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INDONESIA Country Information



An Interim Report 1984-1987

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General Participant Training Project II

An Interim Report 1984-1987

Midwest Universities Consortium for International Activities, Inc.

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FOREWORD

Indonesia's development has been and continues to be rapid. Human resource development is an area with much potential for growth. Overseas training programs are an integral part of the development of the nation's manpower skills and expertise.

National policies on education and training are intended to support directly the development of human and national resources. Moreover, it must be recognized that Indonesia, facing a tremendous shortage in skilled manpower, has been engaged in building up the competence of its people in the public and private sectors for 40 years, with both in-country and overseas training playing a valuable role in that process.

However, at the present time, overseas training has perhaps a higher place on the national scale of priorities than in the past. At the present stage of development, overseas training has somewhat the character of research and development as a means for acquiring new and better systems and for enhancing and improving technologies. This view accounts, in part, for the special importance that is attached to overseas training.

In recognition of the need for high quality overseas training, the government of Indonesia made a decision to establish a capacity within the government to plan, design, and administer overseas training for its future leaders in the government and private sectors.

The policies and planning for such a capacity were lodged in the National Steering Committee for Overseas Training (NSCOT). The implementation of training plans and the daily operations of services designed to facilitate actual education and training programs were delegated to the Overseas Training Office (OTO).

As Director of the OTO, I wish to express my thanks and appreciation to representatives of the Midwest Universities Consortium for International Activities, Inc. (MUCIA) and the Harvard Institute for International Development (HIID), who have been partners in this intriguing venture in education and training, for their collegial support, ever-present counsel and productive efforts. We share in the remarkable growth of the nation's manpower capabilities against a backdrop of important political, economic and social changes since the birth of this nation.

September, 1987

Saadillah Mursjid
Director, OTO

PREFACE

As a culture, Indonesia is an ancient civilization; as a sovereign nation, it is very young. Since Indonesia joined the newly independent countries following World War II, its brief history has been, at times, somewhat tumultuous but always enterprising and dynamic. The country's first two decades were a revolutionary period during which the unification of the country was accomplished. A common identity, a national spirit and an all-embracing ideology, the Pancasila, were molded and fashioned; separatist movements and disparate political elements in the far-flung archipelago were brought within the national entity; and Indonesia struggled to establish itself among the community of nations and the seats of international council.

The next two decades, roughly from 1965 to the present, were a period of stabilization. The policy objectives of the country were translated into a series of five-year national development plans. Solid institutional frameworks were imbedded in the ministries and agencies designed to serve the nation in its economic, social, cultural, political, industrial and scientific growth. In this period, monetary inflation was brought under control; attainment of self-sufficiency in rice production met the needs of a rapidly growing population; and the decentralization of economic activity, particularly in recent years, was encouraged.

The challenge of the next two decades lies in training and upgrading the managerial and technical skills of the people who will lead Indonesia's institutions in both the public and private sectors. It is a matter, in part, of identifying and selecting the "mindpower" of the nation to propel Indonesia on its road of further development.

The series of "Repelita," or five-year plans, of recent years underscores the need for human resource development. There is an announced policy to promote the intellectual, social, moral, cultural and economic development of Indonesian citizens. There is an overall strategy to assist the individual to achieve his or her highest potential, from the standpoint of personal satisfaction as well as community needs.

However, human resource development in Indonesia does not stem solely from policies that embrace such noble aims or goals—many nations have similar aspirations—but rather from the problems or difficulties that have been surmounted.

Who could imagine a nation of 135 million people coming out of World War II with only three institutions of higher learning and a total of about 550 graduates to undertake the formidable tasks of nation building? The Institute of Technology Bandung (ITB) and the medical school and the administration institute in Jakarta were the country's only post-secondary educational institutions. Of the 500-plus graduates in the country in 1947, approximately 40 percent were Indonesian, a like percent were Eurasian and the remainder were from other ethnic groups.

The gap between the number of trained technical and professional people and the needs of the nation was clearly evident. The Government of Indonesia has moved energetically at the elementary, secondary and tertiary levels of education to narrow the gap. MUCIA, in a number of endeavors, has been a partner in collaborative efforts to upgrade the manpower skills and capacities of the Indonesian people.

This particular project, the General Participant Training Project II (GPT-II) has a two-fold purpose. First, it was designed, initiated and funded to meet the education and training needs in selected critical areas of manpower needs. Second, it was to assist the Government of Indonesia in establishing a new capability, the Overseas Training Office (OTO), to plan, administer and monitor the overseas training programs of its citizens.

In moving toward these objectives, the Project (through local and international technical assistance) has promoted a variety of professional activities designed to enhance and improve the training process in Indonesia. Among these have been the development of manpower training plans among ministries and special agencies; the introduction of an innovative academic aptitude test, the Tes Potensi Akademik (TPA) in Bahasa Indonesia to aid in identifying and selecting candidates for training; the coordination of an integrated series of English language training programs for candidates with language deficiencies; the initiation of a cross-cultural orientation program to prepare participants for study in new cultures and new learning situations; and the development of a computerized participant data management system.

In addition, the OTO has expanded its scope of activities to include academic upgrading prior to departure, to afford training possibilities to NGO's and PVO's to enhance the role of women in development; to provide

opportunities for in-country research; to use the capacities of historically black colleges and universities in the USA; to offer its service to other donor agencies, such as the Canadian aid agency and the World Bank, and to begin a reentry procedure for participants upon return to their positions and responsibilities in Indonesia.

The Midwest Universities Consortium for International Activities (MUCIA) and the Harvard Institute for International Development (HIID) jointly entered into a contract with the Ministry of Administrative Reform (MENPAN), representing the Government of Indonesia, to assist in the establishment of the OTO and in the administration of the participant program.

Between the time when the project became operational in September 1984, and June 22, 1987, 251 persons completed long and short-term training study programs and 172 were training abroad. This represents approximately 482 person-months of short-term, non-degree training and 5,107 person month of degree training. In addition, 165 persons were identified and selected for training and were "in process."

It should be noted that this Interim Report covers the period up to June 22, 1987, the end of the original contract with its Amendment 1. Since that date Amendment 2 has been signed, additional funding made available, and the period of the contract extended to June 22, 1989. Activities between June 1987 and the publication of this report are not included.

I.1 Background (Indonesian Education and Training)

Indonesia at independence was not richly endowed with educated people. A few intellectuals who had been trained abroad had led the nationalist movement, but the masses of the people had little or no formal education, and the newly independent nation had no university.

Many noteworthy achievements have been scored by Indonesia in the past forty years, yet few of its accomplishments are more impressive than its steady progress in education. Among its priorities, universal primary education came first, a considerable accomplishment for so diverse and scattered a country.

Higher education has also expanded at a rapid rate, although with varying standards of quality. Several institutions, mostly on Java, are now producing graduates with a high level of skills, but the nation must still rely to a considerable extent on training abroad for the most advanced levels of education.

Overseas training has a long and proud history in Indonesia. One of the earliest achievements was the group of Indonesian economists (studying in the U.S. with the help of the Ford Foundation) who would later be influential in the government's success in containing runaway inflation, decentralizing the economy, achieving self-sufficiency in rice production, and dealing with unstable oil prices without sinking into external debt.

Thousands of trainees have since gone abroad on short term or degree programs and returned to contribute to their country's development. In one USAID program alone, GPT-I, which ran from 1967-1981, 1,429 students went to the U.S. It is a remarkable tribute to their abilities and to the devotion of Indonesians to their country that only two of them failed to complete their courses and return home.

These training programs, and many others with similar purposes, were generally organized and managed by donor agencies. Donors knew the strengths of their own schools and agencies, and they had through their offices in Indonesia a sense of what additional skills were most needed for development.

Part I

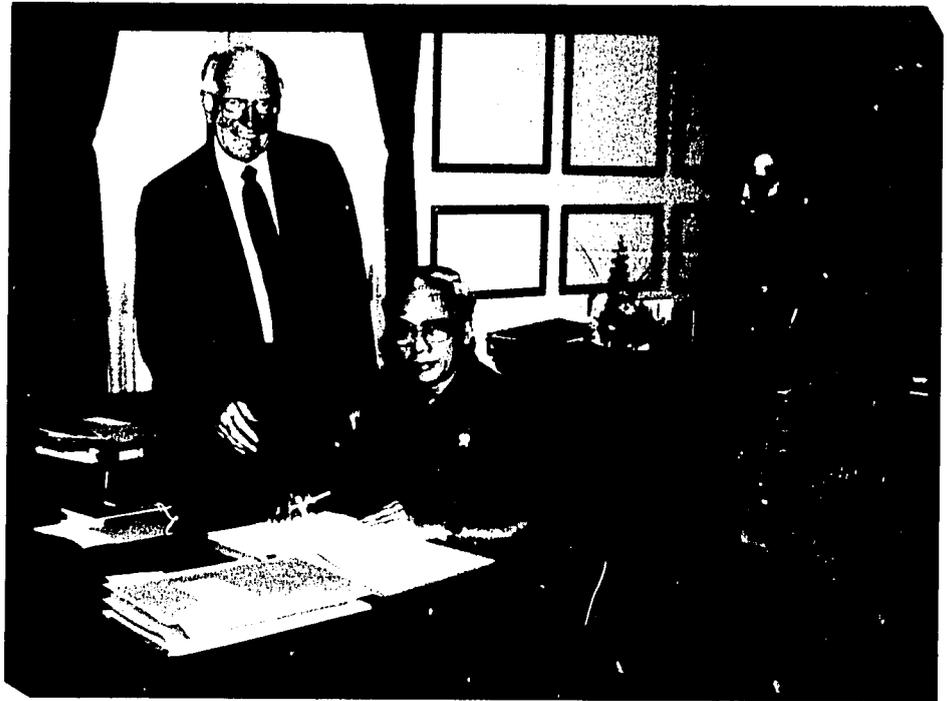
INTRODUCTION

Moreover, well trained Indonesians were needed for other tasks that seemed more crucial to progress than the relatively mundane administration of overseas training programs: they were faced with the historical challenges of unifying the country, building solid institutions, and reaching consensus on overall national objectives.

One problem with donor-managed training programs, despite their evident successes, was that at the end of a particular project its administrators would fold up shop and go home, leaving behind little accumulated experience. The next training project to come along had to begin anew, establishing its own requirements and procedures for selecting and preparing people to go abroad.

At the time that USAID and the Government of Indonesia negotiated the General Participant Training Project (GPT-II), in 1983 and 1984, they had decided the time had come to create an institutional capacity within the Government of Indonesia to administer overseas training programs on a continuing basis. An Overseas Training Office (OTO) was to be created to administer other projects in addition to GPT-II, and to carry on after GPT-II came to an end. The OTO would not only retain its accumulated experience in-country, but would also be an efficient means of handling small training projects that did not warrant a special implementing mechanism.

The Government saw the OTO as a means of serving better the needs of Indonesia as it seeks to foster and improve its human resources in the fields most critically involved in the building of the nation. The underlying philosophy of the OTO is service. The OTO can be looked upon as an office that can assist agencies to accomplish their education and training missions abroad in a cost effective manner. Moreover, the OTO is developing the ability to plan for the satisfaction of national requirements in a positive way, rather than merely reacting to the proposals or offers of donor organizations. As Indonesia assumes a larger and larger share of its overseas training costs,



Reviewing OTO development plans are (left to right), Dr. Sherwood O. Berg, MUCIA Chief-of-Party, 1984-87, for the GPT-II Project; J. B. Sumarlin, Minister of Development Planning; and, Drs. Saadillah Mursjid, Deputy Chairman of BAPPENAS and Director of OTO.

it's increasingly important to ensure that the process is both efficient and effective.

Overseas training has a higher place now on the scale of national priorities than ever in the past, and a higher place than it is destined to have in the future. The critical tasks of nation-building are still important, but accomplishments have rendered them less urgent. Indonesia can now afford to devote more attention to shaping the competencies on which the prosperity of its people will rest. At this stage of development, training abroad is a vital means of acquiring skills.

The Indonesian government has demonstrated in many ways the priority it attaches to overseas training, including the unusual decision to contract for nearly \$200 million in loans from the World Bank to finance graduate training in science and technology and for strengthening university faculties. High priority is also evident in the form of OTO's governance and its location.

As noted earlier, the OTO was created by the Ministry of Administrative Reform and put under the

supervision of a National Steering Committee for Overseas Training (NSCOT). Instead of appointing a project steering committee for GPT-II, as is common practice, the government, through the Minister of State for Administrative Reform named a National Steering Committee with a policy-making role extending beyond the project.

NSCOT currently has the following membership:

Chairman: Professor Bintoro Tjokroamidjojo, MA, Chairman of the National Institute of Administration (LAN)

Secretary: Mrs. Lamtiur Panggabean, SH, MPJA, Assistant I to the Minister of State for Administrative Reform

Members:

dr. Burhanuddin Anwar Tajipnapis, MPH, Assistant II to the Minister of State for Administrative Reform

Drs. Saadillah Mursjid, MPA, Deputy Chairman of BAPPENAS and Director of the OTO

Mr. Moh. Widodo Gondowardojo, SH,
Head of the Bureau for Technical
Assistance Cooperation (SEKKAB)

Dr. Dono Iskandar Djojosubroto,
Special Assistant to the Minister and
Head of the Center for State Budget
Formulation and Analysis, Ministry
of Finance (DEPKU)

Dr. Buchari Zainun, Director,
School for Senior Staff, National Insti-
tute of Administration (LAN)



Discussing the sending of participants to the Netherlands to begin overseas training programs are (left to right): Mrs. Lamtiur Panggabean, Secretary of NSCOT; Professor Bintoro Tjokroamidjojo, Chairman of NSCOT; and, Drs. S. Mursjid, OTO Director.

OTO was located in the national planning agency (BAPPENAS) facilities and some of its full-time staff are BAPPENAS employees. This location lent stature to the fledgling office, and probably helped to protect its budget in the austere period following the collapse of oil prices in 1985. OTO is not a part of BAPPENAS, and does not share its responsibility for monitoring the affairs of other ministries, but it is physically proximate to the planning agency and organizationally linked by virtue of the fact that the OTO Director, Drs. Saadillah Mursjid, is also Deputy Chairman of BAPPENAS.

1.2 Project Overview

The U.S. Agency for International Development (USAID) is one of the foreign agencies which has played a particularly active role in helping to secure overseas training for Indonesians, financing more than 10,000 participants for long and short-term training since 1951. Most of this training has been project specific, intended to equip trainees with the skills and knowledge needed to support a particular development project. While this approach is still important, there is also a clear need to respond to a broader range of training demands among Indonesian institutions. The General Participant Training II Project (GPT-II) was conceived to meet this broader need, jointly recognized by the Government of Indonesia and USAID, for a funding source and training mechanism not wedded to specific project goals.

In addition to its broad-based training objectives, GPT-II contains

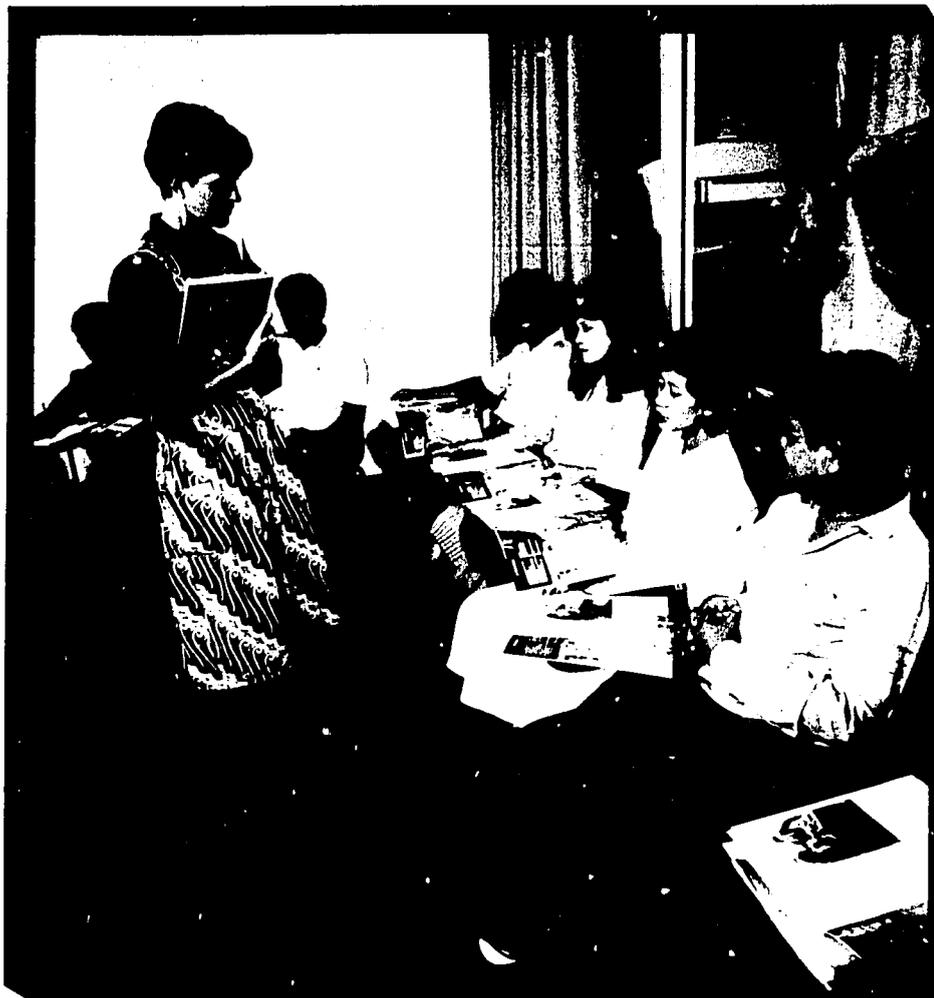
a strong institution-building component: the development of a National Steering Committee for Overseas Training (NSCOT) to set national policy for overseas training and related activities; and the creation of an Overseas Training Office (OTO) to implement specific training projects, provide service to other GOI agencies administering overseas training, and examine national issues related to overseas training. NSCOT is viewed as a means to rationalize policy and coordinate efforts pertaining to overseas training. OTO is seen as a solution to the perpetual

loss of institutional expertise that conventionally follows the disbanding of training staffs upon project completion. By the end of the MUCIA contract in 1989, the Government of Indonesia will have established a "new capability to plan and administer overseas training programs for its citizens."

In 1984 MUCIA contracted with the Ministry for Administrative Reform to provide services for training and technical assistance. The Contract was amended twice in December, 1985 and June, 1987. In cooperation with the Harvard Insti-



Front view of new Overseas Training Office (OTO) headquarters building at Jl. Proklamasi 70.



EAP-2 class at the British Council.

tute for International Development (HIID), and the University of Wisconsin-Madison, MUCIA has been responsible for processing, placing and monitoring approximately 404 persons for graduate level degree training, and 435 persons for short-term specialized training in various technical fields. These training services and technical assistance are supported by offices at the University of Wisconsin-Madison and at Harvard.

MUCIA is also responsible for providing long and short-term technical assistance to NSCOT in establishing the Overseas Training Office. A Chief of Party provided by MUCIA and a Training Advisor provided by HIID served as long-term advisors under the initial contract. Ten short-term consultants, working in conjunction with local consultants, have also been used to

strengthen the institutional development of the OTO.

The GPT-II Project Paper Amendment 2 has reported that "through March 1986, targets established in the original project paper for participant placement had been exceeded for both degree and non-degree participants." This ability to surpass training targets has carried into 1987. The Project Paper had also reported that because of donor interest and pressure, "the scope of the OTO is growing more quickly and broadly than originally envisaged, and will therefore require substantially more resources." This tangible expression of donor confidence demonstrates that NSCOT and OTO have swiftly overcome some initial donor misgivings that these new institutions would become mechanisms of shifting control rather than providers of service.

1.3 Project Management and Approach

Overall project control rests with the Government of Indonesia through the Office of the Minister of State for Administrative Reform (MENPAN). Through a directive of the Minister of MENPAN in 1983, NSCOT and an Implementation Team were established to set policy for overseas training and to implement specific projects, of which GPT-II is the first. The Implementation team facilitated the creation of OTO, which was formally established with the signing of the GOI/MUCIA contract in June 1984. Drs. Saadillah Mursjid, MPA, as Director of the OTO, holds the GOI's primary responsibility for operations of the contract. The coordinator for MUCIA activities in Indonesia under this contract was the Chief-of-Party, Dr. Sherwood O. Berg, whose office was located in the OTO. Prof. Merton Barry has been serving as the overall coordinator for the MUCIA/GPT-II "lead" institution, the University of Wisconsin-Madison (UW). Richard Pagett of HIID has been responsible for liaison between HIID and MUCIA.

NSCOT, in cooperation with OTO, screens training applications submitted by Indonesian government agencies, by the coordinating body for Indonesia's private universities, and by private voluntary organizations. Once approved for training by NSCOT, applicants work with OTO staff to prepare application materials for placement in overseas training programs. Support offices at UW and HIID advise OTO staff on appropriate and available programs of study, and help with placement and monitoring of participants.

Under GPT-II, MUCIA's aim is to maximize cooperation with Indonesian counterparts, consultants, and institutions. From the outset, MUCIA consultants have been matched with local consultants who take the lead in working with OTO staff to implement NSCOT-approved recommendations. The work of the original two long-term advisors was aimed first and foremost at the goal

of institutionalizing OTO activities under a leadership and staff composed entirely of Indonesian nationals. To accelerate the transfer of key skills to OTO, its training staff have spent several months working with MUCIA, UW and HIID staff in Madison and Cambridge. By the end of the contract in 1989, OTO should be fully staffed and operational within the GOI structure, and it is envisioned that it will have assumed full financial and programmatic responsibility for its work. With this new capability, OTO will be able to administer future training programs funded by USAID as well as training funded by other donor agencies.

The contract for GPT-II was signed in June 1984 and the project became fully operational on October 1, 1984. During the interim, the MUCIA Executive Office worked with NSCOT and USAID to prepare the transfer of 41 degree-program participants from three USAID-funded training projects about to conclude: the Professional Resources Development Project I (administered by IPA) and Project II (administered by USDA), and the Higher Education Training Project (administered by MUCIA). Also, the designated Chief of Party and Training Advisor spent four weeks in Jakarta to complete the groundwork for the project's start. They worked with NSCOT and the Implementation Team to clarify policy issues on the establishment of OTO, and to transfer responsibility for participants in training to MUCIA. In late October Dr. Berg took up his long-term assignment in Jakarta, and Mr. Pagett followed in mid-December. A family emergency forced Mr. Pagett to resign his position as Training Advisor in March, at which time Dr. Terance Bigalke of the MUCIA Executive Office assumed the position on an acting basis until a long-term replacement could be fielded in May. Mr. Courtney Nelson of HIID was then appointed Training Advisor for the remaining fourteen months of the assignment.

Despite this unforeseeable personnel change, GPT-II experienced little or no disruption and project goals were met or exceeded in the first year of operations.

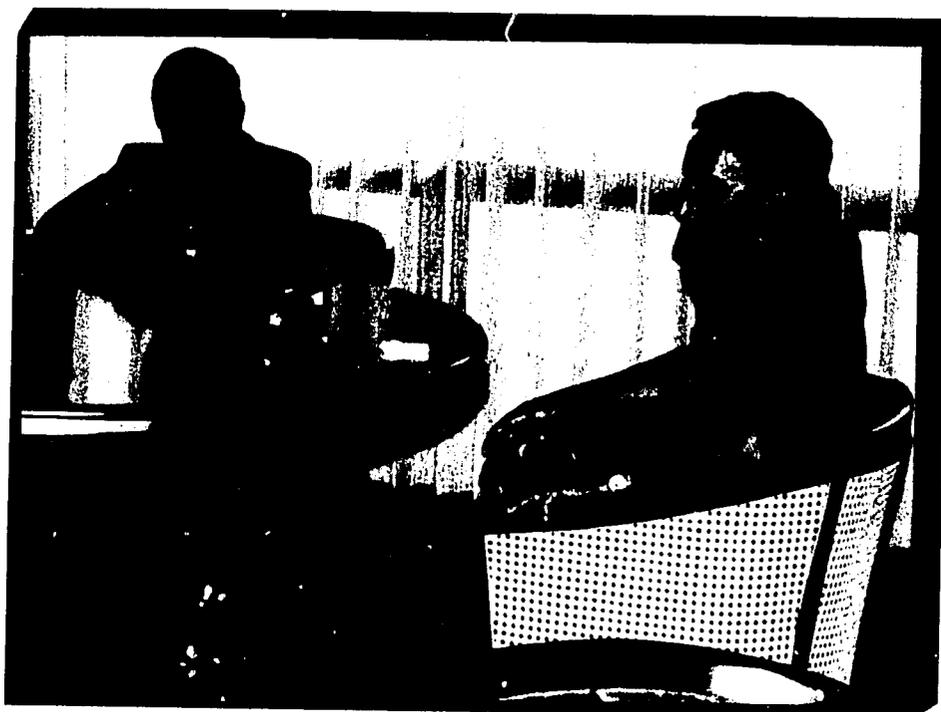
In the course of implementing GPT-II, a pattern of collaboration evolved that proved to be productive beyond expectations. This was the binational Working Group, a pairing of local and foreign experts to accomplish technical objectives.

The idea was, in one sense, not new. The idea of counterparts is venerable in technical assistance history. Often however, the counterpart positions are held by junior personnel who are essentially trainees. Perhaps the most important feature of the Working Groups under GPT-II is that the Indonesian counterpart is usually more senior, and chairs the group.

The new GPT-II contract had funds for 19 months of consultant services but senior staff positions had not yet been filled in early 1985. To bring in outside consultants without Indonesian staff in place ran the risk of producing a set of

"ornamental" reports because the officials who could act on the reports' recommendations were not yet appointed. On the other hand, delay in deploying the consultants risked a slow start on the project's work.

The OTO Director and the long-term advisors initially decided to delay the recruitment of short-term consultants for OTO until an OTO senior staff had been put in place. This decision was made at the risk of unmet training targets because it was felt that longer-range institutional needs were at stake. However, it soon became apparent that waiting to place the senior staff for OTO would slow work on another important part of the project, the examination of obstacles to overseas training for Indonesians. To accommodate these conflicting needs, it was decided to attach MUCIA's short-term consultants to OTO Working Groups chaired by prominent Indonesian academicians. In this way, even before OTO staffing was completed, there was a mechanism to sustain the fruits of the consultants'



Listening to an update on continued development of the Overseas Training Office (OTO) are Drs. Saadillah Mursjid (left), MPA, Deputy Chairman of BAPPENAS and Director of OTO; and, Dr. Saleh Afiff, Minister of State for Administrative Reform.



Conference photo taken at the most recent Donor/Lender Meeting in Jakarta (left to right): dr. Burhanuddin Anwar Tajibnapis, MPH, Assistant II to the Minister of State for Administrative Reform and member of NSCOT; Drs. Saadillah Mursjid, MPA, Deputy Chairman of BAPPENAS and Director of OTO; Mrs. Lamtiur Panggabean, SH, MPIA, Assistant I to the Minister of State for Administrative Reform; and, Dr. Dono Iskandar Djojotubroto, Special Assistant to the Minister and Head of the Center for State Budget Formulation and Analysis, Ministry of Finance.

work long beyond their departure. Even after senior staff appointments were made in September and October 1985, the working groups were able to reinforce the project's goal of institutionalization.

This action solved the immediate problem, and it turned out to have other advantages as well. The foreign expert alone could not have produced as useful a report as the binational group produced together; a report produced by an expert, working alone, might not receive as much attention; and, the joint effort provides a much richer experience for the local expert.

Another by-product of the binational Working Group device was to give OTO continuing access to a high level of expertise in critical areas. None of the Working Groups' Indonesian chairs was prepared to give up a university appointment, but all were quite ready to devote substantial parts of their time to the OTO, when it was clear that their knowledge could be translated into action.

The first local consultant was Dr. Amran Halim, former head of the

National Language Center, and now Rector of the University of Sriwijaya, Palembang. In testing Indonesian students as candidates for overseas study, Dr. Sumadi Suryabrata of Gadjah Mada University was a recognized leader in the field. Dr. Saparinah Sadli, Professor of Psychology at the University of Indonesia, a former dean of the faculty, took the lead in the Working Group on Academic and Cross-Cultural Orientation. Dr. Soerjono, a recent doctoral graduate in public administration at the University of Southern California, was lent to the OTO by the National Institute of Administration to work on training plans.

By February 1986, two long-term advisors and seven short-term consultants had provided technical assistance to the project under the contract. Long-term technical assistance had focused on institutional development of the OTO and coordination of the Working Groups, which in turn were addressing obstacles to the use of training opportunities in Indonesia. Short-term consultants, in cooperation

with the Working Groups, have concentrated on specific problems such as English language training (ESL), more objective means for identifying the most promising candidates, pre-departure orientation, subject matter upgrading of participants, and reentry issues.

The OTO's senior staff and long-term advisors periodically made project-related visits to the United States. In the summer of 1986, Drs. S. Mursjid, OTO Director, visited the MUCIA Executive Office to review project developments and discuss ongoing plans for the GPT-II project. Drs. S. Hasyim, Secretary of the Implementation Team and OTO Division Head for Finance and Operations, visited the MUCIA/GPT-II project office at UW-Madison, the HIID office in Cambridge, and the MUCIA Executive Office for first-hand familiarity with support personnel operations and facilities. The OTO Division Head for Planning and Needs Assessment, Drs. Affan Hasan, visited admissions offices and ESL programs at several U.S. universities. Drs. Hasan explained the function of the OTO to foreign

student admissions personnel and sought information on admissions practices to prepare his placement staff in the OTO. Accompanying Drs. Hasan were Ms. Wendy Gaylord Parsudi, English Language Training coordinator for the OTO, and Ms. Enni Rochmaeni of the OTO staff.

In May 1987, Drs. Sri Suryawati (Wati) Muchdi, member of the Planning and Needs Assessment Division, departed on a personal exchange with the Madison and Cambridge placement offices and attended national workshops sponsored by USAID and the National Association of Foreign Student Advisors.

Since GPT-II began, semi-annual reviews of the project were conducted by NSCOT, senior OTO staff and advisors, USAID officers, and MUCIA Executive staff. The reviews encouraged a candid assessment of the project from the perspective of each of these institutions, and led to early identification and correction of problems. Because project operations have proceeded smoothly, the reviews were able to focus on issues of institutional development,

primarily concerning the OTO. And here, as USAID Mission Director William Fuller said at the December 1986 project review, OTO's accomplishments in a year and a half are notable, "perhaps even more impressive than any of us might have imagined. In short, OTO has laid a firm groundwork for day to day operations as it enters its critical institution building phase. Much of the success of these efforts can be attributed to the effective, cooperative working relationships among the GOI, MUCIA/HIID and USAID."

1.5 Project Highlights

In two and a half years, GPT-II made significant progress in meeting all three of the operational objectives set down in the original project paper, as listed and described below.

Participant Training

- The project met and exceeded placement targets. As of June 1987, 423 participants have been placed in

non-degree and graduate degree programs. The project had scheduled 5,089 person-months of education and training.

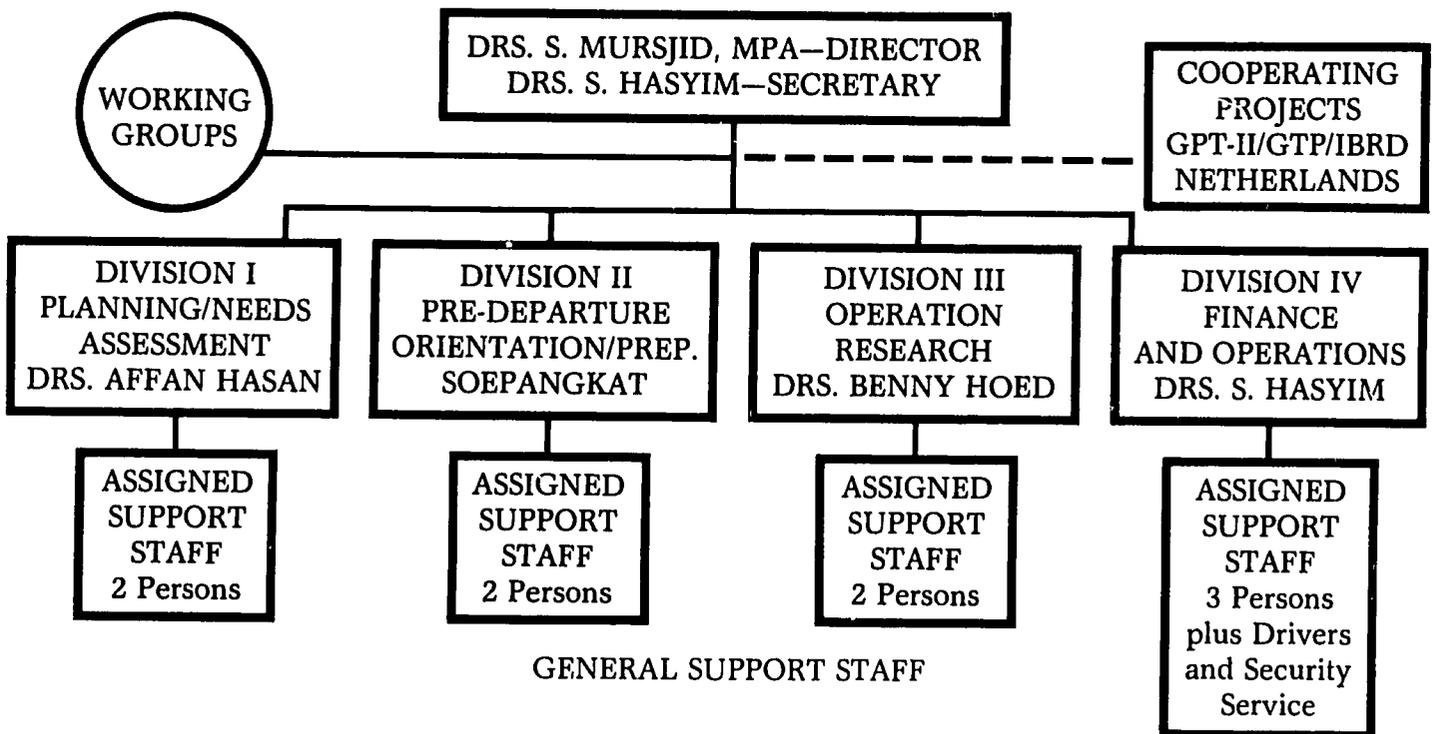
- A short-term consultant helped the OTO to devise the computerized Participant Data Management System (PDMS) for effective record-keeping on each participant. This system can produce periodic and spot reports on the numbers of participants at various stages of preparation and training, their parent institutions, places of study, and estimated dates of return, as well as career experiences upon return to Indonesia.

OTO/NSCOT Institutional Development

- NSCOT and OTO have established a solid base of institutional development. In policy and practice, NSCOT/OTO overcame concerns (initially expressed by several donor agencies) that they would see themselves as control mechanisms rather than providers of services.

Figure 1

ORGANIZATIONAL STRUCTURE OF THE OVERSEAS TRAINING OFFICE (OTO)



OTO is now organized to cover all major areas needed in a successful overseas training program, including research and information gathering activities to develop recommendations for overseas training policy. Under its directorate, four divisions carry out the daily activities of the OTO (see Figure 1). Division I works with ministries on needs assessment, planning, and selection of candidates for training. Division II is responsible for pre-departure preparation, orientation and monitoring. Division III is in charge of systems development and evaluation of the overall OTO operation, while Division IV is responsible for administration and finance. In addition,

the OTO also established seven working groups: Needs Assessment and Training Plans; English Language Training; Cross-Cultural Orientation; Testing and Measurements; Academic Up-grading; Non-Government Organizations (NGO's); and a computerized Participant Information System. These groups paired visiting consultants with senior Indonesian academics in a very effective way.

Relieving Training Constraints

OTO staff and advisors have identified several constraints on optimal use of overseas training opportunities by Indonesia.

Training Needs Analysis and Plans: Progress in strengthening departments' abilities to analyze their training requirements and devise programs for staff improvement included two workshops in August 1985 to acquaint government officials with the concepts involved in drawing up comprehensive training plans. OTO provided ongoing assistance from MUCIA and local consultants to ministries, as requested.

Participant Selection: An aptitude test in the Indonesian language was developed to provide a basis, other than English language competency, for selecting candidates with a high level of academic potential. The Tes Potensi Akademik (TPA) has been



In the U.S. Ambassador's Office, a special presentation of a plaque was made to the 10,000th person which USAID has sent abroad for training. Pictured (left to right) are: Drs. Johannes Soebruto, Program Administrator, USAID Office of Education; Dr. Don Foster-Gross, Program Officer, USAID Office of Education; Rosaline Tjitopravitno, Participant Training Counselor, USAID Office of Education; David N. Merrell, USAID Director; Paul Wolfowitz, U.S. Ambassador to Indonesia; Suwardi Sumadiwangsa, Overseas Training Office (OTO) participant and the 10,000th USAID participant honored; Drs. S. Mursjid, OTO Director; Ir. Suparman Karnasudirdja, MSC, Head of Wood Utilization Division, Directorate General for Forest Products Research, Ministry of Forestry; Professor Lee C. Nehrt, MUCIA Senior Advisor; and, Dr. Cameron Bonner, USAID Office of Education. Suwardi Sumadiwangsa is studying for his Ph.D. in Forestry at the University of Washington in Seattle.



Dr. Amran Halim, Rektor, Sriwijaya University, consultant to the Overseas Training Office (OTO) for English Language Training, during visit to the University of Wisconsin-Madison campus.

offered nation-wide on three occasions to more than 4100 candidates since its inception in November 1985.

- *English Language Training:* Proliferation of public and private English language programs has occurred without benefit of a means of quality control. Those responsible for overseas training projects had difficulty determining how much English Language Training should be provided and which courses were of the best quality. To address this problem, OTO began to establish benchmarks for time and intensity of study. These guidelines can be used by project managers to plan their programs more efficiently. In addition, language programs in selected provincial universities were strengthened by the OTO, and communications among language

teaching services and among donors were greatly improved.

- *Cross-Cultural Orientation:* New territory was opened in preparing participants for graduate study abroad. The OTO Working Group designed a week-long intensive cross-cultural orientation program called COPE (Cross-Cultural Orientation for Participant Effectiveness). While still in formative experimental stages, elements of COPE were tried successfully with a group of departing participants in May 1986, and with groups of advanced English language students in October and November 1986.

- In accomplishing other objectives, OTO succeeded in improving communication with outside funding agencies and a series of cooperating agencies.

Part II

INSTITUTIONAL DEVELOPMENT

II.1 Development of the Overseas Training Office (OTO)

As noted earlier (Section I.5), OTO organized into divisions (and valuable advisory working groups) to meet the key responsibilities of a successful overseas training office. OTO and NSCOT serve two major institutional constituencies in Indonesia:

1. Government institutions including ministry training centers, planning bureaus, personnel bureaus and government universities; and
2. Private institutions including private universities and such non-governmental organizations as foundations and cooperatives.

The services provided by OTO to these governmental and private institutions include information on available training programs, counseling on training plans, pre-departure preparation for overseas programs, implementation of assigned projects, definition of standards, and so on.

In practice, a government or private institution asks NSCOT for aid in planning overseas training for actual allocations of overseas training awards. NSCOT formulates policies and selects participants. The OTO, in implementing programs, uses the input of its working groups and consultants, and then assists the concerned institution on strategic areas of the training cycle. One of OTO's first tasks was to examine the training cycle and to break it into components for individual scrutiny. The main components identified by OTO were six:

1. Planning of overseas training
2. Initial selection of participants for training
3. Pre-departure preparation:
 - a. Foreign language training
 - b. Academic preparation
 - c. Cross-cultural orientation
4. Participant placement in overseas programs
5. Monitoring of the study process while participants are overseas
6. Monitoring and taking steps to alleviate any reentry problems.

With these components identified, the OTO was then able to define nine strategic areas for attention and



Professor Saparinah Sadli (left), Chairperson of the Cross-Cultural Orientation Working Group (COPE), and Drs. S. Mursjid, OTO Director, at the last meeting of Donor/Lender Agencies in Jakarta.

development. OTO sees those nine areas as critical for the smooth operation of an overseas training program, and the ones where delays, misunderstandings, and inadequate preparation may arise most often. Critical issues within selected areas may be examined by Working Groups established by the OTO.

1. Development of Training Plans by Ministries and Agencies

NSCOT and OTO encourage agencies to think systematically about the purpose of the organization, the range of skills required to perform its functions, and the needs for overseas training. This systematic analysis should lead to a better understanding of the ways in which management can wisely deploy financial resources to enhance human resource development.

The Working Group on Needs Assessment/Training Plans stressed process rather than product. It studied the training plans submitted, conferred with organizational experts in LAN and elsewhere, and held two seminars with over 30 departmental officials at each to discuss the planning process.

The OTO recognizes that the departments must do the initial

training plans because only they know the content of their organizational tasks. OTO can and should provide technical assistance to the gradual upgrading of these plans. Each year, the planning process could be improved until the point

when it would become a valued element in the organizational management process.

The OTO identified C. David Esch of the Institute of Public Administration (IPA) in Washington, D.C., as a consultant. Esch assisted LAN in organizing a course for senior civil servants and he understood the administrative system. Dr. Soerjono, a LAN employee recently returned with a Ph.D. in public administration from USC, was assigned to work with Esch for the time that he was in Jakarta.

2. Selection System Standardization

In the past, each project typically devised its own selection procedures for graduate training abroad. As could be expected, some were more effective than others. Typically, undergraduate grade-point averages, personal interviews and job performance were taken into account, although factors such as seniority and favoritism could not always be excluded.

The need for an objective measurement device to aid in the



Enni Rochmaeni, SH (right), Short-Term Training Placement Officer, Division I, talks with participants from the University of Wisconsin-Madison during a visit in 1986.



Drs. Affan Hasan, Head, Division I, Planning, Needs and Assessment.

selection of graduate-level candidates was evident before the start of GPT-II. One of the most innovative aspects of OTO programs was the development of the Tes Potensi Akademik (TPA), mentioned earlier, to help in selecting candidates for overseas training. There was considerable doubt among donors about the absorptive capacity of Indonesia for graduate training opportunities. A recent report showed that only 40% of available scholarship opportunities were in fact used because of selection problems and language deficiencies. The TPA doesn't eliminate language problems, but it helps to identify candidates who warrant substantial pre-departure preparation in the English (or other) language because of their high academic potential.

In fact, the value of the TPA was demonstrated and enhanced by the administration of the Pre-TOEFL at the same time. Many candidates scored high on both tests, and they would presumably have been selected for overseas training no matter what selection process was used. Others did well on the Pre-TOEFL but poorly on the TPA. They may still be selected by various programs because of the ease with

which they can pass language thresholds, and their academic records will be worth tracing to see how well TPA serves as a predictor. The most rewarding result of the test, however, was the identification of people with high academic aptitude and low pre-TOEFL scores. These were the people unlikely to have been selected using other methods, despite their intellectual promise. These were the people who represented the latent "mind-power" of the nation. These were the very people that programs, such as GPT-II, were seeking to tap and who could benefit from further opportunities for education, training and career development.

The OTO selected Dr. Sumadi Suryabrata, Professor of Psychology at Gadjah Mada University, to head up the working group on tests and measurements, and to work with the MUCIA consultant, Dr. Daniel Mueller of Indiana University, in determining the merits of constructing an academic aptitude test in the Indonesian language and figuring out how to get the task completed. Dr. Sumadi has a Ph.D. from the University of Iowa and has been involved in virtually every major initiative in the mental measurements field in Indonesia for the past 20 years.

This Working Group quickly realized that the more difficult task was not the construction of the initial academic aptitude test, but the development of a process for renewing and revising the test, ensuring reliability, validity, and comparability of the different versions, and maintaining test security.

With the part-time assistance of Dr. Soetarlinah Soekadji, Professor of Psychology, Gadjah Mada University, the TPA was revised and new items created each time the test was administered. The Group was joined later by another MUCIA consultant, Dr. James Maxey, University of Iowa, to give consideration to institutionalizing the testing program and to entertaining serious thoughts regarding the creation of a national testing service.

The OTO's selection procedures have also standardized the keeping

and evaluation of candidates' academic transcripts, professional records, and recommendations in conjunction with test results.

3. Foreign Language Training Standardization

Foreign language speaking ability is generally considered to be one of the most severe constraints on overseas training for Indonesians. In some parts of the world, the mastery of a foreign tongue is quite common, almost a regular part of growing up. In Indonesia, as in America, this is not the case; foreign language speaking ability is the exception rather than the rule.

The language constraint arose as a problem very early in the project and the OTO undertook to establish its first Working Group in the area of English Language Training (ELT). Dr. Amran Halim, Director, National Language Training Center, was selected to chair the Working Group to explore measures to alleviate this constraint. The Group determined that it would be helpful to examine two major aspects of the issue: first, to quantify the demand for ELT in terms of opportunities available to the GOI, estimate the costs of meeting the demand, and suggest how the costs should be shared between donor and GOI; and second, to assess in-country language teaching capacity and estimate the time and resource requirements for achieving English proficiency from various levels of preparedness. Mr. Richard Pagett, HIID, returned to Indonesia as an outside consultant, for the management task and MUCIA recruited Dr. Jeffrey Dreyfuss of the Wisconsin English Language Institute for the latter assignment.

The Working Group first gathered the most reliable information on the numbers of overseas training opportunities available to the GOI, the number of people who actually go abroad, and the kind of preparation they receive, especially in the English language. They then identified which policies of the Government might unintentionally constrain language teaching and

GPT-II PROJECT TECHNICAL ASSISTANCE

LONG TERM CONSULTANTS

NAME	ASSIGNMENT	DATES	DURATION
Sherwood O. Berg	Chief-of-Party	9/1984-7/1987	34 months
Courtney Nelson	Training Advisor	4/1985-6/1986	15 months
Wendy Gaylord Parsudi	English Language Training and Academic Counseling	1/1986-present	
Kay G. Ikranagara	Academic Counseling	8/1986-present	

SHORT-TERM CONSULTANTS

NAME	ASSIGNMENT	DATES	DURATION
David Esch	Training Modules	5/21-6/9/1985	3 weeks
	Manpower Training Needs	8/12-8/27/1985	4 weeks
Daniel Mueller	Aptitude Test Development	8/2-9/9/1985	4 weeks
		5/30-6/30/1986	4 weeks
Richard Pagett	Training Advisor	9/1-9/30/1985	4 weeks
	English Language Training	8/6-8/25/1985	3 weeks
	Needs: Financial Dimension	12/30/1985-2/1/1986	4 weeks
Terance Bigalke	Acting Training Advisor	2/1-4/30/1985	8 weeks
	Acting Chief of Party	6/19-7/2/1986	2 weeks
Merton Barry	Acting Chief-of-Party	10/5-11/10/1985	5 weeks
	Consultant	3/20-3/27/1986	1 week
Courtney Nelson	Consultant	8/21-9/14/1986	3 weeks
		12/1-12/17/1986	2 weeks
		2/25-3/14/1987	3 weeks
		6/6-6/30/1987	3 weeks
		8/23-9/24/1987	4 weeks
		9/17-9/26/1987	2 weeks
Jeffrey Dreyfuss	English Language Training	8/6-10/1/1985	7 weeks
R. Michael Paige	Pre-departure & Re-entry	9/28-12/3/1985	9 weeks
	Orientation (COPE)	10/6-11/10/1986	6 weeks
	Continued COPE Development		
Herbert Roberts	Install & Modify Participant Data Management System	10/1-11/8/1985	5 weeks
		4/15-5/16/1987	4 weeks
Joseph Mestenhauser	COPE Development	12/27/1985-3/3/1986	9 weeks
G. Richard Tucker	Analyzing OTO Approach to ELT Obstacles	7/16-7/29/1986	2 weeks
James Maxey	Evaluation of Aptitude Test and Feasibility of National Testing Center	8/15-8/30/1986	2 weeks
J. Mark Simpson	Training Operations	5/25-7/23/1986	8 weeks
Janet Franke	Fiscal Management	4/10-5/19/1987	5 weeks
Steve Grizzell	NGO Advisor	1/1-3/31/1987	13 weeks

learning. Finally, they formulated a set of strategic recommendations through which the GOI and the international community could cooperate to improve the situation.

Its key recommendation was that candidates for overseas training should be selected without regard to their previous language training and then given intensive instruction to the level required for graduate school admission.

Most significantly, the recommendations of the Working Group led to an amendment of the MUCIA/MENPAN contract that permitted the use of GPT-II funds for in-country instruction in the English language. MUCIA and the OTO had been precluded from doing so by provisions of the initial bilateral agreement. MUCIA, under its revised (Amendment 1) contract, provided approximately 645 person-months of ELT in direct training support in the early phases of the Project, roughly the first six months of 1986, until such time that the direct support was assumed by the OTO.

The ELT Working Group arranged for the courses for the first 150 people and for succeeding groups or classes. The British Council (BC) and the Australian Language Center (ALC) offered full cooperation and sponsored a complete set of courses. The University of Sriwijaya, Palembang, Sumatra, and the Hasanuddin University, Ujung Pandang, Sulawesi, began courses at both the basic and intermediate levels. Private schools of language instruction were used, primarily for short term participants.

To assist in implementing and managing the program, the British Council provided the OTO with the services of Ms. Christine Morfit on a loan basis as an ESL specialist. In January 1986, MUCIA engaged Ms. Wendy Gaylord Parsudi as an ELT consultant. She remained on the MUCIA staff in the capacity and also served as an academic counselor. In the meantime, Dr. Abdul Latif replaced Dr. Halim as Chairperson of the ELT Working Group when the latter assumed the Rectorship of the University of Sriwijaya.

After the first ELT cycle was over, the Working Group assessed results, particularly the "fit" between where one course left off and where the next was to begin. In this they had the full cooperation of professionals from ALC, BC, Sriwijaya and Hasanuddin, plus the assistance of Dr. Richard Tucker, President, Center for Applied Linguistics, Washington, D.C., who came out as a consultant. Dr. Tucker was impressed with the accomplishments of the program and the utility of the TPA in selecting candidates who warrant the investment of intensive ELT. He and the others found, however, that the initial estimates of the time it takes to achieve substantial gains in TOEFL scores, particularly at the higher levels, had been optimistic. As a result, the course levels were re-calibrated and optional loops built in to permit slower students to repeat certain segments.

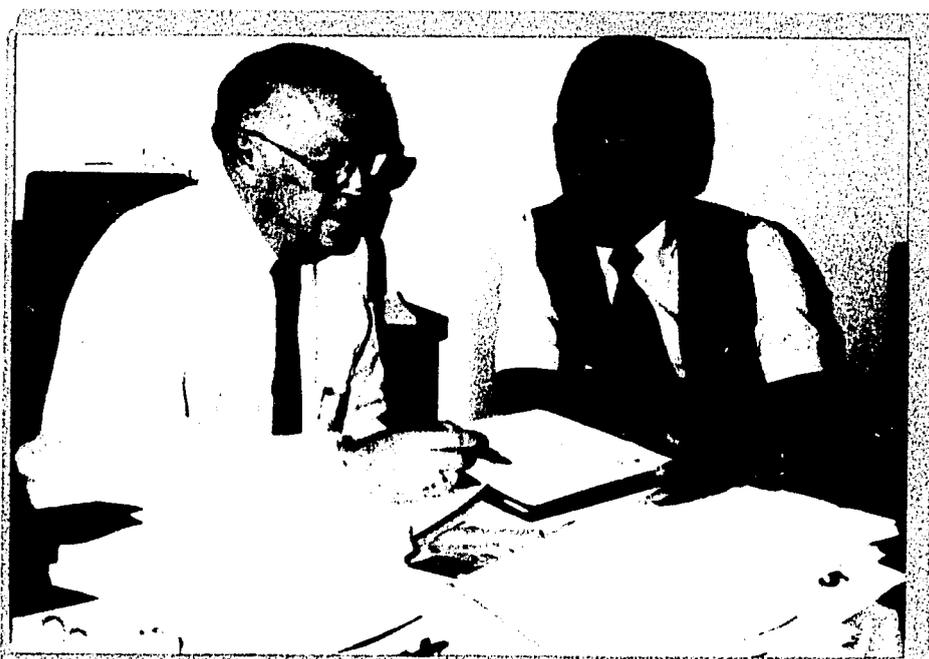
It was not proposed that the OTO operate its own ELT classes. Rather, the Office can play a coordinating role, arranging intensive instruction for candidates at the same level of language learning, but offered by different training programs.

The training model proposed involved three four-month ELT courses in-country for a candidate entering with a TOEFL score in the 400 range followed by a "topping off" course in the country of study. Thus, the OTO's ETL program is structured to allow participants to enter at one of three levels, and if necessary, to pursue 2-3 months of additional intensive work in the host country while beginning overseas training. The GOI is responsible for the first two levels of training and the donor agency the last two.

4. Academic Preparation Programs

Beyond language training, the preparation of a candidate for study abroad should include cross-cultural orientation and academic skills as well as readiness for graduate entrance exams such as the GRE and GMAT in the US. OTO working groups did a good deal about ELT and cross-cultural preparation, but only began to explore other questions in the area of academic preparation.

A meeting at OTO in February 1986, attended by representatives of



Professor Merton R. Barry (left) and Dr. S. Hasyim, review program development plans during a visit to the University of Wisconsin-Madison campus, October 1986.

cooperating agencies and GOI departments with large overseas training projects, considered the advantage of pooling resources from existing projects to mount a pre-departure upgrading program on a pilot basis. The OTO acted in a catalytic role, testing the possibilities for constructive action without intending to establish or manage a program of its own.

A Working Group on Academic Upgrading was formed under the chairmanship of the Rector of Sacha Wachana University, Dr. Willi Toisuta. Two senior American consultants helped to define the problem: Dr. Michael Moravcik, a physicist from the University of Oregon, and Dr. David Cole, an economist from HIID. It was expected that special offerings in mathematics, statistics and analytical writing would be added to the advanced ELT course at ALC in the Fall of 1987.

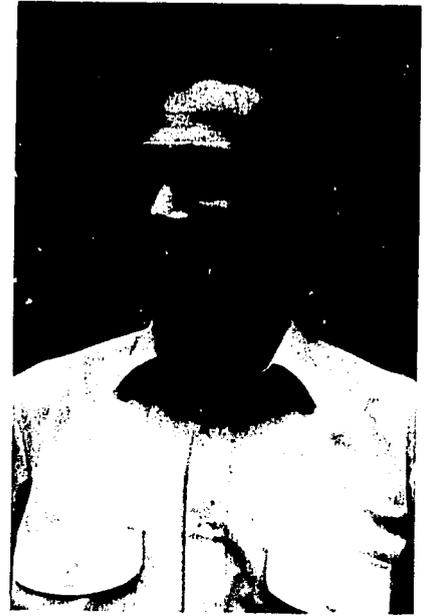
The materials designed for this purpose could in time have an important impact on university education in Indonesia generally. They are characterized by a questioning,

problem-solving approach which is often thought to be lacking in Indonesian higher education.

5. Cross-Cultural Orientation Program

In evaluating the effectiveness of Indonesian participant training programs of the past, OTO now believes that the ability of a participant to adjust to the foreign culture where training occurs (especially in degree or long-term training programs) can also influence the success of training.

OTO's cross-cultural orientation program, developed by the Working Group on Cross-Cultural Orientation for Participant Effectiveness (COPE), composed of local and visiting consultants, prepares overseas training candidates for the experience of living and studying abroad. Using information gathered from returned Indonesian participants, the Working Group created an orientation program that alerts prospective candidates to the most common cultural problems for Indo-



Drs. S. Hasyim, Head, Division IV, Finance and Operations.

nesians studying overseas. Indonesians and Americans have different traditions or approaches to the learning process and to student-teacher relationships. These differences are rooted in the more general differences between Eastern and Western cultures.

For example, Indonesians believe it is not appropriate to raise questions or debate issues with their professors, because to do so is considered highly disrespectful. Americans view learning and student-teacher relationships as a more interactive process. Professors encourage and in many cases require this kind of approach from their students. Problems can result if the participant is unable or unwilling to approach the education process from this perspective. While it is difficult for Indonesians to acclimate themselves to this style, knowing about it before the first day of class can mean the difference between adjusting to the style rather than being intimidated by it.

In the process of preparing Indonesian students for graduate study in the U.S., the Working Group on COPE, chaired by Professor Saparinah Sadli, former Dean, Faculty of Psychology, University of Indo-



Farewell luncheon for Dr. Sherwood O. Berg (left), MUCIA Chief-of-Party, 1984-87. Sitting beside him (left to right) are Drs. S. Hasyim, Secretary of OTO and Head of Division IV; and Drs. Affan Hasan, Head of Division I.

nesia realized that it was dealing with a set of important readiness variables that are somewhat less quantifiable and less well understood than those, for example, in language training.

The COPE Group set itself to assessing the quality of orientation offered in existing programs, interviewing returned students and searching the literature for evidence of the nature of orientation problems encountered by Indonesian participants, and defining experimental techniques for dealing with them.

Then Dr. Sadli and members of the Group set to work developing training materials in the Indonesian language. In developing the content for the COPE program, the Group decided to call on talents from two groups in Indonesia: the Faculty of Psychology at the University of Indonesia, and Bina Antar Budaya. The latter is a yayasan, or private foundation, which grew out of an international student exchange program called American Field Service (now known simply as AFS).

Bina Antar Budaya, under the Directorship of Ms. Irid Agoes, consists of members who have all traveled abroad, many spending one of their high school years living with

a family in another country. Over the years, these individuals have gained a great deal of experience in preparing young people for cross-cultural experiences. AFS groups in many countries share their knowledge and training techniques making the organization the repository of vast practical information about intercultural exchanges.

The people from the Faculty of Psychology brought a theoretical underpinning to the effort. They were often less experienced in actually participating in and preparing people for cross-cultural living and studying, but they were better grounded in the literature than those from the yayasan.

In the summer of 1986, Dr. Sadli and five of her colleagues attended a two-week seminar on cross-cultural research at the University of Hawaii. From there, most of them went on to the mainland where they visited many Indonesian students at various universities and got first-hand knowledge of the kinds of problems which most concern them. This was an excellent learning experience for the COPE Group.

During the formative stages of its activities, the COPE Working Group drew upon the experience and services of two MUCIA consultants: Professors Josef Mestenhauer and R. Michael Paige, Director and Associate Director, respectively at the Office of International Education, University of Minnesota. Both have strong groundings in cross-cultural psychology, and Dr. Mestenhauer is 1987-88 President of the National Association of Foreign Student Affairs (NAFSA). During their visits, workshops were held on cross-cultural orientation and adjustment issues, COPE sessions with Indonesian participants were critiqued, and training materials were modified.

In early 1987, the COPE Group was called upon for advice and counsel in related areas of activity with the OTO. The ELT staff found the single-minded pursuit of TOEFL scores by the students to be a constraint on learning many of the other aspects of the use of English that are important to success in



Drs. Benny Hoed, Head, Division III, Operations Research.

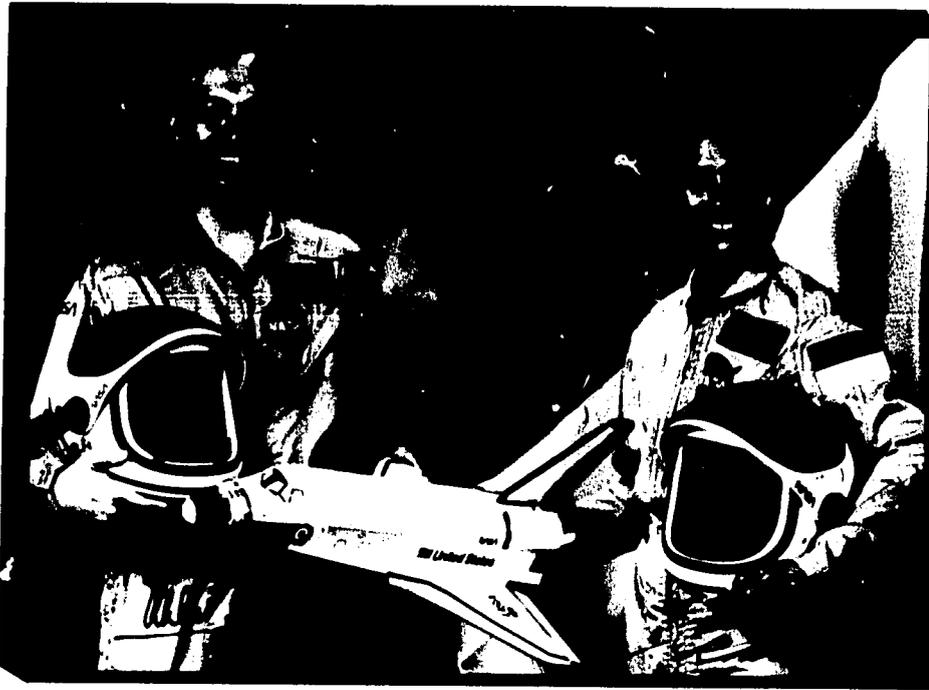
graduate studies. The language teachers thought the COPE Working Group could help bring the participants to understand the need for a balanced approach to language, not just a TOEFL preparatory course. This resulted in special modules which were designated as PRA-COPE.

In another instance, an issue arose of how much intensive language instruction is required by candidates for undergraduate training in the Netherlands. Dr. Sadli and Ms. Nani Nurrahman, one of the COPE members from UI, were asked to do a brief study of the issue and report to the negotiators of a bilateral study program. This kind of applied research on immediate policy issues can be readily handled by members of working groups, such as COPE, because of the expertise they command and their freedom from routine managerial responsibilities.

A key aspect of COPE is to assist the participants in understanding the basic parts of a culture, the differences between cultures, and adaptations which need to be made when moving from one culture to another. Thus, it is also valuable in helping the participants to readjust to life and the workplace after their return to Indonesia.



Mr. Soepangkat, Head, Division II, Pre-Departure Orientation and Preparation.



Two individuals from the General Participant Training II Project: Professor Pratiwi Sudarmono (right), Prime Payload Specialist, and Engineer Taufik Akbar, Backup Payload Specialist, at NASA's Houston Space Center.

The path-breaking nature of this work by the Working Group on COPE is gaining recognition internationally, as evidenced by the invitation by NAFSA for the OTO to send a representative to its annual meeting. Nani Nurrahman made a presentation on COPE at NAFSA meetings in San Diego in May 1987. It is planned that a sectional meeting of the NAFSA Annual Conference in 1988 will be devoted to the overall development of the Indonesian OTO.

6. Placement Systems

In Indonesia, the OTO staff assists ministries and participants in compiling transcripts and other documents to assure adequate application and expeditious placement in overseas training programs. In the U.S., offices at Wisconsin and Harvard follow through on placement and provide continuing support, supervision and reports on progress throughout the training period.

An account has already been given of the OTO staff members

who have visited the U.S. to gain an appreciation for issues and problems in managing the placement and support offices in a "target" country (see Section I.4). MUCIA staff have also visited the OTO to improve coordination and to strengthen working relations between the two sets of offices. Mr. Mark Simpson, MUCIA Executive Office, drafted an operations manual for the OTO during June 1986. Miss Janet A. Franke, Assistant Director, International Engineering Programs, University of Wisconsin, worked on budgetary issues and participant counseling during April-May 1987.

During October 1985 the GPT-II project, with the aid of MUCIA and two local consultants, installed a computerized Participant Data Management System (PDMS) to provide ready information on trainees on recurring, periodic, and spot bases. The system has great flexibility in that it can be used to assist in the placement process as well as for evaluation of participant training programs (see "Monitoring System" next). Upon examining the program, the local USAID Training Division

immediately adopted the system for its own operations. OTO expects to offer this computer program to other training units in Indonesia and will encourage them to use it to ease compilation, exchange and analysis of training data on a country-wide basis.

7. Monitoring System

A major component of the GPT-II project is the development of systematic evaluation techniques for assessing the quality, cost effectiveness, and relevance of participant training programs. The questions the Indonesians want to answer range from the very specific, such as average length of program or average cost per participant, to broader questions such as the appropriateness of training programs to the long-term manpower needs of the Indonesian government. To obtain reliable answers for these wide ranging questions, OTO is developing a data gathering and analysis strategy.

The data gathering component of that strategy is the Participant Data Management System (PDMS). The program's capabilities were summarized by consultant Herbert C. Roberts in October 1985 as follows:

- "...PDMS is a...microcomputer application designed to assist the OTO to collect, store, change and review data on Indonesian participants studying and training abroad.

- "PDMS can be operated on two levels. At the basic level, the operator follows the on-screen commands to select the desired operations. At this level, PDMS simplifies the storage, review and up-dating of participant data and produces five fixed format reports that provide most of the training and financial data needed on participants on a day to day basis.

- "At the advanced level, PDMS operates directly through dBASE-III and is capable of producing an unlimited number and variety of lists and reports designed to meet specific information requirements."

Such abilities in PDMS make it a straightforward matter to answer precise, simple, numerical questions.

Answering the broader questions will be more difficult, because they require information that may not be accessible to the OTO for two reasons.

The first is that the data may not exist. Take, for example, the question: Is training relevant to future manpower needs of the organization? The particular ministry or organization may not have articulated this larger question when it selected its candidates for overseas training. Furthermore, decisions on candidate selection are subject to other factors that are constantly changing and difficult to measure, such as bureaucratic dynamics to meet changing conditions and the short-term manpower exigencies of the organization.

A second reason might be lack of access to data that does exist; however, ministries and other organizations may not want to allow an outside review of their internal functions by providing such data to the OTO.

The OTO's approach to these dilemmas is to work with willing sponsoring organizations as early as possible to assist in the creation of well thought out manpower development plans. The success of monitoring and evaluation in answering broader questions will depend on the degree of cooperation between the OTO and organizations it serves. The OTO could offer its experience and techniques to other agencies to enable them to undertake their own internal evaluations.

The OTO's Working Group on PDMS is chaired by Ir. Tungal Mardiono. He and his colleagues, Ir. Bernhard Sitohang and Ir. Harsono, who serve as members of the Work-

ing Group, are from the Faculty of Computer Sciences, Institute of Technology Bandung (ITB). They are joined by Ir. Bambang Widiyanto, an able BAPPENAS electronics engineer, who provides much of the on-the-spot attention that the system may require. During the months of April-May 1987, the system was expanded to accommodate the planning and operational needs of the training plans section, the TPA test administration and the ELT programming.

Special consideration will be required to provide for the demands of the newly-inaugurated MUCIA World Bank Second University Development Project whose information system is to parallel that of GPT-II. This is an area of OTO activity in which the expanding needs of the user agencies are such that the Working Group is frequently called upon for its counsel and services.

8. Reentry Preparation and Follow-Up Programs

Many experienced participant program directors say that reentry and follow-up efforts in overseas training programs continue to be misunderstood and neglected. Some say that reentry to the home society may be a more serious problem than entry to the host culture.

OTO believes that there are three main dimensions of reentry issues. The first is the personal readjustment required of someone who has been abroad for several years.

The second dimension of reentry concerns use of the knowledge gained abroad. Sometimes co-workers, accustomed to a settled pattern of activity, resist the introduction of new ideas from a returning colleague. More often, the returned participant finds that his role in the organizational structure seems to have closed

in his absence, and he has a difficult time finding a niche in the structure.

The third dimension of reentry is the need, in many cases, to "recalibrate" the returnee to make new skills most useful to the country. Trainees who have spent several years in an academic setting may sometimes have problems in adopting their methods to the practical environment of the workplace in their home country. The OTO recognizes that it will need to work with the parent organization and the individual returnees to maximize the use of their new skills.

Thus, reentry is a multidimensional issue and the complexity arises not just from the individual adjustment which the return to Indonesia entails. The reentry issue also focuses upon the workplace where the benefits of the overseas experience may not be recognized, the adaptation of newly learned skills and techniques to Indonesian realities may prove difficult and the resumption of Indonesian codes of manners and behavior can be extremely trying. The OTO expects to establish a Working Group on Reentry by the end of 1987.

9. Systems Development and Evaluation

The last of the nine strategic areas of a smoothly operating overseas training program is the difficult but essential matter of self-examination. OTO must not only do its work of processing participants for overseas training, but must also step back, look at what it is doing, and try to make its work as useful as possible. Evaluation is essential for systems development. Systems development in turn provides support for future planning and decision making about overseas training, and the formulation of recommendations on overseas training policy at the national level.

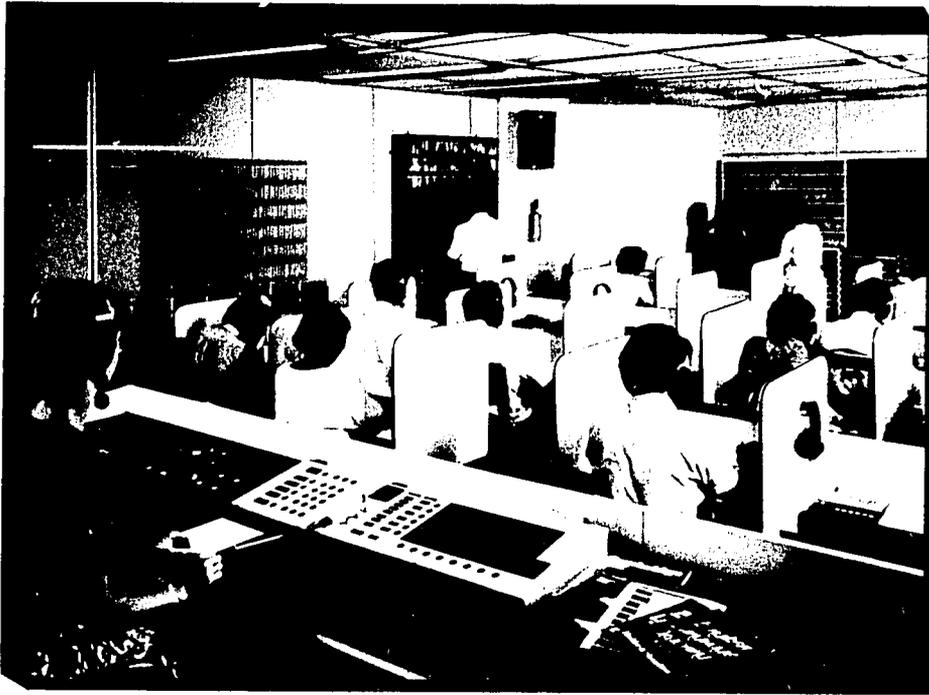
Part III

EDUCATION AND TRAINING CONSIDERATIONS

III.1 Placement and Management

The University of Wisconsin at Madison—the lead institution for MUCIA in the GPT-II project—has placed Indonesian students in degree programs in universities in the U.S. and elsewhere since 1958 when it began the Economics Faculty Development project under a Ford Foundation grant. MUCIA's placement program under GPT-II builds upon UW's long experience in Indonesia and its highly practical system of placement of foreign students over the past fifteen years. During the first two and one-half years of the project, UW has already placed nearly 200 staff members from Indonesia's government ministries, private universities, and private voluntary organizations in universities, or special training programs in the United States. Also, the placement office at Harvard has placed more than 25% of the GPT-II participants. Placement involves selecting appropriate universities and departments, assembling documentation, monitoring the application process and following up on students' progress. Unlike many past projects, however, GPT-II also intends to build permanent placement expertise in OTO in Indonesia to manage participant training after this project is completed. This goal demands that both the mechanics and the intangible skills of the placement process be transferred from UW (and Harvard) to the facilities and staff at OTO.

Often an applicant has chosen three or four overseas universities to which he wants to apply, sometimes on the basis of a colleague's counsel and sometimes simply because of their international renown. OTO and its placement library can now supplement an applicant's informal sources of information with better data on the schools best-suited to his interests and abilities. The placement/support offices submit applications to all universities of the individual's choice, but it also helps applicants by reviewing their choices and suggesting additional universities, as appropriate. MUCIA's placement expertise is used



EAP-2 students in the language lab at the British Council.

to match an applicant's academic profile to programs at various universities. The materials used to select the universities suited to the applicant include data on individual programs, library holdings, staff quality, rates of graduation for foreign students, etc. for universities throughout the U.S. and non-degree training sites around the world.

The aim of the placement process is the best match for the student. Depending on the circumstances, the placement/support office might seek placement in non-MUCIA schools as well as its member universities, or in a university in a country other than the U.S. The UW placement/support office has placed 29 percent of its assigned degree participants among MUCIA institutions. If the candidate's prime duties will be teaching, a university system that emphasizes instruction skills and methods may be best. For other candidates, a university that offers research degrees may be more appropriate to future careers.

Experience is also a guide. Professors known by the placement/support office to have a particular interest in Indonesia and the problems of developing countries, or those

who have an outstanding reputation as advisors for international students, may be the best choices for some applicants.

Cost is another factor in selecting a university or training site. Tuition in the U.S., for instance, varies between public and private institutions. These differences can represent a substantial savings for a fellowship program. Cost of living (especially

the availability of subsidized housing) and a congenial environment are also considerations in placement of students. The number of Indonesian students already enrolled at a university is sometimes significant as is the range of services offered by the International Students' Office at each university.

The OTO already plays a fundamental role in the placement process for GPT-II. The placement/support offices have furnished the OTO a library of university catalogues and application forms for candidate reference. The OTO assembles all student documents in their required original and certified forms. It also confirms that appropriate preadmission tests—TOEFL, GRE or others—are completed. For the past year, OTO has also administered the TPA for screening potential candidates, coordinated English language preparation, and developed a pre-departure orientation program.

Once the OTO has gathered all application materials, a student's files are sent to the placement/support offices at UW-Madison or HIID, where documents and applications are checked for accuracy and completeness. One copy of all academic records is kept by the placement/support office in case of loss, or if needed by graduates in the future. Application files are then sent out to



Neni Kania, Division IV secretary (left), and Wati Muchdi, Division II staff, assisting two participants.



Thomas J. Skerry, Jr., HIID Administrator for the GPT-II Project.

universities with a cover letter, along with the required letters of financial guarantee and any application fees.

Fees for the reporting of TOEFL and GRE scores are also paid by the placement/support offices.

The placement/support offices keep a log of all applications and check regularly on the status of each application. This information is relayed to OTO, which stays in contact with the candidate and also ensures that any additional documentation or tests are completed.

III.2 Support Services and Monitoring

Once a student has been accepted for overseas studies under GPT-II, MUCIA provides the supporting services needed to meet his academic, financial, and personal interests. Good communication is essential in administering a training program for students as widely separated as California and Washington, D.C. and in other countries. Staff at HIID and UW-Madison maintain regular contact with students wherever they are located for efficient operation of the project.

For students studying on the UW-Madison campus, MUCIA hosts a variety of social and academic programs throughout the year for students and their families.

Each month the placement/support offices provide degree students with their living allowance in the form of a check. Non-degree students studying in the U.S. are advanced all or part of their stipend when they arrive, depending on the length of the program. For non-degree training carried out in Southeast Asia, allowances are sometimes provided in U.S. dollars through the OTO. Students are also entitled to additional allowances for books, research and special programs such as attendance at academic conferences. Requests for these allowances are reviewed for concurrence with project purposes and regulations by staff at the placement/support office. All tuition bills are paid directly in the appropriate currency to the institution at which the student is enrolled.

MUCIA requires each student to report registration for each academic term and grades received. Regular reports on students' progress are sent to the project headquarters in OTO for relay to the students' home institutions. Staff at placement/support offices contact students (and their academic supervisors) when progress reports indicate academic problems, whether personal, cultural, or tutorial in nature. They

also intervene on students' behalf when problems stem from misunderstanding of the needs of foreign students in the U.S.

Time limits for overseas degree programs are set by the Indonesian government at two years for the Master's degree and three for the Ph.D. It is the unusual student who can complete required work for a graduate degree in those time frames, and MUCIA transmits requests for extension of studies to the OTO, which must obtain the approval of the participant's Ministry and of NSCOT.

The placement/support offices also assist with renewal of students' visas, verification of academic standing, and certification of financial support to Indonesian consulates in the country of study, as well as such personal and family matters as dependents' work permits, medical insurance claims, and public education of students' children in the U.S.

Return travel arrangements for graduates are made between the OTO and the placement/support offices, as are arrangements for follow-up contacts, personal correspondence, transcripts, Indonesian Embassy endorsement of diplomas, journal subscriptions, etc. after the graduate's departure for Indonesia.



Engineer Bambang Widiyanto, BAPPENAS, updating the Participant Data Management System in the University of Wisconsin-Madison Support Office, September 1987.

Part IV

THE FUTURE

The future of the OTO may be divided into two time periods. The first is the period of the remainder of the Amended GPT-II MUCLA contract (June 1987 to June 1989); the second is the indefinite future after June 1989.

These futures will be viewed through two perspectives: the first will be via the strategic areas discussed in Part II; the second will be the institutional development of the OTO.

IV.1 Strategic Areas

1. Training Plan

The OTO will continue to organize workshops for the various ministries and agencies of the government to help them better develop training plans and to select the most appropriate people for the most appropriate training. However, it is also hoped that the OTO, working with BAPPENAS, and based on the five year development plan, will be able to help identify sectors of the economy where the stress for overseas training should be placed.

2. Selection System

The TPA will continue to be used to test candidates for overseas training. The incremental growth of the numbers of candidates indicate that at least 5000 will take the exam in 1988 and more each year thereafter. Thus, if the top 10% is used as a cut-off point, there will be 500 government officials in the "pool" for overseas training, each year, to be tapped by any cooperating agency. The major question for the future of the TPA is whether its administration should be kept within the OTO, or whether the government will create a national academic testing agency which would administer the TPA as well as the university entrance exam, and others.

3. Foreign Language Training

The ELT programs are now organized by the OTO but taught by other organizations. This is expected to continue. A major question in this area is whether the OTO should attempt (or push other organizations) to offer ELT in a residential setting using the immersion method. Another

question is whether the OTO should organize a higher level (EAP-3) in Indonesia or continue to allow participants to spend one or two semesters studying English in the U.S. If the latter, should such study be at the university where the degree study will take place; should it be a standard preparatory program, such as the Economics Institute in Boulder, or should it be a tailor-made program.

4. Academic Pre-Departure Preparation.

Academic pre-departure preparation has not been fully addressed by the OTO. It is expected that by 1988 the subjects for presentation will have been identified and that that year can be used to prepare the course materials and determine how they can be integrated with ELT.

5. Cross-Cultural Orientation and Reentry Programs

Pre-departure cross-cultural orientation is fairly well developed. The future emphasis will be on developing a program for reentry, after completion of degree study abroad. The other future development will be on organizational structure, to move the COPE activities out of the OTO Working Group and into an outside organization which would operate the COPE programs under contract with the OTO. A separate reentry program will be designed in order to improve the reintegration process in the respective institutions.

6. Placement, Support and Monitoring

The placement, support and monitoring of participants is the area in which the most change may be ex-

pected in the future. By June 1989, with the completion of the MUCIA contract, the OTO will need to assure full responsibility for these functions. A task force was created and visited the U.S. (in August and September 1987) to study the matter. The options are (1) the OTO may open its own office in the U.S.; (2) the OTO may fully contract those functions to one or several organizations in the U.S. and in other countries; or (3) the OTO may have a combination of contract with an organization plus having several of its own personnel assigned, long-term, to work with the contract organization. Meanwhile, the OTO will be developing its own capability, in Jakarta, to assess each participant's strengths, weaknesses and needs, determine the preferable universities to which the participant should apply, and assist the participant in completing all necessary application forms, thus significantly relieving the burden on the support office abroad while improving the selection of potential universities.

IV.2 Institutional Development

A major thrust of the OTO will be in developing its research capability and activities so as to be better able to give information and guidance to NSCOT in the development of national policy on overseas training.

As indicated in Part I, the OTO does not appear in the organizational structure of the Government of Indonesia. It is physically located in BAPPENAS; its Director and many of its full-time employees are BAPPENAS employees, but it is not part of BAPPENAS and does not appear as a line item in any government budget. It is expected that this

matter of structural identity will be resolved by the end of 1988.

When the OTO was created, it was concerned only with participants financed by the GPT-II project. In 1986 the OTO was asked to assist the Netherlands government in selecting and preparing Indonesian university students to go to study in the Netherlands. In January 1987 the World Bank's GTP-II project was attached to the OTO, using its systems and facilities in the same way as did the GPT-II. It is expected that the World Bank will increase its support in the future, both for fellowships as well as for institutional development.

The Canadian government, through CIDA, began discussions with the OTO in 1986 regarding the use of OTO systems and facilities to implement a large, long-term fellowship program. It is expected that implementation of that program will begin in early 1988.

The French government also, has indicated an interest in working with the OTO in implementing its training program in Indonesia. Thus, the support by donor/lender agencies and the geographical spread of OTO activities will continue to broaden over the next several years.

In mid-1987 OTO offices were moved out of the main BAPPENAS complex at Jl. Taman Suropati 1, into a separate BAPPENAS building, renovated for OTO's use, at Jl. Proklamasi 70. However, this move is temporary. It is expected that by mid-1989 the OTO will have moved to another larger building (already identified) which would be called The Overseas Training Center, which would have space for other organizations whose main activity is overseas training.

APPENDIX

APPENDIX A.1

Department and Function of Ministry or Agency, in English

BAPPENAS	National Development Planning Agency	DEPLU	Foreign Affairs
BATAN	Atomic Energy Agency	DEPNAKER	Manpower
BKKBN	Family Planning	DEPPEN	Information
BKPM	Agency for Foreign Investment	DEPSOS	Social Affairs
BPK	Supreme Audit Board	DEPTAN	Agriculture
BPKP	Finance Control Agency	DEPTRANS	Transmigration
BPPT	Technology Development	DPU	Public Works
BULOG	Logistics	KLH	Environment
DEPAG	Religion	KOWANI	Women's Organization
DEPDAGRI	Home Affairs	LAN	National Institute of Public Administration
DEPDIKBUD	Education and Culture	LAPAN	Space and Aviation Institute
DEPERDAG	Trade	LBMK	Cooperatives
DEPERHUB	Communication	LEMIGAS	Oil and Gas Institute
DEPERIND	Industry	LIPI	National Institute of Sciences
DEPERTAMB	Mines and Energy	MENPAN	Administrative Reform
DEPHUT	Forestry	NGO	Non-Government Organization
DEPKEH	Justice	PARPOSTEL	Tourism, Post and Telecommunication
DEPKES	Health	PKBI	Family Planning
DEPKEU	Finance	SEKNEG	State Secretariate
DEPKOP	Cooperatives		

APPENDIX A.2: OTO Participants (Degree) In-Training

OVERSEAS TRAINING OFFICE

LIST OF PARTICIPANTS CURRENTLY IN-TRAINING Masters Degree

NO.	DD	EDC	NAME	DEPARTMENT	SPPR.T. OFFICE	INSTITUTION	STUDY PROGRAM
1.	09/01/85	05/31/87	Suhendro BAKRI	DEPKEU	HIID	Boston U.	Economics
2.	09/01/85	05/31/87	Antonius HERYANTO	DEPKEU	HIID	U. Hartford	Insurance
3.	09/01/85	05/31/87	T. Made SUDANA	DEPKEU	HIID	Ohio U.	Public Finance
4.	09/01/85	06/30/87	Sondang GULTOM	DEPKEU	HIID	Iowa State U.	Economics
5.	09/01/85	06/30/87	Sudjaswikno SOEKOER	DEPKEU	HIID	Michigan State U.	Economics
6.	01/01/85	07/30/87	Julius DA COSTA	DEPKEU	HIID	Ohio U.	Economics
7.	09/13/85	08/31/87	Linda LUMBANTOBING	DEPDIKBUD	MSN	Michigan State U.	Educational Adm.
8.	09/01/85	08/31/87	Herman AGUSNEY	DEPERDAG	HIID	Southern Illinois U.	Economics
9.	08/31/85	08/31/87	Siti CHANISAH	DEPERDAG	HIID	U. Hawaii-Manoa	Agr. Economics
10.	09/01/85	08/31/87	Pos HUTABARAT	DEPERDAG	HIID	Michigan State U.	Economics
11.	09/01/85	08/31/87	Ernawati SOEDJONO	DEPERDAG	HIID	Stanford U.	Int'l. Agric. Policy
12.	09/01/85	08/31/87	Patta BUNDU	DEPKEU	HIID	Southern Illinois U.	Accounting
13.	09/01/85	08/31/87	Agus MOHAMMAD	DEPKEU	HIID	Southern Illinois U.	Accounting
14.	09/01/85	08/31/87	Mas SISWOBUSONO	DEPKEU	HIID	Southern Illinois U.	Economics
15.	09/02/85	08/31/87	Sinia SURYAATMAJA	LIPI	MSN	U. Michigan	Chemical Engineering
16.	09/01/85	12/31/87	Amril USMAN	DEPKEU	HIID	American U.	Economics
17.	10/08/85	12/31/87	Redinal ASWIN	DEPTAN	MSN	Southern Methodist U.	Law
18.	01/01/87	01/01/88	Marihot SIAHAAN	DEPPEN	MSN	Iowa State U.	Mass Communication
19.	10/18/85	01/31/88	Slamet GADAS	DEPHUT	MSN	Pennsylvania State U.	Forestry Sys. Science
20.	08/17/85	03/31/88	Erlangga IBRAHIM	DEPKOP	MSN	U. Wisconsin-Madison	Agri. Economics
21.	08/21/86	05/01/88	Mansur OLII	DEPLU	MSN	Sam Houston State U.	Int'l. Agriculture
22.	06/17/86	05/17/88	Gatot ILHAMTO	DEPDIKBUD	MSN	U. Missouri—Columbia	Rural Sociology
23.	05/27/86	05/28/88	RUSTANTO	BKPM	HIID	Georgetown U.	International Law
24.	06/15/86	05/31/88	Bambang UTOMO	DEPDIKBUD	MSN	Michigan State U.	Organization Dev.
25.	05/16/85	05/31/88	Oloan SIAHAAN	DEPERTAMB	MSN	Boston U.	Business Management
26.	01/01/87	05/31/88	Yansius SIAHAAN	DEPPEN	MSN	Iowa State U.	Communication
27.	07/03/86	08/01/88	Slamet ADJI	BAPPENAS	HIID	Duke U.	Economics
28.	06/14/86	08/01/88	Sri RUDATIN	DEPERIND	MSN	U. Maine	Chemical Engineering
29.	08/21/86	08/01/88	Siti SUMARSO	DEPERTAMB	MSN	U. Pennsylvania	Energy Management
30.	08/19/86	08/01/88	Petrus GUNARSO	DEPHUT	MSN	Michigan State U.	Forestry
31.	08/16/86	08/01/88	Soebagio SOEMODIHARDJO	DEPKES	MSN	U.S.C.	Educational Adm.
32.	06/17/86	08/01/88	Agusni SULIKANTI	DEPKOP	MSN	Michigan State U.	Agri. Economics
33.	08/19/86	08/01/88	Yudo SUHARSONO	DEPPEN	MSN	U. Wisconsin-Madison	Mass Communication
34.	10/01/86	08/01/88	Sri MURTINI	LAN	MSN	U.S.C.	Public Adm.
35.	05/26/86	08/03/88	F.J. EFFRUAN	DEPERIND	HIID	Wake Forest U.	Business & Commerce
36.	05/07/86	08/07/88	Leonardus KARDONO	LIPI	MSN	U. Illinois	Pharm. & Med. Chem.
37.	10/01/86	08/30/88	Ahmad SARKOWI	DEPDIKBUD	MSN	Pittsburgh U.	Public Adm.

NO.	DD	EDC	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	STUDY PROGRAM
38.	08/03/86	08/30/88	Suprpto	DPU	MSN	Worcester Poly Inst.	Fire Protect Engr.
39.	05/27/86	08/31/88	Rizar NAZAROEDDIN	BKPM	HIID	St. Louis U.	Business Adm.
40.	07/16/86	08/31/88	Kasim ABDULRACHMAN	DEPDIKBUD	MSN	U. Minnesota	Educational Adm.
41.	05/30/86	08/31/88	Surya DHARMA	DEPDIKBUD	HIID	U. Pittsburgh	Public Adm.
42.	09/02/86	08/31/88	M. St. E. KILMASKOSSU	DEPDIKBUD	MSN	U. Arizona	Forestry
43.	07/02/86	08/31/88	Theresia PATTIPEILOHY	DEPDIKBUD	MSN	Indiana U.	Human Resource Dev.
44.	09/25/86	08/31/88	Wahyu PURWINTO	DEPDIKBUD	MSN	Michigan State U.	Research Method Educ.
45.	06/26/86	08/31/88	Aristianto BORUS	DEPERIND	MSN	U. New York	Fine Ceramics
46.	08/05/86	08/31/88	Madrianto KADRI	DEPERTAMB	MSN	U. Pennsylvania	Energy Management
47.	06/01/86	08/31/88	Mohammad CHAROMAINI	DEPHUT	MSN	Michigan State U.	Forestry Management
48.	08/13/86	08/31/88	Ronald HUTAPEA	DEPKES	MSN	U.S.C.	Educational Adm.
49.	05/27/86	08/31/88	Endang SULISTYANINGSIH	DEPNAKER	HIID	U. Illinois	Economics
50.	06/15/86	08/31/88	Wisjnu BROTOHARDJO	DPU	MSN	U. Illinois	Civil Engineering
51.	05/28/86	08/31/88	Jinny KATUUK	DPU	HIID	Harvard U.	Policy Analysis
52.	05/27/86	08/31/88	Erwanto RACHMAN	DPU	HIID	U. Colorado	Business Management
53.	06/17/86	08/31/88	TG. .TOWI	DPU	MSN	U. Wisconsin-Madison	Environmental Sci.
54.	10/01/86	08/31/88	Wasito PUTRO	LAN	MSN	U. Pittsburgh	Public Adm.
55.	09/20/86	08/31/88	Lily PANGGABEAN	LIPI	MSN	U. Washington	Marine Biology
56.	07/01/86	09/01/88	Soetopo WARDOYO	LAN	HIID	U. Pittsburgh	Public Adm.
57.	10/01/86	09/30/88	Halomoan PANJAITAN	BKPM	MSN	Economics Inst.	International Law
58.	09/12/86	09/30/88	Andjar WIRANA	DEPDIKBUD	HIID	U. Washington	Economics Law
59.	01/03/87	12/31/88	Tamba HUTAPEA	BKPM	MSN	U. Pennsylvania	Regional Plann. & Dev.
60.	12/31/86	12/31/88	Abdul WAHID	DEPERIND	MSN	Colorado Sch. Mines	Metalurgical Engr.
61.	01/02/87	12/31/88	Karnail SINGH	DEPKES	MSN	St. Louis U.	Public Health
62.	01/05/87	12/31/88	SWASANA	DEPKEU	HIID	U. Wisconsin-Madison	Dev. Economic & Adm.
63.	12/30/86	12/31/88	Tulus RAHARDJO	PARPOSTEL	MSN	Ohio U.	Electrical Engr.
64.	03/14/87	02/13/89	Iasan JAUHARI	DEPKOP	MSN	Ohio U.	Economics
65.	03/22/87	03/21/89	Yudanarso DAWUD	DEPKES	MSN	North Carolina U.	Hospital Adm.
66.	04/17/87	04/01/89	BYAHRIZAL	DEPPEN	MSN	U. Colorado	Ind. & Labor Relations
67.	04/04/87	04/04/89	Mashari SUDJONO	DEPKES	MSN	U. Michigan	Nutrition Economics
68.	04/24/87	04/25/89	Hartoyo WIBOWO	DEPDIKBUD	MSN	U. Pittsburgh	Public Adm.
69.	04/24/87	04/25/89	Yusran MUNAF	DEPERIND	MSN	U. Pittsburgh	Textile Engineering
70.	04/24/87	04/25/89	Ratna ARIATI	DEPERTAMB	MSN	U. Pittsburgh	Energy Mgt. & Pol.
71.	04/24/87	04/25/89	Emy PERDANAMARI	DEPERTAMB	MSN	U. Pittsburgh	Energy Mgt. & Pol.
72.	05/10/87	05/07/89	Nahrudin ALIE	DEPERIND	MSN	AIT/Bangkok	Industrial Engr. Mgt.
73.	05/09/87	05/07/89	Raden KUSWIDIONO	DEPERIND	MSN	AIT/Bangkok	Industrial Engr. Mgt.
74.	05/10/87	05/07/89	Freddy RANGKUTI	DEPERIND	MSN	AIT/Bangkok	Human Settlement Dev.
75.	05/10/87	05/07/89	Astaman ZAINUDDIN	DEPERIND	MSN	AIT/Bangkok	Industrial Engr. Mgt.
76.	05/10/87	05/09/89	Zulriska ISKANDAR	DEPDIKBUD	MSN	AIT/Bangkok	Human Settlement Dev.
77.	05/10/87	05/09/89	Mardono NOTOSUPROJO	DPU	MSN	AIT/Bangkok	Human Settlement Dev.
78.	06/13/87	05/15/89	Dede MANAROLHUDA	DPU	MSN	AIT/Bangkok	Human Settlement Dev.
79.	05/13/87	05/20/89	Djoko SUSANTO	DEPDIKBUD	MSN	Oregon State U.	Oceanography
80.	05/28/87	05/30/89	Bambang WINARSO	DEPERTAMB	MSN	U. Arkansas	Accounting
81.	06/03/87	05/31/89	Purnomo PRANGGONO	DEPERIND	MSN	U. Wisconsin-Madison	Economics
82.	05/28/87	05/31/89	Gatot PUDJANTOJO	DEPERIND	MSN	U. Illinois	Ceramic Engineering
83.	05/28/87	05/31/89	Achmad ZAWAWI	DEPERIND	MSN	U. Wisconsin-Madison	Economics

NO.	DD	EDC	NAME	DEPARTMENT	SPRRT. OFFICE	INSTITUTION	STUDY PROGRAM
84.	06/06/87	06/07/89	Alimuddin TUWU	DEPDIKBUD	MSN	Phil./Los Banos U.	Community Dev.
85.	08/16/87	07/10/89	Endang DARNIATI	DEPDIKBUD	MSN	U. Hawaii-Manoa	Biology
86.	07/16/87	07/10/89	Choirul DJAMHARI	DEPKOP	MSN	U. Wisconsin-Madison	Mass Communication
87.	08/18/87	07/17/89	Tigor SINAGA	DEPTRANS	MSN	U. Pennsylvania	Urban Reg. Planning
88.	08/17/87	07/30/89	Haryanto ROSYID	DEPDIKBUD	MSN	U. Iowa	Psych. Test & Measur.
89.	08/11/87	07/31/89	Jules TOGAS	DEPDIKBUD	MSN	Illinois Inst. Tech.	Computer Engineering
90.	08/16/87	08/14/89	Herman SUHERI	DEPDIKBUD	MSN	Purdue U.	Agriculture
91.	08/19/87	08/14/89	Aryan WARGADALAM	DEPERIND	MSN	Vanderbilt U.	Economics Dev.
92.	08/19/87	08/14/89	Martin PANGGABEAN	LBMK	MSN	U. Illinois	Agri. Economics
93.	08/18/87	08/17/89	Budi ROCHMANTO	DEPDIKBUD	MSN	Indiana U.	App. Sedimentology
94.	08/12/87	08/17/89	Endang SETIAWAN	DEPHUT	MSN	Purdue U.	For. Res. Management
95.	08/13/87	08/17/89	Janti WIDJAYA	DEPKES	MSN	U. Pittsburgh	Chronic Dis. Epidemi.
96.	08/13/87	08/17/89	Achmad GOPAR	DEPKOP	MSN	U. Wisconsin-Madison	Agr. Economics
97.	08/13/87	08/17/89	Bambang SOEPRIJANTO	DEPPEN	MSN	U. Wisconsin-Madison	Mass Communication
98.	08/21/87	08/20/89	Yuyu RAHAYU	DEPHUT	MSN	Indiana U.	Forestry
99.	08/21/87	08/20/89	Wandoyo SISWANTO	DEPHUT	MSN	Indiana U.	Environmental Study
100.	08/18/87	08/20/89	Jimmy SIAHAAN	DEPTRANS	MSN	U. Pennsylvania	City Regional Plan.
101.	08/12/87	08/20/89	Thung LAN	LIPI	MSN	Purdue U.	Sociology
102.	08/28/87	08/22/89	Rudi AFRIAZI	DEPDIKBUD	MSN	U. Illinois	Linguistics
103.	08/24/87	08/22/89	Rizal MUNAWAR	DEPDIKBUD	MSN	U. Pennsylvania	Landscape Arch.
104.	08/24/87	08/22/89	Hassanein RAIS	DEPDIKBUD	MSN	Scranton U.	Business Adm.
105.	08/24/87	08/22/89	Nuzirwan JAZIR	DEPERIND	MSN	U. Scranton	Business Adm.
106.	08/29/87	08/30/89	Allan SAUS	DEPKES	MSN	Indiana U.	Public Health
107.	08/28/87	08/31/89	Zaenal ARFAN	DEPERTAMB	MSN	U. Pittsburgh	Economics
108.	05/28/87	08/31/89	Armis TANAMPIL	DEPPEN	MSN	Iowa State U.	Mass Communication
109.	01/15/87	09/01/89	Ansori SINUNGAN	DEPERIND	MSN	U. Illinois	Environmental Law
110.	01/04/87	09/01/89	SUMARYANTO	DEPPEN	MSN	Iowa State U.	Mass Communication
111.	09/06/87	09/06/89	PRAYITNO	DEPERIND	MSN	AIT/Bangkok	Environmental Engr.
112.	09/06/87	09/06/89	LIMANSETO	DEPERIND	MSN	AIT/Bangkok	Environmental Sci.
113.	09/06/87	09/06/89	Bambang HAMZAH	DPU	MSN	AIT/Bangkok	Environmt. Water Engr.
114.	09/06/87	09/06/89	Endang RACHMAT	DPU	MSN	AIT/Bangkok	Engineering Geology
115.	08/13/87	09/10/89	Raymond TARUMASELY	DEPDIKBUD	MSN	Rensselaer Poly. Inst.	Computer Engineering
116.	01/16/87	12/01/89	Irsan SALEH	DEPDIKBUD	MSN	U. Kansas	Economics
117.	01/08/87	12/31/89	Rhiza SADJAD	DEPDIKBUD	MSN	U. Wisconsin-Madison	Electrical Engr.

OVERSEAS TRAINING OFFICE
LIST OF PARTICIPANTS CURRENTLY IN-TRAINING
Ph.D. Degree

NO.	DD	EDC	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	STUDY PROGRAM
1.	01/25/85	08/31/87	Winson PURBA	DEPTAN	HIID	Utah State U.	Irrigat. & Agr. Engr.
2.	09/13/85	09/01/87	Indrayati MOTIK	DEPDIKBUD	MSN	U. Syracuse	Instruction Design
3.	01/01/87	09/07/87	Djoko SOETRISNO	DEPDIKBUD	MSN	U. Agric. Malaysia	Animal Science
4.	10/03/84	09/30/87	Yogo PRATOMO	DEPERTAMB	MSN	U. Wisconsin-Madison	Land Resource Prog.
5.	09/21/85	09/30/87	Apul SIANTURI	DEPHUT	MSN	U. Washington	Forest Resource Mgt.
6.	09/01/85	09/30/87	Noer WIRAYUDA	DEPLU	HIID	U. Virginia	Marine Law
7.	09/29/84	12/31/87	Fashridjal NOOR	DEPDIKBUD	MSN	U. Wisconsin-Madison	Urban Reg. Planning
8.	01/03/86	01/06/88	Silver HUTABARAT	DEPHUT	HIID	Michigan State U.	Land Info. System
9.	01/01/85	01/31/88	Fuad BAWAZIER	DEPKEU	HIID	U. Maryland	Economics
10.	02/07/86	05/06/88	Piet PAKASI	DEPDIKBUD	MSN	Michigan State U.	Agr. Economics
11.	01/01/85	05/30/88	Daeng NAZIER	DEPKEU	HIID	Carnegie-Mellon U.	Pub. Policy Analysis
12.	09/01/85	05/31/88	Bambang KUSUMANTO	DEPKEU	HIID	U. Illinois	Economics
13.	09/01/85	05/31/88	Palal SANTOSO	DEPKEU	HIID	U. Notre Dame	Economics
14.	06/01/85	05/31/88	Soen'an HADI	DEPTAN	MSN	Sam Houston State U.	Vocational Educ.
15.	07/20/85	06/01/88	Josef SINOLUNGAN	DEPDIKBUD	MSN	Phil./Los Banos U.	Psychology
16.	09/02/84	06/30/88	Hardi PRASETYO	DEPERTAMB	MSN	U. California	Marine Geology
17.	07/13/85	06/30/88	Nabiel MAKARIM	KLH	HIID	Harvard U.	Economics
18.	09/01/85	09/01/88	Doddy SYAHBUDDIN	DEPERTAMB	MSN	U. Minnesota	American Studies
19.	10/01/85	09/30/88	Sahat TOBING	BPKP	HIID	U. Illinois	Business Adm.
20.	09/01/85	09/30/88	Agung PERMANA	DEPKEU	HIID	U. Notre Dame	Economics
21.	03/03/86	11/01/88	Boen POERNAMA	DEPHUT	MSN	Michigan State U.	Forestry
22.	07/11/86	01/01/89	Muhammad ALI	DEPDIKBUD	MSN	Cornell U.	Rural Sociology
23.	12/30/86	01/01/89	Muhammad FAIZIN	DEPPEN	MSN	Florida State U.	Mass Communication
24.	09/06/86	01/01/89	Indrawadi TAMIN	DEPPEN	MSN	Florida State U.	Mass Communication
25.	08/18/86	01/01/89	Bambang PRIJONO	DEPTAN	MSN	U. Hawaii-Manoa	Marine Fish Mgt.
26.	04/01/86	03/31/89	Achmad SONHADJI	DEPDIKBUD	MSN	Ohio State U.	Higher Education Adm.
27.	04/02/86	03/31/89	ZUCHDI	DEPDIKBUD	MSN	SUNY/Buffalo	Business Education
28.	09/23/86	04/30/89	Muhammad RAHMAN	DEPDIKBUD	MSN	U. Pittsburgh	Education Comm. Tech.
29.	05/27/86	05/01/89	Luluk SUMIARSO	DEPERTAMB	HIID	U. Pennsylvania	Economics
30.	07/01/86	06/01/89	Yudo SWASONO	DEPNAKER	HIID	U. Illinois	Economics
31.	08/01/87	07/31/89	Mangara SIANIPAR	DEPDIKBUD	MSN	Ohio U.	Communication
32.	08/22/86	08/01/89	Muhammad MALLA	DEPDIKBUD	MSN	Washington State U.	Nutrition
33.	09/19/86	08/31/89	Mudzhar ATHO	DEPAG	MSN	U.C.L.A.	Islamic Studies
34.	08/29/86	08/31/89	Muhammad YUNUS	DEPAG	MSN	Michigan State U.	Com. Relation Study
35.	08/27/86	08/31/89	Muhadjir DARWIN	DEPKIKBUD	HIID	U.S.C.	Public Adm.
36.	09/01/86	08/31/89	Achmad ALSAH	DEPKEU	HIID	Indiana U.	Economics
37.	09/01/86	08/31/89	Achmad ROCHJADI	DEPKEU	HIID	U. Illinois	Public Finances
38.	08/16/86	08/31/89	Abdul KADIR	LIPI	MSN	Indiana U.	Lbr. Info. Science Std.
39.	12/30/86	11/30/89	Astini SALIHIMA	DEPERIND	MSN	Iowa State U.	Applied Statistics
40.	12/30/86	11/30/89	Sumita TOBING	DEPPEN	MSN	Ohio U.	Mass Communication

NO.	DD	EDC	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	STUDY PROGRAM
41.	01/01/87	12/31/89	Dedi RIYADI	BAPPENAS	MSN	Oregon State U.	Agr. Economics
42.	12/30/86	12/31/89	Son DIAMAR	DEPDAGRI	MSN	U. Pittsburgh	Public Mgt. Policy
43.	01/03/86	12/31/89	Achmad BINADJA	DEPDIKBUD	MSN	U. Iowa	Educational Science
44.	01/01/87	12/31/89	Mohamad LATIEF	DEPDIKBUD	MSN	U. Iowa	Secondary Cur. Sch.
45.	01/01/87	12/31/89	Ali SAUKAH	DEPDIKBUD	MSN	U. Iowa	Secondary Cur. Sch.
46.	01/01/87	12/31/89	Singgih RIPHAT	DEPERTAMB	MSN	U. Colorado	Economics
47.	01/01/87	12/31/89	Ahmad RAHMANY	DEPKEU	MSN	Duke U.	Economics
48.	01/01/87	12/31/89	Prasetijono WIDJOJO	DEPKEU	MSN	Duke U.	Economics
49.	02/01/87	02/01/90	Gino HARTONO	DEPDIKBUD	MSN	Florida State U.	Ind. Arts Education
50.	06/01/87	05/31/90	Adeng ALWASILAH	DEPDIKBUD	MSN	Indiana U.	Foreign Lang. Educ.
51.	06/01/87	05/31/90	Husni MU'ADZ	DEPDIKBUD	MSN	Ohio U.	Linguistics
52.	06/01/87	05/31/90	Siti TOWAF	DEPDIKBUD	MSN	U. Iowa	Social Std. Education
53.	06/20/87	06/19/90	Irawan SOEHARTONO	DEPSOS	MSN	Columbia U.	Sociology Welfare
54.	07/05/87	07/31/90	Siti UTOYO	DEPDIKBUD	MSN	U. Hawaii-Manoa	Psychology
55.	08/18/87	08/13/90	Witono ADIYOGA	DEPTAN	MSN	U. Illinois	Agri. Economics
56.	08/17/87	08/14/90	Mackinnu ACHMAD	DEPDIKBUD	MSN	U. Iowa	Educational Science
57.	08/11/87	08/14/90	Muhammad TIRO	DEPDIKBUD	MSN	Iowa State U.	Statistics
58.	08/19/87	08/20/90	Ida KARNASIH	DEPDIKBUD	MSN	Florida State U.	Mathematics Educ.
59.	08/17/87	08/20/90	Didi RUKMANA	DEPDIKBUD	MSN	Colorado State U.	Agri. Economics
60.	08/24/87	08/20/90	Jayamurni WARGADALAM	DPU	MSN	Colorado State U.	Hydraulic Engr.
61.	08/23/87	08/31/90	Sussongko SOEHARDJO	DEPDAGRI	MSN	Pittsburgh U.	Public Adm.
62.	08/28/87	08/31/90	Irene SUKWANDI	DEPDIKBUD	MSN	U.C.L.A.	Architecture
63.	08/28/87	08/31/90	Yusuf JAFARSIDIK	DEPHUT	MSN	U. Kentucky	Forestry
64.	09/15/87	08/31/90	Suwardi SUMADIWANGSA	DEPHUT	MSN	U. Washington	Forestry

APPENDIX A.3: OTO Participants (Non-Degree) In-Training

OVERSEAS TRAINING OFFICE

LIST OF PARTICIPANTS CURRENTLY IN-TRAINING Non-Degree

NO.	DD	EDC	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	STUDY PROGRAM
1.	08/23/87	10/05/87	Antonia MURSUMARWAN	NGO	MSN	Econ. Inst. Boulder	Proj. Plan. Impl. Eval.
2.	07/12/87	10/06/87	Winarto SUJARWO	NGO	MSN	U. Hawaii-Manoa	Larvae & Post Produc.
3.	09/07/87	10/07/87	Abdulgani BUSTAMI	BATAN	MSN	Int'l. Law Inst.	Proj. Proc. & Cont. Neg.
4.	09/26/87	10/23/87	Mangasa HUTADJULU	DEPDAGRI	MSN	U. Connecticut	Public Management
5.	09/27/87	10/23/87	Johny VARMA	DEDAGRI	MSN	ITOD-Pittsburgh	Leader & Human Procs.
6.	07/03/87	10/30/87	Achmad ROSIDI	BPK	MSN	Int'l. Audit Orgn. Lias.	Operational Audit
7.	05/01/87	10/30/87	Tubagus NURWINAKUN	DEPERTAMB	MSN	ITOD-Pittsburgh	Energy Management
8.	09/24/87	11/07/87	Djoko WITARKO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
9.	09/24/87	11/07/87	Agus DODY	NGO	MSN	School for Int'l. Trg.	Organization Dev.
10.	09/24/87	11/07/87	Vedi HADIZ	NGO	MSN	School for Int'l. Trg.	Organization Dev.
11.	09/24/87	11/07/87	Abdul RACHMAN	NGO	MSN	School for Int'l. Trg.	Organization Dev.
12.	09/23/87	11/07/87	Hubertus WOERYANTO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
13.	09/24/87	11/07/87	Hasto SOEROJO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
14.	09/24/87	11/07/87	Ison BASYUNI	NGO	MSN	School for Int'l. Trg.	Organization Dev.
15.	09/24/87	11/07/87	Barlan LUBIS	NGO	MSN	School for Int'l. Trg.	Organization Dev.
16.	09/24/87	11/07/87	WIDIASTYO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
17.	09/24/87	11/07/87	Hamzah AL RASJID	NGO	MSN	School for Int'l. Trg.	Organization Dev.
18.	09/24/87	11/07/87	Honorius DA COSTA	NGO	MSN	School for Int'l. Trg.	Organization Dev.
19.	09/24/87	11/07/87	Lily SOEKOTJO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
20.	09/24/87	11/07/87	Dina SUNDARI	NGO	MSN	School for Int'l. Trg.	Organization Dev.
21.	09/24/87	11/07/87	Siti AFIAH	NGO	MSN	School for Int'l. Trg.	Organization Dev.
22.	09/24/87	11/07/87	ROSMERY	NGO	MSN	School for Int'l. Trg.	Organization Dev.
23.	09/24/87	11/07/87	Nugroho TOMO	NGO	MSN	School for Int'l. Trg.	Organization Dev.
24.	09/24/87	11/07/87	Mei-Mei SATRIAPUTRA	NGO	MSN	School for Int'l. Trg.	Organization Dev.
25.	09/24/87	11/13/87	Emma ABDULLAH	DEPERDAG	MSN	U.S.C.	Modern Pers. Mgt. Eff.
26.	09/24/87	11/13/87	Sri PARTIWI	DEPERDAG	MSN	U.S.C.	Modern Pers. Mgt. Eff.
27.	08/29/87	11/13/87	Njoedarwini SOEKANTO	DEPERTAMB	MSN	U. Hartford	Performance Auditing
28.	08/29/87	11/13/87	Nugroho SUNARTIO	DEPERTAMB	MSN	U. Hartford	Performance Auditing
29.	09/20/87	12/25/87	Edi SUSMADI	DEPERHUB	MSN	Aviation Ctr. Training	Flight Operat. Offic.
30.	09/04/87	12/30/87	Ganarsih MULYA	DEPERTAMB	MSN	Nicholson, Dude Inc.	Computer Trg. Course
31.	09/24/87	01/14/88	Trisna ANSARLI	NGO	MSN	Michigan State U.	Studies Non-Formal
32.	09/10/87	05/31/88	Igs. Mayun WINANGUN	DEPKEU	MSN	Harvard U.	Int'l. Tax Program
33.	06/09/87	06/13/88	Chaerudin HARTAWAN	DEPDAGRI	MSN	Inst. for Trg. & Dev.	Community Dev. Educ.

APPENDIX A.4: OTO Alumni Participants (Degree)

OVERSEAS TRAINING OFFICE LIST OF ALUMNI PARTICIPANTS Masters Degree

NO.	DATE RET'D.	NAME	DEPARTMENT	SPRRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
1.	12/17/84	Hiras SIDABUTAR	DEPTAN	MSN	U. Idaho	3	Forest Resource Mgt.
2.	12/19/84	KOESSAPARJADI	DEPTAN	MSN	Auburn U.	3	Forest Resource Mgt.
3.	12/31/84	Johannes HOESADA	DEPTAN	MSN	Stephen F. Austin S. U.	3	Forest Resource Mgt.
4.	12/31/84	Setiawan TIRTAATMADJA	DEPTAN	MSN	Stephen F. Austin S. U.	3	Forestry
5.	12/31/84	Dalim SUDIMAN	LAN	HIID	U. Pittsburgh	3	Public Adm.
6.	01/01/85	Silver HUTABARAT	DEPHUT	MSN	U. Wisconsin—Madison	4	Na. R. Info. Mgt.
7.	01/01/85	Bambang PRIJONO	DEPTAN	MSN	U. Rhode Island	3	Resource Economics
8.	01/03/85	Asep ABDIE	DEPTAN	MSN	Rutgers U.	4	Agr. Economics
9.	01/30/85	Joseph WAHYUHADI	DEPTAN	MSN	U. Rhode Island	4	Resource Economics
10.	05/31/85	Suryo UTORO	MENPAN	HIID	American U.	8	Public Adm.
11.	06/16/85	Tisyo HARYONO	DEPTAN	MSN	U. Pittsburgh	15	Library Science
12.	07/01/85	WIDJOJO	BAPPENAS	MSN	Rensselaer Polytech.	12	Transport Engr.
13.	08/01/85	Nasrun HASIBUAN	DEPTAN	MSN	Idaho State U.	11	Agr. Economics
14.	08/12/85	Ibrahim MALIK	BAPPENAS	HIID	Arizona State U.	11	Economics
15.	09/29/85	SOEWARTO	BAPPENAS	HIID	U. Pittsburgh	12	Economics Dev.
16.	11/25/85	Bambang WAHYUDI	BAPPENAS	MSN	Kansas State U.	14	Agr. Economics
17.	01/03/86	Ranendra DANGIN	BAPPENAS	MSN	U. Illinois	21	Economics
18.	02/01/86	Caecilia WIDIARTI	DEPKEU	HIID	Williams College	10	Economics
19.	05/01/86	Frans ADAM	BAPPENAS	HIID	Carnegie-Mellon U.	20	Urban & Pub. Affairs
20.	05/01/86	Ramram BRACHMANA	DEPKEU	HIID	U. Hartford	16	Accounting
21.	05/01/86	Dedi RUDAEDI	DEPKEU	HIID	U. Hartford	17	Accounting
22.	05/01/86	Wishnoe THAIB	DEPKEU	HIID	Colorado State U.	17	Accounting
23.	05/01/86	Mahmuddin YASIN	DEPKEU	HIID	U. Washington	17	Finance Adm.
24.	05/31/86	Rusli DJALIL	BAPPENAS	MSN	Carnegie-Mellon U.	12	Urban & Pub. Affairs
25.	06/01/86	Lukas MENDRATA	BKKBN	MSN	Harvard U.	13	Public Adm.
26.	07/01/86	Semat SJAHRUDDIN	BAPPENAS	MSN	U. Pittsburgh	21	Rural Development
27.	07/01/86	Eiko WHISMULYADI	BAPPENAS	MSN	Vanderbilt U.	21	Economics
28.	07/01/86	Noor FUAD	DEPKEU	HIID	U. Illinois	18	Economics
29.	08/01/86	Nahid HUDAYA	DEPKEU	HIID	Southern Illinois U.	19	Economics
30.	08/01/86	Achmad ROCHJADI	DEPKEU	HIID	U. Illinois	14	Economics
31.	08/01/86	Laode KAMALUDDIN	LIPI	MSN	Iowa State U.	19	Int'l. Dev. Studies
32.	08/31/86	Achmad ALSAH	DEPKEU	HIID	U. Illinois	36	Economics
33.	09/01/86	Jodih RUSMAJADI	DEPKEU	HIID	American U.	20	Law
34.	09/16/86	Paruli LUBIS	DEPKEU	HIID	U. Washington	21	Business Adm.
35.	10/31/86	Faried BARCHIA	DEPKEU	HIID	Vanderbilt U.	21	Economics
36.	11/30/86	Kamil SJOEIB	DEPKEU	HIID	Ohio U.	23	Economics
37.	12/09/86	Barnas RESMANA	DEPDIKBUD	MSN	U. Iowa	24	Education Adm. Mgt.

NO.	DATE RET'D.	NAME	DEPARTMENT	SPPR. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
38.	12/22/86	Sugimin PRANOTO	DPU	MSN	AIT/Bangkok	24	Human Settlement Dev.
39.	12/31/86	Singgih RIPHAT	DEPERTAMB	HIID	U. Colorado	28	Economics
40.	12/31/86	Ahmad RAHMANY	DEPKEU	HIID	Duke U.	16	Economics
41.	12/31/86	Prasetijono WIDJOJO	DEPKEU	HIID	Duke U.	16	Economics
42.	01/01/87	Dedi RIYADI	BAPPENAS	MSN	Oregon State U.	27	Agr. Economics
43.	01/06/87	Simeon BANGUN	DEPDIKBUD	MSN	Michigan State U.	24	Human Resource Dev.
44.	02/14/87	Muchtar DJAELANI	DEPERDAG	HIID	U. Illinois	24	Economics Policy
45.	05/01/87	Igs. Mayun WINANGUN	DEPKEU	HIID	San Diego State U.	24	Taxation
46.	05/22/87	Prajoga SISWOSUDARMO	BAPPENAS	MSN	U.S.C.	27	Educational Planning
47.	05/22/87	SUMARTOPO	DEPDIKBUD	MSN	U. Wisconsin-Madison	27	Human Resource Dev.
48.	05/22/87	Suwaris TJOKROEDJO	LAN	HIID	U. Wisconsin-Madison	24	Public Adm.
49.	05/31/87	Dungtji MUNAWAR	DEPKEU	HIID	Claremont Grad. Sch.	22	Mgt. Info. Systems
50.	05/31/87	Peni NASTITI	DEPKEU	HIID	Fordham U.	22	Public Finance
51.	06/03/87	Budi SITEPU	DEPKEU	HIID	U. Virginia	21	Economics
52.	06/04/87	Tardjani UMAR	DEPKEU	HIID	U. Notre Dame	17	Economics
53.	06/11/87	Kasru SUSILO	DEPERIND	HIID	Harvard U.	27	Public Adm.
54.	06/17/87	HENDROJOGI	BAPPENAS	HIID	U. Missouri	27	Agr. Economics
55.	06/21/87	Suwito HADIATMOJO	LAN	HIID	U. Pittsburgh	24	Public Adm.
56.	07/04/87	Eko ANTONO	DEPKES	MSN	Philipp Heart Center	24	Medicine/Internal
57.	07/11/87	Hatanto REKSOHADIPOETRO	DEPERDAG	HIID	Harvard U.	24	Public Adm.
58.	07/12/87	Aaltje SINOLUNGAN	DEPDIKBUD	MSN	Philipp Christian U.	24	Educational Adm.
59.	07/17/87	Bahri NURDIN	BAPPENAS	HIID	U. Missouri	27	Agr. Economics
60.	07/17/87	Mohammad PURNOMO	DEPKEU	HIID	U. Illinois	21	Economics
61.	07/31/87	Puddu MANSUR	DEPTRANS	HIID	U.S.C.	27	Business Adm.
62.	08/10/87	Nurlita SARITAMA	DEPKES	MSN	U. North Carolina	24	Maternal & Child Hlt.
63.	08/13/87	Budi ISWANTO	DEPDIKBUD	MSN	U. Iowa	24	Educational Adm.
64.	08/14/87	Oni PRIATNA	DEPKEU	HIID	Colorado State U.	24	Accounting
65.	08/21/87	Mudjo SUWARNO	DEPKEU	HIID	Ball State U.	19	Economics
66.	09/02/87	Muhamad ENTANG	DEPNAKER	MSN	Sch. for Int'l. Trg.	5	Management
67.	09/20/87	Djoko WIYONO	DEPKEU	HIID	American U.	21	Economics

OVERSEAS TRAINING OFFICE

LIST OF ALUMNI PARTICIPANTS

Ph.D. Degree

NO.	DATE RET'D.	NAME	DEPARTMENT	SPRRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
1.	11/11/84	Tawang ALUN	BAPPENAS	HIID	Vanderbilt U.	2	Economics
2.	12/01/84	Kartono GUNAWAN	DEPKEU	MSN	George Washington U.	2	Business Adm.
3.	12/31/84	Bambang ADIWIYOTO	BAPPENAS	HIID	Utah State U.	3	Economics
4.	01/01/85	Aditiawan CHANDRA	DEPDIKBUD	MSN	U. North Carolina	3	Regional Planning
5.	01/01/85	Amrinsjah NASUTION	DEPDIKBUD	MSN	U. Minnesota	3	App. Technology
6.	01/01/85	Mohammad DJANIN	DEPKEU	HIID	Vanderbilt U.	3	Trfr. to alternate
7.	01/02/85	Binsar HARIANDJA	DEPDIKBUD	MSN	U. Illinois	3	Appr. Technology
8.	03/30/85	MANUWOTO	DPU	AID/W	U. Wisconsin-Madison	2	Land Resource Prog.
9.	08/31/85	Lambok HUTASOIT	DEPDIKBUD	MSN	U. Illinois	12	Geology
10.	09/01/85	Slamat SILALAH	DEPTAN	MSN	East Texas State U.	11	Educational Adm.
11.	09/30/85	Sidi INDKA	DEPDIKBUD	MSN	U. Illinois	12	Civil Engineering
12.	10/01/85	Liannie DAYWIN	DEPTAN	MSN	U. of Pittsburgh	12	Library Science
13.	10/01/85	SOERJONO	LAN	HIID	U.S.C.	12	Public Adm.
14.	11/01/85	Ali RAHMAN	BAPPENAS	MSN	Colorado State U.	13	Economics
15.	01/01/86	Irzan TANDJUNG	DEPKEU	MSN	U. Illinois	8	Economics
16.	06/01/86	Umar SAID	DEPERTAMB	MSN	U. Wisconsin-Madison	21	Energy Analysis
17.	07/01/86	Mahdi KARTASASMITA	LAPAN	MSN	U. California-Davis	11	Electrical Engr.
18.	08/01/86	Mohammad HADI	DEPDIKBUD	MSN	U. Iowa	7	Mechanical Engr.
19.	09/30/86	Sudijono KROMODIHARDJO	DEPDIKBUD	HIID	U. Cincinnati	9	Industrial Engr.
20.	10/31/86	KISDARJONO	DEPDIKBUD	MSN	U. Wisconsin-Madison	25	Rural Sociology
21.	11/01/86	Masri MARIS	BAPPENAS	HIID	U. Pittsburgh	25	Economics
22.	01/10/87	Nanang MANGESTU	DEPDIKBUD	MSN	Lehigh U.	13	Chemical Engineering
23.	02/01/87	Said ABIDIN	LAN	HIID	U. Pittsburgh	28	Economics Dev.
24.	04/10/87	I. Made ERATA	DEPKEU	HIID	Vanderbilt U.	24	Economics
25.	06/28/87	Petrus TAMBUNAN	DEPKEU	HIID	U. Colorado	42	Economics
26.	07/30/87	Makarim WIBISONO	DEPLU	HIID	Ohio State U.	30	Political Science

APPENDIX A.5: OTO Alumni Participants (Non-Degree)

OVERSEAS TRAINING OFFICE

LIST OF ALUMNI PARTICIPANTS

Non-Degree

NO.	DATE RET'D.	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
1.	11/01/84	Agus KUNCORO	DEPKEU	HIID	Int'l. Law Inst. Wash.	1	Investment Seminar
2.	11/17/84	Maruli SIAHAAN	DEPERHUB	MSN	Int'l. Law Inst. Wash.	1	Tech. Management
3.	11/17/84	Emon SAPARDJAN	LAPAN	MSN	Int'l. Law Inst. Wash.	1	Tech. Management
4.	11/18/84	Muhammad MUHTADI	DPU	MSN	Int'l. Law Inst. Wash.	1	Tech. Mgt. Neg. Sem.
5.	04/01/85	Dani NOORAMANI	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
6.	04/01/85	Andayati RATNA	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
7.	05/01/85	Sugianto DARMOSUSASTRO	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
8.	05/01/85	Wasito MANGKUWINOTO	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
9.	05/01/85	Soetrisno PAWIROADMIDJO	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
10.	05/01/85	Suryo SASTROHADIKUSUMO	LAN	HIID	U. Connecticut	7	Public Mgt. Dev.
11.	05/11/85	Zalil MASADI	DEPKEU	HIID	Int. Revenue Service	2	Taxation
12.	05/11/85	Rachmanto SURAHMAT	DEPKEU	HIID	Int. Revenue Service	2	Int'l. Tax Adm. Seminar
13.	05/16/85	Munsiah MAHA	BATAN	MSN	U. Washington	1	Int'l. Symp. Food
14.	05/18/85	Martias NURDIN	BATAN	MSN	Central Florida U.	1	Nuclear Power
15.	06/01/85	Ghazali LATIEF	DEPKEU	HIID	Texas Tech. U.	6	Accounting
16.	06/08/85	SUBANI	DEPERDAG	HIID	Int'l. Law Inst./Wash.	1	Int'l. Loan Neg.
17.	06/09/85	Ali BASIR	DEPKEU	HIID	U.S.C.	5	Tax Administration
18.	06/09/85	Soenari CHASAN	DEPKEU	HIID	U.S.C.	5	Development Tax Adm.
19.	06/09/85	Rusman NOOR	DEPKEU	HIID	U.S.C.	5	Development Tax Adm.
20.	06/09/85	Hari UTOMO	DEPKEU	HIID	U.S.C.	5	Development Tax Adm.
21.	06/12/85	Samsuar SAID	DEPKEU	HIID	Int'l. Law Inst./Wash.	1	Loan Neg. & Renego.
22.	06/22/85	Josef DJOGO	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
23.	06/22/85	Djedjeh HADIDJAH	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
24.	06/22/85	KARDJONO	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
25.	06/22/85	Hadhie KUSUMAH	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
26.	06/22/85	Mohammad MALIK	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
27.	06/22/85	Syamsiah MARZUKI	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
28.	06/22/85	SISWORO	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
29.	06/22/85	SOEMARJO	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
30.	06/22/85	SUGITO	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
31.	06/23/85	Agus GUSTINA	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
32.	06/23/85	Endjang MANSUR	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
33.	06/23/85	Farida MOECHARAM	DEPTAN	MSN	U.S.D.A.	2	Trg. The Trainers
34.	07/01/85	Diah WIDARTI	DEPNAKER	HIID	U.S.D.A.	2	Trg. The Trainers
35.	07/05/85	Burhanuddin TAJIBNAPIS	MENPAN	MSN	World Bank/Wash., D.C.	1	Econ. Inc. Distr. Pov.
36.	07/13/85	Erwin KARTADIHARDJA	DEPTAN	MSN	U.S.D.A.	1	Education Sec. Mgt.
37.	07/13/85	Soleman PELLOKILA	DEPTAN	MSN	U.S.D.A.	1	Agr. Pol. Seminar

NO.	DATE RET'D.	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
38.	07/13/85	Bagus RUHNAYAT	DEPTAN	MSN	U.S.D.A.	1	Agr. Pol. Seminar
39.	07/20/85	Diatl HARSONO	SEKNEG	MSN	Nairobi/Kenya	1	Indonesia Int'l. Conf.
40.	07/28/85	Kuswaya ASMARA	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
41.	07/30/85	Buchari ARSAD	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
42.	07/30/85	Abdul HUSEIN	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
43.	07/30/85	Rivai MAPPINTJARA	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
44.	07/30/85	Fachruddiun MUSJAFFA	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
45.	07/30/85	Supratman SASMITA	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
46.	07/30/85	Widyantoro SETYAWAN	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
47.	07/30/85	Oetomo SETYO	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
48.	07/30/85	SLAMET	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
49.	07/30/85	Rini SOEGOTO	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
50.	07/30/85	Lies SUNARMINTYASTUTI	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
51.	07/30/85	Puji YUNANTORO	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
52.	07/30/85	Asiah ZUHRI	DEPKEU	HIID	U. Connecticut	4	Trg. Evaluation Prog.
53.	08/19/85	Jakob TOBING	SEKNEG	HIID	Harvard U.	2	Invs. Appraisal & Mgt.
54.	08/23/85	Nyoman SUASTHA	DEPNAKER	HIID	Int'l. Labor Inst.	1	Economics Data
55.	08/30/85	Harry SUPANGKAT	DEPKEU	HIID	U. Massachusetts	2	Pub. Enterprise Pol.
56.	09/01/85	Ibnu BUDHIONO	BAPPENAS	HIID	U.S.D.C.	7	Economics Analysis
57.	09/01/85	Rony BISHRY	BPPT	MSN	Stockton State Coll.	1	Int'l. Education Std.
58.	09/01/85	SWASANA	DEPKEU	HIID	Harvard U.	24	Invs. Appraisal & Mgt.
59.	09/22/85	Auzar ALIF	DEPKEU	HIID	Harvard U.	3	Invs. Appraisal & Mgt.
60.	09/28/85	Muhammad BUNYAMIN	BATAN	MSN	Int'l. Law Inst./Wash.	1	Tech. Plann. & Mgt.
61.	09/30/85	Lamtiur PANGGABEAN	MENPAN	MSN	Int'l. Ass. Sch. Inst.	1	Plann. & Impl. Dev. Gov.
62.	10/04/85	Zulmiar YANRI	DEPNAKER	HIID	U. Washington	3	Lab. Statistics Sem.
63.	10/05/85	Bambang PUTRATAMA	DEPNAKER	MSN	U. District Columbia	2	Lab. Statistics Sem.
64.	10/09/85	Dharma BHAKTI	DEPKEU	HIID	Harvard U.	3	Invs. Appraisal & Mgt.
65.	11/16/85	Lily ROSYANNA	DEPERDAG	HIID	Int'l. Law Inst./Wash.	1	Trade & Exprt. Neg.
66.	11/16/85	SUHARY	DEPERDAG	HIID	Int'l. Law Inst./Wash.	1	Trade & Exprt. Neg.
67.	11/17/85	KISWOYO	SEKNEG	MSN	Wake Forest U.	2	Medical Sonic
68.	11/28/85	Aswil DHANIEL	DEPKOP	MSN	Land O'Lakes	1	Coop. Agr. Bus. Mgt.
69.	11/28/85	Hardi GIANTO	DEPKOP	MSN	Land O'Lakes	1	Coop. Agr. Bus. Mgt.
70.	11/28/85	JOEWONO	DEPKOP	MSN	Land O'Lakes	1	Coop. Agr. Bus. Mgt.
71.	11/28/85	Saleh SAFRADJI	DEPKOP	MSN	Land O'Lakes	1	Coop. Agr. Bus. Mgt.
72.	11/28/85	John SIHOMBING	DEPKOP	MSN	Land O'Lakes	1	Coop. Agr. Bus. Mgt.
73.	12/03/85	Lubna AMIR	DEPERTAMB	MSN	U. Washington	3	Data Info. Management
74.	12/05/85	Susanti PUDJO SEMADI	SEKNEG	MSN	U. Wisconsin-Madison	3	Doc. Production
75.	12/05/85	Budihardjo SURYASUNARSA	SEKNEG	MSN	U. Wisconsin-Madison	3	Electronic Doc.
76.	12/12/85	Diti GUNAWI	LIPI	HIID	Int'l. Law Inst./Wash.	1	Proj. Procur. & Neg.
77.	02/28/86	I. Gde. SUARDJANA	DEPKEU	HIID	Harvard U.	12	Int'l. Tax Program
78.	03/01/86	Jeremia MANAPA	SEKNEG	HIID	Int'l. Law Inst./Wash.	1	Loan Neg. & Renego.
79.	03/21/86	F. RACHMADI	DEPPEN	MSN	East West Center	1	Cross Analysis
80.	04/01/86	Moenadi PURWANDOKO	BPPT	MSN	U.S. Science Centers	2	Science & Technology
81.	04/01/86	Jenny KALIGIS	DEPDIKBUD	MSN	U.S. Science Centers	2	Science & Technology
82.	04/01/86	Zarmawis ISMAIL	LIPI	MSN	U.S. Science Centers	2	Science & Technology
83.	04/01/86	Sofar SILAEN	LIPI	MSN	U.S. Science Centers	2	Science & Technology

NO.	DATE RET'D.	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
84.	04/01/86	Syah SARAGIH	LIPI	MSN	U.S. Science Centers	2	Science & Technology
85.	04/01/86	Aan SUSILAWATI	LIPI	MSN	U.S. Science Centers	2	Science & Technology
86.	04/12/86	Endar MA'MOERI	LAN	HIID	U. Connecticut	7	Public Mgt. Dev. Prog.
87.	06/01/86	Caecilia WIDIARTI	DEPKEU	HIID	Harvard U.	8	Int'l. Tax Program
88.	06/02/86	Pratiwi SUDARMONO	DEPDIKBUD	MSN	N.A.S.A.	4	Shuttle Flight
89.	06/02/86	Taufik AKBAR	PARPOSTEL	MSN	N.A.S.A.	4	Shuttle Flight
90.	06/07/86	Sri SWASONO	BULOG	HIID	U. Pittsburgh	1	Rural Development
91.	07/01/86	Husnainie HASAN	DEPERDAG	HIID	Int'l. Law Inst./Wash.	3	Int'l. Trade Neg.
92.	07/01/86	Muhammad KRISMURTI	DEPERDAG	HIID	Int'l. Law Inst./Wash.	3	International Trade
93.	07/01/86	Henricus ISMANTHONO	DEPERTAMB	HIID	U. Pittsburgh	2	Administration Mgt.
94.	07/01/86	Helmy BURIN	DEPKEU	HIID	Arthur D. Little Mgt.	2	Project Analysis
95.	07/01/86	Wibowo KUSTIM	DEPKEU	HIID	Arthur D. Little Mgt.	2	Project Analysis
96.	07/01/86	Nurhasmi MTI	DEPKEU	HIID	Arthur D. Little Mgt.	2	Project Analysis
97.	07/01/86	Yahya PONULELE	DEPTAN	MSN	U.S.D.A.	2	Agr. Pol. Seminar
98.	07/01/86	Emmanuel SUSENO	DEPTAN	MSN	U.S.D.A.	1	Agr. Pol. Seminar
99.	07/04/86	Asmir AGOES	OTO	MSN	U. Minnesota	2	Cross Cul. Training
100.	07/06/86	DJASLAN	DEPPEN	MSN	Cornell U.	1	Comm. Planning
101.	07/06/86	Arsyad SUBIK	DEPPEN	MSN	Cornell U.	1	Comm. Planning
102.	07/06/86	Soedaryanto SUDARDI	DEPPEN	MSN	Cornell U.	1	Comm. Planning
103.	07/06/86	Lamtiur PANGGABEAN	MENPAN	MSN	U. Wisconsin-Madison	1	Plann. & Impl. Trg. Prg.
104.	07/06/86	Rudolf MATINDAS	OTO	MSN	East West Center	2	Cross Cul. Training
105.	07/11/86	Achmad MARTAAMIDJAJA	DEPTAN	MSN	U.S.D.A.	1	Agr. Policy Seminar
106.	07/24/86	Saparinah SADLI	OTO	MSN	East West Center	2	Cross Cul. Training
107.	08/01/86	Wahyu HIDAYAT	DEPKEU	HIID	Harvard U.	2	Inv. Appraisal & Mgt.
108.	08/01/86	Arlen PAKPAHAN	DEPKEU	HIID	Harvard U.	2	Inv. Appraisal & Mgt.
109.	08/01/86	Irid AGOES	OTO	MSN	East West Center	2	Cross Cul. Training
110.	08/01/86	Arief RACHMAN	OTO	MSN	Georgetown U.	2	Cross Cul. Training
111.	08/02/86	Rusman HOESEIN	DEPERHUB	MSN	U.S. Merch. Mar. Acad.	3	Maritime Studies
112.	08/05/86	Nani NOERACHMAN	OTO	MSN	East West Center	2	Cross Cul. Training
113.	08/10/86	Iman SUKARDI	OTO	MSN	East West Center	2	Cross Cul. Training
114.	08/22/86	Jana ANGGADIREDA	BPPT	MSN	U. Hawaii-Manoa	3	Seaweed Cult. & Proces.
115.	08/22/86	Achmad ZATNIKA	BPPT	MSN	U. Hawaii-Monoa	3	Seaweed Cult. & Proces.
116.	08/22/86	SULISTIJO	LIPI	MSN	U. North Carolina	2	Seaweed Cult. & Proces.
117.	09/01/86	RUSDIBJONO	DEPDAGRI	MSN	AIT/Bangkok	2	Disaster Management
118.	09/01/86	Kiagus AZIS	DEPDIKBUD	MSN	U. Tennessee	2	Ecology
119.	09/01/86	Sabaroedin KARMEIHAN	DEPERHUB	MSN	U.S. Merch. Mar. Acad.	3	Maritime Studies
120.	09/01/86	SOETARSO	DEPSOS	MSN	AIT/Bangkok	2	Disaster Management
121.	09/01/86	SULIANTI	DEPSOS	MSN	AIT/Bangkok	2	Disaster Management
122.	09/01/86	Soedjadi JATNODIPRODJO	LAN	HIID	Int'l. Assi. Sch. Inst.	1	Int'l. Congr. Adm. Sci.
123.	09/03/86	Zainal ABIDIN	BKPM	HIID	Int'l. Law Inst./Wash.	2	Int'l. Loan Neg. & Reneg.
124.	09/05/86	Anwar DJAMALUDDIN	BKPM	HIID	Georgetown U.	2	Int'l. Loan Neg.
125.	09/19/86	Fardudin FAUZIA	DEPERDAG	HIID	U. Pittsburgh	2	Mgt. and Adm. Practice
126.	09/19/86	Ali YOEDAWINATA	DEPERDAG	HIID	U. Pittsburgh	2	Mgt. and Adm. Practice
127.	09/22/86	Abdurachim MARTAWIDJAJA	DEPHUT	MSN	Ljubljana/Yugo	1	World Congress
128.	09/22/86	Setyono SASTROSUMARTO	DEPHUT	MSN	Ljubljana/Yugo	1	World Congress
129.	09/28/86	Jongker TAMBA	BAPPENAS	MSN	Industrial Res. Inst.	1	Computer Programming

NO.	DATE RET'D.	NAME	DEPARTMENT	SPPRT. OFFICE	INSTITUTION	GPT-II SPONSORED IN MONTHS	PROGRAM
130.	10/01/86	SOEGIANTO	BPK	MSN	U.S. Gen. Acct. Office	4	Int'l. Aud. Fls.
131.	10/01/86	Santosa HADI	DEPERHUB	MSN	U.S. Merch. Mar. Acad.	3	Maritime Studies
132.	10/01/86	Ardanus BUR	DEPNAKER	HIID	U.S.D.L./Wash., D.C.	3	Manpower Proj. & Anal.
133.	10/01/86	Np TORUAN	DEPNAKER	HIID	U.S.D.L./Wash., D.C.	3	Manpower Proj. & Anal.
134.	10/01/86	Eni ROCHMAINI	OTO	MSN	UW-MSN/HIID	1	Comparative Study
135.	10/02/86	Affan HASAN	OTO	MSN	UW-MSN/HIID	1	Comparative Study
136.	10/16/86	Oetaryo OETARI	DEPSOS	MSN	U.C. Berkeley	2	Social Work Res. Mgt.
137.	10/21/86	Jang MUTTALIB	KOWANI	MSN	A.A.U.W.	1	Nairobi Challenge
138.	10/25/86	Ruddy ISKANDAR	DEPERHUB	MSN	U.S. Merch. Mar. Acad.	3	Shipping Maritime Law
139.	10/25/86	Kemal SYARIF	DEPERHUB	MSN	U.S. Merch. Mar. Acad.	3	Maritime Studies
140.	11/01/86	Mamat HUDAYA	DEPERTAMB	HIID	Arthur D. Little Mgt.	2	Person Mgt. & Hum. Res.
141.	11/01/86	Tonadi TUNGGONO	DEPERTAMB	MSN	U.S.D.A.	2	Management of Dev.
142.	11/01/86	Suhud PRIBADI	DEPSOS	MSN	AIT/Bangkok	2	Disaster Management
143.	11/01/86	Sjueb HASYIM	OTO	MSN	UW-MSN/HIID	1	Comp. Trg. Management
144.	11/14/86	Gusti PUTERA	DEPKEU	HIID	Golden Gate U.	9	Tax Administration
145.	11/14/86	Arslan SOEKOEN	DEPKEU	HIID	Golden Gate U.	9	Tax Administration
146.	11/28/86	Astini ARIFIN	LEMIGAS	MSN	U. Wisconsin-Madison	3	Information Handling
147.	11/28/86	Harmaini NUGROHO	LEMIGAS	MSN	U. Wisconsin-Madison	3	Information Handling
148.	12/01/86	Anne RUEAIDAH	DEPSOS	MSN	AIT/Bangkok	2	Disaster Management
149.	12/01/86	Sukotjo MULYONO	LIPI	MSN	Int'l. Law Inst./Wash.	1	National Budgeting
150.	12/05/86	Radijanto PURWOWIDAGDO	DEPERTAMB	MSN	U. Pittsburgh	3	Power System Engr.
151.	12/05/86	Merdeka SEBAYANG	DEPERTAMB	MSN	U. Pittsburgh	3	Power System Engr.
152.	12/05/86	Bintoro TJOKROAMIJOJO	OTO	MSN	D-TEC/AIT Bangkok	1	Comparative Training
153.	12/05/86	WIDODO	OTO	MSN	D-TEC/AIT Bangkok	1	Comparative Training
154.	12/10/86	Hasroel THAYIB	BATAN	MSN	Int'l. Law Inst./Wash.	1	National Budgeting
155.	12/11/86	Benny HOED	OTO	MSN	D-TEC/AIT Bangkok	1	Comparative Study
156.	01/01/87	Ritwan SOEIT	DEPKEU	MSN	Arthur D. Little Mgt.	2	Proj. Analys. Programs
157.	01/25/87	MARTONO	OTO	MSN	Ctr. Educ. Meas./Iowa	1	Comp. Test Dev.
158.	01/25/87	Sumadi SURYABRATA	OTO	MSN	Ctr. Educ. Meas./Iowa	1	Test Development
159.	02/07/87	Amrin SIREGAR	BPK	MSN	Int'l. Dev. Law Inst.	1	State Owned Enterpr.
160.	02/08/87	Hadi KOESOEMO	BPK	MSN	Int'l. Dev. Law Inst.	1	State Owned Enterpr.
161.	02/10/87	Sudiono BASUKI	BKPM	MSN	Int'l. Dev. Law Inst.	1	State Owned Enterpr.
162.	02/15/87	ENDARMOON	DEPKEU	HIID	Arthur D. Little Mgt.	1	Proj. & Mgt. Program
163.	03/16/87	HARDJITO	DEPERHUB	MSN	FAA Aero. Ctr., Okla.	2	Civil Aviation
164.	03/16/87	Bachrul HUDA	DEPERHUB	MSN	FAA Aero. Ctr., Okla.	2	ARTC Power & Dist.
165.	03/16/87	Aminarno PRADANA	DEPERHUB	MSN	FAA Aero. Ctr., Okla.	2	Ad. Air Trf. Cl.
166.	03/16/87	Anna RAHAYU	DEPERHUB	MSN	FAA Aero. Ctr., Okla.	2	Ad. Air Trf. Cl.
167.	03/21/87	Imma THEOT	NGO	MSN	IIRR-Philippines	2	Rural Development
168.	03/23/87	Kris DRIJODEMITE	NGO	MSN	IIRR-Philippines	2	Community Dev.
169.	03/23/87	OR PARERA	NGO	MSN	IIRR-Philippines	2	Community Dev.
170.	04/18/87	Elan DEWANTONO	DEPERTAMB	MSN	Inst. of Pub. Serv. Int.	3	Mgt. Anal. & Comp. App.
171.	04/29/87	Zarmin AMIN	DEPERTAMB	MSN	SUNY/New York	2	Energy Management
172.	04/29/87	Nenny UTAMI	DEPERTAMB	MSN	SUNY/New York	2	Energy Management
173.	05/05/87	Benny HOED	OTO	MSN	Seameo ELC/Singapore	4	Linguistics
174.	05/10/87	Haswita SYAFRI	DEPDIKBUD	MSN	Ball State U.	8	Textile & Clothing
175.	05/15/87	Fardudin LASAHIDO	DEPERTAMB	MSN	Colorado Sch. Mines	3	Mineral Economics

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176.	05/17/87	Irene UMBOH	DEPDIBUD	MSN	U. California—Davis	4	Biotechnology
177.	05/24/87	S.t.m. Laut SIRAIT	DEPERTAMB	MSN	U. Pittsburgh	2	Inf. St./Rc. Management
178.	05/29/87	Erna HERMAWATI	DEPERHUB	MSN	FAA Aero. Ctr., Okla.	2	Int'l. Instructor Trg.
179.	05/29/87	SUTARJANTO	DEPERHUB	MSN	Int'l. Aviation Ctr.	2	Int'l. Instructor Trg.
180.	06/01/87	Nani NOERACHMAN	OTO	MSN	N.A.F.S.A.	1	Coord. Int'l. Std. Prog.
181.	06/21/87	Ray ATMADJA	DEPERHUB	MSN	Int'l. Aviation Center	2	Boiler & Chillers
182.	06/26/87	Sjaiful TJAJA	BATAN	MSN	U. Denver	2	R & D Project Mgt.
183.	07/11/87	Muin PABINRU	DEPTAN	MSN	U.S.D.A.	1	Agr. Policy Seminar
184.	07/11/87	Agustinus TONDOK	DEPTAN	MSN	U.S.D.A.	1	Agr. Policy Seminar
185.	07/12/87	Nana MARGANA	DEPERTAMB	MSN	ITOD-Pittsburgh	3	Administration Mgt.
186.	07/12/87	Djasminar TASMAN	DEPERTEMB	MSN	ITOD-Pittsburgh	3	Administration Mgt.
187.	07/12/87	Muharto TOHA	DEPERTAMB	MSN	ITOD-Pittsburgh	3	Administration Mgt.
188.	07/13/87	Mohammad PURNOMO	DEPKEU	MSN	San Francisco St. U.	2	Computer Tax Adm. Sem.
189.	07/16/87	Sri MUCHDI	OTO	MSN	HIID/MSN/NAFSA	1	Compt. Overs. Trg. Prog.
190.	07/19/87	Zar'an NGADIMIN	NGO	MSN	New York U.	1	Business Adm. & Mgt.
191.	07/19/87	Sri LESTARI	PKBI	MSN	U. State New York	2	Mgt. of Non Profit
192.	07/20/87	Anny LESTARINA	DEPERTAMB	MSN	Int'l. Law Inst./Wash.	2	Foreign Inves. Negt.
193.	07/26/87	Tati HENDARTI	DEPNAKER	MSN	USDL/Washington, D.C.	3	Manpower Proj. & Anal.
194.	07/30/87	Soetarso PRIASUKMANA	DEPHUT	MSN	U. Washington	3	World Trade in Fores.
195.	08/03/87	Muhammad DAHLAN	KLH	MSN	U. Hawaii	1	Sem. on Comm. & Change
196.	08/04/87	Cahyono PARTAWIJAYA	DEPERHUB	MSN	York Town Bus. Inst.	11	Data Processing
197.	08/09/87	Achmad ASMAWI	DEPERTAMB	MSN	ITOD-Pittsburgh	7	Project Management
198.	08/10/87	Tommy MANURUNG	DEPERHUB	MSN	AIT/Bangkok	2	Disaster Management
199.	08/10/87	Dohar TOBING	DEPSOS	MSN	AIT/Bangkok	2	Disaster Management
200.	08/19/87	Fuadi DARWIS	DEPKES	MSN	AIT/Bangkok	2	Disaster Management
201.	08/25/87	Daniel SULEKALE	NGO	MSN	School for Int'l. Trg.	2	Rural Development
202.	08/30/87	Agustinus WIBOWO	DEPERHUB	MSN	FAA Int'l. Prog. Spec.	2	Civil Aviation
203.	09/01/87	Stephanus WIDHARTO	DEPERHUB	MSN	U. Wisconsin	3	Information Tech.
204.	09/06/87	Diti GUNAWI	LIPI	MSN	Int'l. Law Inst./Wash.	1	Comparative Study
205.	09/07/87	Soeparti SOEDIRO	DEPERTAMB	MSN	ITOD-Pittsburgh	2	Computer for Adm.
206.	09/07/87	Sartikowati SUHARTO	DEPERTAMB	MSN	ITOD-Pittsburgh	2	Computer for Adm.

APPENDIX B.1

Overviews of MUCIA and HIID



Midwest Universities Consortium for International Activities, Inc.

The Midwest Universities Consortium for International Activities, Inc. (MUCIA) is the oldest and most experienced of the several U.S. consortia involved in international development and education. MUCIA began in 1964 with four universities—Illinois, Indiana, Michigan State, and Wisconsin. Minnesota joined in 1969, Ohio State in 1975, Iowa in 1977, and Purdue in 1985. MUCIA is the only incorporated offspring of a group of American universities that received international training and research grants from the Ford Foundation in the 1960s, the *raison d'être* resting in large part on the ability of the universities together to do some things that one university could not do. Since the expiration of the Ford grant, MUCIA has acted as a contractor for large scale technical assistance contracts and other educational programs. These contracts are carefully chosen from two areas: long-term institution building projects and educational exchanges of faculty.

MUCIA currently manages eleven technical assistance projects and three faculty exchange/development projects. The technical assistance projects are in fields such as agriculture, education, business, medicine, public administration, engineering, mathematics, and basic sciences.



HIID

Harvard Institute for International Development

The Harvard Institute for International Development (HIID) was created in the belief that Harvard University could contribute to finding solutions to the problems of development. The underlying rationale for the Institute, therefore, was service abroad; but from the beginning there was a recognition that these service activities could also contribute in important ways to the primary functions of the University—teaching and research.

The nature of HIID's activities abroad has changed over time. In the beginning, a quarter of a century ago, the Institute was made up primarily of economists involved in helping various countries, from Pakistan to Argentina, establish planning commissions. Today, HIID's staff encompasses most of the disciplines of the social sciences, including sociology, anthropology, and government; medicine, as it relates to issues of public health; public management; and educational planning. The Institute also works with a wide range of policymaking agencies and research institutes. But several key elements of the way the Institute works abroad have not changed. Our main objective remains one of assisting developing countries build institutions, from planning departments to research institutes, that those countries can run themselves without external assistance. In special situations the Institute will undertake single-visit or short-term consulting assignments, although most consulting activities are in connection with advisory and training projects aimed at producing new or better functioning institutions.