

Institut Pertanian Bogor * University of Wisconsin

GRADUATE EDUCATION PROJECT



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Report No. 30

WEIDEMANN and COWAN

REPORT OF SHORT-TERM ADVISORS
on
RURAL HOME AND FAMILY PROGRAMS
Institut Pertanian Bogor (IPB)
Bogor Indonesia

by

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I. DURATION OF CONSULTANTS' VISIT

The consultants arrived in Indonesia on September 11, 1983. Dr. Weidemann left on September 24, 1983, and Dr. Cowan departed on September 27, 1983.

II. OBJECTIVES OF VISIT

- A. Monitor the new S_2 (Master's) program in Community Nutrition and Family Resources (Gizi Masyarakat dan Sumberdaya Keluarga) (GMSK) and provide assistance in strengthening the activities of the GMSK department.
- B. Develop a research strategy for the department including a conceptual framework, goals, guidelines, topics, and administration and management of research activities.
- C. Review the S_1 (Baccalaureate) programs, in particular course syllabi in the family resources area.
- D. Develop plans for future collaboration and for training of IPB staff.

III. BACKGROUND INFORMATION

The consultants referred to the S_2 program as originally designed by Dr. C. Jean Weidemann in 1981 and further developed by Dr. Nancy Johnson, Mary Roach, Diane Barrett, and Jeralyn Pigott. The S_2 program was analyzed in relation to academic focus, student background and future needs, and scope and sequence of material. Previous reports by Weidemann (Report No. 1),

Johnson (Report No. 9), Roach (Report No. 15), Pigott (Report No. 17), and Barrett (Report No. 19) describe the program in detail. The consultants also assisted with course development and revision in the areas of community nutrition and family resource development.

The GMSK is located within the Faculty of Agriculture and is composed of seventeen full-time and ten part-time faculty members participating in S_1 and S_2 teaching, research, and community service functions. Lists of current staff members are in Appendices A and B. S_1 and S_2 curricula for Community Nutrition and Family Resource Programs are included in Appendices C and D. The total 1983 GMSK enrollment of 181 consists of 64 second-year students, 46 third-year students, 39 fourth-year students, 27 transition students, and five students in S_2 . The GMSK currently occupies part of a building on the Bogor Campus.

IV. CONSULTANTS' PLAN OF WORK AND METHODOLOGY

Numerous activities were undertaken within and outside IPB in order to achieve the objectives. Consultants conferred with faculty members and administration personnel in Academic Affairs, Educational Planning, and Graduate Education. Visits to and consultation with agencies were made throughout the consultants' stay. The itinerary including persons contacted appears as Appendix E in this report.

The consultants worked with the GMSK staff in extensive department meetings and individual conferences. The observed classes, held discussions with students, and had conferences with the following: Rector; Vice Rector of Academic Affairs; Dean of the Graduate School; Head, IPB Planning Board; Dean

of Agriculture; Associate Dean for S₂ Programs; Director of the Research Development and Nutrition Institute, Bogor; Director and teacher at the Agriculture High School Teacher Training Center at Ciawi (FAO Project); Dr. R. Schmeding and Dr. C. Seeley, AID Jakarta; Staff at Gadjadara University, Yogyakarta; Darmaga Campus of IPB; and Acting Director of IPB/UW Graduate Project.

Field and village visits provided opportunities to observe community settings, family life programs, client groups, educational units, institutes, and role of family members (especially women) within agriculture. Rice and diversified farming were especially valuable in relating education, research, and service to the improvement of rural home and family life.

Consultants served as guest professors in classes and participated in class and university seminars as follows:

Seminar Keynote Speaker	Community Nutrition and Family Resources (See Appendix K)	Dr. Weidemann
GMSK 511	Socio-Economics and Cultural Influences on Family Food Habits	Dr. Weidemann
GMSK 514	Community Nutrition	Dr. Cowan Dr. Weidemann
Panel	Agricultural High School Teacher Training Center, CIAWI	Dr. Weidemann

Considerable attention was focused on identifying funding possibilities for nutrition projects as well as linkages among professionals, institutions, and appropriate agencies. Support has been requested from FAO for the Food,

Nutrition, and Agriculture course (Dr. Laura Jane Harper, April-June, 1983). The Community Nutrition and Family Resources Seminar series (held monthly from September through December, 1983) culminating in a December symposium (See appendix F) was discussed in depth for content and also for funding possibilities by AID.

V. CURRENT STATUS OF DEPARTMENT

Department Name

The department has changed its name from Home Economics to Community Nutrition and Family Resources in 1981 after Dr. Weidemann's consultation. The Dean of Agriculture and the GMSK Department Chair and staff members felt this had a positive impact on enrollment.

Enrollment

Beginning with one student in 1975, the department has experienced a rapid expansion in enrollment to a total of 181 as indicated in Table 1. IPB Faculty of Agriculture projects an overall enrollment increase of 3.9 percent and anticipates an expansion of 6.0 percent in GMSK, approximately twice the rate of all other departments in agriculture. Of the currently enrolled students, approximately ten percent are male. While IPB has experienced an enrollment surge, GMSK has had a dramatic increase presumably influenced by growing program excellence, increased visibility, improved image, staff development, and curriculum, program, and course development, revision, and evaluation.

Table 1

STUDENT ENROLLMENT IN THE DEPARTMENT OF COMMUNITY NUTRITION AND
FAMILY RESOURCES-IPB

	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
2nd-year students	1	3	4	8	32	40	38	54	64
3rd-year students	-	1	3	4	6	30	38	39	46
4th-year students	-	-	1	3	4	6	30	37	39
Transition students	-	-	-	-	-	10	10	7	27
S ₂									5
Totals	1	4	8	15	42	86	116	137	181

Facilities

As indicated in the 1981 Weidemann report, classroom and laboratory space was barely adequate for programs, a situation which has continued and intensified with the rapidly expanding enrollment. It is anticipated that the entire building will be occupied by GMSK in Semester II, 1984. Without such provision, the department is not only hampered by inadequate and insufficient space, but enrollment cannot proceed as anticipated. Discussion with the Rector and Head of the Planning Board for IPB focused on the urgency for present space allocation as well as planning for future occupancy by GMSK in the Darmaga Campus within the Faculty of Agriculture block.

Department Organization and Administration

As a department in the Faculty of Agriculture, GMSK relates directly to the Dean of Agriculture through its Department Head, currently Suhardjo, who provides leadership for the 27 faculty members. The Department Head recognizes the importance of excellence in instruction, research, and public service, of articulation among department and IPB faculty members, community and governmental agencies, and the need for continued department and staff development.

Instructional Program

The developmental progress of the GMSK department is impressive in all aspects. The S_1 and S_2 community nutrition areas reflect strong content and organization. Family resources is experiencing improved development in content and is in need of further consultant services.

During this consultation, the following courses were reviewed: Consumer Education (GMK 333), Family Resource Management (GMK 331), Family Ecology (GMK 332), and Family Economics (GMK 522). Outlines for these courses appear in Appendices H through K. Attention needs to be given to the continued development of content and appropriate learning activities, and to appropriate resources and references for family resources.

Classes were observed and content discussed and revised. Considerable focus was given to conceptual development, scope, and sequence. Courses can be strengthened with the added components of theoretically based material and the development of problem-solving approaches as they relate to subject matter.

GMSK is in its first year of the S_2 program with five students from varied academic backgrounds and experiences. There are four women ranging in age from 40 to 44 years of age and one man aged 29. Their educational training is in horticulture, home economics, medicine, and psychology. All but one are full time students. Four have backgrounds in teaching and the one male is a physician. Future aspirations of all students include teaching at higher levels of education. Sponsorship ranges from self support in one case, IPB educational benefits program in another, to support by the Ministry of Education (TMPD) for three of the five students.

VI GENERAL RECOMMENDATIONS

Resources, reference materials, and audio visuals and equipment are vital to excellence of teaching. The consultants recommended that GMSK

contact Dr. Maurice White, Information Consultant, Wisconsin project, and Dr. Emir Siregar of IPB for assistance in establishing guidelines for current materials acquisition and for identifying future needs as these relate to the new IPB Instructional Resource Center.

Continued contact with the AID Nutritional Advisor, Julie Klements, and work with FAO nutrition projects can provide valuable funding as well as consultant and information resources for S_1 and S_2 programs.

The consultants recommended the appointment of a permanent GMSK Advisory Committee, composed of five to seven members representing local, provincial, and national leaders serving on a rotational basis to continually infuse new ideas. The purpose of the committee would be to review and to provide input into the "tridharma" (education, research, and public service) function of GMSK. Such a group would be helpful in providing ideas and recommendations for student recruiting, program development, research projects, funding, field placement, and job placement. Meetings should be held two or three times a year and there should be provision for additional input from alumni and staff.

The department's use of course syllabi is commendable. Content appeared to be chosen and organized to move students to higher levels of thinking. This is contributing to the development of excellence within the department. Staff should be encouraged, however, to use approaches that promote problem solving, integration of material, synthesis of information, evaluation, and decision-making processes. These approaches are appropriate in the classroom, laboratory, homework, and field situations.

The regularly scheduled staff meetings should be continued with a deliberately designed agenda. The establishment of a curriculum committee was also recommended to further enhance the quality and organization of GMSK. The curriculum committee would be responsible for reviewing all programs, approving courses, and passing recommendation on academic programs, courses and related curriculum matters. Because of the nature of the department, consideration might be given to appointing two sub-committees, one for family resources and one for nutrition.

A systematic follow-up of graduates was suggested beginning in 1984 and including all graduates to date, continuing with an annual survey of the program graduates one to two years after graduation. The follow-up would assess the adequacy of the academic programs in relation to the competency of graduates as they perform in their jobs. This will provide valuable feedback to improve programming, promote GMSK visibility, and facilitate contacts with alumni who can make valuable contributions to the department.

The foregoing approaches would contribute to efforts to attract students to S_1 and S_2 programs. A variety of additional strategies would have beneficial effects on recruitment and job placement. These could include periodic seminars, presentations to secondary level students, in-service training for professionals, collaborative research, and field placement efforts. A brochure for the S_1 program, similar to the S_2 brochure would be a positive way to promote the department. Mrs. Grace White who has a home economics journalism background and extensive experience in developing publications, has indicated willingness to assist the GMSK in this and similar efforts.

In an effort to continue organizational and coordination efforts, all S_1 and S_2 course outlines should be bound in one reference publication for staff, students, visitors, and consultants. It is important to date the publication and each course outline and to preface it with a copy of the S_1 and S_2 program.

VII. DEVELOPMENT OF PUBLIC SERVICE PROGRAMS

Within the next three to five years a formalized plan for public service should be in place in GMSK. The Faculty of Agriculture is in the process of defining, organizing, planning, and developing a public service strategy. There is an outstanding opportunity for GMSK to coordinate its own efforts with those of the faculty, university, and Public Service Institute at IPB. GMSK participation in university level and faculty level planning is basic to development of a sound public service program. Having GMSK representation from GMSK on the public service planning committee, to be appointed by the Assistant Dean for Academic Affairs, will provide valuable input and direction for further department planning. Public service gets its strength from research, and strong collaboration between research and service will enhance the quality and the delivery of information. Networking with other universities, agencies, and donors could also improve efforts as well as expedite activities.

VIII. RESEARCH

One of the major objectives of the consultants' visit was to assist in developing a research strategy for the GMSK. Elements of the strategy included a conceptual framework, goals, guidelines, appropriate topics, and the administration and management of research activities. A research strategy is essential at this time because of the new S₂ program and the maturation of the department toward fuller realization of IPB's "tridharma" philosophy (education, research, and public service).

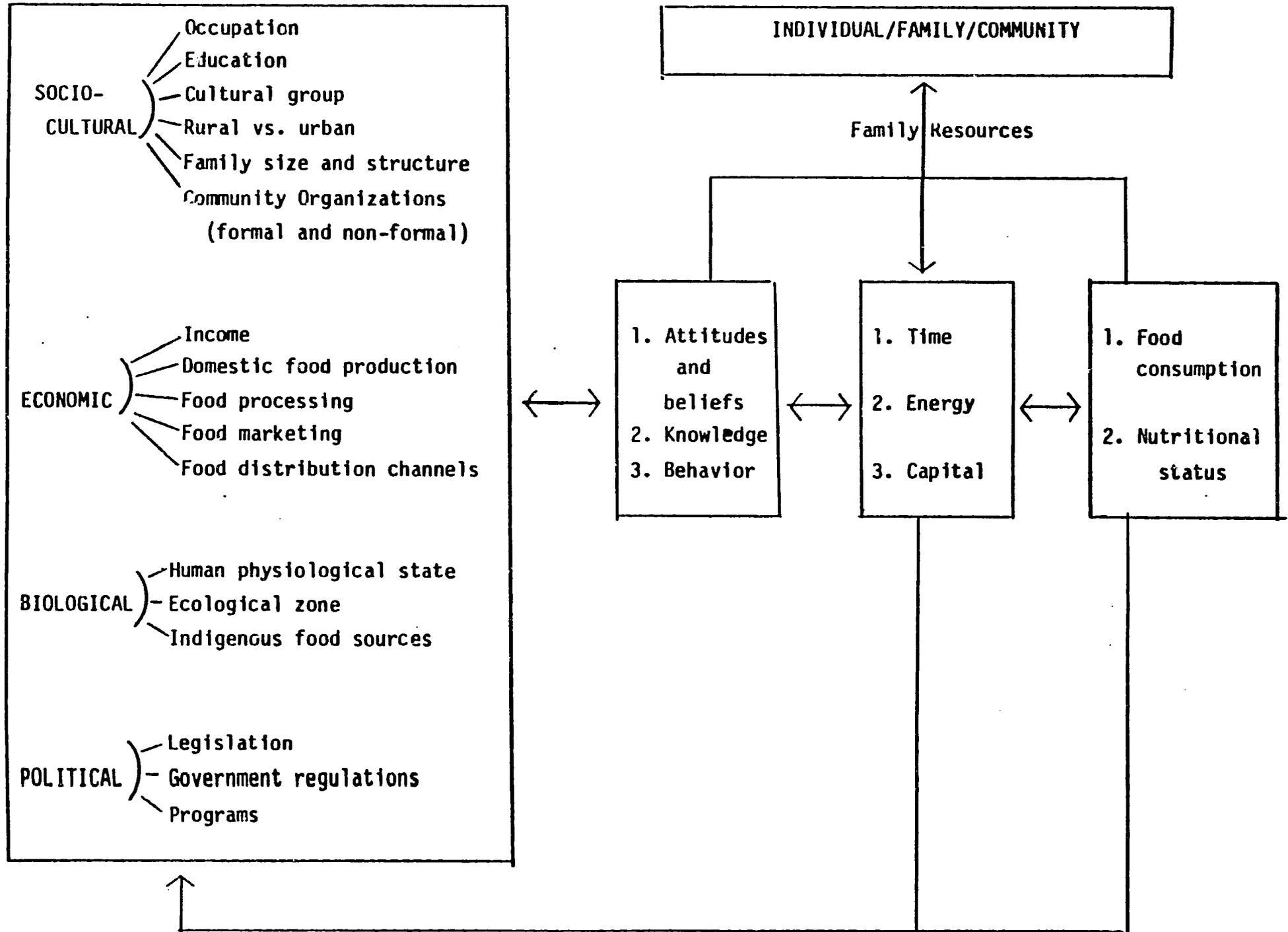
Discussions focused on both student research (particularly the new S₂ students) and faculty research. Scholarly endeavors by staff members, the training of young scientists, and responding to the research needs of the Indonesian government were seen as synergistic and compatible.

Conceptual Framework

The department had worked with previous consultants in developing an overall schema for its research. Discussions with the entire GMSK staff indicated that the framework was still applicable and is represented in Figure 1, "Research Framework for Community Nutrition and Family Resources.

Figure 1

RESEARCH FRAMEWORK FOR COMMUNITY NUTRITION AND FAMILY RESOURCES



Goal

The goal of the department and therefore its research program as well should be: to improve Indonesian family well-being especially in rural areas, through optimal use of all resources, with special attention to food as a resource.

Guidelines

The following guidelines are recommended with respect to research:

Research Focus

- a) The family unit, the individuals within it, and their interaction with the community should be the unique focus of GMSK research.¹ For example, research on large scale or commercial food processing is not a focus, nor does the department have a comparative advantage in this area.
- b) Community nutrition and management of family resources are applied fields. Therefore, a large share of GMSK research should be problem-oriented, i.e., strategic or supportive to Indonesian government programs. Basic research, or research which does not have immediate applicability, might be conducted by a few staff members now, and by S₃ students when doctoral programs are initiated in GMSK.
- c) The community or the field, rather than the scientific laboratory, should be the setting of much of GMSK research.

¹Family is used here in a broad sense to include all types of households.

Research Administration and Management

The administration and management of GMSK research should conform to that of the Faculty of Agriculture and of IPB. Departmental research committees are coordinated by the Assistant Dean for Academic Affairs of the Faculty of Agriculture. The Research Institute (Lembaga Penelitian) in turn coordinates all research programs at IPB and implements multidisciplinary research through its Research Centers. The Faculty of Agriculture and the Research Institute are very supportive of GMSK's research initiatives. Their future support and recognition of GMSK's unique capabilities will help foster the department's research program.

Presently, research endeavors by the staff are of two types: (1) those actively proposed by staff and channelled by the Faculty of Agriculture to the Research Institute, and then submitted to the Department of Education & Culture for financing; and (2) research activities requested and financed by other institutions, government as well as private, and conducted by staff. In the future, a system will be established at IPB for approving, monitoring, and evaluating research contracts. Presently, research contracts are often negotiated by individual staff members. GMSK research activities should follow established IPB procedures.

At the departmental level, GMSK now has a research committee consisting of the chairman of the department. It was recommended that this committee be expanded to include five or more staff members with Ph.D. or M.S. degrees, representing Nutrition and Family Resources, and having established research records.

The expanded GMSK research committee should be responsible for:

- (a) identifying staff capability in various research areas;
- (b) establishing and periodically reviewing research priorities in the department;
- (c) identifying and tracking funding sources from within and outside of IPB;
- (d) identifying individuals, departments, and agencies within and outside of IPB who might be potential collaborators; e.g., SOSEC department, or U.S. universities;
- (e) communicating all of the above to the Faculty of Agriculture Research Committee and to the Research Institute;
- (f) organizing intra-departmental seminars to report research and increase staff awareness of each others' research and possible linkages;
- (g) providing peer review of research proposals which should include: title, background, review of relevant literature, scientific objectives of the proposed research, research methodologies to be used, literature cited, cooperating individuals or units, duration and timing of the research activity, field or lab space needed, and funds requested (by category), as well as other available or anticipated funding sources; and
- (h) identifying resources to upgrade research capabilities, such as seminars, short-term training opportunities, and outside consultants.

Additional Recommendations for Research

1. Collaborative research links should be encouraged between GMSK and other departments in IPB, other Indonesian universities and agencies, international donors, and U.S. universities. Meetings arranged by the consultants with GMSK staff and the AID-Jakarta Nutrition Advisor revealed an interest in AID funding.

Currently the department is assisting Virginia Polytechnic Institute, Blacksburg, and an AID-funded Equity Policy Center study on street foods with data gathering in Indonesia. Several other ministries and donor agencies used the department to conduct research or are currently exploring these possibilities. Future research should be truly collaborative, bringing new research models and methodologies and international publishing opportunities as joint authors to the GMSK staff.

The possibility of collaborative research with a Title XII university under AID funding should be explored; e.g., the intra-household food allocation study proposed by Iowa State University.

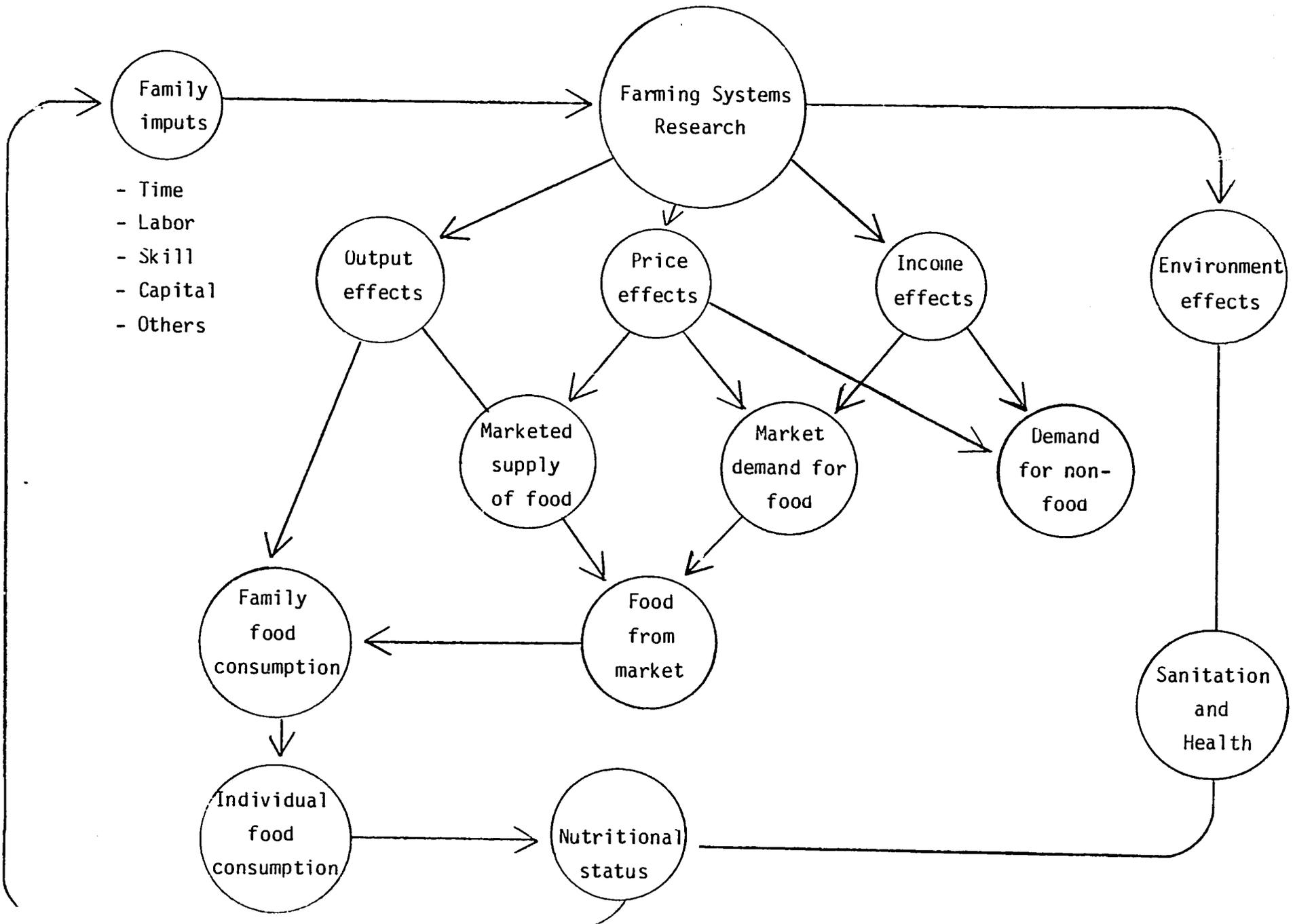
2. Staff research capability should be upgraded in the areas of proposal writing, research methodology, and research management through short-term training seminars and consultations.
3. The department should focus on a few clearly defined and ranked research priorities to best utilize its scarce human and monetary resources in this area. GMSK may wish to consider organizing S₁

and S_2 thesis research around a staff member's own research which would, in turn, contribute to departmental research priorities. Cross-sectional or comparative pieces of a larger research project could be conducted by students. Presently a staff member is responsible for ten diverse S_1 theses and his or her own research for the department. In addition, several staff members are conducting research to complete the requirements for their own S_2 and S_3 degrees to be granted by IPB.

4. GMSK research topics should be part of a chain with links to those identified by the Faculty of Agriculture of IPB as a whole, and to the national development plans (REPELITA). Since 1974, nutrition has been a high priority in the REPELITA. Low intake of calories and protein, vitamin A, iron, and iodine are still considered to be major nutrition problems in Indonesia.
5. The department should continue to play a primary role in plans to develop a Farming Systems Research Center (FSRC) if Phase II of the IPB-UW Graduate Education Project is funded. The FSRC approach is very compatible with existing departmental research goals. GMSK expertise related to Farming Systems Research (FSR) is in food consumption studies, development of the concept of nutritional status as a monitor of the success of FSR, studies of family roles, and decisions about allocation of food, labor, and other family resources and alternative income-generating activities on and off the farm.

GMSK staff should be given opportunities to attend FSR seminars and work with consultants in this area. At present, the GMSK depicts its place in FSR in the following diagram (Figure 2).

Figure 2
NUTRITIONAL ASPECT OF FARMING SYSTEMS RESEARCH



6. The department should have a process for cycling research results into the outreach or public service function, as well as back into classroom teaching, with research being an integral part of the departmental reward system. In the future, in order to upgrade research, a few staff may specialize in research activities rather than in all three functions of the "tridharma".

IX. STAFF DEVELOPMENT

Since the last consultant report (Barrett, No. 19), four staff have had short-term training abroad and the first project-trained Ph.D. has returned to the department:

<u>NAME</u>	<u>TRAINING</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPECIALITY</u>
Suhardjo	1 month	1982	Univ. of Wisconsin	Community Nutrition & Curriculum Development
Hidayat Syarief	Ph.D.	1983	North Carolina State Univ.	Food Science
Suprihatin Guhardja	1 month	1983	Univ. of Wisconsin Michigan State Univ.	Curriculum Development in Family Economics/Ecology
M. Khumaidi	2 months	1983	Univ. of Wisconsin Michigan State Univ.	Curriculum Development in Community Nutrition/Nutritional Surveillance
Amini Nasoetion	1 1/2 months	1983	Univ. of Wisconsin Virginia Polytech Institute	Curriculum Development in Nutrition & Experimental Foods
Mariyati Sukarni	1 1/2 months	1983	Univ. of Wisconsin Virginia Polytech Institute	Curriculum Development in Nutrition & Public Health

In addition, Siti Nurisyah is expected to complete her M.S. at Wisconsin in 1983-84. Suhardjo will complete an S₃ in Nutrition in 1984 and Suprahatin Guhardja will finish an S₂ in Socio-Economics in 1984 at IPB.

Long-Term Training

1. Further staff development is urgently needed to keep pace with the expanding program and to develop a critical mass of trained community nutritionists and family resource specialists. If Phase II of the IPB-UW Project is funded it was strongly recommended that three GMSK staff receive long-term training in the U.S.:

NAME	FIELD OF STUDY	DEGREE	YEAR	
			START	FINISH
Siti Nurisyah*	Major: Family Economics Minor: Extension	Ph.D.	1984	1987
Hardinsyah	Major: Nutrition Planning Minor: Extension	M.S.	1984	1986
Ratna Megawangi	Major: Family Ecology Minor: Extension	M.S.	1984	1986

In addition, the following staff should be trained at IPB, all on a part-time basis under GOI or USAID sponsorship:

M. Khumaidi	Nutrition Surveillance	Ph.D.	1984	1987
Amini Nasoetion	GMSK	M.S.	1983	1986
Emmy Karsin	GMSK	M.S.	1984	1987
Siti Madaniyah	GMSK	M.S.	1985	1988
Suprihatin Guhardja	Major: SOSEC (Family Economics) Minor: Extension	Ph.D.	1985	1988

*Siti Nurisyah agrees and Prof. M. MacDonald (Family Economics), University of Wisconsin has agreed to serve as her advisor.

2. Short-Term Training was recommended in the following areas:

- a) Comparative development of curriculum in Community Nutrition and Family Resources at other institutions, e.g., U. of Philippines, Los Banos, or in the USA for Suhardjo for two months.
- b) Research Methodology Seminar or two months Summer Session, for two staff members.
- c) Extension Methodology Seminar or two months Summer Session for one staff member.

Departmental teaching and research will have to be supported with replacements during periods of staff training as the GMSK staff is already overburdened.

X. FUTURE UW COLLABORATION

1. Schedule for Short-term Consultants

The following schedule for short-term consultants was recommended:

<u>NAME</u>	<u>FIELD OF STUDY</u>	<u>DATE</u>	<u>OBJECTIVE OF CONSULTATION</u>
Nancy Johnson (1 mm)	Nutrition	May 1984	Monitor S ₂ & further develop public service & research component.
Maurice MacDonald or Karen Goebel (1 mm)	Family Economics	Jan. 1984	Develop curriculum for: -S ₂ Family Economics -S ₁ Family Ecology -S ₁ Consumer Science along with related research & public service components.
Graduate Student (4 mm)	Family Economics	Jan. 1984	Overlap with above consultants for general guidance and then further develop curricula in these areas
Graduate Student (4 mm)	Family Ecology	Jan. 1984	

2. Drs. Weidemann and Cowan will send references, books, and curricular materials.

Dr. Weidemann will follow up on AID funding of the Community Nutrition & Family Resources Seminar/Symposium.

APPENDIX A

STAFF MEMBERS OF DEPARTMENT OF COMMUNITY NUTRITION AND

FAMILY RESOURCES IPB

1982

FULL TIME

NAME	COURSES TAUGHT	POSITION
Amini Nasoetion	Basic Nutrition Experimental Foods	Lecturer
Djiteng Roedjito	Food and Nutrition Surveys	Lecturer
Emmy Karsin	Family Ecology Experimental Foods	Lecturer
Endang Tjiptanigrum	Food Technology	Lecturer
Hartanti Santoso	Home Economics	Senior Lecturer
Hardinsyah	Food & Nutrition Surveys	Junior Lecturer
Mariyati Sukarni	Food Science Public Health	Senior Lecturer
Muhamad Khumaidi	Family Ecology Food & Nutrition Problems	Senior Lecturer
Ratna Megawangi	Food Analysis	Junior Lecturer
Siti Madaniah	Nutrition Education	Lecturer
Sudjana Sibarani	Food Analysis	Lecturer
Suhardjo	Nutrition Economics Nutrition Planning	Senior Lecturer
Suprihatin Guhardja	Nutrition Education Home Economics	Lecturer
Sri Rihati Kusno	Consumer Education	Lecturer
Faisal Anwar	Food Analysis	Assistant
Hidayat Syarief	Food & Nutrition Problems Food Experimentation	Lecturer
Clara Kusharto	Nutrition II Bioenergetics	Lecturer

APPENDIX B

STAFF MEMBERS OF DEPARTMENT OF COMMUNITY NUTRITION AND

FAMILY RESOURCES IPB

1982

PART TIME

<u>NAME</u>	<u>COURSES TAUGHT</u>	<u>INSTITUTION</u>
Darwin Karyadi (dr, Dr, Prof)	Food & Nutrition Problems	Nutrition Research & Development Center, Dept. of Health
Muhilal (B.Sc., Dr.)	Bioenergetics	Nutrition Research & Development Center, Dept. of Health
Husaini (B.Sc., Drs, Dr.)	Food & Nutrition Problems	Nutrition Research & Development Center, Dept. of Health
Mien Machmud (B.Sc., MS.)	Food Experimental	Nutrition Research & Development Center, Dept. of Health
Dewi Sabita Slamet (Dra)	Food Analysis	Nutrition Research & Development Center, Dept. of Health
Ig. Tarwotjo (M.Sc.)	Food & Nutrition Problems	Directorate of Nutrition, Dept. of Health
Budiharsana (dr.)	Public Health	Faculty of Public Health University of Indonesia
Suhadi Hardjo (M.Sc.)	Food Processing	Faculty of Agricultural Technology, IPB
Tun Tedja Irawadi (Ir. MS.)	Food Processing	Faculty of Science & Mathematics, IPB
Lies Darwin Karyadi (Dra.)	Family Life Education	

APPENDIX B

STAFF MEMBERS OF DEPARTMENT OF COMMUNITY NUTRITION AND
FAMILY RESOURCES IPB
1982
PART TIME

NAME	COURSES TAUGHT	INSTITUTION
Darwin Karyadi (dr, Dr, Prof)	Food & Nutrition Problems	Nutrition Research & Development Center, Dept. of Health
Muhilal (B.Sc., Dr.)	Bioenergetics	Nutrition Research & Development Center, Dept. of Health
Husaini (B.Sc., Drs, Br.)	Food & Nutrition Problems	Nutrition Research & Development Center, Dept. of Health
Mien Hachmud (B.Sc., MS.)	Food Experimental	Nutrition Research & Development Center, Dept. of Health
Dewi Schita Slamet (Dra)	Food Analysis	Nutrition Research & Development Center, Dept. of Health
Ig. Tarwotjo (M.Sc.)	Food & Nutrition Problems	Directorate of Nutrition, Dept. of Health
Budiharsana (dr.)	Public Health	
Suhandi Hardjo (M.Sc.)	Food Processing	Faculty of Agricultural Technology, IPB
Tun Tedja Irawadi (Ir. MS.)	Food Processing	Faculty of Science & Mathematics, IPB
Lies Darwin Karyadi (Dra.)	Family Life Education	

APPENDIX C

PROGRAM

COMMUNITY NUTRITION AND FAMILY RESOURCES, S₁ (Baccalaureate)

The GMSK curriculum, after the first year of general required courses, is as follows:

<u>Semester 3</u>		<u>Credits</u>
GMK 212	Bioenergetics	2 (2-0)
SEP 214	Basic Management	3 (3-0)
AGR 211	Basic Agronomy	4 (3-3)
AGM 211	Basic Climatology	3 (2-2)
BOT 202	Basic Microbiology	3 (2-3)
TNA 211	Soil Science	3 (3-0)
 <u>Semester 4</u>		
GMK 211	Basic Nutrition	3 (2-3)
GMK 213	Family Nutrition, Curriculum Development	3 (2-3)
GMK 214	Food Science	3 (2-3)
STK 211	Statistical Methods I	3 (3-0)
AGR 261	Annual Crops	3 (2-3)
SEP 211	Demography	3 (2-3)
 <u>Semester 5</u>		
GMK 341	Advanced Nutrition	3 (2-3)
GMK 332	Family Ecology	3 (2-2)
GMK 333	Consumer Education	3 (3-0)
SEP 242	Micro Economics	3 (3-0)
SEP 352	Production Economics	3 (2-3)
	Statistical Methods II	3 (3-0)
 <u>Semester 6</u>		
GMK 341	Advanced Nutrition	3 (2-3)
GMK 334	Public Health	3 (2-3)
GMK 342	Food Processing	3 (2-3)
HPT 211	Plant Protection	3 (2-3)
AGR 363	Horticulture	3 (2-3)
KKN 399	Student Services Program	6 (0-0)

APPENDIX C (continued)

Semester 7

GMK 461	Food & Nutrition Problems	3 (2-3)
GMK 441	Experimental Foods	3 (2-3)
GMK 331	Family Life II (Family Economics)	2 (2-4)
GMK 442	Nutrition Education	3 (2-3)
GMK 471	Methods of Food & Nutrition Survey	4 (3-3)
GMK 499	Scientific Paper I	3 (0-0)
SEP 473	Methods of Social Research	3 (2-3)

Semester 8

GMK 443	Nutrition Economics	3 (2-3)
GMK 482	Nutrition Planning	3 (2-3)
GMK 444	Food Control	3 (2-3)
GMK 499	Scientific Paper II	3 (0-0)

APPENDIX D

PROGRAM

COMMUNITY NUTRITION AND FAMILY RESOURCES, S₂ (Master's)

<u>Semester 1</u>		<u>Credits</u>
GMK 511	Socio-Economics & Cultural Influences on Family Food Habits	(3)
GMK 514	Community Nutrition	(4)
STK 511	Statistical Analysis	(4)
<u>Semester 2</u>		
GMK 513	Food & Nutrition Planning	(3)
SPD 590	Methodology of Social Research	(3)
PTK 603	Biochemistry & Physiology of Nutrition	(3)
Electives:		
SPD 562	Demography	(3)
GMK 523	Nutrition & Development of Children	(3)
<u>Semester 3</u>		
GMK 512	Food & Nutrition System	(3)
GMK 515	Methodology of Nutrition & Food Consumption Research	(2)
GMK 522	Family Economics	(3)
Electives:		
PWD 651	Basic Principles in Planning & Rural Development Policy	
GMK 521	Family Health & the Environment	
<u>Semester 4</u>		
1. Seminar		(1)
2. Research & Thesis		(6)

APPENDIX E

CONSULTANTS' ITINERARY

<u>DAY</u>	<u>DATE</u>	<u>HOUR</u>	<u>TOPIC</u>
Sunday	Sept. 11, 1983	6:30 PM	Arrive Jakarta
Monday	Sept. 12, 1983	8:30 AM	Meet with Community Nutrition & Family Resources Department (GMSK) staff
		10:00 AM	Meet with Ikin Mansyoer (Head of IPB Planning Board) and Dr. White (Acting Director of IPB/UW Graduate Project).
		12:00 AM	Lunch
		1:00 PM	Meet with GMSK Head, Suhardjo
Tuesday	Sept. 13, 1983	8:30 AM	Meeting with GMSK Staff (Hidayat, Karsin, Sunardjo, & Khumaidi)
		12:00 AM	Lunch
		1:00 PM	Meet with GMSK staff and Rector, Andi Hakim Nasoetion
Wednesday	Sept. 14, 1983		Meet AID Officials and orientation at Embassy, Jakarta
Thursday	Sept. 15, 1983	8:00 AM	Meet with Emmy Karsin (S ₁)
		9:00 AM	Lecture in Khumaidi's Class (S ₂), "Socio-Economic and Cultural Influences on Family Food Habits"
		11:00 AM	Consumer Education (Hartanti and Rihati)
		12:00 AM	Lunch
		1:00 PM	Research Discussions: Role of GMSK Department in Farming Systems Program Approach
		6:30 PM	Conference with Diane Barrett

APPENDIX E (continued)

Friday	Sept. 16, 1983	8:30 AM	Visit Graduate School with Suhardjo. Meet with Edi Guhardja
		9:00 AM	Discuss Lecture Topic for Suhardjo's Class (S ₂)
Saturday	Sept. 17, 1983		Visit Gadjah Mada University
Sunday	Sept. 18, 1983		Visit Gadjah Mada University
Monday	Sept. 19, 1983	8:00 AM	Lecture in Suhardjo's Class (S ₂) with Julie Klements, AID
		10:30 AM	Discuss research funding support with staff
		11:00 AM	Meet with Oetit Koswara, Dean of Agriculture
		12:00 AM	Lunch
		1:00 PM	Confer with Suprihatin Guhardja (S ₁ & S ₂)
Tuesday	Sept. 20, 1983	9:00 AM	Meet with Dr. Darwin Karyadi: Research & Development, Nutrition Institute. Meet with Dr. Hermana: Baby Clinic & Experimental Labs at the Institute.
		12:00 AM	Lunch
		1:00 PM	Visit Agricultural High School Teacher Training at Ciawi, Bogor (FAP); Visit Puncak Tea Estates
Wednesday	Sept. 21, 1983		Dr. Weidemann, meet with Dr. Schmeding, Jakarta
		8:00 AM	Dr. Cowan, meet with Staff, Human Ecology (S ₁) and Consumer Education (S ₁)
		12:00 AM	Lunch
		1:00 PM	Confer with Suprihatin Guhardja, Family Economics

APPENDIX E (continued)

Thursday	Sept. 22, 1983	8:30 AM	Department meeting, GMSK
		9:30 AM	Meet with Tonny Ungerer, Research
		11:00 AM	Meet with Jajah Koswara, Assistant Dean, Graduate School
		12:00 AM	Discuss research concept with Department
		1:00 PM	Visit Darmage Agricultural Campus Report Writing
		5:00 PM	Meet with Dean of Agriculture
Friday	Sept. 23, 1983		Report Writing
Saturday	Sept. 24, 1983	8:30 AM	Seminar
		10:30 AM	Dr. Weidemann Departed
Sunday	Sept. 25, 1983		Report Edit, Dr. Cowan
Monday	Sept. 26, 1983	9:00 AM	Meet with Department and discuss Report. Meet with Vice Rector of Academic Affairs, and Acting Rector, Professor Dr. Ir. Sitanala Arsyad
Tuesday	Sept. 27, 1983		Dr. Cowan Departed

APPENDIX F

REVISED SCHEDULE OF SEMINARS ON "COMMUNITY NUTRITION AND
FAMILY RESOURCES"

<u>DATE</u>	<u>TOPIC</u>	<u>SPEAKER</u>
Saturday 9/24/83		
8:30 AM	Issues and Opportunities for Family Resource Development in Rural Areas	Dr. Celia J. Weidemann (Univ. of Wisconsin)
9:15 AM	Discussion	
9:45 AM	Family Resource Development in Rural Areas: Problems and Alternative Approaches	Dr. Ir Sri S. Haryadi (Dept. Agronomy, IPB)
10:15 AM	Discussion	
Thursday 10/6/83		
8:30 AM	Farming Systems and Their Relationship with Family Resource Development in Rural Areas	Dr. Ir Soleh Solahuddin (Head, Agronomy Dept. IPB)
9:00 AM	Regional Development of Transmigration Areas to Develop Family Resources and Improve Nutritional Status of the Community	Prof. Dr. Sitanala Arsyad & Dr. Ir Lutfi I. Nasution (Dept. of Rural Development and Planning, IPB)
9:30 AM	Discussion	
10:00 AM	Socio-Cultural Aspects of Family Resource Development in Rural Areas	Dr. Melly G. Tan (Indonesian Institut of Science - LIPI, Jakarta)
10:30 AM	Discussion	

APPENDIX F (continued)

<u>DATE</u>	<u>TOPIC</u>	<u>SPEAKER</u>
Saturday 10/22/83		
9:00 AM	Policies and Programs of Ministry of Health in Improving Nutritional Status of Rural Community	Dr. Ign. Tarwotjo (Ministry of Health, Jakarta)
9:30 AM	Discussion	
9:45 AM	Family Resource Development to Improve the Quality of Life of Rural People	Ir. Suprihatin Guhardja & Dr. Ir. Hidayat Syarief (Community Nutrition & Family Resource Development Department, IPB)
10:15 AM	Discussion	
Saturday 11/5/83		
9:00 AM	Policies and Programs of BULOG in Improving Food Availability and Farmers' Income	Staff of BULOG - Logistic Body of Indonesia
9:30 AM	Economic Aspect of Food and Nutrition Systems and Their Relationship with Stimulation of Farmers' Activities	Professor Dr. Ir. Affendi Anwar (Department of Sociology and Economics, IPB)
10:00 AM	Discussion	
Saturday 11/19/83		
10:30 AM	Policies and Programs of Directorate of Rural Development in Developing Family Resources and Improving Nutritional Status of Rural People	Staff of Directorate of Rural Development, Ministry of Interior Affairs
11:00 AM	Discussion	
11:15 AM	The Role of Women in Family Resources Development in Rural Areas	Dr. Ir. Pudjiwati S. (Department of SOSEC, IPB)
11:45 AM	Discussion	

APPENDIX F (continued)

<u>DATE</u>	<u>TOPIC</u>	<u>SPEAKER</u>
Saturday 12/3/83		
9:00 AM	Improvement of Household and Small-Scale Industries and Development of Family Resources	Director of Small-Scale Industry, Ministry of Industry
9:30 AM	The Role of Cooperatives in Developing Rural Family Business	Ir. H. Muslimin Nst. (Center of Research & Development, Ministry of Cooperatives)
10:00 AM	Discussion	

Note: Those papers presented in the seminars will be used as additional inputs for the Symposium on "Development of Family Resources in Community Nutrition Intervention Programs."

APPENDIX G

SYMPOSIUM ON
DEVELOPMENT OF FAMILY RESOURCES IN
COMMUNITY NUTRITION INTERVENTION PROGRAM

December 14, 1983

- 9:00 AM I. OPENING SESSION
- a. Introductory Speech (Dr. Ir. Hidayat Syarief; OC Chairman)
 - b. Opening and Complimentary Speech (Professor Dr. Andi Hakim Nasoetion; Rector, IPB)
- II. GENERAL SESSION I
- 9:20 AM 1. Impacts of Agricultural Development on Development of Family Resources and Improvement of Community Nutritional Status (Dr. Ir. Syarifuddin Baharsyah; Secretary General, Ministry of Agriculture)
- 9:45 AM 2. Integrated Approach to Community Nutrition Intervention Programs (Dr. Sukirman, MPH; National Body of Planning and Development-BAPPENAS)
- 10:15 AM 3. Discussion
- 10:30 AM 4. Coffee Break
- 10:45 AM 5. Role of Agricultural Higher Education in Developing Family Resources and Improving Community Nutritional Status (Department of Community Nutrition and Family Resources, IPB)
- 11:00 AM 6. Policies and Programs of National Coordinating Body of Family Planning (BKKBN) on Family Resources Development (Dr. Haryono Suyono, BKKBN)
- 11:15 AM 7. Discussion
- 11:15 AM 8. Profile of Rural Community in Indonesia: Challenge in Family Resources Development (M. Dawam Rahardjo--LP3ES)
- 11:30 AM 7. Human/Family Resources Approach in National Development (Adi Sasono, Institute for Development Studies)
- 11:45 AM 8. Discussion

APPENDIX G (continued)

- 12:00 III. COMMITTEE MEETING
- a. Committee I: General Concept
 - b. Committee II: Education
 - c. Committee III: Research and Public Service
- 1:00 PM Break, Lunch
- 2:30 PM IV. GENERAL MEETING II
- Reports on Committee Meeting Results
- 3:00 PM Break (Visit Exhibition)
- 4:00 PM V. CLOSING SESSION
- 1. Report on Symposium's Results
 - 2. Closing Speech: Rector of IPB

APPENDIX H

CONSUMER EDUCATION (333)

COURSE OUTLINE

This course focuses on the effect of technological development as a change agent in life style and consumption of society, recognizing that the variety of products produced increases difficulty of choice. Advertising and sales promotion are to create new wants and for careful consideration of product information is needed.

Consumer information in the context of various income levels in rural and urban families is designed to assist consumers in using resources efficiently for maximum satisfaction from goods and services.

COURSE OBJECTIVES:

1. Use consumer information and theories to manage income in order to get the greatest satisfaction from the purchase made.
2. Apply consumer concepts to the intelligent purchase of consumer goods and services using decision-making.
3. Increase the awareness of the types and impact of advertising which is done by sellers and manufacturers.
4. Investigate consumer problems in the community and market place.
5. Comprehend consumer rights and the existence of the agencies that help the consumer.
6. Become aware of consumer product safety issues, especially food products.

APPENDIX H (continued)

COURSE OUTLINE

	<u>Number of Weeks</u>
I. Introduction	1
- Basic concepts of Consumer Education	
- Problems in consuming goods and services	
- The emergence of Consumer Protection	
II. Consumer Buying	2
- The purpose of consumer buying in relation to consumption and the economic system	
- The consumer's demand for goods	
- Problems in buying goods	
- Consumer purchase decision	
III. Consumer Decision-Making	1
- Consumer choice	
- Efficient consumption	
IV. Product Quality	1
- Meaning, measurement	
- Product testing	
V. Advertising and Consumer Information	2
- The information the consumer needs	
- The function of advertisement	
- Deception in advertising	
- Advertising as a source of information	

APPENDIX H (continued)

COURSE OUTLINE

	<u>Number of Weeks</u>
VI. Personal Finance	2
- Income	
- Developing a spending plan	
- Financial security	
VII. Consumer Problems	2
- The safety of foods and drugs	
- Consumer problems of special groups	
VIII. Consumer Protection	1
- Agencies that help the consumer	
- The imperative of consumer organization	
- Consumer rights and responsibilities	
IX. Problem Solving Consumer Topics	3
A. Integration and application of consumer concepts for high- and low-income families	
B. Suggested investigations: choices, decisions, and analysis related to:	
1. Toys for children	
2. Family clothing	
3. Household equipment	
4. Kerosene stoves	
5. Rice steamers	
6. Water buckets, etc.	

APPENDIX H (continued)

COURSE OUTLINE

	<u>Number of Weeks</u>
C. Approaches to Learning Activities	3
1. Mid-term project-survey (group)	
2. Case studies	
3. Field investigation (group)	
4. Final library research and reference paper	
5. Development of teaching materials for consumer education	

REFERENCES

1. Swagler, R. M. Consumer and The Market. An Introductory Analysis. D.C. Heath and Company. Lexington, Massachusetts, Toronto, 1979.
2. McGowan, D. A. Contemporary Personal Finance. Houghton Mifflin Company, Boston.
3. Maynes, E. Scott. Decision Making for Consumers. MacMillan Publishing Co., Inc., New York, 1976.
4. Feldman, L. P. Consumer Protection: Problems and Prospects. West Publishing Company. St. Paul, New York, 1976.
5. Warta Konsumen.
6. Fitzsimmons, C. Consumer Buying for Better Living. John Wiley & Sons, Inc., 1961.
7. Clippings.

APPENDIX I

FAMILY RESOURCE MANAGEMENT (331)

COURSE OUTLINE

Suprihatin Guhardja

Course Objective

Improving skills and practices in the management of human resources, such as time, energy, communication, and non-human resources, such as income and the environment; improving simple methods of family budgeting and the application of time and energy-saving practices; promoting family health and welfare and providing an understanding of the relationship between family welfare and family size. Also, providing rural families with opportunities for decision-making regarding their life and work; promoting in particular, the full participation of women in the development process.

Lecture

- I. Introduction
 - A. Define family
 - B. Why study the family
 - C. Historical roots, origins of family patterns
- II. Types of Families
 - A. Statistics on Indonesian family life
 - B. Influences of ethnicity, race, and social status
 - C. Family composition and characteristics

APPENDIX I (continued)

III. Structure and Function of the Family

A. Points of View:

1. Social
2. Economic
3. Psychological
4. Anthropological

B. Life Span and Developmental Change Related to Management and Resource Issues

1. Children--Characteristics and Conditions
 - a. Nuturing
 - b. Feeding
 - c. Mother's time related to age of youngest child
 - d. Effect of mother working outside the home
2. Developing of Families
 - a. Early marriage
 - b. Teen-age parenthood
 - c. Management within the extended family
 - d. Transition of independence
 - e. Seasonal migration
3. Aging in the Family
 - a. Care by children
 - b. Disability
 - c. Retirement
 - d. Contribution and use of resources
 - e. Disability

APPENDIX I (continued)

- IV. Family Disharmony and Disorganization
 - A. Socio-economic conditions
 - B. Communications
 - 1. Verbal/non-verbal
 - 2. Within family
 - 3. Community
 - 4. Listening
- V. Family Resource Management
 - A. Concepts needed for the management of human and non-human resources
 - B. Constraints in management
 - C. Effects of good management
- VI. Family-Environment Interchanges
 - A. Elements affecting choices of family members
 - B. Influences of technology
 - C. Interdependence of family and societal decisions
- VII. Family Management Based on Family Location
 - A. Urban versus rural differences
 - B. The impact of living on several islands
 - C. Limitation of accessibility to resources
- VIII. Measuring Family Functioning
 - A. Appraising family needs
 - B. Allocation of resources to meet family goals

APPENDIX I (continued)

IX. Needs of Rural Women

A. Limited resources

1. Formal education
2. Government programs
3. Extension service
4. Financial education

B. Program development for women's needs

1. Education
2. Child care and development
3. Finances
4. Food
5. Fuel
6. Water supply

X. Family and Community

- A. Responsibility of family to community
- B. Reciprocity of resources between family and community
- C. Community expectation of family role

XI. Community Resources and Constructive Programs for Family Assistance

- A. Social
- B. Educational
- C. Economic
- D. Health/Nutrition

APPENDIX J

FAMILY ECOLOGY (332)

COURSE OUTLINE

Course Description

Analysis of family ecology theories using a life span approach to relate families to their environment in homes and communities as well as considering broad influences on the family.

Course Outline

- I. Theories, the Family as an Ecosystem
 - A. Book
 1. Cyclical (Zimmerman)
 2. Progressivist (Ogborn)
 3. Structure-Function (Talcott Parsons)
 - B. References
 - C. Values
 - D. Systems approach
 - E. Megatrends, 3rd wave
- II. Systems Approach
 - A. Definition
 - B. Value of systems approach for family ecology
 - C. Application and examples

APPENDIX J (continued)

III. Integration and Problem Solving

- A. Identify and define problem
- B. Establish alternate choices of goals
- C. Assess resources
- D. List possible approaches
- E. Decide on alternatives considering priorities
- F. Develop plan
- G. Implement plan
- H. Evaluation: continual evaluation of each step

IV. Micro-Ecology--Individual and Family

- A. Economic
- B. Political
- C. Cultural
- D. Life span development--conception to death (childhood, developing family, aging)
 - 1. Psychological
 - 2. Social
 - 3. Physical
 - a. Nutrition
 - b. Health
 - 4. Emotional

APPENDIX J (continued)

- E. Influence of family on near environment
 - 1. Availability of resources
 - 2. Effect of use of resources
 - 3. Food
 - 4. Fuel
 - 5. Pollution
 - 6. Sanitation
 - 7. Family members

- V. Meso--Ecology--Habitat and Neighborhood
 - A. Economic, political, cultural
 - B. Housing
 - 1. Space
 - 2. Design for living
 - 3. Urban - rural
 - C. Management for space
 - 1. Inside
 - 2. Outside
 - 3. Community
 - D. Urbanization

- VI. Macro--Ecology--Regional, Province, National
 - A. Political, social, cultural, economic
 - B. Policy and direction

APPENDIX J (continued)

VII. Influencing Factors on Family Ecology

- A. Urbanization
- B. Transmigration
- C. Unemployment
- D. Divorce
- E. Stress
- F. Dual employment--working mothers
- G. Multiple roles and responsibilities
- H. Climatology

VIII. Future Perspectives

- A. Effect of technology
- B. Adaptation and change
 - 1. Cycles of change
 - 2. Effect of information
- C. Stability (very little change)
- D. Transition
 - 1. Production
 - 2. Consumption
 - 3. Pro-consumer
 - 4. Information age
- E. Integration/problem solving of changing conditions (in new situations)

APPENDIX K

FAMILY ECONOMICS (522)

COURSE OUTLINE

Description of Course

Study the economic situation of Indonesian families. Application of economic theory to the behavior of families and individuals with respect to time allocation between home and the market, family farms, human capital, components of family income and wealth, poverty, and adequacy of income. Analyze the role of public policy in relation to family economic welfare.

Course Outline

- I. Indonesian Family
 - A. Types and forms of the Indonesian families (socio-cultural characteristics)
 - B. Economic characteristics
 - C. Demographic characteristics (rural vs. urban)
- II. Economics of the Household
 - A. The new home economics
 - B. The allocation of time and the division of labor in households and families
 - C. The economics of labor supply; work in the market vs. work at home
 - D. Fertility, childcare, and marital relations
 - E. Distribution of resources in relation to size of the family

APPENDIX K (continued)

III. Human Capital

- A. Concepts and measurement
- B. Theory of investment in human capital
- C. Family investment in human capital--the value of children
- D. Sex differentials in earnings

IV. Family Income and Wealth

- A. Concepts and measurement of income
- B. Source of income
- C. Contribution of family members to family income (analyzed by age, sex, and status in the family)
- D. Components and calculation of money and non-money income
- E. Family financial assets
- F. Poverty concepts and measurement

V. Education and Health

- A. Distribution and opportunities for education
- B. Relation of resources to achieve education and benefit from it
- C. Health service resource needs
- D. Health status in relation to family resources

VI. Public Policy

- A. Macro economic policy
- B. Maintaining and generating family income policy (job opportunity, cooperatives, etc.)

APPENDIX K (continued)

Topics for Student Projects

1. Determining market value of family home-production activities including children's contributions.
2. Analyses of cons and benefits of several families of working and non-working mothers, e.g., tea picker.
3. Analyses of family labor supply for a crop during an agricultural season.
4. Analyses of sex differentials in earnings.
5. Economic decision-making processes, including sex roles, in several families for financial and non-financial decisions.
6. Examine allocation of income for food and non-food purchases in several income levels.

APPENDIX L

ISSUES AND OPPORTUNITIES FOR FAMILY RESOURCE DEVELOPMENT IN RURAL AREAS

SPEECH OUTLINE

Celia Jean Weidemann
University of Wisconsin/USAID-BIFAD
Washington, D.C. 20523
September 24, 1983

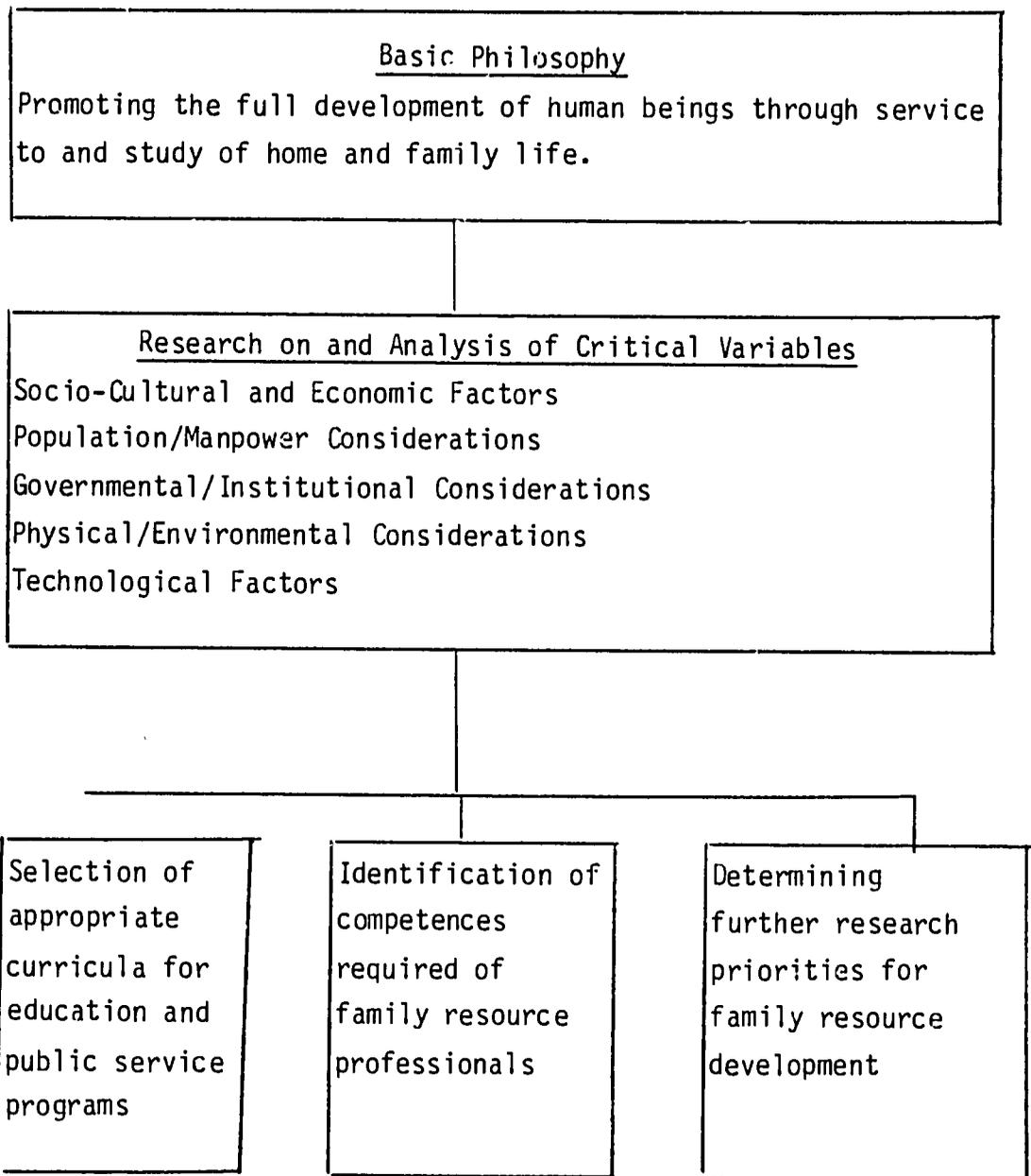
1. The universality of the family as a basic social unit and the place of family resource development in the process of rural development.
2. A framework for determining family resources curriculum in relation to development:
 - a. socio-cultural and economic factors
 - b. population/manpower considerations
 - c. governmental/institutional considerations
 - d. physical/environmental considerations
 - e. technological factors
3. Exemplary programs
 - a. Goal and mission of GMSK at IPB: to improve Indonesian family well-being through optimal use of all resources, with special attention to food as a resource.
 - b. Focus should be directed toward:
 - production
 - consumption
 - management
 - employment and educational opportunities
 - participation in development

APPENDIX L (continued)

4. New directions
 - a. Interactions between technology and the household
 - b. Farming systems research
5. Implications for research, programs and policy

APPENDIX L (continued)

FRAMEWORK FOR DETERMINING FAMILY RESOURCE CURRICULA
IN RELATION TO DEVELOPMENT



APPENDIX M

FAMILY RESOURCES AND NATIONAL DEVELOPMENT

