate degrees, more resident technical assistance advisors, the opportunity for a limited number of Ph.D. candidates to conduct their dissertation research in Indonesia, the availability of a limited number of research internships for recently returned faculty, and increased availability of laboratory equipment.

C. Project Outputs

The first and most important output of the project continues to be better trained professional staff. The types of training provided and the number of persons to be trained are described in the section on education and training. Table I provides current (mid-1985) staff levels by degree at the faculties surveyed by the design team, and represent one set of benchmarks against which Phase II output in this component will be assessed.

TABLE I
PRESENT STAFF BY DEGREE IN SURVEYED FACULTIES

<u>University - Faculty</u>	<u>Present on Campus</u>			<u>In-Training</u>		Total	<u>% S2&S3</u>
	S1	S2(MS)	S3(PhD)	S2(MS)	S3(PhD)		
1. Syiah Kuala Agriculture Animal/Vet.Sci.	29	8	2	8	2	49	41
	29	7	2	9	5	52	44
2. Lampung Agriculture	65	9	1	21	6	102	36
3. Riau Fisheries Ag. Technology	25	7	2	4	3	41	39
	25	-	-	-	-	25	0
4. Tanjung Pura Agriculture	23	5	-	5	-	33	30
5. Bengkulu Agriculture	27	N/A	N/A	5	-	32	N/A
6. Jambi Agriculture Animal Sci.	26	-	-	4	-	30	13
	16	1	-	1	-	18	11

The second major output will be continuing improvement in the quality of instruction at the undergraduate (S-1) level in agriculture and related basic sciences. Faculty returning with advanced degrees will be instrumental in achieving this output. Assisted by these faculty members, the project will persist in its efforts to expand the number, improve the quality, and increase the use of course syllabi, relevant texts, laboratory manuals, and other types of educational materials. Continued emphasis will be placed on improving teaching skills and the use of more appropriate instructional methodologies. Directly related to this output is enhanced English language capability. As the world language of science and technology, English is essential in assisting students in using the body of knowledge recorded in technical books and journals.

A third output relates to the continued establishment of faculty networks. Four such networks are currently operating and others will be initiated in the next few months. Over time, additional networks will be established in response to identified interests and needs. These networks represent an effective means of continuing staff development and program improvement by bringing together top specialists in selected fields from among the participating institutions for the purpose of identifying key problems within their disciplines and mounting systematic efforts to address these. Networks provide a mechanism for establishing professional and collegial relationships, and for sharing scarce human resources and expertise. This output will also be strengthened significantly by the return of advanced degree faculty.

The fourth output is continued development and presentation of specialized short courses. In many respects, these are directly related to the activities of the networks, respond to specific needs, and represent an effective and efficient means of in-service training. Tangible products resulting from these short courses include a bound set of instructional materials provided to each participant. These materials can subsequently be used by the participants in similar short courses or incorporated into the appropriate curriculum at their respective universities.

The fifth output of this project is an expanded and improved research program directly relevant to the development needs of Indonesia. Such a research program is also vitally important to improving university curricula and course content. Increasingly, the results of the research will be disseminated through research pamphlets, published papers, and journal articles, as well as presentations at seminars and symposia.

The sixth output will be continued upgrading of teaching aids, laboratory equipment, and library resources needed to improve instructional and research programs. Provision of needed equipment and related supplies is a major GOI contribution, but will be supplemented in selected priority areas with project funds. Such equipment and supplies will be essential to support the teaching and research programs of returning faculty and the work of U.S. resident technical assistance teams.

A seventh output of the project is improved university and faculty planning, organization and administration. One tangible product will be preparation of specific faculty staffing plans for the next 5 to 10 years. By identifying and prioritizing staffing needs, these plans will serve as guides for staff recruitment and upgrading. This output will be greatly facilitated by the increased presence of senior level technical assistance advisors. This technical assistance, along with certain non-degree training opportunities for university faculty and administrators, will insure continued progress in establishing the academic credit system at BKS-B universities.

An eighth output of the project will be a strengthened, more "institutionalized" BKS-B. A permanent BKS-B Central Office will be established with a small staff, headed by an Executive Secretary, and supported by an annual GOI budget allocation. This will provide the organization and resources required to continue many important project-initiated and consortium-wide activities (e. g. short courses, networks, joint research) after completion of the project in mid-1990.

D. Criteria for Selecting Institutions for Intensified Technical Assistance

Discussions between USAID, UKy, DGHE and BKS-B officials regarding the program and strategy of Phase II resulted in identifying the criteria for selecting BKS-B institutions for intensified assistance. These criteria focus primarily on an institution's need for, interest in, and ability to use increased technical assistance. More specifically, universities were selected based upon:

1. An institution's need for increased externally financed assistance in agriculture and supporting basic sciences, to be assessed relative to:
 - a. needs of other BKS-B institutions;
 - b. other resources available to the institution; and
 - c. anticipated future growth and development/plans of the institution.
2. An institution's interest in receiving increased externally financed assistance in agriculture and supporting basic sciences as indicated by:
 - a. responses to information requested by the DGHE; ,
 - b. past experience in effectively using available resources; and
 - c. other formal or informal expressions of interest.
3. An institution's ability to use increased externally financed assistance in agriculture and supporting basic sciences as determined by:

- a. strength and commitment of the leadership at the university and faculty levels;
- b. current number of adequately trained staff;
- c. sufficient pool of potential participants;
- d. minimally adequate instructional and research facilities and equipment;
- e. effective staff recruitment programs;
- f. sufficiently defined plans for program direction and institutional development;
- g. capacity to support the work of resident technical assistance staff (e.g. facilities, counterparts, etc.) and their logistic needs (e.g. housing, transportation, etc.).

4. Other factors of importance:

- a. priorities of the DGHE;
- b. interests of USAID;
- c. proximity to other activities of relevance (i.e. enhanced potential for impact and spread);
- d. DGHE and USAID budget constraints;
- e. ease of communication and contractor field support;
- f. potential for attracting long term technical assistance staff.

E. Identification of Universities for Intensified Technical Assistance

Given these criteria, members of the design team divided into two groups and visited five of the BKS-B universities: 1) University of Jambi 2) University of Lampung 3) University of Syiah Kuala 4) University of Riau and 5) University of Tanjungpura. Although Bengkulu was not visited, members of the team had ample opportunity to meet with the Acting Rector of the University and gather needed information. Additional useful data were collected from questionnaires prepared and distributed by the team to Rectors, Vice-Rectors and Deans, and from the report of the Rectors' meeting that was held in Pontianak.

Since IKIP/Medan and IKIP/Padang do not have agricultural faculties (and since they have access to World Bank support) they were not considered for intensified project assistance. It was further agreed that since Andalas University has a World Bank project and the University of North Sumatra has an Asian Development Bank project, they would not be candidates for increased technical assistance staff under this project.

The Central Project Office (CPO) and the Regional Intensive English Program will remain at the University of Sriwijaya (UNSRI). UNSRI has just received an Asian Development Bank loan, and thus was not considered as a prime candidate for increased technical assistance. However, given the large number of faculty (approximately 18) who will be returning to campus in the next two years after completing advanced training under WUAE sponsorship the project will continue to assist UNSRI in developing its teaching and research activities.

During visits to the five universities, team members met with the Rectors as well as other senior university officials and faculty to collect current data related to the aforementioned criteria. This information included student enrollments in specific areas of agriculture and related basic sciences, faculty numbers, their professional area and level of training, anticipated programs and faculty training needs, numbers of potential participants for study abroad, interest in receiving and the ability to support technical assistance staff of various types, and major problems hindering further institutional development. Tours were also made to laboratories, libraries, and computer facilities. As a result of these visits and the information gathered, it was determined that the three universities initially to receive intensified technical assistance in Phase II will be:

- University of Syiah Kuala
- University of Lampung
- University of Riau

Continued English language training support will be provided to the Universities of Jambi, Bengkulu, and Tanjungpura. All of the BKS-B institutions will continue to participate in the networks and short courses. In response to identified needs, specific short-term assistance will also be made available.

F. Relationship of Project to Other Donor Activities

The World Bank is providing assistance to all of the IKIP/s (teacher training institutions) in Indonesia, two of which are members of the BKS-B (IKIP/Padang and IKIP/Medan). The WUAE project has also provided limited support to these two institutions, particularly in up-grading of library resources, English language training for participants being sent abroad under World Bank funding, and participation in WUAE sponsored short courses and networks.

The World Bank also has a large project to assist in the development of Andalas University. Under this project, assistance is provided for development of the new campus, commodity support, training of faculty members, etc. The WUAE project has provided assistance in library upgrading, sponsored three faculty members for M.S. degrees, provided English language training for World Bank potential participants, and assisted Andalas in placing seven World Bank participants at the University of Kentucky. Andalas has participated fully in short courses and network activities. The WUAE also assigned two Kentucky Team members to Andalas prior to the arrival of World Bank supported technical assistance.

A new large World Bank assisted project which was just approved as Phase II was being designed will provide, starting in late 1986, graduate and research training opportunities at Inter-University Centers (IUCs) to be established at four locations on Java. Some of the planned IUCs, for example in life sciences and bio-technology, will be related to WUAE objectives and will be utilized by BKS/B university staff as the resources become available.

The Asian Development Bank has a large university development program at the University of North Sumatra (USU) (similar to the World Bank project at Andalas). The WUAE project has sponsored five participants from North Sumatra University in graduate programs in the U.S., and has provided English language training for potential participants. USU has participated fully in library development, short courses and networks.

The Asian Development Bank (ADB) and the GOI have just signed an agreement for a large university development project at the University of Sriwijaya. AID has been aware of the plans for this project for quite some time, and a number of discussions have been held between the GOI, AID, ADB, and the Kentucky Team to ensure that the two projects' activities are complementary on the UNSRI campus. The University of Kentucky, as the lead institution for the South East Consortium for International Development, carried out the design work for this new project under contract with the ADB, and the importance of complementarity of inputs was incorporated into this design.

Personnel from the AID supported Sumatran Agricultural Research Project (SARP) and the WUAE project have exchanged professional visits, and researchers from the SARP research stations have participated in some of the WUAE supported technical short courses. In addition, it is expected that formal cooperation in conducting research will be instituted under funding to be provided in an amendment to the Applied Agricultural Research Project.

There are a number of other smaller scale activities of external donors who are assisting selected BKS-B institutions. Examples of these include the Government of Japan which has provided some training grants, computer facilities, and laboratory equipment; technical assistance from the Dutch government in some of the basic sciences and a soil chemistry laboratory for Syiah Kuala University; Caltex and Mobil Oil grants for university development and training of participants; Asia Foundation assistance in library acquisitions and English language. Volunteers in Asia from Stanford University and Volunteers in Service Overseas from the United Kingdom helped also in the English language program.

WUAE project personnel are acquainted with these activities and there do not appear to be any problems of competitiveness or duplication. The need for university development among the BKS-B universities is very large and the external donor assistance provided remains relatively small.

III. Phase II Project Components

A. Education and Training

During Phase I, significant progress was made in improving the professional staff of the BKS-B universities. Much more, however, remains to be accomplished. The majority of the professional staff of the cooperating institutions is inadequately trained to initiate and carry out quality programs of higher education in the agricultural sciences. Thus, within overall DGHE university development policy, the primary focus of this project in Phase II will be the development of stronger institutional capabilities in the related areas of teaching and research in agriculture and rural development.

Given the present level of development of the participating BKS-B institutions, specific emphasis will be placed on expanding and improving undergraduate curricula and instruction. Initiating relevant research projects in order to better meet the needs of the community and region are, of course, quite complementary to the emphasis on improved teaching.

It is increasingly recognized that achieving the needed improvements in teaching and research will require strengthening of supporting basic sciences (including laboratory facilities and equipment), library resources and services, teaching materials and methodology, university planning and administration, and English language programs. Increasing English language competence is essential to both short and long run project success. The "world language" of science and technology is English. Lack of ability to speak, read and comprehend English will have a progressively detrimental impact on the quality of teaching and research.

1. U.S. Graduate Education: In order to upgrade the skills of as many staff members as possible, a wide variety of education and training opportunities are provided both abroad and in Indonesia. At least 15 staff members will be enrolled in Ph. D. programs and 60 in M.S. or MA programs. Additional staff who, because of family or other constraints, can not undertake graduate studies, will have opportunities to participate in non-degree studies in the U.S. or third countries and/or intensive short courses to be offered in Indonesia. Ten faculty will undertake such U.S. non-degree programs. Fifteen in-country technical short courses will be offered, each with approximately twenty students.

Data gathered from questionnaires distributed at the 1985 BKS/B Rector's Meeting and from the deans of selected faculties during the visit of the Phase II design team represent the first steps in identifying the fields of study and the members of staff who will be involved in each of these education and training opportunities. Projected levels and types of training to be available during Phase II, both in-country and off-shore, have been developed based on this needs survey as well as on the team's assessment of intensity of staff training that can be feasibly be undertaken by each university. In addition, detailed staff development plans will be developed early in Phase II for the three

universities of intensification, providing in particular a guide for the selection and programming of staff who will be sent for graduate training, and for the recruitment of new staff.

It is the intent of the project administration to be innovative and creative in its education and training efforts. It is evident that faculty members returning with advanced degrees will quickly be called upon to serve in many capacities and to provide a wide range of teaching, research and public service functions. They will be the future leaders of their respective institutions, the BKS-B, and Indonesia. Given the decision to make a substantial investment in terms of both time and money in their professional growth, it is important to take advantage of the available opportunities to broaden and enrich learning experiences in ways directly applicable to responsibilities which they will assume upon returning to their universities. This pertains particularly to those selected for graduate study in the U.S.

Many such opportunities already exist in the form of specialized short courses, workshops, and on-the-job training (OJT) opportunities offered by various universities, the USDA and other government agencies, agribusiness and the International Agricultural Research Centers (IARCs). In other cases, it will be necessary to develop special workshops and seminars to meet specific needs of this project. Limitations of both time and money will not permit all participants to participate. The objective is to make such special programming consistent with and complementary to the academic program of each participant and his/her future responsibilities and begin developing among the participants a network of collegial relationships and professional expertise.

Putting together and implementing these types of integrated education and training packages will require careful selection, planning, coordination and management by the respective BKS-B universities, the CPO staff and the University of Kentucky. However, with careful planning and the more productive use of inter-session periods, special problem courses, and holiday seasons, priority learning experiences of this type can be incorporated into a participant program without significantly increasing either its duration or cost.

Given the continued focus on improving the staff and curricula at BKS-B institutions, and the experience gained during Phase I, it is recommended that every project participant participate in the following special training activities:

- a. Training of Trainers (TOT) workshops (4-6 weeks) stressing curricula development, course design, instructional methodology including participatory learning, test preparation and appropriate use of audio-visual materials and aids. The format of such a workshop should be "learning by doing" so that concepts and skills are introduced, practiced and developed.
- b. A 3-4 day seminar arranged annually on the UKy campus for all project participants in the U.S. to meet, share experiences,

be brought up-to-date on project activities and discuss topics of mutual interest (e.g., strategies for developing research programs in BKS-B universities). Especially in the third, fourth and fifth years, these seminars will afford an opportunity to do "back home planning" in preparation for the participants' return to their universities. It will be important to have project and BKS-B staff involvement in these seminars. These annual seminars will be more important as participants are placed at an increasing number of U.S. universities.

- c. Provide opportunity for attendance at the annual meetings of their respective professional societies or associations.

Participants in the basic, biological and physical sciences related to agriculture should have special training in setting-up, using, and maintaining basic laboratory apparatus and equipment related to their specific disciplines.

Other types of special courses and training opportunities that should be considered on a more selective basis include those identified below. Whenever possible, at least two Indonesian participants should participate at the same time in these kinds of programs.

- a. Strategies for Developing the Agricultural Sector;
- b. Land Use Planning in Natural Resources Management;
- c. Application and Diffusion of Agricultural Research Results to the Community Level;
- d. Management of Agricultural Research;
- e. Management of Agricultural Organizations;
- f. Specially arranged observation and OJT opportunities with various federal agencies such as the Statistical Reporting Service, the Soil Conservation Service, the Forest Service, Bureau of Land Management, etc.;
- g. Brief visits by participants on their way home to an international agriculture research center to establish professional contacts, learn of the research projects underway and any cooperative activities with Indonesia.

2. In-Country Research Opportunities: As part of graduate education and training programs, participants will be required to complete a major research project. Most M.S. and Ph.D. research will be conducted in the United States. However, in certain carefully selected cases, it will be desirable for participants who have completed their graduate course work and comprehensive examinations to return to Indonesia to collect data for their research papers (theses/dissertations). Such an approach will have the advantages of initiating

research of practical and immediate applicability to Indonesian problems as well as assisting greatly in starting the participant on a meaningful program of research which he/she can continue uninterrupted upon completion of the degree. It should also be possible to involve junior colleagues and/or S-1 students in the research as field enumerators and in similar capacities, thus also assisting in their research training.

The candidate who returns to Indonesia to conduct dissertation related research will be provided with funds to conduct the field work, including the hiring of field enumerators or field laborers, supplies, travel, computer time, essential small equipment, etc. Provision will be made to finance the candidate's return to his U.S. institution for the purpose of completing data analysis, final writing of the dissertation, defense of it before his/her committee, and subsequent return to Indonesia. It will be required to conceptualize carefully the field research in advance, including obtaining approval of USAID, the DGHE and the candidate's home institution. In some cases it may be desirable and preferable to work out an agreement with a top-quality Indonesian institution (e.g. IPB, UGM, UNPAD, ITB, etc.) whereby a thesis committee and a major advisor would be appointed from that institution to direct the research, conduct the final examination, and certify the results to the U.S. university which would then grant the degree.

In instances where University of Kentucky professors assigned to Indonesia as long term technical assistance team members have expertise in the particular area of the candidate's research, they may also be utilized as field research supervisors and committee members.

3. Criteria and Procedures for Selecting Participants for U.S. Graduate Study: The general criteria and procedures established for Phase I remain valid and will continue to be used in Phase II. However, both the grade point average (GPA) and TOEFL requirements will be increased. Continuing emphasis should be placed on selecting younger (mid-twenties to early thirties) participants for graduate training abroad. Additionally, it is imperative that the established criteria and procedures be adhered to more rigorously.

a. Preliminary screening criteria will include:

- 1) Previous academic performance. In Phase II, a GPA of approximately 6.5 on a 10 point system or 2.8 on a 4.0 system will be required for consideration;
- 2) Performance on an ALIGU screening examination or TOEFL to give an indication of amount of English training required;
- 3) Evaluation of on-the-job professional performance by the respective BKS-B university;
- 4) Must be a member of the faculty of agriculture (includes animal science, fisheries, forestry, rural development veterinary science, and agricultural engineering). With approval of the Project Steering Committee, a limited

number of participants from the basic sciences and supporting services (e.g. TEFL and librarians) may be included;

- 5) Conformance of training requested to pre-determined program priorities and needs;
- 6) Priority for strengthening the less developed BKS-/B institutions.

b. Preliminary screening procedures are as follows:

- 1) Each BKS-B institution will submit a list of nominees to the Central Project Office. Accompanying this list will be a complete file for each nominee containing the following data:
 - (a) Curriculum Vitae;
 - (b) Transcripts with grades from all institutions of higher education attended;
 - (c) Letters of recommendation and evaluation from respective deans and rectors, and;
 - (d) Certified copies of all degrees earned.
 - (e) Statement by the candidate of training objectives and application.
- 2) A Screening Committee appointed by the Policy Steering Committee will review each nominee's file and will conduct on-site interviews with those who pre-qualify on the basis of this evaluation. The Screening Committee will then make recommendations on final participant selection to the CPO.
- 3) All nominees selected will be given an ALIGU screening test to identify a program of English instruction suitable to their needs. As a general rule potential participants must achieve at least a 425 TOEFL equivalent in order to participate in intensive English training in Palembang. Candidates below this score will generally be expected to participate in their respective universities' intensive English programs.

c. Final selection procedures: All nominees accepted in the preliminary screening are to be assigned abroad for graduate training under the project providing:

- 1) They achieve a minimum TOEFL score of 500;

- 2) They are accepted into a U.S. university graduate program. (It is recognized that there will be "provisional acceptances" based on achieving the TOEFL and GRE scores required by the specific university);
- 3) They satisfactorily complete a physical examination;
- 4) They meet all Government of Indonesia and USAID requirements for graduate training abroad, and;
- 5) Sufficient money remains in the project budget.

All participant screening committees are to include representatives from the DGHE, USAID, the BKS-B, and the UKy field staff. In advance of each scheduled interview, members of the review team will be provided with a set of "Summary Evaluation Forms" (see Annex H).

4. Participant Placement: The majority of staff members at the BKS-B universities are from the ranks of their own graduates. Thus, most faculty members have similar backgrounds and training. Furthermore, at the specific request of AID, during Phase I, the majority of the participants were placed at the University of Kentucky. Thus, a majority of staff members on the various agricultural faculties are graduates of the employing institution, and a high percentage of those who hold, or will soon hold, overseas graduate degrees have been at the University of Kentucky.

There is clear recognition of the rationale for placing nearly all Phase I participants at UKy. However, while helpful in developing collegial relationships among students from the BKS-B universities, it has been observed by both participants and UKy staff that this concentration of Indonesians on a single campus has been detrimental to their English speaking ability and their integration into the activities of the American university. In Phase II, therefore, in order to gain exposure to a broader spectrum of educational approaches and to provide a greater diversity of academic and personal experiences and contacts, participants will be placed at a greater number of U.S. universities offering degree programs consistent with the education and training required. Even for the reduced numbers of participants placed at UKy, it is urged that special efforts be made to insure that they do not all cluster in the same student housing complex. The building of collegial relationships and networks will be facilitated by the aforementioned annual seminars.

It is recognized that the request to place Phase II participants at a greater number of U.S. universities will cause greater acceptance and placement problems, and will significantly increase the burden on UKy campus project staff in terms of participant program monitoring, support, and administration, especially in terms of arranging special project seminars and enrolling participants in the types of short courses and OJT opportunities previously identified. To handle these responsibilities effectively, it will be necessary to increase the support staff on the UKy campus.

It is expected that participant placement difficulties will be somewhat alleviated by the more rigorous application of the selection criteria and procedures, and the requirement of higher grade point averages and TOEFL scores. Additionally, a most important aid to appropriate participant placement in any U.S. university is complete documentation and a well written PIO/P that clearly states: (a) training objectives, (b) the type(s) of position(s) and responsibilities the participant will likely have when he/she returns, (c) the specific subject matter area for academic study, (d) suggested areas of research and (e) recommendations for special training courses and/or activities. As soon as possible after the candidates are selected it is the responsibility of the CPO in conjunction with the UKy field staff to prepare this information in a sufficiently precise and timely manner so as to optimize placement opportunities.

An alternative training model that will be explored at the Ph.D. level is the "sandwich program." Under this model, the participant having completed basic course work in Indonesia, will attend a U. S. university for approximately one year to take specific advanced courses. He/she will then return to the Indonesian university to complete the degree.

As indicated above, most participants selected for training abroad will pursue their graduate degrees in the U.S. On a very selective basis, to meet specific needs of the university and/or the participant, consideration will be given to third-country training.

5. English Language Qualification: In Phase II, a minimum TOEFL score of 500 will be required prior to departure for graduate study in the U.S. With the continuing improvements of English language training on the BKS-B campuses and at the Regional Center in Palembang, it is expected that most selected participants will exceed this minimum. Nonetheless, most participants will require additional English language training prior to full acceptance into a U.S. graduate program. During Phase I, with most participants going to UKy, the university established a special 8 week intensive English language program. For various reasons, including jet lag, adjusting to a new culture, and the business of settling into new housing, etc., this program had mixed results. Additionally, the motivation of the participants was often reduced by the fact that they had in fact made it to the U.S. Again, the grouping of Indonesians, both in the special session and on campus, lessened the need to speak English outside the classroom.

In Phase II, the placement of participants at other U.S. universities will provide several alternatives for continued English language training. The UKy program should be continued for those participants placed there. Most of the other universities considered for participant placement will have their own language programs in which they will usually prefer to have the student participate. Depending on the English competence of the particular student, this might be full time intensive training, or less intensive language training combined with an introductory and/or reduced academic schedule.

For participants studying agricultural economics, the Economics Institute will be seriously considered for English language training combined with review and upgrading as needed in math, statistics, and basic economic theory. The ALIGU program is another possibility. One advantage of both the Economics Institute and ALIGU is that they have more flexible entry schedules, whereas most university programs are scheduled to coincide with the academic sessions.

For Phase II, the need for English language training will continue, but the alternatives for providing it will increase. The final decision will have to be made on a case-by-case basis by the placement officials, depending upon English ability of the participant, the availability and quality of the English training offered by the universities being considered, and the scheduled arrival of the participants.

6. Participant Orientation: A somewhat similar situation exists in terms of participant orientation. Several different types of orientation are necessary and useful to participants going to the United States. Also, often orientation information needs to be repeated and reinforced in several different ways in order to be effectively understood and internalized. Experience has shown that the more a person knows about where he/she is going, what he is going to do, and what is expected of him, the better he/she will adjust to new situations and perform.

Presently, orientation efforts are integrated into the intensive English language training at Palembang. This should be continued and strengthened as necessary. These orientation activities are supplemented with specific topic presentations, formal and informal meetings, and social activities with project staff members and their families. Even at this early stage in orientation, it is important for participants to begin to understand the objectives of the project and see, hear about, and have opportunities to discuss what they will encounter and experience while in the U.S. Since they will be going for academic training and living on university campuses in a university community, topics such as university structure and organization, requirements and electives, plans of study, credit hours, grade point averages and grade requirements, relationships with faculty members and especially faculty advisors, sanctions regarding cheating, etc. should be introduced and discussed. They will need to be reviewed and reinforced several times.

USAID/Jakarta will continue and strengthen its orientation program, both in terms of project/participant training, mechanics/logistics, and introducing the U.S. and its culture.

Upon their arrival in the the U.S., most project participants will spend 3 to 5 days at the University of Kentucky prior to going on to the university where they have been accepted. The time spent on the UKY campus is considered important in terms of project identity and having the opportunity to meet persons in the campus project office who will be monitoring their programs and helping to resolve any problems that might arise.

The UKy orientation program should focus on an introduction to the U.S. -- its culture, economy, politics, religions, norms of behavior, regional differences, etc. Further time should be spent on reviewing scheduling, course requirements, grading, and related academic procedures. Emphasis should be placed on the role of the professor/academic advisor and the student-professor relationship. On-campus visits should be made to observe the types of academic and social facilities typical of most U. S. campuses, and to gain hands-on experience with library procedures, book store browsing, banking procedures, laundromats and shopping. Some preliminary information should be provided to the student about the state and university to which he/she will be going.

Finally, the university the student will be attending will be urged to meet the student, assist in getting him/her settled, and provide an orientation program. This orientation, probably on a one-to-one basis will be similar to that at UKy, but specific to the particular community university and department.

7. Short Courses: With the increase of project technical assistance staff in Indonesia, plus returning faculty members and access to short-term expertise from the University of Kentucky, there will be little need to send participants to the U.S. for short courses. Exceptions might be in the area of fisheries, due to the limited involvement of BKS/B institutions in this field.

As in Phase I, most of the short courses should be organized and presented in Indonesia, on Sumatra, where they can be tailored to specific conditions and needs. Fifteen such short courses are planned for Phase II. A survey, similar to that carried out in Phase I, will be undertaken to identify short course needs and determine priorities. To the greatest extent possible, short courses will be integrated into the expanding network activities. Short courses will be used to catalyze and provide direction to the networks, and networks used to reinforce, disseminate, and apply the learnings from the short courses.

Similarly, efforts will be made to coordinate in-country project short courses with some of the special programming being provided in the U.S. For example, the design, content, and methodology of the TOT workshop given in the United States should be similar to that presented in-country as part of the instructional improvement network. Reports of discussions at the annual seminars on topics such as "research and public service in Indonesia" should be shared during in-country short courses and network activities. The relationship between short courses and networks is discussed further in a subsequent section on Networks.

B. English Language Training

In Phase I, a three tier approach was implemented for English training. In Tier I, lecturers received English training at their home institutions at the beginning and intermediate levels. In Tier II, these participants came to the central intensive course in Palembang for training at the intermediate and advanced levels. In Tier III,

participants surpassing a TOEFL score of 475 left for the U.S. and subsequently received two months of training at the English Language Institute at UKy.

Notwithstanding some of the usual problems encountered in English training programs of this kind, this approach has worked reasonably well. As of May 1985, 770 persons have completed some English training under project auspices. Seventy-five participants have left for study in the U.S. under the WUAE project. Eighteen more have gone overseas for long term study sponsored by other donor agencies, and 33 others are currently being processed for training in English speaking countries.

Problems encountered in Phase I are being addressed . Curriculum and instructional improvements are underway at all BKS-B institutions. Teaching methods are being updated, and a very limited number of state-of-the-art TEFL materials are being introduced. Most importantly, the emphasis is shifting from teaching English solely for passing TOEFL, to teaching English for academic purposes. Tier I courses have progressed from non-intensive instruction in English conversation to intensive courses emphasizing all the language skills. The Intensive Courses in Palembang have progressed from a group of 19 participants at mixed levels in a single class to a course with 93 participants divided into seven levels according to their proficiency in English. As a result test scores are improving.

In Phase II, the English training program will continue to give first priority to meeting the needs and objectives of the WUAE Project. Actions will be taken to continue improving the programs especially at the Tier I and Tier II levels so that participants are better prepared in all the English language skills prior to leaving Indonesia. To accomplish this, it will be necessary to have more experienced TEFL teachers with an M. A. or the equivalent from the U.S. or other English speaking countries.

Given the objectives of the project, experience from Phase I, and a review of the Balai Bahasa in the BKS-B, the English program staffing pattern suggested for Phase II is as follows:

For Tier I at:

- UNILA - 1 M.A. TEFL Specialist for two years.
- UNIB - 1 M.A. TEFL Specialist plus 1 English Aide for two years.
- UNJA - 1 M.A. TEFL Specialist plus 1 English Aide for two years.
- UNTAN - 1 M.A. TEFL Specialist plus 1 English Aide for two years.
- UNRI - 1 English Aide for two years.

For Tier II, at UNSRI there will be one English Language Coordinator for 2.25 years, and two M.A. TEFL Specialists for 2 years.

The other BKS-B institutions have access to English language training staff and resources from other sources.

Since project participants selected for study abroad will have to depart Indonesia no later than mid- 1988, and due to funding limitations, technical assistance support of the English training program will end in mid-1988. In addition to staff, project funds will be available for the purchase of textbooks and other needed instructional materials and teaching aides. Recognizing that competence in English is essential for the continued development of the BKS-B universities after the end of the project, a limited number of participants (6-7) will be selected for overseas training in TEFL.

C. Technical Assistance and Field Team Administration

1. General Staffing Pattern: In Phase I of this project, three categories of long term technical assistance personnel have served in Indonesia: a) UKy Senior Advisors b) International Education Specialists (IES) and c) English Teaching Aides. The qualifications are specified for each of these categories in the Phase I Project Paper, and thus are not repeated in this document. In Phase II, there will be some minor modifications based upon the experience gained in Phase I and the somewhat changed focus. These modifications include:

- a) incorporating into the IES category a limited number of research associates who will be expected to focus their developmental inputs primarily on research activities rather than teaching and curriculum development. Where possible, the individuals selected for this category will be "post-prelim" doctoral candidates. He/she will serve as the hands-on assistant to the UKy professor in the implementation of research activities and will work closely with counterparts in his/her respective discipline, particularly returning M.S. degree holders who have been trained under this and other programs;
- b) Upgrading some of the English Teaching Aide positions to the IES category and requiring an M.A. degree in TESL or appropriate experience in teaching English as a second language. Experience during Phase I has indicated that in many cases the English Aide has been expected by the host institution to take on organizational/management and teaching responsibilities which are beyond that envisioned for this category of personnel when the project was designed. Thus, Phase II will include both the English Teaching Aides (who have made significant contributions during Phase I) and the more highly trained TESL specialists. Assignments will be made in accordance with the levels of development of the language institutes and the specific need of the respective participating BKS-B institutions.

For the BKS-B universities receiving intensified technical assistance, technical assistance teams will be comprised to meet the specific needs of the recipient institution. Flexibility in the assignment of these teams must be maintained in order to address changing needs during Phase II. Discussions by Design Team members with the Administrators and faculty members of the target institutions have provided information on the desired categories of technical assistance at each. (These details are provided in Annex E). These team members, although assigned to a specific institution, will also be expected to share their expertise with other BKS-B institutions. This will occur particularly through participation in the networks and technical short courses. In addition, consultants will be provided as needed, in areas such as research organization and management; laboratory design, organization and management; curriculum design, etc.

2. Project Administration: Field administration of Phase II of the project will continue to be carried out through the Central Project Office (CPO) in Palembang by the Chief of Party, assisted by an Administrative Officer and a part time bookkeeper. Responsibility for the GOI counterpart funds will reside, as in Phase I, in the Office of Finance and Budget at the University of Sriwijaya. These arrangements have worked quite satisfactorily.

Whereas the original Project Paper called for a full time Indonesian Project Director and Associate Director, it was not possible for the GOI to supply the level of personnel which they considered desirable on a full time basis. However, the GOI has provided an Acting Director and Acting Associate Director who have served in a part time capacity. These individuals have generally been available as needed and have performed well in the implementation of the project. Although it would probably be desirable to have full time personnel assigned to these positions if individuals of sufficient experience and education can be found, the administrative support and direction provided on an "acting" basis has worked out quite satisfactorily. In addition, the GOI has provided an Executive Secretary for the project who is taking an active role in budget preparation and the administration of network and short course activities as well as numerous other day to day activities. Project direction has also been effectively supplemented through the participation of a Project Steering Committee, and this will be continued in Phase II.

The UKy professor assigned to a particular BKS-B institution will serve as team leader of the technical assistance team assigned to that institution under the overall supervision of the Chief of Party. These team leaders will accept a substantial amount of responsibility for the detailed planning and implementation of technical assistance activities at each institution, with the assistance of the Chief of Party. It is expected that the senior UKy person will interact in planning of activities with the Dean of the appropriate faculty and with the Rector and Vice Rector as needed. Several Rectors have indicated the desirability of having available on campus someone with whom they could exchange ideas regarding academic administration, the credit system implementation, personnel recruitment and evaluation, etc.

Provision will be made for each team leader to participate in a monthly or bi-monthly team meeting which may be held at the CPO in Palembang, or rotated among the universities at which technical assistance teams are located.

D. Research

1. The Need: As the number of faculty members with advanced degrees increases among the BKS-B universities, so should the research activities at these institutions. Research is needed not only to solve agricultural problems of importance to the respective provinces and regions which the BKS-B serves, but also to help maintain and further develop skills and technological knowledge acquired during training. In the absence of a meaningful research program, university lecturers soon fall behind in their disciplines and their teaching and public service programs suffer. Students being produced by the universities lack the requisite skills to compete successfully in the job market, and major sectors of the economy ultimately suffer. A further factor of importance is that if trained faculty members are placed in an environment in which they have no opportunity to involve themselves in research, many of them are likely to become discontent and to seek opportunities for employment elsewhere -- in other public or private universities or businesses where such opportunities are available. Whereas such movement will not represent a loss to the economy, it will detract from the objective of developing the strengths of the universities on the outer islands.

2. The Constraints: Some of the major constraints to the development of functional research programs among the BKS-B institutions include the following:

- a. inadequate facilities and equipment, but particularly the latter;
- b. lack of funding support for researchers (money to purchase, for example, seeds, fertilizers, pesticides, specialized small equipment, hire field labor/survey enumerators, transportation, etc.);
- c. inadequate access to scientific journals and other research materials and to colleagues with similar research interests;
- d. lack of funding to free up time from other activities (i.e. need for funds earmarked for research honoraria);
- e. lack of incentives provided by the respective universities (this point is inter-related with all the foregoing).

3. Approaches to Reduce the Constraints:

- a. Most of the BKS-B universities either now have or are in the process of constructing adequate physical facilities for research (laboratories, etc.). However, few if any of these facilities are properly equipped even as teaching

laboratories. Under Phase II, the GOI will provide funds for basic laboratory equipment in the universities which will receive intensified assistance, as part of their program to equip laboratories nation wide. A small amount of loan funds will also be allocated to supplement the basic equipment thus supplied. Short term technical assistance will be provided as needed and requested to assist in ensuring that the equipment procured is applicable and it is properly installed.

- b. A mechanism for providing adequate funding support to qualified and interested faculty members to participate in research activities will be developed during Phase II of this project. This support effort, while coordinated with the on-going program of research grants administered through the DGHE, will provide additional assistance through the project in recognition of the special problems encountered by the outer-island faculty members in competing for research grants with faculty members in the much more highly developed institutions in Java.

One approach will be to provide (through loan funds) direct grant support on a competitive basis, to staff who have just returned to their campuses after completing a graduate degree program, whether under this project or through other support. These grants will be made for a period of 1-3 years, during which time the lecturer will be expected to establish a research program and attract external funding for the continuation of his/her research activities in subsequent years. Guidelines will be developed by the research network for structuring the research proposals around established priority areas, with awards made both on the basis of quality and relevance of the proposals. The administration of the funding of these grants will reside with the Central Project Office. Funds will be provided to cover all of the major items listed under lack of funding support in the constraints section above, and the level of annual funding will be sufficiently high to effectively remove this constraint -- for example, the equivalent of U.S. \$3,000 per year. The CPO, in cooperation with USAID and the PSC will develop a means for approving and accounting for individual expenditure requests within this specified annual ceiling, and in cooperation with the research network, for monitoring progress in the implementation of the research program. The continuation of the grant will be contingent upon satisfactory progress being demonstrated, as verified by semi-annual or annual reviews. If and as necessary, a team of recognized outside specialists (drawn, for example, from IPB, UGM, UNPAD, AARD, etc.) will be utilized as an advisory group to the research network and the CPO for this program.

An additional approach will be to establish a process for peer review of research proposals, designed to capture research support funds under the on-going DGHE-administered research

grant program, with additional support provided on a matching grant basis using loan funds. These grant will be available for any staff of the BKS-B institutions who engage in research problems of relevance to the purposes of this project and according to the procedures set out below. Utilizing the research network, seminars will be held at the BKS-B institutions on establishing research agendas based on priority areas, identifying specific research problems, conducting literature searches, and preparing of fundable research proposals. Proposals generated as a result of these seminars will first be reviewed internally by the Research Institute or other appropriate agency at the respective BKS-B university and screened for quality in accordance with criteria to be established by the research network in conjunction with the DGHE research grants group. Those proposals judged meritorious will be forwarded to the research network where they will receive a second detailed review. Those deemed adequate will be forwarded directly to the DGHE research grant office for consideration, which, if approved, will be funded on a matching (DGHE-WUAE) grant basis. Written recommendations for revision will be prepared for those proposals requiring it, and they will be returned to the preparer of the proposal. Individuals will be encouraged to prepare research proposals not only for consideration for DGHE-WUAE matching support, but also support from other government agencies (e.g., BAPPEDA, Dinas Pertanian/Pertenakan, Transmigration, and others) and from the private sector. As research capabilities grow and are recognized in the community and the region, research support should become a much larger component of the university budget.

Consideration has been given to ways and means of establishing collaborative research projects between BKS-B institutions and AARD, and the interchange of research scientists between these institutions. In a project amendment to the AID Applied Agricultural Research Project which is nearing final approval, funds are being set aside to fund research conducted either jointly between AARD and university staff or solely by the latter group on problems of importance to AARD. Again, by using the WUAE research network, efforts will be made to link BKS-B researchers and their skills to the needs and resources of this new AARD activity.

- c. Provision will be made for a limited number (approximately 3) of carefully selected returned participants with M.S. or Ph.D. degrees to receive project-funded research internships to serve directly as members of the project technical assistance teams assigned to Indonesian universities. Consideration will also be given to junior faculty members of other universities such as IPB, UNPAD, UGM, etc. who wish to participate in these internships and assist in the development of the institutions receiving intensified assistance under this project. The research interns will work closely with the UKy technical

assistance team in their efforts to initiate and upgrade these universities' research programs.

Those individuals selected as Research Interns must meet criteria to be established by the CPO with the advice of the Policy Steering Committee (PSC). These criteria will include, but not be limited to: 1) excellent academic performance in their M.S. or Ph.D. programs as evidenced by a high grade point average (perhaps a cutoff minimum of 3.35), 2) excellent research capability as demonstrated by his/her thesis or dissertation and supporting recommendation from the major professor/research advisor in the U.S. institution, 3) a discipline that fits in with the research focus of the institution of intensification to which he/she will be assigned, 4) demonstrated ability to work with junior colleagues and assist in their professional growth and development, and 5) the willingness of his/her Rector and the PSC to permit assignment to the Kentucky Team for a specified period of time.

Research Interns will receive annual stipends adequate to support themselves and their families and to make the temporary move to the institution of intensified project support. These stipends will be the equivalent of \$9,000 for highly qualified M.S. degree holders and \$12,000 for Ph.D. holders. In most cases, Research Internships will be awarded for periods of one year, after which time the Research Intern will return to his/her institution for regular duties.

Research Interns will have at their disposal loan funds for research activities, including money to hire field enumerators, field labor, local travel, supplies and small equipment, computer time, etc. It is expected that research and publications will be jointly undertaken with junior faculty members of the host institution.

- d. In Phase II, attention will be given to assistance in procuring and maintaining subscriptions to a number of key professional journals — the composition to be determined by the needs/mission of the particular BKS-B institution. Working through the library network, a system of exchange and sharing of accession lists among the BKS-B libraries will be established, and a mechanism for mailing requested articles worked out. This may be done via a microfiche system.
- e. Honoraria to free up researchers' time will be built into the grants discussed in b. above.
- f. The incentives issue can be addressed in a number of ways and will require some imagination and innovation both within the project and within the BKS-B. Several possibilities will be considered in addition to those discussed above. For example, consideration will be given to establishing an annual awards

program which will recognize excellence in published research among BKS-B institutions. Judging the quality of published research will be carried out by the research network (or a special committee thereof) or by a special outside panel of specialists similar to that proposed for judging the quality of research proposals. Categories will be established (for example: a) junior lecturers, mid-career lecturers, senior lecturers, b) biological sciences and social scientists c) M.S. degree holders and Ph.D. degree holders d) by categories of specific disciplines). A specified number of awards will be made each year (10-20) which will include a relatively modest financial component (U.S. \$100-\$200 equivalent) plus a certificate of merit signed by representatives of the DGHE, the BKS-B, USAID, and the University of Kentucky.

Consideration will also be given to providing support for travel to international professional meetings to present papers as another form of recognition and incentive for outstanding research performance. One semester or one year research sabbaticals, perhaps to work on an AARD research station or with colleagues at another Indonesian university, or to support full-time research at their home institutions will be considered. Judging of proposals for such support will be handled by peer review groups as discussed above.

E. Networks

During Phase I of the project, the network concept has been established as a viable approach to strengthening faculty capabilities. It was a planned strategy to delay the organization of these networks to the later stage of Phase I at which time returned participants could contribute to the networks and benefit from them. This strategy has been followed, and there are now four networks functioning (soil science, English language, instructional improvement, and library sciences). Planned for establishment in July, 1985 are networks in statistics and computer utilization. Demand for other networks continues to be very high, with many faculty members expressing the desire that networks with a disciplinary focus may later evolve into professional associations serving these disciplines.

Network activities and technical short courses will be more closely integrated. As an example, two short courses have been held in statistics, and from this experience has arisen the impetus for establishing a network which will identify needs and plan activities for the development of statistics as a viable discipline within the BKS-B. Similarly, the instructional improvement network grew out of the short course in teaching methodology. In the case of soils, the soils network was created first and took on as one of its tasks the preparation of an introductory soils text book which was subsequently field tested in a technical short course.

The network approach to faculty strengthening will be expanded in Phase II of this project. It will serve as one important component in

our overall package of "aftercare" for assisting returned participants in utilizing their newly developed professional skills in their respective teaching and research programs.

See Annex F for additional details on the rationale, structure, and function of networks.

F. Commodity Support

The project will be supported through the procurement of commodities essential to carrying out project activities and achieving project goals. Major categories of commodities will include, but not be limited to:

1. laboratory equipment,
2. laboratory supplies,
3. books, reference works, and journals, including microfiche materials,
4. audio-visual equipment,
5. reproduction equipment,
6. data processing equipment,
7. teaching program materials,
8. experiment station equipment.

The process of selection of appropriate commodities will be as follows:

1. The technical assistance team at each of the BKS-B institutions receiving commodity assistance will, through consultation with the Rector, vice-rectors, and appropriate deans and faculty members develop a list of essential commodities along with sufficient information, design specifications and estimated costs to permit preparation of procurement documentation. These requests will be forwarded by the Senior Advisor of the respective university, or his designee, to the Central Project Office for review, revision, and consolidation.
2. The consolidated commodity requests will be presented to, and reviewed by, the WUAE Project Steering Committee. Particular review will be requested by the Director of KIP (the nation-wide agricultural consortium) who serves as a member of the WUAE Project Steering Committee.
3. Agreed upon commodity lists will be forwarded to AID/Jakarta for approval and determination of appropriate procurement methods.

G. Participation of Women in Phase II Activities

The participation of women in Phase I in-country activities has been in accordance with the 20-25% target established. However, the proportion of females who have gone to the U.S. for graduate training has

been somewhat disappointing. Of the 76 participants sent under Phase I, only 12 (16%) have been women. There seem to be several reasons for this short-fall, none related to the policies of the GOI which are consistently "sex-neutral," but to the still lacking supply of women university staff, particularly in the faculties of agriculture. Most significantly, it appears to be harder for women staff members to separate themselves for long periods from their family responsibilities, due to strong social and cultural pressures. Second, in families where both the husband and wife work, it is common for the husband's position to be considered of principal importance, resulting in the wife's career enhancing opportunities to be of subsidiary concern, both within the family and by her supervisors. If the husband is transferred, generally the wife will be given an assignment at or near his new location, if practical. These attitudes and practices result in a woman's career at a particular institution being perceived as less stable, and thus her training needs less worthy of consideration. Single women, in particular, may not be regarded on an equal footing with male candidates because of a fear that a marriage while away for training could interfere with resuming their duties at the university.

During Phase II, project staff will continue to be alert to, and influence where possible, the participation of women faculty members in the in-country staff development activities. The Phase I target for this component will continue to be in force. However, for the off-shore training, the Phase II design will incorporate program elements which will facilitate an increase in women's participation. This will be achieved in part through the application of well defined participant selection criteria, which will be based upon pre-established program needs and cooperatively developed staff training plans in which the sex of an individual candidate will not be a matter for consideration. This will eliminate opportunity for bias against female participation. Second, the variety of training modes to be available under Phase II, such as the sandwich programs, third country training and in-country research opportunities, can reduce the periods of separation from family, or make interim return trips (for example from the Philippines, or Thailand) easier financially to manage.

In addition, and to meet the more general project goal of increasing rural living standards and employment through the wider participation of women (not necessarily university staff members), the project plans to initiate an experimental program to support the training needs of spouses who join participants during the course of their overseas studies. The fact must be recognized that, in spite of many obstacles and at great financial sacrifice, many participants in long term training programs in the U.S. will arrange for their spouses (i.e. wives for the most part) and in some cases children to join them. To date, in Phase I, of the 70 participants who have met the academic performance standards set by the project to be "eligible," 20 (29%) have had their spouses join them in the U.S. (In only one instance, has this been a husband joining his participant wife.)

Although AID and the GOI do not as a matter of policy discourage joining spouses, they also do nothing to encourage this. In fact, in

addition to proven academic performance, AID Handbook 10 requires evidence of personal financial assets, beyond AID funded allowances, sufficient to cover return international travel, adequate living accommodations, and health/accident insurance coverage. By being exceptionally frugal, however, many participants are able and willing to bear these costs to avoid long separation from their families, at times up to 3-4 years in length.

Two recent studies, one by Washington State University and the other by MUCIA, found high positive correlation between the academic performance of Indonesian participants and the presence of family members with the participant on the U.S. campuses. Thus, there also appears to be potential programmatic advantages to a policy which acts to facilitate rather than deter spouses joining their mates. There is, however, another important dimension to this which concerns the spouses' own needs and development, and it is to this objective that the project will target some resources.

A few observations are first worth noting in this regard. Although it is expressly not allowed under the terms of their visas, many spouses find employment while in the U.S., often in jobs much below their skill levels, in order to meet living costs; and other times just to "stay busy." Spouses of participants, particularly those of university staff members, are generally well educated and are often following or capable of following career paths of their own. The U.S. university communities in which participants are being trained, are abundant with formal and non-formal (adult) educational programs covering a vast range of fields, far beyond what would be available and accessible in a typical community. These observations point to a unique set of conditions to be capitalized upon for addressing the human resource development needs of an important segment of Indonesian society; they also point to missed opportunities and unutilized talents under AID's standard operating procedures.

Subject to approval of AID/W, Phase II will commit grant funds totalling \$120,000 to support the training needs of several joining spouses. This support will have two principal benefits. First, it will lessen the reluctance of otherwise viable candidates to undertake degree training in the U.S. due to the separation factor. (This could be a particularly attractive incentive for married women participants who, experience has indicated, are less inclined to endure family separations.) Second, useful skills and experiences will be provided through training spouses, the vast majority of whom will be women. Program guidelines will be established to indicate the types of training allowed and conformance to development goals required. This program is new and experimental, and the costs will not be great relative to the benefits in light of the already evident willingness of participants to assume the financial burden of joining spouses. Because of its innovative nature, the project will remain flexible in its approach to meeting and sharing spouse-related training costs. A balance will have to be found which takes full advantage of what participants and their spouses are willing to sacrifice, and what is needed of project resources to eliminate the need for employment of the spouse in lieu of pursuing

training interests. A suggested model for how this spouse training program will operate is included in Annex G.

H. Participant Aftercare

During the next 2-3 years, a substantial number of project funded participants will be returning from the U.S. with M.S. and Ph.D. degrees. "Aftercare" refers to the ways and means whereby these faculty members may be most quickly integrated into their respective universities and faculty assignments and effectively engaged in teaching and research activities. Accomplishing this is a priority aspect during Phase II.

Project activities directly related to aftercare have been discussed in previous sections on education and training, technical assistance, research, and networks. More specifically, these include:

1. The decision to locate senior technical assistance advisors at those universities having the highest number of returned faculty with advanced training. A major responsibility of the technical advisor will be to give professional guidance to recently returned faculty in initiating their research and teaching programs;
2. On-going and future networks, and the short course program, provide excellent vehicles for quickly involving returned participants in professional activities directly related to their interests and responsibilities. These activities provide opportunities for professional interaction, preparation of text books and other publications, and presentations at seminars and symposia;
3. The opportunity for a limited number of participants to do their graduate research in Indonesia. This will provide a basis for their re-entry and quick involvement in a continuing research program;
4. Provision for a limited number of carefully selected returned faculty members with graduate degrees to receive project-funded Research Internships to serve directly as members of the project technical assistance teams on one year appointments. During this time, they will work closely with the technical assistance teams in efforts to initiate and upgrade research programs at those institutions targeted for intensification of project effort during Phase II;
5. The increased availability and improvement of classroom equipment and teaching aids, laboratory equipment, and library resources.

Important keys to successful aftercare are feelings of continued involvement and a sense of "belonging to something" during the 2 to 4 years spent abroad, and prior planning for returning to home and work in Indonesia. Accomplishing these will become more difficult in Phase II as participants are placed at a greater number of U.S. universities.

To help with this, each participant will receive a copy of the Kentucky in Indonesia newsletter and the recently initiated BKS-B newsletter. Additionally, participants will be sent copies of technical assistance team consultant reports that are pertinent to their professional fields. The 3 to 4 day annual seminars to be held at UKy with the involvement of the GOI, BKS-B, and project officials will also form an important part of this effort. Especially in the third, fourth, and fifth years of Phase II, a part of this seminar will focus upon planning what the participants will be doing then they return to their universities. This will require prior thought, input, and perhaps written communication on the part of the respective Rectors and Deans that can be shared and discussed among the participants.

I. Strengthening BKS-B for Continued Service

All of the institutions associated with the WUAE project are members of a consortium referred to as the BKS-B. Currently, the Rector of UNSRI, who is also the Indonesian Acting Director of the WUAE Project, is President of the BKS-B. The presidency shifts to a different rector periodically through an elective process. The BKS-B receives a small annual budget from the GOI. There is, at least in name, a BKS-B office on each member campus, with a person identified as being responsible for BKS-B activities at that university. However, there is no permanent central BKS-B office, no permanent staff, and no formalized organizational structure.

A substantial part, but by no means all, of the current BKS-B activities are directly related to the WUAE project. Under the BKS-B umbrella, the Indonesian Executive Secretary of the WUAE project has assumed major responsibility for organizing short courses, assisting in the setting up of networks and arranging for their periodic meetings, as well as staying abreast of WUAE project/BKS-B activities.

In Phase II, it is important that appropriate provision be made to insure the effective continuation of these and similar activities such as collaborative research projects and BKS-B wide public service efforts beyond the completion of the WUAE project in mid-1990. In order to accomplish this, Phase II of the project will provide a limited amount of funding directly to the BKS-B to assist in institutionalizing its role and responsibilities in continuing the development of the member institutions and fostering a relationship between the universities and their client societies. This will require allocating GOI funds for establishing a permanent BKS-B Central Office, probably at one of the member institutions, and hiring an Executive Secretary and one or two secretarial/administrative staff. The Executive Secretary will be directly responsible to the President of the BKS-B and its appointed governing body. Initial financing of on-going BKS-B activities related to the WUAE project (e.g. networks and short courses) will continue to be funded directly through the project. However, since it will be necessary for the GOI eventually to assume this financial obligation, GOI DIP funding to meet the rupiah costs of these activities will be increased

annually by 20 per cent, so that by the end of the WUAE project, funding of BKS-B activities initiated with project assistance will be completely institutionalized within the GOI.

IV. Project Support and Backstopping

A. Major Responsibilities of the University of Kentucky Campus Office

This office is responsible for a multitude of project support activities including, but not limited to:

1. Placement of participants in appropriate programs for orientation and language training and subsequent graduate degree programs; short courses, seminars, workshops and similar personnel development activities; provision of stipends; monitoring of progress and maintenance of records; counseling; travel arrangements; etc;
2. Recruitment of long and short term technical assistance personnel to staff the field team in Indonesia; orientation; travel; shipping of effects; backstopping of field team members and returned participants by procuring special orders for books, small scientific equipment, supplies, conducting literature searches, etc. as requested by the Chief of Party.

Support for these activities is provided through a combination of grant and loan funds, with the grant funds used primarily for technical assistance support activities and loan funds primarily for training activities.

B. Indonesian Resource Materials for Participants

Under Phase II, the materials on the campus of the University of Kentucky available for use by Indonesian students will be improved and holdings increased. Grant funds in the amount of \$8,000 will be provided in the contract for this purpose. This includes such things as technical books and reference works both in English and in Bahasa Indonesia, journals, film strips and video tapes, Indonesian periodicals, and similar materials. Procurement of these materials will be the joint responsibility of the Kentucky Team in Indonesia and the UKy Campus Coordinator's Office. Advice will be solicited from the Project Steering Committee, the Agricultural Consortium (KIP), AID/Jakarta, the Office of the Cultural Attache in the Indonesian Embassy in Washington, D.C., and the Indonesian Graduate Student Association at the University of Kentucky.

Upgrading and increased availability of these materials will assist Indonesian students in their thesis research and preparation of term papers as well as in making presentations in the community (civic clubs, churches, university organizations, public schools, etc.) as they are often called upon to do. Materials will be available through inter-library loan to Indonesians studying on other campuses.

C. Kentucky Technical Assistance Team Orientation:

Provision will be made on the campus of the University of Kentucky for a pre-departure orientation of technical assistance team members. These will include both formal and informal discussions/presentations regarding the culture, religion, economy, history and politics of Indonesia. They will also include briefings specific to the objectives and goals of the project, the BKS-B universities with which the project cooperates, and the locations at which individual team members will be assigned.

To accomplish this, grant funds in the amount of \$10,000 will be provided in the contract to procure the necessary, briefing/orientation materials and to obtain the services, as needed, of presenters of the particular subject matter areas. Personnel in the office of the Campus Coordinator and returned Kentucky Team members will provide briefings on the details of the project. Where possible, Indonesians in residence in the area (probably graduate students and dependents; visiting professors, etc.) will be utilized in the broader orientation to Indonesia. Suitable reference materials on Indonesia will be procured and made available for use by prospective team members prior to their overseas assignment.

During Phase I, the importance of language training for long term technical assistance personnel was recognized and has been provided through grant funds. Each two year appointee has received two months of intensive language training and each one year appointee has received one month's intensive training. In addition, authorization was granted by AID/Jakarta for continuing private language tutoring up to five hours per week for those team members desiring it. This has proved to be extremely useful in terms of team member performance, integration into the host university and the community, and in adaptation to living and working in Indonesia. This language training will be continued through Phase II of the project.

V. Cost Estimates and Financial Plan

The total cost of Phase II of the WUAE project will be \$27.3 million. This will consist of an AID loan of \$7.7 and an AID grant of \$6.2 million including funds remaining from Phase I. New funds of \$5.5 million grant and \$6.5 million loan are included in the budget for Phase II. Host country cash and in-kind contributions, estimated at \$13.4 million constitute the remainder of which \$3.4 million remains from Phase I. The total Life of Project Cost is \$40.55 million composed of \$9.4 million Grant, \$12.45 million loan and \$18.7 million GOI contribution. The necessary waiver will be secured to extend the contract with the University of Kentucky as the implementing Title XII institution. The Directorate General of Higher Education of the Department of Education and Culture will administer the project for the GOI. Table II provides a summary of cost estimates by project elements and Table III a projection of project expenditures by fiscal year. Note that the Expenditure Table reflects Phase II costs only. Project expenditures will be higher as

T.A. and participants funded under Phase I continue through FY 85 and FY 86.

It is planned that technical assistance and overseas training will be provided for within the University of Kentucky, Title XII AID-Direct Contract which will be subject to AID audit. Commodities will be procured directly by the USAID via PIO/Cs. All other costs are local costs which will be committed via PILs based on approved annual plans. Local cost records will be examined by the USAID Controller's Office as a part of established voucher verification procedures.

TABLE II
Summary of Cost Estimates and Financial Plan
(US \$000)

Project Area	Grant		AID		Loan		AID Total		GOI Total		Project Total	
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC
I. Faculty Development (Training)	0	0	5,259	0	5,379	0	396	2,657	5,775	2,657		
II. Commodities	0	0	400	0	400	0	4,500	0	4,900	0		
III. Local Support to Universities	0	157	0	897	0	1,054	0	4,034	0	5,088		
IV. Technical Assistance	4,936	108	0	0	4,936	108	0	354	4,936	462		
V. Project Operations	0	0	0	211	0	211	0	1,261	0	1,472		
VI. Project Evaluation/Audit	0	0	120	30	120	30	0	0	120	30		
VII. Inflation/Contingency	890	42	743	100	1,513	142	0	213	1,513	355		
TOTAL	5,826	307	6,522	1,238	12,348	1,545	4,896	8,519	17,244	10,064		
RESIDUAL PHASE I		633		1,260				3,415		5,308		
ADDITIONAL REQUIREMENTS		5,500		6,500				10,000		22,000		

TABLE III
Projection of Expenditures by Fiscal Year
(US \$000)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90	TOTAL
AID	144	1,660	2,960	3,687	3,180	2,261	13,892
GOI	1,013	2,400	2,500	2,600	2,535	2,367	13,415
TOTAL	1,157	4,060	5,460	6,287	5,715	4,628	27,307

VI. PHASE II IMPLEMENTATION PLAN

Listed below is a schedule of key implementing actions. It features regular evaluation of project programs, an orderly expansion of staff and participants as absorptive capacities of the participating universities increase, and revision of implementation plans through the preparation of annual plans of work by the CPO to be approved by the Steering Committee. Arrivals of project personnel are scheduled to be congruent with the U.S. academic year in order to minimize conflict with U.S. teaching responsibilities. Annual plans of work are scheduled to coordinate with the GOI fiscal year (April 1 - March 31) activities.

Schedule of Events

<u>Target date</u>	<u>Months (Phase II)</u>	<u>Action</u>	<u>Responsible agents</u>
6/85	1	-10 (Phase I) participants depart	UKy, USAID
		-Participant candidates solicited (Phase II-Wave I)	UKy
		-Participant selection interviews (Wave I)	PSC, REPS
		-Waiver prepared/notice to waive in-c BD	USAID
7/85	2	-UNSRI ELT-14 course begins	BKS-B, UKy UNSRI
		-Loan and grant agreement amendments signed	USAID, GOI
		-PSC meeting	BKS-B, DGHE
		-PIO/T for contract amendment prepared	USAID
8/85	3	-Contract amendment signed	USAID, UKy
		-3 IES/TEFL staff (Phase I) arrive	UKy
		-Site visits to institutions of intensification	UKy
		-Recruitment for 1986 L/T T.A. begins	UKy
		-UNSRI ELT course begins	BKS-B, UKy UNSRI
		-GOI funded participants enter in-c L/T programs	BKS-B, UKy DGHE
		-Annual UKy Team workshop in-c	UKy
9/85	4	-In-c short course in computer utilization	UKy, BKS-B
		-5th network established	PSC, UKy
10/85	5	-WUAE work plan prepared for IFY 86/87	UKy, BKS-B
		-1ST YEAR (Phase II) commodity procurement planned	UKy, BKS-B USAID

		-1986 short courses scheduled, network objectives defined	UKy, BKS-B
		-UNSRI ELT-15 begins	UNSRI, BKS-B UKy
11/85	6	-BKS-B DIP requests prepared for IFY 86/87	BKS-B
		-Replacement COP nominated/approved	UKy, USAID, PSC
12/85	7	-Annual participant workshop in U. S.	UKy
1/86	8	-Replacement COP arrives	UKy
		-PSC meeting	BKS-B, DGHE
		-In-c short course	UKy, BKS-B
		-6th network established	PSC, UKy
		-UKy semi-annual report prepared	UKy
		-UNSRI ELT-16 course begins	UNSRI, BKS-B UKy
		-First group Wave I participants to the U. S.	USAID, DGHE, UKy
2/86	9	-Annual BKS-B rectors meeting	BKS-B, DGHE
		-Replacement admin officer nominated/ approved	UKy, USAID, DGHE
		-Replacement ELT coordinator nominated/ approved	UKy, USAID DGHE
3/86	10	-Remaining (group I) L/T T.A. nominated and approved	UKy, USAID, DGHE
5/86	12	-Replacement admin officer arrives	UKy
		-Replacement ELT coordinator	UKy
		-participant candidates solicited (Wave II)	UKy
		-Annual project review	UKy, USAID
6/86	13	-Second group Wave I participants leave for the U. S.	UKy, USAID, DGHE
		-Participant selection interviews Wave II	PSC, REP'S
		-2 in-c short courses	UKy, BKS-B
		-Remaining (group I) L/T T.A. arrive	UKy
		-Annual UKy Team workshop in-c	UKy
		-UNSRI ELT-17 course begins	UNSRI, BKS-B UKy
7/86	14	-PSC meeting	BKS-B, DGHE
		-UKy semi-annual report prepared	UKy
8/86	15	-Remaining Phase I L/T T.A. depart	UKy
		-Phase II T.A. stationed on campuses	UKy, BKS-B Univ's

		-GOI funded participants enter in-c L/T programs	BKS-B,DGHE
10/86	17	-UNSRI ELT-18 course begins	UNSRI,BKS-B UKy
		-Second year commodity procurement planned	UKy,BKS-B, USAID
		-WUAE work plan prepared for IFY 87/88	UKy,BKS-B
		-1987 short courses scheduled; network objectives defined	UKy,BKS-B
11/86	18	-BKS-B DIP requests prepared for IFY 87/88	BKS-B
12/86	19	-Annual participant workshop in U. S.	UKy
1/87- 8/87	20-27	-UNSRI ELT-19 AND 20 begins	UNSRI,BKS-B UKy
		-First group Wave II participants leave for the U. S.	UKy,USAID, DGHE
		-External evaluation conducted	USAID
		-2 PSC meetings and annual BKS-B rectors' meeting	BKS-B,DGHE
		-UKy semi-annual report prepared	UKy
		-GOI funded participants enter in-c L/T programs	BKS-B,DGHE
		-Participants solicited and interviewed (wave III)	UKy,BKS-B, REF'S
		-3 in-c short courses	UKy,BKS-B
		-4 networks (7th-10th established, others continued	PSC,UKy, BKS-B
		-Annual UKy Team workshop in-c	UKy
9/87- 8/88	28-39	-Third year commodity procurement planned and approved	UKy,BKS-B, USAID
		-WUAE work plan prepared for IFY 88/89	UKy,BKS-B
		-1988 short courses scheduled; network objectives defined	UKy,BKS-B
		-BKS-B DIP requests prepared by IFY 88-89	BKS-B
		-2 PSC meetings and annual BKS-B	BKS-B,DGHE
		-2 UKy semi-annual reports prepared	UKy
		-Second group Wave II and first group Wave III leave for U. S.	UKy,BKS-B, USAID
		-GOI funded participants enter in-c L/T programs	BKS-B,DGHE
		-Replacement (group II) T.A. recruited and posted	UKy,USAID, DGHE
		-Group I T.A. depart	UKy
		-Annual participant workshop in U. S.	UKy
		-Annual UKy Team workshop in-c	UKy
		-3 in-c short courses	UKy,BKS-B
		-6 networks (11th - 16th) established; others continued	PSC,UKy, BKS-B

		-4 UNSRI ELT (21-24) conducted	BKS-B,UKy
		-annual project review	UKy,USAID
9/88-	40-64	-PSC and BKS-B rectors meeting	BKS-B,DGHE
8/90		-Annual review	UKy,USAID
		-2 WUAE annual work plans prepared	UKy, BKS-B
		-6 in-c short course scheduled and conducted	UKy,BKS-B
		-2 annual BKS-B DIP requests prepared	BKS-B
		-4 networks (17th -20th) established; others continue	PSC,UKy, BKS-B
		-3 UKy semi-annual reports prepared	UKy
		-2 annual participant seminars in U. S.	UKy
		-Remaining commodities procured	UKy
		-Final UKy(summative) report	UKy
		-final external evaluation	USAID
8/30/90		-Project Assistance Completion Date	

VII. Monitoring and Evaluation

The monitoring and evaluation procedures initiated in Phase I will be continued.

A. Annual Review

The project will be reviewed annually, in the 12th, 36th, and 48th project months by a team composed of one representative each of the Directorate General of Higher Education, the BKS-B, the Project Director, USAID/EHR and the Contract Team. The mid-term External Review will replace the annual review that would have been scheduled for the 24th month. These reviews will be concerned primarily with the progress of the project in terms of quality, quantity, and timeliness of the inputs provided and outputs derived, and to insure that the project is operating in ways consistent with the overall goal and purpose statements. It is anticipated that the BKS-B representative, prior to the review, will have made a concerted effort to solicit the views and recommendations of the participating institutions and will reflect their inputs in the review. In the reviews, special attention will be given to the intensified technical assistance provided to the selected universities to ascertain that these major inputs are being absorbed and utilized productively at these locations. Modifications, as needed and agreed to, will be based upon these reviews. The results will be prepared in writing and made available to all parties participating in the project. An executive summary will be prepared in English.

So that DGHE and BKS-B officials may also evaluate the portion of the project being carried out in the U.S., adequate loan funding will be included in the Project Agreement to permit a representative of each organization to travel annually to the U.S. for a period of approximately 10 days. This trip will be scheduled in conjunction with the special 3 to 4 day project seminar to be held at the University of Kentucky. An agenda for this visit will be prepared jointly by the Chief-of-Party of the UKy Team, the BKS-B, the DGHE and USAID/EHR. In addition to participating in the special seminar, these officials will interview project participants, meet with the campus project director and members of his staff, and meet with the faculty advisors, both on the UKy campus and at other universities where project participants are studying.

The Indonesians undertaking this review will submit a written report of their findings to the Project Steering Committee for discussion at their first meeting subsequent to their return from the U.S.

B. External Review

In approximately the 25th month of the project extension, an in-depth review will be undertaken by a three person team. Team members will be selected by the PSC. Those selected will be knowledgeable and experienced with respect to institution-building, agricultural education, and technical assistance in developing nations; the U.S. land-grant university system; and USAID evaluation procedures regarding projects of this nature. It would be desirable if at least some of the team members have previous Indonesian experience.

The nature of this review will be determined jointly by USAID and the PSC. In addition to any special guidelines prepared by either AID or the PSC, the focus of the review and the reporting procedures will be similar to those outlined above for the annual reviews. However, more emphasis will be devoted to assessing: 1. continued progress towards the upgrading of professional staff and especially how returned project participants are being utilized by their respective universities and faculties; 2. the effective utilization and emerging results from the intensified technical assistance efforts; 3. improvements in course curricula, outlines, teaching materials and instructional methods; 4. strengthening of English language training programs; 5. strengthening of research programs and 6. improvements in laboratory facilities and equipment and library collections and services. Success, failures, constraints and recommendations will be specified in a detailed written report.

To the extent requested, the Project Office Staff and the External Review Team will cooperate in data collection, field site visits, and other arrangements. Funds for this review will be included in the loan portion of project funding.

C. Continuing Operational Review

The project staff, in cooperation with the Project Steering Committee will continue formal monitoring and review activities. These will provide the basis for any needed modification of project emphasis or resource allocation as the project progresses, while assuring that basic purposes remain unchanged. The PSC will continue to meet at least every four months during Phase II. Records will be kept of all official meetings by the Central Project Office .

GOI officials require semester or trimester reports of academic and research studies of their participants while they are studying abroad or in Indonesian universities. These will be furnished regularly by the UKy campus coordinator to the PSC, together with evaluations of short-term non-degree programs.

D. Impact Evaluation

Prior to the end of the project, USAID will decide whether or not to undertake an impact evaluation approximately two years following project completion. If conducted, the details of the evaluation concerning its objectives, scope, and methodology will be determined by AID with the concurrence of the GOI, and financed by PD&S funds.

VIII. Conditions Precedent and Covenants

A. Conditions Precedent

Since this is an extension of an on-going project, the conditions precedent as presented in the existing grant and loan agreements and

previously satisfied, will remain valid throughout Phase II. Furthermore, USAID does not now anticipate that any additional conditions precedent to the disbursement of funds will be included in the Phase II grant and loan agreement amendments. However, USAID will be recommending that certain covenants important to smooth project implementation be agreed to by the GOI. These covenants are presented below.

B. Covenants

The GOI signatories to the grant and loan agreement amendments will enter into covenants in the following areas:

1. A participant selection criteria based upon a model and procedures to be approved by the PSC and in conformance with USAID and GOI policies, will be strictly adhered to throughout Phase II.
2. BKS/Barat and the Central Project Office will continue to receive the support necessary to meet their increasing financial obligations to the in-country staff development activities as illustrated in the financial plan. Particular emphasis is on the English programs, short courses and network activities.
3. Funding support for research and participant aftercare activities will be made at the levels projected in the financial plan. This is especially important for the competitive and matching research grants as well as their associated support costs.
4. Laboratories of the faculties with which the project is working, will at a minimum be provided with the equipment and supplies adequate to meet the instructional needs of the staff. At the sites of project intensification, special efforts will be made to have laboratory equipment lists developed in collaboration with the faculty staff and contractor field staff so as to support the program objectives of the project, and so the AID financed commodities can be complementary to these purchases.

Annexes

THESE PROBLEMS. BUT THE GOI PUBLICALLY RECOGNIZES THE SHORTCOMINGS MENTIONED AND HAS DISPLAYED THE WILLINGNESS TO COME TO GRIPS WITH THEM, WITHIN AVAILABLE (BUT RISING) RESOURCES. THE SHARE OF TOTAL GOVERNMENT EXPENDITURE IN EDUCATION AS A PERCENTAGE OF GDP IS PROJECTED TO INCREASE FROM A 1988/89 LEVEL OF 3.6 TO 6 PERCENT IN 1987/88. THE DEVELOPMENT BUDGET IN 1984/85 FOR EDUCATION WILL BE APPROXIMATELY \$1.5 BILLION, WHICH AT 14.4 PERCENT IS HIGHER THAN ANY OTHER SECTOR.

- E. IN TERMS OF DEVELOPMENT POTENTIAL, THE LARGE OUTER ISLANDS OF SUMATRA, KALIMANTAN, SULAWESI AND IRIAN-JAYA ARE OF VITAL IMPORTANCE. UTILIZING THEIR NATURAL RESOURCES WILL REQUIRE MORE AND BETTER TRAINED HUMAN RESOURCES, INCLUDING HIGH LEVEL MANPOWER. YET AS THINGS NOW STAND, THE INSTITUTIONS OFF-JAVA ARE AT A REAL DISADVANTAGE WHEN IT COMES TO MEETING THESE NEEDS. PARTICULARLY, IN ENGINEERING, THE SCIENCES AND AGRICULTURE, THREE DISCIPLINES CRITICAL TO DEVELOPMENT. THE OUTER ISLANDS ARE NOT ACHIEVING PRODUCTION EQUAL TO JAVA FROM THEIR UNIVERSITIES. GOI POLICY-MAKERS RECOGNIZE THAT THESE AND OTHER CONSIDERATIONS ARGUE FOR A DEVELOPMENT STRATEGY THAT GIVES GREATER ATTENTION TO THE DEVELOPMENT OF THE OUTER ISLAND UNIVERSITIES, IN ORDER TO IMPROVE THE PRODUCTION OF GRADUATES.

- F. UNFORTUNATELY, THE INSTITUTIONS ARE GENERALLY ILL-EQUIPPED TO EFFECT NECESSARY IMPROVEMENTS. IN DEVELOPMENT TERMS, MOST HAVE MADE ONLY MODEST PROGRESS. FOR EXAMPLE, OF THE 24 STATE UNIVERSITIES OFF JAVA, ONLY FOUR HAVE RECEIVED ANY SIGNIFICANT LEVELS OF OUTSIDE DONOR ASSISTANCE. THE TWO USAID EFFORTS TO IMPROVE HIGHER AGRICULTURAL EDUCATION ON THE OUTER ISLANDS HAVE SUFFERED DUE TO THEIR APPLICATION OF PROJECT RESOURCES OVER TOO NUMEROUS INSTITUTIONS (21), SPANNING THE ENTIRE 3200 MILE LENGTH OF THE COUNTRY. ADDITIONAL EFFORTS ARE UNQUESTIONABLY REQUIRED BUT GIVEN LEVELS OF ASSISTANCE THAT AID CAN REASONABLY PROVIDE, A MORE FOCUSED STRATEGY THAN THAT FOLLOWED IN THE PAST IS NEEDED.

3. THE WUAE PROJECT - BACKGROUND AND PROGRESS

- A. THE WESTERN UNIVERSITIES AGRICULTURAL EDUCATION PROJECT (WUAE) CAME INTO BEING AS A RESULT OF THE EXPRESSED NEED BY THE GOI FOR ASSISTANCE IN STRENGTHENING THE CAPACITY OF SUMATRAN PUBLIC INSTITUTIONS OF HIGHER LEARNING TO DISCHARGE THEIR RESPONSIBILITIES IN TEACHING, RESEARCH, AND PUBLIC SERVICE. PRIMARY EMPHASIS WAS TO BE PLACED UPON DEVELOPING THE FACULTIES (COLLEGES) OF AGRICULTURE AT NINE UNIVERSITIES, WITH LESSER ATTENTION TO BE GIVEN TO THE TWO TEACHER TRAINING INSTITUTIONS. TOGETHER THESE INSTITUTIONS FORM A CONSORTIUM KNOWN BY ITS ACRONYM, BKS-B. IN ADDITION TO PROJECT ATTENTION TO AGRICULTURAL EDUCATION, SOME ASSISTANCE TO THE BASIC SCIENCES FACULTIES WHICH WERE SEEN AS ESSENTIAL TO STRONG AGRICULTURAL PROGRAMS WAS PROVIDED.

- - THIS TITLE III PROJECT WAS DESIGNED IN THE COLLABORATIVE MODE, BY SPECIALISTS FROM BOTH THE GOI AND THE UNIVERSITY OF KENTUCKY (UK). THE DESIGN WORK WAS COMPLETED IN 1988, AND PROJECT IMPLEMENTATION BEGAN IN 1989. IT IS A FIVE YEAR PROJECT, WITH A PACT OF 8/31/85. THE PRESENT LOP COST IS \$18 MILLION, INCLUDING \$4 MILLION GRANT, \$6 MILLION LOAN, AND \$8 MILLION LOCAL CURRENCY AND IN-KIND CONTRIBUTION PROVIDED BY THE GOI. DURING DESIGN, AID AND OTHERS INVOLVED RECOGNIZED THE FACT THAT IN AN INSTITUTION - BUILDING PROJECT OF THIS NATURE, FIVE YEARS WOULD BE AN INADEQUATE PERIOD IN WHICH TO ESTABLISH STRONG AGRICULTURAL FACULTIES. A PHASE II WAS ENVISAGED IN THE PROJECT PAPER AND BASED UPON SATISFACTORY PROGRESS DURING THE INITIAL PHASE.

- B. THE PROJECT HAS JUST COMPLETED ITS THIRD YEAR, AND IS ON SCHEDULE IN MEETING MOST OF THE TARGETS SET FORTH IN THE PP. THIS ASSESSMENT IS SUPPORTED BOTH BY ANNUAL IN-HOUSE REVIEWS AND THE RECENTLY COMPLETED EXTERNAL REVIEW. PROGRESS IN EACH AREA OF WORK IS SUMMARIZED BELOW.

- - I. LONG-TERM TRAINING

THE PROJECT PAPER SPECIFIES U.S. GRADUATE TRAINING FOR 71 INDONESIAN LECTURERS FROM AMONG THE ELEVEN PARTICIPATING INSTITUTIONS; 53 AT THE MS LEVEL AND 18 AT THE PHD LEVEL. AS OF 9/30, 74 PARTICIPANTS HAVE BEEN SENT WITH 22 COMPLETING THEIR MS DEGREES. FOURTEEN OF THESE HAVE RETURNED TO THEIR INDONESIAN INSTITUTIONS AND EIGHT ARE CONTINUING IN PHD PROGRAMS. UNDER A TRAINING COMPONENT SUPPORTED ENTIRELY BY GOI FUNDS FOR IN-COUNTRY MS AND PHD LEVEL TRAINING, 23 AGRICULTURAL LECTURERS ARE IN GRADUATE STUDY OR HAVE COMPLETED THEIR DEGREES AND RETURNED TO THEIR BKS-B INSTITUTIONS.

II. IN-COUNTRY SHORT COURSES

THE PROJECT PROVIDES FUNDS FOR 17 TECHNICAL SHORT COURSES FOR PROJECT UNIVERSITY FACULTY MEMBERS, WITH THE SUBJECT MATTER DETERMINED BY THE BKS-B. TO DATE, 12 SUCH SHORT COURSES HAVE BEEN COMPLETED. COURSE LECTURE NOTES ARE PROVIDED TO EACH COURSE PARTICIPANT AND INSTRUCTOR. A FOLLOW-UP STUDY IS PLANNED TO DETERMINE WHETHER AND IN WHAT WAYS THE SHORT COURSE PARTICIPANTS HAVE MODIFIED THEIR TEACHING, RESEARCH, AND/OR PUBLIC SERVICE PROGRAMS.

III. INTER-UNIVERSITY STAFF NETWORKS

ANOTHER MEANS OF INSTITUTIONAL AND STAFF DEVELOPMENT IS THROUGH THE ESTABLISHMENT OF NETWORKS OF SPECIALISTS AMONG THE BKS-B INSTITUTIONS. THE NETWORKS SERVE AS ONE MEANS OF BRINGING TOGETHER TOP SPECIALISTS IN SELECTED FIELDS FROM AMONG THE ELEVEN PARTICIPATING INSTITUTIONS TO IDENTIFY KEY PROBLEMS WITHIN THEIR DISCIPLINES, AND TO MOUNT EFFORTS TO ADDRESS THESE. TO DATE, TWO OF THE 7 NETWORKS PLANNED HAVE BEEN ORGANIZED AND ARE FUNCTIONING — ONE IN SOIL SCIENCE AND ONE IN ENGLISH LANGUAGE. OTHER NETWORKS IN THE PLANNING PHASES ARE STATISTICS, TEACHING METHODOLOGY, AND ACADEMIC ADMINISTRATION. REQUESTS HAVE BEEN RECEIVED FOR NETWORKS IN AGRICULTURAL RESEARCH, AGRICULTURAL EXTENSION, AND LIBRARY MANAGEMENT.

IV. U.S. SHORT COURSES

A FINAL MEANS OF STAFF DEVELOPMENT IS THROUGH SHORT-TERM OVERSEAS TRAINING PROGRAMS. UNDER THIS CATEGORY, TWO GROUPS, REPRESENTING TOP LEVEL ADMINISTRATORS FROM ALL BKS-B INSTITUTIONS, HAVE BEEN SENT TO UTY FOR INTENSIVE ONE-MONTH PROGRAMS IN ACADEMIC ADMINISTRATION. FOLLOW-ON MEETINGS HAVE FOCUSED ON WAYS TO IMPLEMENT ADMINISTRATIVE PROCEDURES CONSIDERED MOST APPROPRIATE TO INDONESIAN ACADEMIC INSTITUTIONS.

V. TECHNICAL ASSISTANCE

AS OF 9/30, UTY HAS PROVIDED 25 LONG-TERM TEAM MEMBERS (ONE YEAR OR LONGER) FOR SERVICE IN INDONESIA COMPRISED OF 5 LONG-TERM PROFESSIONAL STAFF

LONG-TERM INTERNATIONAL EDUCATION SPECIALISTS, AND 15 ENGLISH TEACHING AIDES POSTED AT 9 OF THE 11 BKS-B INSTITUTIONS. IN ADDITION, 17 UTY PROFESSORS HAVE BEEN INVOLVED IN IN-COUNTRY SHORT COURSES AND CONSULTANCIES.

VI. COMMODITY ASSISTANCE

TO DATE, MAJOR EMPHASIS HAS BEEN PLACED UPON UPGRADING LIBRARY RESOURCES IN AGRICULTURE AND IN THE SUPPORTING SCIENCES THROUGH THE PROCUREMENT OF TEXTBOOKS AND REFERENCE WORKS. \$300,000 WORTH OF BOOKS HAVE BEEN RECEIVED AND DISTRIBUTED TO ALL 11 INSTITUTIONS. IN ADDITION, APPROXIMATELY 10 TONS OF BOOKS HAVE BEEN DONATED TO BKS-B INSTITUTIONS BY THE INTERNATIONAL BOOK PROJECT.

VII. ENGLISH LANGUAGE TRAINING

FOR PREPARATION OF PARTICIPANTS AND UPGRADING OF STAFF ENGLISH SKILLS, THE PROJECT CALLS FOR THE DEVELOPMENT OF AN EFFECTIVE PROGRAM OF ENGLISH LANGUAGE TRAINING TO OPERATE AT THE CENTRAL PROJECT SITE IN PALEMBANG AND ON THE CAMPUSES OF MOST BKS-B INSTITUTIONS. THE CENTRAL INTENSIVE ENGLISH PROGRAM IN

PALIMBANG HAS SERVED THE NEEDS NOT ONLY OF THE WUAE PROJECT, BUT HAS ALSO ACCEPTED POTENTIAL PARTICIPANTS FUNDED BY THE WORLD BANK, THE ASIAN DEVELOPMENT BANK, AND OTHER DONOR AGENCIES. THERE IS GOOD POTENTIAL FOR EXPANDING THIS PROGRAM INTO A REGIONAL ENGLISH LANGUAGE CENTER CATERING TO THE NEEDS OF MANY PROJECTS.

4. WUAE LINKAGES TO AND EVIDENCE OF BROADER DEVELOPMENT IMPACT

- 1. THE WUAE PROJECT REPRESENTS ONLY ONE ELEMENT OF A COMPLEX SYSTEM OF GOI AND DONOR SUPPORTED EFFORTS TO INCREASE AGRICULTURAL PRODUCTION, IMPROVE DIRTS, AND ENHANCE LEVELS OF LIVING FOR THE POPULATION. RAPID IMPROVEMENTS IN FOOD PRODUCTION AND DISTRIBUTION REQUIRE EFFECTIVE RESEARCH AND EXTENSION PROGRAMS, AND SKILLED WORKERS FOR THE PUBLIC AND PRIVATE SECTORS. EXPERIENCE IN OTHER COUNTRIES HAS SHOWN THAT WITHOUT ADEQUATE SKILLED MANPOWER, BOTTLENECKS ARE APT TO PREVENT AGRICULTURAL DEVELOPMENT PROGRAMS FROM ACHIEVING THEIR GOALS. A RECENT STUDY PROJECTS A SHORT FALL OF OVER 5,000 AGRICULTURAL SCIENTISTS BY 1990 UNLESS THE PRODUCTIVITY OF INDONESIAN UNIVERSITIES INCREASES. ONLY BY DEVELOPING THE CAPACITY OF THE UNIVERSITY SYSTEM TO PRODUCE THESE SCIENTISTS BOTH IN SUFFICIENT NUMBERS AND QUALITY CAN THE AGRICULTURAL DEVELOPMENT NEEDS OF INDONESIA BE MET.

- 3. THE UNIVERSITY SYSTEM SERVES MORE THAN THE EDUCATIONAL SECTOR:

- I. THE PROVINCIAL UNIVERSITIES PLAY AN IMPORTANT ROLE IN REGIONAL PLANNING AND DEVELOPMENT. IN A RECENT SURVEY APPROXIMATELY 2/3 OF THE RESPONDING AGRICULTURAL FACULTY IN THE PROJECT INSTITUTIONS REPORTED INVOLVEMENT IN ONE OR MORE EXTERNALLY FUNDED RESEARCH PROJECTS AND ABOUT 60 PERCENT WERE INVOLVED IN ONE OR MORE PUBLIC SERVICE ASSIGNMENTS.

- II. THE PHYSICAL FACILITIES, PARTICULARLY LABORATORIES, ASSIST IN CARRYING OUT THE ANALYSIS OF SOILS, WATER, PLANT TISSUE, ETC., THAT ARE REQUIRED BY THE MINISTRY OF AGRICULTURE, TRANSMIGRATION, AND OTHER ORGANIZATIONS RELATED TO AGRICULTURAL DEVELOPMENT.

- III. THERE IS COOPERATION IN AGRICULTURAL FIELD AND LABORATORY RESEARCH WITH OTHER GOVERNMENT AGENCIES, SUCH AS PUSRI (LARGEST FERTILIZER PRODUCER IN INDONESIA AND BASED IN SUMATRA), AND PERTAMINA (THE PETROLEUM INDUSTRY WHICH ALSO HAS AGRICULTURAL INTERESTS). THE MINISTRIES OF AGRICULTURE, TRANSMIGRATION, ETC. THE FIRST STEPS HAVE BEEN TAKEN IN EFFECTIVELY LINKING THE ACTIVITIES OF WUAE WITH THE AID-SUPPORTED SUMATRA AGRICULTURAL RESEARCH PROJECT.

- C. CONCRETE EVIDENCE THAT AGRICULTURAL GRADUATES OF REGIONAL PUBLIC UNIVERSITIES ARE PUTTING INTO PRACTICE

THEIR TRAINING IS PROVIDED BY A RECENT SURVEY OF ALL AGRICULTURAL GRADUATES FROM THE UNIVERSITY OF SEWIJAYA DURING THE PERIOD 1978-84. DURING THIS PERIOD, THERE WERE 294 AGRICULTURAL GRADUATES OF THE 254 RESPONDENTS OVER 60 PERCENT (214) ARE CURRENTLY WORKING IN THE FIELD OF AGRICULTURE. THE LARGEST SINGLE GROUP (111) IS EMPLOYED BY THE PROVINCIAL GOVERNMENT AND THE NEXT LARGEST GROUP (69) BY UNIVERSITIES. THERE ARE 12 EMPLOYED BY NATIONAL GOVERNMENT, 9 BY LOCAL GOVERNMENT, AND 13 BY STATE CORPORATIONS ENGAGED IN AGRICULTURE. A NUMBER OF THOSE CLASSIFIED AS GOVERNMENT WORKERS IN NON-AGRICULTURAL AGENCIES ARE NEVERTHELESS WORKING IN AGRICULTURALLY RELATED FIELDS INCLUDING THE TRANSMIGRATION PROGRAM AND THE PROVINCIAL PLANNING AGENCY.

- PRELIMINARY RESULTS OF A MISSION CONDUCTED SURVEY OF 1983 GRADUATES IN AGRICULTURAL FIELDS HAVE SIMILARLY INDICATED THEY ARE BEING UTILIZED IN THEIR TRAINED FIELDS AND IN THE PROVINCES FROM WHICH THEY GRADUATED. SIX UNIVERSITIES FROM SUMATRA, KALIMANTAN, SULAWESI AND IRIAN JAYA REPORTED NO EMPLOYMENT PROBLEMS FOR THEIR RECENT AGRICULTURE GRADUATES. OF THE 317 GRADUATES COVERED BY THE SURVEY, 79 PERCENT ARE EMPLOYED IN GOVERNMENT JOBS, 99 PERCENT OF WHICH ARE WORKING IN

AGRICULTURE OR RELATED FIELDS. 84 PERCENT OF THESE GOV. EMPLOYEES ARE WORKING IN THE PROVINCES OF THEIR ALMA MATERS, INCLUDING A REMARKABLE 43 PERCENT WHO ARE LOCATED OUTSIDE OF THE PROVINCIAL CAPITALS. THUS THE RURAL (OFF-JAVA) POOR ARE BEING REACHED THROUGH THE PRODUCTS OF THESE INSTITUTIONS.

- - ADDITIONAL INFORMATION OF INTEREST REGARDING THE SOCIO-ECONOMIC BACKGROUND OF THE 369 STUDENTS CURRENTLY ENROLLED IN THE COLLEGE OF AGRICULTURE AT THE UNIVERSITY OF SRIWIJAYA WAS OBTAINED FROM A 100 PERCENT SURVEY COMPLETED IN AUGUST, 1984. THESE DATA INDICATE THE PROJECT IS REACHING STUDENTS FROM POOR FAMILIES: ANNUAL INCOME OF THE HEADS OF HOUSEHOLDS OF 80 PERCENT OF THE STUDENTS WAS LESS THAN \$2,000 PER YEAR AND FOR 53 PERCENT WAS LESS THAN \$1,000 PER YEAR. FURTHERMORE, LESS THAN SIX PERCENT OF THE FATHERS AND LESS THAN ONE PERCENT OF THE MOTHERS ARE COLLEGE GRADUATES.

5. WHEAT REMAINS TO BE DONE

- A. WHILE THE MISSION FEELS THAT THIS PROJECT IS MAKING GOOD PROGRESS IN MEETING ITS OBJECTIVES AND IS MAKING SIGNIFICANT CONTRIBUTIONS, IT IS EVIDENT THAT MUCH WILL REMAIN TO BE ACCOMPLISHED AT THE CONCLUSION OF THIS INITIAL FIVE YEAR PERIOD IF STRONG AGRICULTURAL PROGRAMS OF TEACHING, RESEARCH, AND PUBLIC SERVICE ARE TO BE IN PLACE. THE RESOURCES, SPREAD OVER ELEVEN INSTITUTIONS AND SUCH A SHORT TIME FRAME, ARE SIMPLY TOO LIMITED. ADDITIONAL ASSISTANCE IS REQUIRED.

- B. ASSISTANCE IS STILL NEEDED IN STAFF DEVELOPMENT THROUGH GRADUATE PROGRAMS IN THE U.S. AND IN INDONESIA, AND SPECIALIZED TECHNICAL UPGRADING PROGRAMS WILL BE REQUIRED FOR A NUMBER OF YEARS, IF THE PARTICIPATING INSTITUTIONS ARE TO ACHIEVE QUALITY AGRICULTURAL PROGRAMS. AT THE TIME THIS PROJECT BEGAN, MANY OF THE PARTICIPATING UNIVERSITIES HAD NO FACULTY MEMBERS IN THE COLLEGES OF AGRICULTURE WITH ADVANCED DEGREES. ALTHOUGH THIS HAS IMPROVED UNDER THE PROJECT, THE SMALL CORE OF SUFFICIENTLY TRAINED PERSONNEL AT EACH INSTITUTION AND THE NUMBER OF QUALIFIED AGRICULTURISTS PER INSTITUTION REMAINS QUITE INADEQUATE. FURTHERMORE, IT WILL BE PARTICULARLY IMPORTANT IN ANY FUTURE EFFORT TO DEVOTE INCREASED ATTENTION TO STRENGTHENING SOME OF THE KEY BASIC SCIENCES AREAS (PARTICULARLY CHEMISTRY, PHYSICS, BIOLOGY, AND STATISTICS) WITHOUT WHICH A STRONG AGRICULTURAL CURRICULUM CAN NOT BE ESTABLISHED.

- C. MORE ASSISTANCE IS NEEDED IN THE ESTABLISHMENT OF FUNCTIONAL AGRICULTURAL RESEARCH PROGRAMS DESIGNED TO ADDRESS PROBLEMS OF AGRICULTURAL PRODUCTION, MARKETING, AND DISTRIBUTION. ALTHOUGH THE MINISTRY OF AGRICULTURE IS CHARGED WITH THE MAJOR RESPONSIBILITY FOR AGRICULTURAL RESEARCH, IT IS ESSENTIAL THAT THE PARTICIPATING UNIVERSITIES DEVELOP THE CAPACITY TO PRODUCE WELL TRAINED RESEARCHERS FOR THIS AND OTHER MINISTRIES AS WELL AS FOR THE PRIVATE SECTOR. UNLESS THE UNIVERSITIES THEMSELVES HAVE QUALITY

~~ON-GOING RESEARCH PROGRAMS, THEY CANNOT PRODUCE TRAINED RESEARCHERS. FOR THIS REASON THE MISSION IS DESIGNING INTO ITS NEW AGRICULTURE SECTOR RESEARCH PROJECT COMPONENTS WHICH WILL EFFECTIVELY LINK THE PROGRAMS AND MANPOWER REQUIREMENTS OF THE MCA AGRICULTURAL RESEARCH INSTITUTES WITH THE STAFF AND STUDENT RESOURCES OF UNIVERSITY'S AGRICULTURE FACULTY.~~

- - AT A PRESENT TIME, THE RESEARCH CAPABILITIES OF THE SUMATEAN UNIVERSITIES ARE QUITE LOW. AS PARTICIPANTS RETURN WITH ADVANCED DEGREES, BOTH FROM INDONESIA AND THE U.S., THE ENVIRONMENT WILL BE SUITABLE FOR INCREASED ATTENTION TO DEVELOPING THE RESEARCH COMPONENT OF THE UNIVERSITY PROGRAMS. UNLESS CONTINUED SUPPORT IS PROVIDED IN THIS CRITICAL AREA, MUCH OF THE VALUE OF THE ADVANCED TRAINING OF FACULTY MEMBERS WILL GO UNTAPPED DUE TO A LACK OF RESEARCH FACILITIES AND A FUNCTIONAL SYSTEM OF ORGANIZED RESEARCH.

- D. MORE ASSISTANCE IS NEEDED IN RESTRUCTURING THE EDUCATIONAL SYSTEM AWAY FROM THE EUROPEAN SYSTEM TOWARD THE U.S. MODEL. SEVERAL YEARS AGO, THE MINISTRY OF EDUCATION DETERMINED THAT ALL INDONESIAN UNIVERSITIES

WOULD CHANGE TO THE CREDIT-BASED SYSTEM. PART OF THE MOTIVATION FOR THIS CHANGE WAS THE NECESSITY FOR IMPROVED EFFICIENCY AND PRODUCTIVITY. ADMINISTRATORS AT MANY OF THE SUMATRAN INSTITUTIONS, HOWEVER, LACK FAMILIARITY WITH THE NEW SYSTEM WHICH THEY ARE SUPPOSED TO IMPLEMENT, AND ARE SEEKING ASSISTANCE IN DOING SO. THROUGH THE WORK OF THE WAJAL NETWORK FOR ACADEMIC ADMINISTRATION, COUPLED WITH THE RETURN OF INCREASED NUMBERS OF PARTICIPANTS TRAINED IN THE U.S. SYSTEM, THE PROCESS OF CHANGE WILL BE GREATLY FACILITATED.

6. NEW EMPHASIS ON CONCENTRATION -- REASONS FOR CHANGE

A. DURING THE INITIAL THREE YEARS OF OPERATION OF THIS PROJECT, THE PROJECT HAS HAD A SIGNIFICANT IMPACT ON THE PARTICIPATING INSTITUTIONS. IF THE PROJECT MEETS ITS TRAINING OBJECTIVES BY THE END OF PHASE I, THE NUMBER OF INSTRUCTORS WITH MS AND PHD DEGREES WILL HAVE APPROXIMATELY TRIPLED. THROUGH THE TECHNICAL SHORT COURSES, NETWORKING ACTIVITIES, AND SHORT TERM TRAINING, A SUBSTANTIAL NUMBER OF ADDITIONAL INSTRUCTORS HAVE BEEN ABLE TO IMPROVE THEIR SKILLS AS TEACHERS AND RESEARCHERS. A GOOD BEGINNING HAS BEEN MADE IN ESTABLISHING THE BASIC LIBRARY RESOURCES (TEXT BOOKS AND REFERENCE WORKS) IN THE FIELD OF AGRICULTURE AT EACH PARTICIPATING INSTITUTION. TRAINING FOR ADMINISTRATORS HAS BEEN PROVIDED WHICH SHOULD PROVIDE THE KNOWLEDGE BASE FOR IMPLEMENTING CHANGES IN ACADEMIC ADMINISTRATION AND ORGANIZATION. THE CONSORTIUM OF WESTERN UNIVERSITIES (WES-B) IS BECOMING A VIABLE INSTITUTION THAT IS SUPPORTING AND COORDINATING MANY EDUCATIONAL FUNCTIONS. BOTH THOSE DIRECTLY RELATING TO THE PROJECT AND OTHER IMPORTANT ACTIVITIES WHICH ARE OUTSIDE THE SCOPE OF THIS PROJECT. OTHER FOREIGN DONOR PROGRAMS HAVE BENEFITED FROM THE PROJECT'S ENGLISH LANGUAGE PROGRAM AND HAVE ALSO RECEIVED ASSISTANCE IN PLACING THEIR PARTICIPANTS IN U.S. UNIVERSITIES. NEVERTHELESS, SPREAD OVER ELEVEN PARTICIPATING INSTITUTIONS, THIS PROJECT CAN NOT ESTABLISH ANY SINGLE INSTITUTION OF RELATIVE AGRICULTURAL EXCELLENCE AT THE END OF A FIVE YEAR PERIOD. THE INPUTS ARE MINISCULE WHEN COMPARED TO THOSE MADE BY THE AID PROJECTS TO DEVELOP IPB OR ITB.

B. IN ASSESSING THE RELATIVE INSTITUTIONAL STRENGTHS AMONG THE GEOGRAPHIC REGIONS OF SUMATRA, IT IS APPARENT THAT WEST SUMATRA (ANDALAS UNIVERSITY AND IKIP/PADANG) AND NORTH SUMATRA (THE UNIVERSITY OF NORTHERN SUMATRA, IKIP/MEDAN, AND TO A LESSER BUT RAPIDLY IMPROVING DEGREE, SYIAH KUALA UNIVERSITY) ARE IN A STRONGER POSITION THAN ANY OF THE INSTITUTIONS IN SOUTHERN SUMATRA. FURTHERMORE, THEY HAVE BEEN ABLE TO ATTRACT GREATER EXTERNAL DEVELOPMENT RESOURCES (WORLD BANK, ASIAN DEVELOPMENT BANK, DUTCH GOVERNMENT, ETC.). CURRENTLY, THE SOUTHERN SUMATRAN UNIVERSITIES, INCLUDING SRINJAYA, LAMPUNG, JAMBI, AND BENGKULU, ENROLL OVER 25% PERCENT OF THE STUDENTS IN SUMATRA WHO ARE IN AGRICULTURALLY RELATED FIELDS. THIS PERCENTAGE COULD INCREASE IF FACILITIES AND FACULTY WERE AVAILABLE.

C. THE ASIAN DEVELOPMENT BANK IS PLANNING TO FUND A LARGE PROJECT TO DEVELOP THE UNIVERSITY OF SRINJAYA. DISCUSSIONS WITH THE ADB DESIGN TEAM INDICATE THEIR EXPECTATION THAT AID WILL CONTINUE TO PROVIDE ASSISTANCE TO THE COLLEGE OF AGRICULTURE AND THE ENGLISH LANGUAGE PROGRAM, WHILE THE ADB PROJECT WILL FOCUS UPON THE FACULTIES OF MEDICINE, ENGINEERING, AND ECONOMICS. THIS PRESENTS AN OPPORTUNITY FOR COOPERATIVE AND COMPLEMENTARY EFFORTS TO BUILD AN INSTITUTION OF EXCELLENCE TO SERVE SOUTHERN SUMATRA. AT THE SAME TIME, INCREASED PROJECT SUPPORT TO THE OTHER SOUTHERN SUMATRAN INSTITUTIONS COULD BE QUITE EFFECTIVE IN LINKING THEM MORE EFFECTIVELY WITH SRINJAYA UNIVERSITY AND THUS UPGRADING THESE WEAKER INSTITUTIONS SIMULTANEOUSLY. DISCUSSIONS ARE ALSO UNDERWAY FOR IPB TO PARTICIPATE IN AN EFFORT TO STRENGTHEN THE UNIVERSITIES OF LAMPUNG AND JAMBI. COORDINATION OF THESE EFFORTS CAN RESULT IN A SIGNIFICANT IMPACT ON HIGHER EDUCATION IN SOUTHERN SUMATRA WITHIN THE NEXT 5-10 YEARS.

7. THE NEXT STEPS

A. AS MENTIONED THE PROBLEMS WHICH WERE SET OUT TO ADDRESS WERE FROM THE OUTSET SEEN AS REQUIRING A SUSTAINED EFFORT OVER MANY YEARS. THE TWENTY PLUS YEARS IT HAS TAKEN TO DEVELOP IPS INTO THE PREMIER INSTITUTE OF AGRICULTURE EDUCATION ATTESTS TO THIS. ALTHOUGH THE MISSION IS NOT PROPOSING OR EVEN FORECASTING A REPEAT OF THIS LEVEL OF INVOLVEMENT, IT IS CLEAR THAT AT THE END OF THE FIRST 5 YEARS THE JOB WILL NOT BE COMPLETED. NOR WILL IT HAVE REACHED ANY MEANINGFUL THRESHOLD OF SELF-SUSTAINING DEVELOPMENT.

RECOMMENDATION NO. 1 OF THE RECENT EXTERNAL MID-TERM EVALUATION RECOGNIZING GAINS THE PROJECT MADE TO DATE, STRONGLY ADVISES THAT IMMEDIATE PLANNING BE UNDERTAKEN FOR A PHASE II. AN AMENDMENT TO THE PROJECT IS THE MOST EXPEDIENT WAY TO UNDERTAKE THIS SECOND PHASE AND MISSION PROPOSES EXTENDING THE CURRENT PROJECT BY 3 YEARS (TO A NEW PACT OF 8/31/89 AND LOP OF 8 YEARS) WITH FUNDS ADDED IN FY 86 AND FY 87 FROM MISSION OYB. INITIAL ESTIMATES OF FUNDS NEEDED FOR THE EXTENSION ARE \$6.4 MILLION IN FY 86 AND \$3.6 MILLION IN FY 87. THIS HAS BEEN BUDGETED FOR IN THE FY 86 CP.

B. UNDER THE PROPOSED EXTENSION WORK WITH THE EES-B AND SUPPORT TO ITS CONSORTIAL ACTIVITIES, SUCH AS THE NETWORKS AND INTENSIVE SHORT COURSES, WILL CONTINUE, BUT MAJOR EMPHASIS AND ADDITIONAL RESOURCES WILL BE ON DIRECTLY SUPPORTING SELECTED FEW UNIVERSITIES, EXACTLY WHICH ONES AND HOW MANY WILL RECEIVE SUCH FOCUS IS NOT NOW CERTAIN, BUT FOR THE REASONS MENTIONED THE 4 INSTITUTIONS OF SOUTHERN SUMATRA ARE VERY STRONG CANDIDATES. THIS WILL BE AGREED UPON DURING THE DEVELOPMENT OF THE PP AMENDMENT.

C. UNDER THIS REVISED IMPLEMENTATION STRATEGY, THE PROJECT WOULD PLAN TO POST ON EACH OF THE PARTICIPATING UNIVERSITIES STRONGER TA TEAMS CAREFULLY COMPOSED TO PROVIDE A MIX OF SKILLS WITHIN AND ACROSS THE CAMPUSES. PRIMARY OBJECTIVES OF THE TEAM WOULD BE TO IMPROVE AGRICULTURAL STAFF AND PROGRAM DEVELOPMENT PROCESSES, INDIVIDUAL STAFF RESEARCH, THE STUDENT RESEARCH PROGRAM, INSTRUCTIONAL METHODS AND ENVIRONMENTS, AND UNIVERSITY OPERATIONS IN GENERAL. WHERE ADDITIONAL TA SKILLS ARE NEEDED, MEMBERS OF OTHER CAMPUS TEAMS WOULD BE CALLED ON TO PROVIDE SHORT-TERM ASSISTANCE, OR IF NECESSARY SHORT-TERM CONSULTANTS COULD BE BROUGHT IN FROM THE U.S.

D. TA TEAMS WOULD BE RESPONSIBLE PARTICULARLY FOR WORKING WITH THE RETURNED PARTICIPANTS AND RECENT IN-COUNTRY GRADUATES. DURING 1985 AND 1986 ABOUT 75 PERCENT OF THE PARTICIPANTS WILL BE RETURNING WITH THEIR NEW US DEGREES, AND THEY WILL REQUIRE ADDITIONAL SUPPORT AS THEY RE-ENTER THE SYSTEM. WITH REPROGRAMMED FUNDS, WHICH COULD BE MADE AVAILABLE QUICKLY UNDER A PROJECT EXTENSION, RETURNED PARTICIPANTS WOULD NOT NEED TO WAIT BEFORE BENEFITING FROM INPUTS DESIGNED TO FOSTER BACK-HOME IMPROVEMENTS IN INSTRUCTION AND RESEARCH.

ADDITIONAL SUPPORT MAY ALSO BE PROVIDED IN THE FORM OF LAB AND INSTRUCTIONAL EQUIPMENT AND RESEARCH GRANTS.

E. A FURTHER ADVANTAGE OF THE EXTENDED TIME HORIZON AND PROMISE OF MORE FUNDS IS THAT THE FLOW OF NEW PARTICIPANTS COULD CONTINUE, ACTUALLY RESUME SINCE THE BUDGET IS FULLY COMMITTED IN THIS COMPONENT. RECOMMENDATION NO. 2 OF THE EVALUATION ENDORSES THIS BY STATING, QUOTE THERE SHOULD BE A CONTINUATION OF PARTICIPANT TRAINING BOTH IN-COUNTRY AND ABROAD, BEYOND THE PRESENT CONTRACT PERIOD. A HIATUS IN THE FLOW OF RETURNEES WOULD RESULT IN A MAJOR DISRUPTION TO THE INTRICATE PROCESS OF INSTITUTION BUILDING, A PROCESS WHICH IS ONLY IN THE INITIAL STAGES FOR THE BKS-B INSTITUTIONS UNQUOTE. RECOMMENDATION NO. 9 FURTHER SUGGESTS, QUOTE A MAJOR PORTION OF RESOURCES IN A FOLLOW-ON PROJECT SHOULD GO TO STAFF DEVELOPMENT THROUGH TRAINING IN-COUNTRY AND ABROAD UNQUOTE.

6. ACTION REQUESTED

THE CHANGES BEING PROPOSED WILL BE FURTHER ANALYZED AND DOCUMENTED IN A PP AMENDMENT WHICH THE MISSION WISHES TO START DEVELOPING IMMEDIATELY. TARGET IS TO HAVE

DESIGN PROCESS COMPLETED BY FIRST QUARTER 1985, SO THAT WITH BUDGET MODIFICATIONS NEW ACTIVITIES CAN START SOON THEREAFTER. SINCE PLANNED CHANGES EXCEED MISSION AUTHORITY FOR EXTENDING THE PROJECT, AID/W IS REQUESTED TO AUTHORIZE MISSION TO EXTEND PACT BY 3 YEARS AND TO INCREASE LOP TO 8 YEARS, I.E., TO 8/31/89. THESE RE-DELEGATIONS OF AUTHORITY ARE BEING REQUESTED IN THE SPIRIT OF THE ASIA BUREAU EXPERIMENT TO PROVIDE THE FIELD WITH GREATER CAGARIX AND FLEXIBILITY IN THE MANAGEMENT

7 DEC 1984

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR, BUREAU FOR ASIA

FROM: ASIA/PD, Peter Bloom

SUBJECT: INDONESIA -- Western Universities Agricultural Education Project (497-0297)

Problem: Your approval is requested for USAID/Jakarta to amend the subject project thereby providing additional funding of \$12 million and to extend the PACD for four years from August 30, 1986 to August 30, 1990 so that USAID/Jakarta can implement the project as amended.

Authority: Under Delegation of Authority Number 133, PACD extensions may be approved by the Assistant Administrator for Asia provided the life of project does not exceed ten years. Under Redelegation of Authority Number 133.1 you have redelegated authority to approve a project authorization amendment provided that the increased total life-of-project funding does not exceed \$30 million.

Background: The project was approved on May 22, 1981 for \$9.85 million (\$3.9 million in grant and \$5.95 million in loan). It was designed to strengthen the capabilities of the faculties of agriculture and related disciplines of the 11-member Association of Western Universities (BKS-B). Project extension was anticipated in the original project design which recognized that it would take longer than the originally approved five years to achieve our objectives. We decided to consider a project extension only after reviewing the results of the evaluation scheduled in year three of the project. This evaluation took place in April, 1984.

After the evaluation, and in accordance with procedures as outlined in Handbook 3, Chapter 13, subpart D3a, the Mission provided the Bureau with descriptive information in the form of a PID-like cable (see Jakarta 18114 attached) related to this proposed modification. The Mission proposed an extension of three years to the current project PACD and an increase in the life-of-project funding of \$12 million to a new total of \$21.850 million.

Discussion: The evaluation, as well as other analyses, showed that considerable progress has been made. As staff return with advanced degrees, however, additional time and funding are needed to solidify these achievements. No fundamental change in the goal or purpose of the project is recommended; but after more than three years of successful operation, a few changes in emphasis are appropriate.

The project is meeting planned training and research targets, is providing planned support to overall Government of Indonesia (GOI) agriculture development programs and projected numbers of graduates of participating institutions. It is reaching students from poor families, and graduates are working in their trained fields in the provinces from which they graduated. The project has proceeded more slowly, however, in establishing planned networks among the institutions.

The evaluation found that the prime contractor under the project, the University of Kentucky, is performing in an highly acceptable manner. The Mission, therefore, proposes to continue the contract with the University of Kentucky to provide assistance under the project. The Mission does not anticipate that contracting procedures will delay the implementation of the project during the planned extension period.

In an effort to solidify our gains and address the problems of creating a viable network, the Mission proposes to amend the project paper, extend the PACD and provide for \$12 million in additional funding to accomplish the following:

1. Concentrate the majority of the planned expanded resident technical assistance effort in three or four universities while continuing to strengthen the 11 university consortium, upgrade staff, library and technical english capacities at all member universities. (Other donors have undertaken complementary projects with several of the targeted universities thus strengthening the system as a whole and allowing greater flexibility in determining planned interventions for Mission);
2. Target the research efforts of the universities by strengthening linkages with the Sumatra Agricultural Research Project (497-0263) network;
3. Focus on development of public service (outreach) programs which involve students and faculty in working with local groups to identify and solve problems through application of research findings and university course subject matter;
4. Continue U.S. and local training to broaden and deepen quality of the faculties; and
5. Accelerate efforts to create networks with particular attention to using these to support the universities without resident technical assistance teams.

A project committee was convened to review this request. In our view, there are no programming or policy issues which would preclude the Mission from exercising its authority to approve a PP supplement to the project. The project committee did, however, question whether three years was sufficient time to

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achieve the planned outputs and if adequate GOI commitment to provide the local currency contribution was present. We recommend that the PACD be extended for four years, so the Mission may exercise flexibility of an additional year if the three years originally requested by the Mission are not adequate to achieve project objectives. We also recommend that the Mission re-confirm and assure itself regarding the adequacy of the GOI commitment to provide local currency contributions before signing FY 1986 loan/grant agreements. The Mission is aware of our concerns and has accepted these proposed recommendations.

Recommendation: That you approve USAID/Jakarta's intention to amend the project to provide \$12 million of additional funding and the extension of the PACD to August 30, 1990, subject to the condition that USAID/Jakarta approves the amendment to this project, providing additional funding for the project as described in this memorandum.

Approved Charles Greenhoff

Disapproved _____

Date 12/1/84

Attachment:

Jakarta cable 18114 dated 10/19/84

Clearances:

DAA/ASIA:Estaples	<u>2.45</u> date <u>12/7/84</u>
ASIA/PD/EA:HHasan	(draft)
ASIA/PD/PCS:Sbugg	(draft)
ASIA/PD/EA:JNussbaum	(draft)
ASIA/ISPA:Wackerman	(draft)
ASIA/DP:DFranklin	(draft)
ASIA/TR:ECSeeley	(draft)
GC/ASIA:STisa	(draft)

FM/LMD:HShopshire
USAID/Indonesia (2)

ASIA/PD/EA:GMImhoff:gmi:11/20/84:2869k *gm*

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**PROJECT DESIGN SUPPORT
LOGICAL FRAMEWORK**

ANNEX C

Project Title & Number: Western Universities Agricultural Education (497-0277)

NUMERIC SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	DEPENDENT ASSUMPTIONS																																							
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To improve Indonesia's ability to feed its people and provide increasing social and economic welfare for the rural population.</p>	<p>Measures of Goal Achievement:</p> <ol style="list-style-type: none"> Increased production of basic food crops. Increased rural employment and higher standards. 	<ol style="list-style-type: none"> GOI statistics BAK/S statistics Special studies by universities 	<p>Assumptions for achieving goal targets:</p> <ol style="list-style-type: none"> University graduates contribute to agricultural and rural development. University research programs are relevant to needs of agricultural and rural development. GOI continues to support agricultural and rural development with appropriate policies, programs and funding. 																																							
<p>Project Purpose:</p> <p>Continued strengthening of the HKS/B institutions to play increasingly effective roles in agricultural and rural development by:</p> <p>(1) upgrading faculty and administrative staff, improving curricula, materials and instructional methodologies to produce better trained graduates.</p> <p>(2) developing, organizing and carrying out expanded programs of faculty research.</p>	<p>Conditions that will indicate purpose has been achieved; End of project status</p> <ol style="list-style-type: none"> Significant number of university faculty upgraded through approved study programs. Greater course offerings, preparation and use of syllabi, texts, supplemental materials and improved teaching methods. Increased quality of agricultural graduates Research Institute strengthened at HKS/B institutions. More comprehensive program of research initiated at targeted universities. Research administration and dissemination processes established. Integration of research results into classroom teaching. 	<ol style="list-style-type: none"> University records and employee surveys. Catalog (listing) of university course offerings. Faculty and student surveys. University records and discussions with major employing institutions and government agencies. University records, staff surveys of research activities & discussion with research agencies. Joint GOI/USAID review & evaluations. 	<p>Assumptions for achieving purposes:</p> <ol style="list-style-type: none"> Continued growing demand for higher education. Primary and secondary education programs maintain quality of graduates. GOI continues to be committed to, and adequately funds higher education and research. GOI ministries and offices desire cooperative linkages with universities. 																																							
<p>Outputs:</p> <ol style="list-style-type: none"> A better trained professional staff in the agricultural sciences and supporting basic sciences. Improved quality of instruction at the undergraduate (EI) level. Initiation of additional faculty networks. Development and presentation of special short courses and associated materials. An expanded and improved research program undertaken by faculty. Better equipped laboratories and libraries to support both teaching and research. Improved university and faculty planning staffing and administration. A strengthened HKS/B capable of continuing project initiated activities and responding to identified needs. 	<p>Magnitude of Outputs (Phase II):</p> <ol style="list-style-type: none"> 47 PhD 10 Hon-degree programs (US) 170 MS 10 Staff trained US short courses Syllabi will be prepared and distributed to students in 20% of the agricultural courses taught by returned participants; 8 monographs prepared on instructional improvement and 5 instructional (TOE) monographs held, 15 sets of subject matter material prepared, 10 texts written/translated, 3 lab manuals prepared. Twenty (20) functional/subject matter networks established & functioning... 15 short-courses held for 300 participants. 25% of returned participants involved in on-going research efforts. Targeted universities will have: <ul style="list-style-type: none"> Agricultural and supporting basic sciences laboratories improved to meet serious teaching/research needs. Field facilities developed for teaching and demonstration purposes. Library resources expanded in both English and Bahasa Indonesia and inter-library loan systems in place. Microfilm journal collection established at targeted universities. For each university a detailed, time-sequenced, specific staffing plan for the faculties of agriculture covering the next 18 years, to serve as guide to recruitment and staff training. By final year of project, 100% of project-initiated HKS/B activities (Networks, short-courses, carried out and funded by the consortium. 	<ol style="list-style-type: none"> University, HKS/B, project, and USAID records. Annual and External Reviews. 	<p>Assumptions for achieving outputs:</p> <ol style="list-style-type: none"> Sufficiently qualified candidates for overseas training. Staff willing to develop and use syllabi, texts, teaching materials, and adopt improved teaching methods. Continuation and expansion of research activities and short courses. Availability of adequate GOI funding for lab equipment and supplies needed to support a research program. Desire by the GOI to establish and support an "institutionalized" HKS/B to continue consortium wide activities. 																																							
<p>Inputs:</p> <ol style="list-style-type: none"> Faculty Development Training Commodities Local Program Support Technical Assistance Project Operations Realization/Audit Contingency/Inflation 	<p>Implementation Target (Type and Quantity) - Phase II</p> <table border="1"> <thead> <tr> <th></th> <th>AID (\$000)</th> <th>GOI (\$000)</th> </tr> </thead> <tbody> <tr> <td>1. 145 MS, 47 PhD, 10 sandwich 10 US short-courses, 10 spouses</td> <td>5,379</td> <td>3,053</td> </tr> <tr> <td>2. Lab, audio-visual, library, experiment station, computers</td> <td>400</td> <td>4,500</td> </tr> <tr> <td>3. 20 networks, 15 short-courses English training, research</td> <td>1,054</td> <td>4,035</td> </tr> <tr> <td>4. 71.5 FY long-term, 183 PW short-term</td> <td>5,344</td> <td>253</td> </tr> <tr> <td>5. CR) & HKS/B office staff, supplies, vehicles</td> <td>211</td> <td>1,261</td> </tr> <tr> <td>6. Annual reviews, mid-term evaluation</td> <td>150</td> <td>-</td> </tr> <tr> <td>7.</td> <td>1,635</td> <td>213</td> </tr> <tr> <td></td> <td>Total</td> <td>13,893</td> </tr> <tr> <td></td> <td></td> <td>13,415</td> </tr> <tr> <td></td> <td></td> <td>1,478</td> </tr> <tr> <td></td> <td></td> <td>14,893</td> </tr> <tr> <td></td> <td></td> <td>10,000</td> </tr> </tbody> </table> <p>Phase I Residual Addition Funds</p>		AID (\$000)	GOI (\$000)	1. 145 MS, 47 PhD, 10 sandwich 10 US short-courses, 10 spouses	5,379	3,053	2. Lab, audio-visual, library, experiment station, computers	400	4,500	3. 20 networks, 15 short-courses English training, research	1,054	4,035	4. 71.5 FY long-term, 183 PW short-term	5,344	253	5. CR) & HKS/B office staff, supplies, vehicles	211	1,261	6. Annual reviews, mid-term evaluation	150	-	7.	1,635	213		Total	13,893			13,415			1,478			14,893			10,000	<p>Project, University, HKS/B and GOI records.</p>	<p>Assumptions for providing inputs:</p> <ol style="list-style-type: none"> GOI and AID make funds available in a timely fashion. Contractor supplies services of qualified and certified professionals. Candidates with adequate academic and professional experience are available for selection as participants. GOI assigns appropriate level of counterparts to contractor technical assistance personnel.
	AID (\$000)	GOI (\$000)																																								
1. 145 MS, 47 PhD, 10 sandwich 10 US short-courses, 10 spouses	5,379	3,053																																								
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ANNEX D

**REPUBLIC OF INDONESIA
NATIONAL DEVELOPMENT PLANNING AGENCY**

2, Jl. Taman Suropati - Jakarta - Indonesia
Phone: 336207

No. : / / K/6/1985

JAKARTA, June 10, 1985

Encl. :

Mr. William P. Fuller
Director
USAID Mission
c/o American Embassy
Jakarta

Dear Mr. Fuller,

On behalf of the Government of Indonesia we hereby request an additional loan of \$ 6.5 million and an additional grant of \$ 5.5 million under the ongoing Western Universities Agricultural Education Project No. 497-0297, and an extension for four years of the Project Assistance Completion Date to allow for additional overseas training opportunities, the continuation of work with the Association of Western Universities and its consortial activities, and the provision of technical assistance teams to help with the development of agricultural staff and programs.

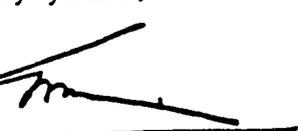
These additional grant and loan funds would increase the project amount to \$ 9.4 million grant and \$ 12.45 million loan over the 9-years life of project. The Government of Indonesia will provide an additional Rp equivalent of \$ 10,0 million in cash and in kind or total contribution of Rp equivalent of \$ 18,713 million in cash and in kind in support of this project.

The project will be implemented by the Ministry of Education and Culture.

We look forward to your favourable consideration.

Sincerely yours,




J. B. Sumarlin
Minister of
National Development Planning/
Chairman of Bappenas

Cc. :

Minister of Education
and Culture

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I. GENERALIZED POSITION DESCRIPTIONS FOR
TECHNICAL ASSISTANCE PERSONNEL

There are four categories of technical assistance personnel to be provided by the University of Kentucky Team. These include: 1) Senior advisors, 2) Research Associates, 3) International Education Specialists, and 4) English Teaching Aides. A generalized position description for each is provided below.

- A. Senior Advisors. This category includes the Kentucky Team Chief of Party and Administrative Officer as well as subject matter specialists. All senior advisors are expected to be experts in their respective fields. The duties of the senior advisors will be diverse. However, they will be expected to serve as Team Leaders of the technical assistance teams assigned to those BKS/B institutions receiving intensified assistance, as well as serving in the capacity of counterpart to the Rector, Vice-Rector, and/or Dean as desired by the host university Rector. Although each will be a specialist in a particular scientific discipline, they are also expected to fill the role of generalists as they provide advice and counsel as requested in institutional development activities including curriculum development, instructional methodology, short course design/implementation, public service programs, university/college organization and administration, laboratory design and equipment, personnel recruitment, etc. Although assigned to a specific institution, and headquartered there, senior specialists will be available to provide short-term assistance as needed to other BKS/B institutions. Senior advisors will be responsible to and administered by the Kentucky Team Chief of Party who will be headquartered at the Central Project Office in Palembang.
- B. Research Associates. This category of personnel will be recruited from among doctoral candidates who have completed course work for the Ph.D. degree and satisfactorily completed preliminary examinations in an appropriate technical field (in most cases agriculture, broadly defined; the basic sciences; or curriculum and instruction). These persons will, under the direction of the Senior Advisor at his/her BKS/B institution of assignment and the Chief of Party, have responsibilities primarily in the areas of research. They will, in most cases, be assigned as faculty members in the college of agriculture or closely related college, and will work with Indonesian colleagues in their particular disciplines to initiate, and conduct publish research on problems of importance to the region and in keeping with the stated mission of the university.

- C. International Education Specialists. These persons may or may not have completed academic work past the M.S. degree. They may be outstanding graduate students, non-tenured junior faculty members, or staff personnel with particular kinds of needed expertise such as laboratory or experiment farm management, maintenance administration, TEFL (teaching English as a foreign language), specific agricultural or closely related fields, and similar areas. Except for some of the TEFL specialists, the IES will be stationed at institutions receiving intensified assistance and will be under the overall direction of the Chief of Party and the day-to-day supervision of the Senior Advisors assigned to their universities. In the case of agricultural specialists, IES personnel will be assigned directly to colleges of agriculture and related colleges and will serve as faculty members. Their primary responsibilities will be in working with Indonesian colleagues to prepare lecture notes, course outlines/syllabi, examinations, and other activities. Particular emphasis will be devoted to improvement of the teaching program within their respective disciplines, but they may also work, as needed, in research and other areas.

Those IES who assist in the English language program will be expected to hold an M.A. in TEFL or appropriate experience in teaching English as a Foreign language. They will be expected to be able to assist in the organization and administration of English language programs, selection of appropriate teaching materials, production of teaching aids (listening tapes, video-tapes, hand-outs, etc.) and to serve as classroom teachers in intensive English programs.

- D. English Teaching Aides. This category of personnel will be expected to hold at least a B.S. or B.A. degree from a university in an English speaking country and be a native speaker of English. Their roles will be primarily as teachers of English, with an emphasis on providing the native speaker input for listening comprehension/speaking sections of project-sponsored English courses. They may also, on occasion, be called upon to assist in English upgrading of faculty members and other Indonesian officials even though they are not potential WUAE project participants. Generally, they will not be expected to assume organizational/administrative responsibilities. Where feasible, they will be assigned in tandem with IES/TEFL team members.

II. ILLUSTRATIVE LIST OF HOUSEHOLD FURNISHINGS TO BE PROVIDED
BY GOI FOR LONG TERM TECHNICAL ASSISTANCE PERSONNEL

Major Appliances

1. Washing machine
2. 4-burner gas stove with bottle gas tank and built in oven
3. 14 cubic ft. refrigerator
4. Gas or electric water heater
5. Water pump booster if necessary
6. Ceiling fans
7. Window air conditioner for each bedroom
8. Pedestal fans
9. House fire extinguisher
10. Water filter for drinking water
11. Deep freezer

Furniture for Living Room and Dining Room

1. Dining room table, approximately 180 cm x 90 cm, with 6-8 chairs
2. Room divider/side board
3. Cupboard
4. Sofa to seat 3-4 persons
5. Coffee tables (2)
6. Living room chairs (4)
7. End tables (4)
8. Lamps (4)
9. Bookcase (1)

Bedroom furniture

1. Two chest of drawers for master bedroom
2. One chest of drawers each for other second bedrooms
3. Two chairs for each bedroom
4. One desk and chair for master bedroom
5. Two bedside end tables for each bedroom
6. One double bed model Prambanan or equivalent 180 cm x 200 cm
7. Innerspring plus box spring for master bedroom
8. Two single beds model Prambanan or equivalent including box springs for each bedroom
9. One large mirror for each bedroom
10. Pillows for each bed
11. One bookcase for each bedroom

Drapes and Material

1. Drapery and other materials for covering all rattan furniture -- 100 meters per house (includes material for lining drapes)
2. Metal fixtures for hanging drapes

Security

1. Steel grillwork permanently installed on all door and windows
2. Outside security lights that adequately light the exterior of the house at night

Bathroom Facilities

1. One (and preferably two) Western style bathrooms, including lavatory (wash basin), bath tub and shower, wall medicine chest and mirror

Kitchen Facilities

1. Western style kitchen complete with adequate cabinet and storage space, adequate sink space with running water, and adequate lighting

Screening

1. Exterior doors and windows screened with suitable materials to prevent entry of mosquitoes

Telephone

1. Every effort should be made to provide telephone service for each house

Utilities

1. Electricity, water, bottled gas

Storage

1. Each house should have either built-in closets in the bedrooms or large upright clothes ward-robres in each bedroom

Maintenance

1. Maintenance of houses and equipment will be provided as a part of the GOI contribution to the project

The household appliances and furnishings outlined above are considered minimal. It is expected that the occupant will, in most cases, supplement this furniture list through personal purchases.

It is anticipated that most of the furniture procured for these houses will be of local manufactures -- probably rattan with batik covered cushions.

NETWORKS -- ORGANIZATIONAL AND OPERATIONAL GUIDELINES

Rationale. A critical need within the institutions comprising the BKS/B is for a functional system of sharing resources (money, staff, equipment, and facilities); lessening institutional imbalances (an institution which is relatively weak in a particular area can be aided by sister institutions which are stronger in this area); and providing expanded opportunities for professional interchange and development.

Given the relatively limited amount of resources available to the Western Universities Agricultural Education project, it was decided at the outside that these resources could be most effectively utilized by developing networks of competent and interested faculty members who would focus upon the solution of problems of common interest.

Structure. Networks may be organized along either discipline, function or commodity lines. An example of a network servicing a discipline might be a soil sciences network, an agricultural economics network, etc. A network organized according to function might be for agricultural research, for laboratory improvement, or for public service activities. A network organized by commodity group might, for example, be for vegetable crop improvement, for rice production, or for livestock improvement.

The kinds of networks to be established will depend upon the priority needs as identified by the participating universities, and particularly the faculties of agriculture, animal science, rural development, fisheries, and forestry, and some of the basic sciences. As activity areas are identified and priorities established, the Central Project Office will assume responsibility for assisting in the development of the networks. With the cooperation of the Rectors and Deans, key interested network members. Each network will be assisted by a specialist furnished with the support of the CPO, who will aid in the organizational and technical duties of the network. It is anticipated that each network will consist of 5-10 participating faculty members selected from among the BKS/B institutions, one of whom will be designated as the Network Leader.

Once organized, an initial task of the network members will be to identify and establish priorities for network activities. These priorities might evolve from an analysis of problems surrounding the area which the network is to address. The carrying out of these activities might be divided among the network members according to their respective interests and capabilities. Outside specialist support at critical periods could be provided by short-term consultants brought out from the University of Kentucky, from IPB (Bogor), from Gadjah Mada, or from other organizations as appropriate.

The network would perhaps meet several times a year, on one of the BKS/B campuses. Working sessions might last several weeks when outside specialists are brought in to assist -- or they might last only a few days, depending upon the tasks to be accomplished. Network members would be expected to involve their colleagues back on their home campuses in developing ideas and carrying out assigned network tasks.

As this first problem is satisfactorily solved (e.g., basic course materials prepared and put into use at the participating BKS/B institutions), the network might then turn its attention to upgrading the quality of higher level courses, or improving the quality of laboratory facilities, or some similar activity. The process of problem identification, assignment of tasks, etc. would be quite similar, but the makeup of the participating members in the network might change somewhat to reflect the changed objectives and technical requirements.

It is anticipated that, once organized, a network would continue to function for many years, moving to new tasks as the initial ones are completed. During this process, it is hoped that a large percentage of the agriculture faculty members engaged in teaching and research in the BKS/B institutions would eventually become involved in network activities, and all of the institutions would derive mutual benefits.

SPOUSE TRAINING PROGRAM GUIDELINES

Subject to final policy approval by AID/W, AID and the PSC will develop operational and policy guidelines to ensure that the Spouse Training Program (STP) conforms with US and GOI policies and will be implemented in a fashion which optimizes returns to Indonesian development. On receipt of final concurrence with STP, funds will be provided from the Grant Contingency line item to meet the costs associated with the program.

The following model is suggested for initial consideration, but will be modified as necessary according to AID and GOI regulations and as experience directs. It is intended that project funds for the program be included under the contract with the University of Kentucky.

1. Upon arrival on the U.S. campus, a participant whose spouse is interested in participating in the program will explore training opportunities relative to the spouse's educational level, needs, and interests, and established program guidelines. Based on this information, the spouse prepares a proposed training plan for consideration by the project leadership including representatives of the DGHE, USAID and the contractor. USAID or the contractor will assist with gathering confirming or supplemental information as well as cost information on the proposal. The proposal will not have to be overly detailed on courses, training or costs, but should demonstrate that the spouse will be qualified to enter the proposed program of study, the need for such study, and the intended application of the training.
2. Approval of the plan will be conditional upon the participant having achieved from at least one semester of work a GPA of 3.0 or higher and the spouse achieving the requisite English level e.g., ALIGU score prior to departing for the U.S. The project would meet 50% of tuition costs for the Indonesia based English study and 100% of the tuition for the U.S. English language program if necessary beyond the level achieved in country.
3. After receiving approval to join the participant, the spouse will make all preparations for departure, including the purchase of a one-way air ticket from Indonesia to the U.S. training location. All other costs associated with exiting Indonesia (medical exam, passports, etc.) are also the responsibility of the spouse. The project will pay for the return transportation, provided the spouse's training objectives are essentially met. (In exceptional circumstances return travel will be provided by the project for spouses who, due to circumstances beyond their control, fail to achieve their training objectives.)

4. Upon the start of the spouse's training in the U.S. the monthly maintenance allowance of the participant will be increased by 50%. The additional support will continue for the entire period of training and for breaks in the training program not exceeding two months. The spouse, under no circumstances, will engage in any employment while participating in the program. Internships which are part of the agreed training plan, and for which no remuneration is received are, however permitted.
5. Prior to enrolling in a specific training activity, the spouse will seek approval for participation from the contractor's home office in Lexington, where the request will be judged against the approved training objectives and budget levels. Upon approval, the contractor will make payment (from contract grant funds) for the activity directly to the training institution, or will reimburse the spouse for these costs upon presentation of receipts. In addition, the contractor will enroll the spouse in the AID health and accident coverage (HAC) program using contract grant funds. If the spouse withdraws from the program or an interval between training activities of two or more months occurs, both the HAC and maintenance support will be terminated. If, at any time during the program, USAID and the DGHE feel that the spouse is not performing adequately or lacks commitment to fulfilling the training objectives, all support will be withdrawn.

The costs of the spouse training program have been estimated at \$12,000 per participant, based on an average program length of 18 months. Using these estimates, it is expected to fund 10 spouse participants during Phase II for a total cost of \$120,000.

PROPOSED EVALUATION FORM FOR JOB PERFORMANCE
(To be completed by Nominee's Supervisors)

Name of Participant Nominee _____
 Home University _____
 Faculty _____
 Degree Sought _____
 Field of Study _____
 Areas of Emphasis _____

	(check <input checked="" type="checkbox"/>)				Remarks
	Low ↔ High				
	1	2	3	4	
1. Leadership potential					
2. Ability as a teacher					
3. Thoroughness in preparation of lectures, examinations, and other tasks					
4. Accessibility to students					
5. Academic potential for graduate study					
6. Dedication to teaching and research					
7. Work efficiency (effective use of time)					
8. Research productivity					
9. Relationship of proposed field of study to faculty program goals					
10. Cooperation with co-workers and supervisors					
T o t a l s					

composite Score _____
 Composite Score 10 = Average Score _____
 Evaluator _____
 Position _____
 Date _____

PROPOSED SUMMARY EVALUATION FORM
 (For Use by WUAE Project Participant Screening Committee)

Name of Participant Candidate _____
 Home University _____
 Faculty _____
 Degree Sought _____
 Field of Study _____
 Areas of Emphasis _____
 Undergraduate University _____ Grade Point Average _____
 Date of Entry _____ Date of Graduation _____
 Graduate University _____ Grade Point Average _____
 Date of Entry _____ Date of Graduation _____

Age _____ Marital Status _____ Sex _____

Analysis of following variables	Weight	Below	Average	Good	Superior	Score wt x pt
		1	2	3	4	
1. Need for training relative to faculty goals	3					
2. Transcript (grade point average)	2					
3. Job performance at home university	2					
4. English language aptitude	1					
5. Overall impression (including participants's need/desire for training)	2					

Sub Total Score = _____

Institutional Priority points* = _____

Grand Total points = _____

Note: Add priority points for a candidate from any BKS-PTN/B institution that the Project Policy Steering Committee has determined should receive developmental priority under this project.

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REVIEW AND UPDATE OF PROJECT ANALYSES

1. Technical Analysis

The technical analysis for Phase I remains valid. Activities in each of the project areas discussed in the technical analysis have been initiated and will continue in Phase II as described in the body of the paper. The continued strengthening of English language training programs, the continuation of the various education and training programs, the intensification of technical assistance, and the expansion of the networks and short course activities pose no problems requiring further analysis for purposes of this extension.

2. Financial Analysis

The budget tables for Phase II were prepared under the following assumptions:

Phase I funding will be used to cover costs of participants already in training through their expected dates of program completion. Participants departing after June 1985 are budgeted for under Phase II. Technical assistance which is already on board or planned for under the present contract is not included within the budgetary tables. Technical assistance which will be required as a part of Phase II is budgeted for and includes an overlap of approximately six months for the Chief of Party, Administrative Officer, and English Language Coordinator. All other activities begin in FY 1986 (with the exception of three months of participant training for participants departing in July of 1985).

Based upon the above assumptions, the following funds are expected to be available for use under Phase II activities:

Grant: \$633,100 (from present UKY contract)
Loan : \$ 90,000 (technical assistance component)
 \$370,000 (commodities)
 \$700,000 (other local costs)
 \$100,000 (participants; from present contract)

This results in a total available budget of \$6,133,000 in grant funds and \$7,760,000 in loan funds.

a. U.S. and GOI Cost Sharing

U.S. assistance under the project will provide funds for participants (long and short term plus supporting research funds) tuition, maintenance costs, fees, health insurance, books and supplies. The GOI will assume responsibility for travel costs within Indonesia and to and from the selected U.S. university, salaries, exit fees, and any

additional costs required prior to departure. These same cost sharing arrangements will be followed for any "sandwich" programs which take place. The GOI will assume all expenses related to training of staff members in local universities.

Technical assistance costs provided by AID will include salaries, international travel, support costs and benefits, and funding in support of placement of participants within the United States. Loan funds will be used to top-up long term T.A. in-country per diem over and above the approved GOI rates, and to provide staff support at the universities of intensification. Domestic travel and per diem for short term consultants, as well as the costs indicated above, will also be the responsibility of AID. GOI support to long term technical assistance team members will include housing, utilities, furnishings, (see attached recommended furnishings list); in-country travel, per diem in accordance with GOI guidelines, and office space.

The initial purchase of commodities will be provided by the AID (with the exception of basic laboratory equipment to the institutions of intensification under this project), with maintenance and supply costs being assumed by the GOI. Under the library microfiche system, AID will supply journal subscriptions for a five year time period, with subsequent subscriptions being continued by the GOI.

"Local Support to Universities" is composed of networking activities, short courses, English language training, the "aftercare" program, and BKS-B operational expenses. Under this program, AID will provide costs associated with development and running of the short courses and networking activities (i.e. honoraria for developing courses, supplies, materials, and the cost of T.A. time). The GOI will supply costs for the per diem and travel of participants in these courses. BKS-B support costs will be the responsibility of the GOI. "Aftercare" costs will be met under the U.S. loan component.

Under the in-country Intensive English training program, T.A. and materials and supplies will be provided by AID with all other expenses (per diem and travel of participants, operating expenses, staff salaries) being the responsibility of the GOI. U.S. English training will be treated under the same guidelines as the participant training component. Support under the Spousal Training Program will be provided by AID grant funds.

b. Funding Flow

Given the inter-twined nature of the funding within each of the components of the project between the GOI and the U.S., a smooth flow of GOI DIP funds is required if implementation is to proceed as planned. In order to ensure the timely availability of funds for short courses, networking activities, and the Intensive English Program at UNSRI, BKS operational support costs and travel for long term participants, GOI DIP funding should be directed to the Central Project Office. This will ensure that funds are available for participants from the universities when required, and allows flexibility in transporting participants,

establishing short courses and networking activities, and coordinating all aspects of the program from the central administrative office without having to rely upon outside support from the participating universities. Funds for the "aftercare" program will also be directed to the Central Project Office. In-country per diem and travel costs for long term T.A. will also be administered from the CPO so that correct topping-up procedures can be instituted. Other funds, such as staff salaries, operating expenses, support for T.A. housing, furnishings, and utilities, costs of supplies, maintenance, and commodities will be included in the DIP budgets of the participating universities.

3. Economic Analysis

The conclusions of the economic analysis supporting Phase I of the project remain valid except in regard to using intensified U.S. technical assistance for upgrading faculty. This alternative was rejected for Phase I because the paucity of Indonesian faculty members with advanced training would have required placing a large number of U.S. professors at each of the BKS-B universities and having them personally engaged in teaching and research. Even if the number of persons required could have been successfully recruited, the resultant high cost rendered this alternative infeasible.

However, the situation has changed substantially in the past four years, largely as a result of this project, and will change even more in the next five years. Increasing numbers of Indonesian lecturers with graduate degrees in the agricultural sciences and supporting basic sciences will be returning to their campuses. Achievement of the participant training objective of Phase I will approximately triple the number of faculty members on BKS-B campuses with M.S. and Ph.D. degrees. There will also be faculty members returning from study programs financed by other donors and from in-country graduate programs.

Therefore, in Phase II, senior U.S. technical assistance staff will have an increasing number of well trained Indonesian professionals with whom to work. Thus, fewer U.S. faculty members will be required and they will be able to serve in appropriate advisory roles over a wide range of areas, rather than being engaged directly in teaching and research programs of the respective universities. Given these changed conditions, the intensification of on-site technical assistance at the selected universities becomes an operationally feasible and economically viable approach.

4. Social Soundness Analysis

The extensive social soundness analysis prepared for Phase I and included as Appendix E of the original PP remains valid. However, additional information and data, related specifically to project beneficiaries, are available and germane to the analysis.

A recent survey of all agricultural graduates from the University of Sriwijaya for the period 1970-1984 provides evidence that these graduates are continuing to work in the agricultural and rural

development sectors. During this period, there were 294 agricultural graduates. Of the 254 responding to a recent survey, over 80% are currently working in the field of agriculture. The largest single group (111) is employed by the provincial government, and the next largest group (69) by universities in their agricultural faculties. Twelve are employed by the national government, nine by local government, and thirteen by state corporations engaged in agriculture. A number of those classified as government workers in "non-agricultural" agencies are nevertheless working in agriculturally related fields, including the transmigration program and the provincial planning agency (BAPPEDA).

Results of a wider survey of 1983 graduates in agricultural fields, conducted by the USAID/Jakarta mission in 1984, yielded similar findings. Eleven universities from Sumatra, Kalimantan, Sulawesi, and Irian Jaya reported no problems among their recent agricultural graduates in finding suitable employment. Of the 774 graduates covered in the survey, 82 percent were reported as being employed in government jobs, with 96 percent of them in agricultural positions or related fields. An estimated seventy-six percent of these government employees were reported working in the provinces of their alma maters, including a remarkable 44 percent located in jobs outside of the provincial capitals. Thus, these data support the contention of the original PP beneficiary analysis that the rural (off-Java) poor will be reached by graduates of the strengthened BKS/B institutions.

Additional relevant data regarding the socio-economic background of the 389 entering students currently enrolled at the University of Sriwijaya were collected through a total population survey carried out during August, 1984. These data indicate that the project is reaching students from poor families: i.e. annual income of heads of households of eighty percent of the parents of these students was less than \$2,000 per year. Furthermore, less than six percent of the fathers and less than one percent of the mothers are themselves college graduates.

In the design of Phase I, serious consideration was given to ways to promote the full participation of female university staff members in project activities. A target was set at a 20-25% participation rate of women across the various training programs. This was an ambitious target given the proportion of women staff available to participate and the real or assumed constraints to their participation. A survey conducted by IPB in 1983 of academic staff, in a sample of 23 agriculturally related faculties located throughout Indonesia indicated that females represented only 22% of the total. Moreover, when these faculty statistics were examined by highest degree earned, females were found to be even more under-represented, holding only 13% of the Masters and 8% of the doctorate degrees. Although the study findings did not distinguish between the Java and the off-Java institutions, the sample's Java bias would indicate that the proportion of female staff at the BKS-B institutions is likely to be somewhat lower than the figures presented, in part due to the greater employment opportunities of professional couples in Java.

The involvement of women faculty members in Phase I activities has been generally proportional to their representation in the faculties, and consistent with the established target of 20-25%, except in the area of U.S. graduate level training. Sixty-one women have participated in the 13 in-country short courses, accounting for 20% of the total; six of twenty-five (24%) have been engaged in network activities; and 145 of 620 (23%) have attended one or more of the various English language programs. The proportion of female participants to U.S. graduate programs has been a disappointing 12 out of 76 (16%). In the design of Phase II, attention has been given to this issue and concrete steps proposed to help address the imbalance. Details are provided in Section III G and Annex G.

5. Administrative Analysis

The administrative analysis for Phase I remains valid. The successful implementation of the project and the progress achieved in Phase I speaks highly of its administrative organization and procedures. The GOI found it impossible to appoint a full time Project Director and Associate Project Director. These positions have been filled on an "acting" basis, and this arrangement has functioned effectively.

As indicated in the body of the paper, while the participant selection criteria and procedures remain essentially the same, it is very important that they be more rigorously adhered to during Phase II.

PROJECT INPUT SUMMARY
(Figures in \$000)

Activity	AID		GOI
	Grant	Loan	
1. Faculty Development Training			
- Graduate U.S. (65 MS, 15 PhD)	-	4,953	723
- Graduate Indonesia (105 MS, 32 PhD)	-	-	2,238
- Graduate Indonesia/US (10 @ 12 mos)	-	236	52
- Short-term US (10 @ 3 mos)	-	70	40
-			
Subtotal	-	5,259	3,053
2. Commodities	-	400	4,500
3. Local Support to Universities			
- Networks (20)	-	252	1,540
- Short Courses (15)	-	55	375
- English Training	-	200	1,950
- Research Internships, Grants & Awards	157	390	170
Subtotal	157	897	4,035
4. Technical Assistance			
- Long-term (58 PY)	4,631	-	353
- Short-term (40 PM)	413	-	-
Subtotal	5,044	-	353
5. Project Operations	-	211	1,261
6. Project Evaluation/Audit	-	150.0	-
7. Contingency/Inflation	932	843	213
Project Total	6,133	7,760	13,415
Phase I Residual Funds	633	1,260	3,415
Additional AID and GOI Funds	5,500	6,500	10,000

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Western Universities Agricultural Education Project - Phase II
 (US \$, US \$1.00 = Rp.1,000)

MAY 1985

Expenditures by Output	Total Units	Per Unit Base Cost	FY 85		FY 86		FY 87		FY 88		FY 89		FY 90		Life of Project Cost
			Units	Costs	Units	Costs	Units	Costs	Units	Costs	Units	Costs	Units	Costs	
I. FACULTY DEVELOPMENT (TRAINING)															
a. Graduate Degrees US:															
1. Masters (65 degrees @ 2.25 years)															
AID FX (tuition, fees, maintenance, insurance, other)	146	24,187	4	96,748	17	411,179	34	822,358	40	967,480	35	846,545	16	356,992	
AID LC (none)	146	0	4	0	17	0	34	0	40	0	35	0	16	0	
GDI FX (international airfares)	146	1,467	4	5,868	17	24,939	34	49,878	40	58,680	35	51,345	16	23,477	
GDI LC (dom. airfare, salaries in training, exit fee)	146	1,916	4	7,664	17	32,572	34	65,144	40	76,640	35	67,080	16	30,656	
2. PhD (15 degrees @ 4 years)															
AID FX (tuition, fees, maintenance, insurance, other)	60	23,700	2	47,400	7	165,900	15	355,500	15	355,500	13	308,100	8	189,600	
AID LC (none)	60	0	2	0	7	0	15	0	15	0	13	0	8	0	
GDI FX (international airfares)	60	825	2	1,650	7	5,775	15	12,375	15	12,375	13	10,725	8	6,600	
GDI LC (dom. airfare, salaries in training, exit fee)	60	1,893	2	3,786	7	13,251	15	28,395	15	28,395	13	24,609	8	15,144	
3. U. S. Participant Thesis Research in Indonesia															
AID FX (none)	20	0	0	0	4	0	4	0	4	0	4	0	4	0	
AID LC (none)	20	0	0	0	4	0	4	0	4	0	4	0	4	0	
GDI FX (none)	20	0	0	0	4	0	4	0	4	0	4	0	4	0	
GDI LC (research support)	20	3,300	0	0	4	13,200	4	13,200	4	13,200	4	13,200	4	13,200	
4. Educational Programs for Spouses															
AID FX (air fare, tuition, stipend, other costs)	10	12,000	0	0	2	24,000	2	24,000	2	24,000	2	24,000	2	24,000	
AID LC (none)	10	0	0	0	2	0	2	0	2	0	2	0	2	0	
GDI FX (none)	10	0	0	0	2	0	2	0	2	0	2	0	2	0	
GDI LC (none)	10	0	0	0	2	0	2	0	2	0	2	0	2	0	
Total AID FX				144,148		601,079		1,201,858		1,546,980		1,178,645		600,592	5,073,302
Total AID LC				0		0		0		0		0		0	0
Total GDI FX				7,518		30,714		62,253		71,055		62,070		30,072	263,682
Total GDI LC				11,150		57,023		106,739		118,235		104,869		59,000	459,316
Total Graduate Degrees US				163,116		690,816		1,370,850		1,536,270		1,345,584		689,664	5,796,300
b. Graduate Degrees Indonesia															
1. Masters (105 degrees @ 2 years)															
AID FX (none)	210	0	0	0	0	0	0	0	0	0	0	0	0	0	
AID LC (none)	210	0	0	0	0	0	0	0	0	0	0	0	0	0	
GDI FX (none)	210	0	0	0	0	0	0	0	0	0	0	0	0	0	
GDI LC (tuition, fees, salaries, airfare, entry expenses)	210	7,000	21	147,000	42	294,000	42	294,000	42	294,000	42	294,000	21	147,000	
2. PhD (12 degrees @ 3 years)															
AID FX (none)	96	0	0	0	0	0	0	0	0	0	0	0	0	0	
AID LC (none)	96	0	0	0	0	0	0	0	0	0	0	0	0	0	
GDI FX (none)	96	0	0	0	0	0	0	0	0	0	0	0	0	0	
GDI LC (salaries in training, airfare, entry expenses)	96	8,000	8	64,000	16	128,000	24	192,000	24	192,000	16	128,000	8	64,000	
3. PhD sandwich overseas (10 one year study programs in US)															
AID FX (tuition, fees, maintenance, insurance, other)	10	23,600	0	0	2	47,200	2	47,200	2	47,200	2	47,200	2	47,200	
AID LC (none)	10	0	0	0	2	0	2	0	2	0	2	0	2	0	
GDI FX (international airfares)	10	3,300	0	0	2	6,600	2	6,600	2	6,600	2	6,600	2	6,600	
GDI LC (dom. airfare, salaries in training, exit fee)	10	1,893	0	0	2	3,786	2	3,786	2	3,786	2	3,786	2	3,786	

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Total AID FI				0	47,200	47,200	47,200	47,200	47,200	47,200	236,000	
Total AID LC				0	0	0	0	0	0	0	0	
Total GOI FI				0	6,600	6,600	6,600	6,600	6,600	6,600	33,000	
Total GOI LC				211,000	425,786	487,786	487,786	425,786	214,786	2,256,930		
Total graduate degrees Indonesia				211,000	479,586	543,586	543,586	479,586	268,586	2,525,930		
c. Short-term training US												
-Short Courses (10 three month programs)												
AID FI (tuition, fees, maintenance, insurance, other)	10	4,950	0	0	2	13,900	2	13,900	2	13,900	2	13,900
AID LC (none)	10	0	0	0	2	0	2	0	2	0	2	0
GOI FI (international airfares)	10	3,300	0	0	2	6,600	2	6,600	2	6,600	2	6,600
GOI LC (dom. airfare, salaries in training, exit fee)	10	655	0	0	2	1,310	2	1,310	2	1,310	2	1,310
total AID FI				0	13,900	13,900	13,900	13,900	13,900	13,900	69,500	
total AID LC				0	0	0	0	0	0	0	0	
total GOI FI				0	6,600	6,600	6,600	6,600	6,600	6,600	33,000	
total GOI LC				0	1,310	1,310	1,310	1,310	1,310	1,310	6,550	
total short-term training US					21,810	21,810	21,810	21,810	21,810	21,810	109,050	
Sub-Total AID FI				144,148	662,179	1,262,958	1,408,080	1,239,745	661,692	5,378,862		
Sub-Total AID LC				0	0	0	0	0	0	0		
Sub-Total GOI FI				7,518	43,914	73,453	84,255	75,270	43,272	329,682		
Sub-Total GOI LC				222,450	484,119	597,835	609,331	531,965	275,096	2,722,796		
Sub-Total Faculty Development (Training)				374,116	1,192,212	1,934,244	2,101,666	1,846,980	980,060	8,431,280		
II. COMMODITIES												
-Laboratory, audio-visual, data processing, experiment station, and library Equipment and Supplies												
AID FI				0	100,000	90,000	70,000	70,000	100,000	100,000		
AID LC (none)				0	0	0	0	0	0	0		
GOI FI				750,000	750,000	750,000	750,000	750,000	750,000	750,000		
GOI LC				0	0	0	0	0	0	0		
total AID FI				0	100,000	90,000	70,000	70,000	70,000	70,000	400,000	
total AID LC				0	0	0	0	0	0	0	0	
total GOI FI				750,000	750,000	750,000	750,000	750,000	750,000	750,000	4,500,000	
total GOI LC				0	0	0	0	0	0	0	0	
total commodities				750,000	850,000	840,000	820,000	820,000	820,000	820,000	4,900,000	
Sub-Total AID FI				0	100,000	90,000	70,000	70,000	70,000	70,000	400,000	
Sub-Total AID LC				0	0	0	0	0	0	0	0	
Sub-Total GOI FI				750,000	750,000	750,000	750,000	750,000	750,000	750,000	4,500,000	
Sub-Total GOI LC				0	0	0	0	0	0	0	0	
Sub-Total Commodities				750,000	850,000	840,000	820,000	820,000	820,000	820,000	4,900,000	
III. LOCAL SUPPORT TO UNIVERSITIES												
a. Networking 120 networks - 280 meetings												
AID FI (none)	280	0	0	32	0	44	0	56	0	68	0	
AID LC (honoraria and materials)	280	900	0	32	28,800	44	39,600	56	50,400	68	61,200	
GOI FI (none)	280	0	0	32	0	44	0	56	0	68	0	
GOI LC (honoraria, travel, per diem, materials, misc.)	280	5,500	0	32	176,000	44	242,000	56	308,000	68	374,000	
total AID FI				0	0	0	0	0	0	0	0	
total AID LC				0	28,800	39,600	50,400	61,200	72,000	252,000		
total GOI FI				0	0	0	0	0	0	0	0	
total GOI LC				0	176,000	242,000	308,000	374,000	440,000	1,540,000		
total networks				0	204,800	281,600	358,400	435,200	512,000	1,792,000		

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b. Short Courses (3/year-15 courses)										
AID FI (none)	15	0	3	0	3	0	3	0	3	0
AID LC (honoraria and materials)	15	3,700	3	11,100	3	11,100	3	11,100	3	11,100
GDI FI (none)	15	0	3	0	3	0	3	0	3	0
GDI LC (honoraria, travel, per diem, materials, misc.)	15	25,000	3	75,000	3	75,000	3	75,000	3	75,000

total AID FI				0		0		0		0
total AID LC				11,100		11,100		11,100		11,100
total GDI FI				0		0		0		0
total GDI LC				75,000		75,000		75,000		75,000
total short courses				86,100		86,100		86,100		86,100

c. English Training										
-Intensive English courses at Sriwijaya (9 courses per year)										
AID FI (none)	45	0	9	0	9	0	9	0	9	0
AID LC (books and materials)	45	100,000	9	100,000	9	100,000	9	100,000	9	100,000
GDI FI (none)	45	0	9	0	9	0	9	0	9	0
GDI LC (salaries, per diem, travel)	45	10,833	9	97,500	9	97,500	9	97,500	9	97,500

-English Courses at other BKS-B universities (9 univ-3 courses/univ/yr)										
AID FI (none)	135	0	27	0	27	0	27	0	27	0
AID LC (books and materials)	135	100,000	27	100,000	27	100,000	27	100,000	27	100,000
GDI FI (none)	135	0	27	0	27	0	27	0	27	0
GDI LC (salaries, per diem, travel)	135	10,833	27	292,500	27	292,500	27	292,500	27	292,500

total AID FI				0		0		0		0
total AID LC				200,000		200,000		200,000		200,000
total GDI FI				0		0		0		0
total GDI LC				390,000		390,000		390,000		390,000
total English courses				590,000		590,000		590,000		590,000

d. Research and Aftercare										
-One Year Internships for outstanding Returned Participants										
AID FI (none)	3	0	1	0	1	0	1	0	1	0
AID LC (Stipend - U.S.\$19,000; Ph.D.\$12,000, res exp)	3	14,000	1	14,000	1	14,000	1	14,000	1	14,000

GDI FI (none)	3	0	1	0	1	0	1	0	1	0
GDI LC (local travel)	3	550	1	550	1	550	1	550	1	550

-Competitive Research Grants to Returned Participants										
AID FI (none)	100	0	20	0	20	0	20	0	20	0
AID LC (equipment, books and materials)	100	3,000	20	60,000	20	60,000	20	60,000	20	60,000
GDI FI (none)	100	0	20	0	20	0	20	0	20	0
GDI LC (research costs-labor, seed, fertilizer, chemicals)	100	500	20	10,000	20	10,000	20	10,000	20	10,000

-Research Awards (12 annually at \$200)										
AID FI (none)	60	0	12	0	12	0	12	0	12	0
AID LC (financial remuneration)	60	200	12	2,400	12	2,400	12	2,400	12	2,400
GDI FI (none)	60	0	12	0	12	0	12	0	12	0
GDI LC (none)	60	0	12	0	12	0	12	0	12	0

-Travel Grants to Present Papers at International Meetings										
AID FI (none)	10	0	2	0	2	0	2	0	2	0
AID LC (air fare, per diem)	10	2,500	2	5,000	2	5,000	2	5,000	2	5,000
GDI FI (none)	10	0	2	0	2	0	2	0	2	0
GDI LC (none)	10	0	2	0	2	0	2	0	2	0

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-Sabbatical Leaves for Research										
AID FI (none)	15		3	0	3	0	3	0	3	0
AID LC (Sabbatical, Research Grant)	15	2,500	3	7,500	3	7,500	3	7,500	3	7,500
GDI FI (none)	15		3	0	3	0	3	0	3	0
GDI LC (none)	15		3	0	3	0	3	0	3	0
-NLS-B Competitive Research Program (Matching)										
AID FI (none)	30		6	0	6	0	6	0	6	0
AID LC (Research Grant)	30	3,000	6	18,000	6	18,000	6	18,000	6	18,000
GDI FI (none)	30		6	0	6	0	6	0	6	0
GDI LC (Research Grant)	30	3,000	6	18,000	6	18,000	6	18,000	6	18,000
-Competitive Research Grant Reviewers (4 reviewers @ 4 wks/yr)										
AID FI (none)			16	0	16	0	16	0	16	0
AID LC (Honoraria)	80	500	16	8,000	16	8,000	16	8,000	16	8,000
GDI FI (none)			16	0	16	0	16	0	16	0
GDI LC (Travel and per diem)	80	345	16	5,520	16	5,520	16	5,520	16	5,520
total AID FI										
			0	0	0	0	0	0	0	0
total AID LC										
			0	100,900	114,900	114,900	114,900	114,900	100,900	546,500
total GDI FI										
			0	0	0	0	0	0	0	0
total GDI LC										
			0	33,520	34,070	34,070	34,070	34,070	33,520	169,250
total research and aftercare										
			0	134,420	148,970	148,970	148,970	148,970	134,420	715,750
Sub-Total AID FI										
			0	0	0	0	0	0	0	0
Sub-Total AID LC										
			0	340,800	165,400	176,400	187,200	184,000	144,000	1,144,000
Sub-Total GDI FI										
			0	0	0	0	0	0	0	0
Sub-Total GDI LC										
			0	674,520	741,070	807,070	873,070	938,520	6,034,250	6,034,250
Sub-Total Support to Universities										
			0	1,015,320	906,470	983,470	1,060,270	1,122,520	5,088,250	5,088,250
IV. TECHNICAL ASSISTANCE										
a. Long Term Advisors (months)										
AID FI (salary, benefits, overhead, fee, intl. travel)										
Chief of Party	51	11,839	6	71,034	12	142,068	12	142,068	9	106,551
Administrative Officer	49	9,382	4	37,528	12	112,584	12	112,584	9	84,438
Senior Agriculture Advisors	144	11,278	9	101,482	12	135,576	39	440,622	48	542,304
English Language Coordinator	25	9,382	4	37,528	12	112,584	9	84,438	0	0
International English Specialist	144	4,462	18	80,316	24	321,264	54	240,948	0	0
International Education Specialist	96	4,462	6	26,772	24	107,088	24	107,088	18	80,316
International Research Specialist	93	4,462	6	26,772	24	107,088	24	107,088	15	66,930
English Aide	96	2,289	12	27,468	48	109,872	36	82,404	0	0
-IA Housing, Furniture and Utilities										
AID FI (none)			0	0	0	0	0	0	0	0
AID LC (none)			0	0	0	0	0	0	0	0
GDI FI (none)			0	0	0	0	0	0	0	0
GDI LC (housing, utilities, furniture)			161,000	64,000	69,000	69,000	34,000	25,500	0	0
total AID FI										
			0	407,100	1,148,124	1,317,240	1,011,132	744,963	0	0
total AID LC										
			0	0	0	0	0	0	0	0
total GDI FI										
			0	0	0	0	0	0	0	0
total GDI LC										
			0	161,000	64,000	67,000	34,000	25,500	0	0
total long term technical assistance										
			0	570,100	1,212,124	1,386,240	1,045,132	770,463	4,984,050	4,984,050
b. Short term technical assistance (months)										

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AID FI (salary, benefits, overhead, fee, intl travel)	40 :	7,620 :	7	53,340 :	9	68,580 :	9	68,580 :	9	68,580 :	6	45,720 :	
AID LC (local air fares and per diem)	40 :	2,700 :	7	18,900 :	9	24,300 :	9	24,300 :	9	24,300 :	6	16,200 :	
GDI FI (none)	40 :	0 :	7	0 :	9	0 :	9	0 :	9	0 :	6	0 :	
GDI LC (none)	40 :	0 :	7	0 :	9	0 :	9	0 :	9	0 :	6	0 :	
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Total AID FI				53,340 :		68,580 :		68,580 :		68,580 :		45,720 :	304,800 :
Total AID LC				18,900 :		24,300 :		24,300 :		24,300 :		16,200 :	108,000 :
Total GDI FI				0 :		0 :		0 :		0 :		0 :	0 :
Total GDI LC				0 :		0 :		0 :		0 :		0 :	0 :
Total short-term technical assistance				72,240 :		92,880 :		92,880 :		92,880 :		61,920 :	412,800 :
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Sub-Total AID FI				462,440 :		1,214,704 :		1,385,820 :		1,079,712 :		790,683 :	4,935,359 :
Sub-Total AID LC				18,900 :		24,300 :		24,300 :		24,300 :		16,200 :	108,000 :
Sub-Total GDI FI				0 :		0 :		0 :		0 :		0 :	0 :
Sub-Total GDI LC				161,000 :		64,000 :		69,000 :		34,000 :		25,500 :	353,500 :
Sub-total Technical Assistance				642,340 :		1,305,004 :		1,479,120 :		1,138,012 :		832,383 :	5,396,859 :
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V. PROJECT OPERATIONS													
a. Project Management and Operations (60 months)													
-Executive Staff (months)													
AID FI (none)	72 :	0 :	0 :	12	0 :	12	0 :	12	0 :	12	0 :	12	0 :
AID LC (Director, Associate Director, Executive Secret)	72 :	740 :	0 :	12	8,880 :	12	8,880 :	12	8,880 :	12	8,880 :	12	8,880 :
GDI FI (none)	72 :	0 :	0 :	12	0 :	12	0 :	12	0 :	12	0 :	12	0 :
GDI LC (none)	72 :	0 :	0 :	12	0 :	12	0 :	12	0 :	12	0 :	12	0 :
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-Project Offices Supplies and Equipment													
AID FI (none)				0 :		0 :		0 :		0 :		12	0 :
AID LC (word processors, typewriters, calculators, etc.)				0 :	30,000 :	0 :	0 :	0 :	0 :	0 :		12	0 :
GDI FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		12	0 :
GDI LC				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0	0 :
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-Vehicles and Vehicle Operation													
AID FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
AID LC (maintenance and petrol)				0 :	2,000 :	2,000 :	2,000 :	2,000 :	2,000 :	2,000 :		2,000 :	2,000 :
GDI FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
GDI LC (vehicles, maintenance, petrol, etc.)				0 :	80,400 :	7,400 :	28,200 :	8,200 :	8,200 :	8,200 :		8,200 :	8,200 :
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-Travel													
AID FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
AID LC (per diem/transportation)				0 :	4,425 :	4,425 :	4,425 :	4,425 :	4,425 :	4,425 :		4,425 :	3,281 :
GDI FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
GDI LC (air fare and per diem)				0 :	34,775 :	61,425 :	60,175 :	34,125 :	34,125 :	34,125 :		29,769 :	29,769 :
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-Office Expenses													
AID FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
AID LC (Salaries and supplies)				0 :	10,000 :	10,000 :	10,000 :	10,000 :	10,000 :	10,000 :		10,000 :	10,000 :
GDI FI (none)				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
GDI LC (salaries, honoraria, supplies, equipment, travel, misc.)				0 :	135,000 :	135,000 :	135,000 :	135,000 :	135,000 :	135,000 :		135,000 :	135,000 :
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Total AID FI				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
Total AID LC				0 :	55,305 :	27,305 :	27,105 :	25,255 :	25,255 :	25,255 :		24,141 :	159,131 :
Total GDI FI				0 :	0 :	0 :	0 :	0 :	0 :	0 :		0 :	0 :
Total GDI LC				0 :	252,175 :	203,825 :	223,375 :	179,325 :	179,325 :	179,325 :		172,969 :	1,031,669 :
Total project management and operations				0 :	307,480 :	231,130 :	250,480 :	204,580 :	204,580 :	204,580 :		197,130 :	1,190,600 :
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b. BXS-B Offices Operations													

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