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REPORT OF LONG-TERM CONSULTANT
in RURAL COMMUNICATIONS

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This consultancy had as its primary goal, the implementation of the "Proposal--An Education Program to Prepare Professional Rural Communicators in Indonesia". The proposal was prepared by a joint study team from the Institut Pertanian Bogor and the University of Illinois and was published in December, 1981. Little was done to implement this proposal from the date of publication until the long-term communications consultant arrived at IPB in mid-August 1983. The proposal, as outlined, called for establishment of academic programs in rural communications at the S_0 and S_2 levels at IPB. Courses to be offered in each of these programs were detailed in the report and brief syllabi for each course were outlined.

Efforts toward implementation were frustratingly slow initially for reasons that include: language barriers, the fact that potential instructional staff for the communications programs have many other responsibilities, and probably most important, a lack of understanding on the part of IPB staff as to who was to accept direct responsibilities for developing the two academic program areas. When the latter was finally resolved, efforts toward implementation moved faster. And with the arrival of two associates, one in January, 1984, and one in April, 1984, movement toward implementation increased markedly. This progress is outlined in the semi-annual report of the IPB/U.W. Graduate Education Project covering the period January-June 1984.

With the above introduction, the rationale for establishing communications academic programs at IPB should be considered. The study group preparing the above proposal stated the general needs in this fashion: "Agricultural leaders in all countries of the world today are seeking more effective ways to speed the communication of knowledge so that the findings of science can more quickly benefit the producers of food and the consumers of food.

In recent years, many countries have significantly expanded their agricultural research organizations and improved the competencies of their research staffs. As a result, scientists are generating a growing stockpile of problem-solving knowledge that may in time win the battle against hunger.

With this generation of knowledge comes the urgent need for its interpretation and transfer. Agricultural scientists need and want to share their findings with national colleagues, with scientists of other nations, and with extension and other agricultural educational organizations within their own countries.

At the same time, these countries have greatly expanded their national agricultural extension systems to provide farmers and their families with scientifically proven production and marketing information. The growing numbers of extension workers are seeking the most modern and effective methods for getting information from scientists and for sharing this information with rural people they serve.

Administrators of these expanding national agricultural research and extension systems also recognize the need to maintain channels of

communication with government leaders, representatives of national and international organizations, and with various public audiences.

Through such channels, they account for the use of financial support, justify the need for expanded support, and generate understanding of the significant contributions of research and extension to national economic and social goals".

While the above statement speaks to "all countries of the world," it certainly seems to describe accurately the situation at IPB and in Indonesia in general. Indeed for several years, administrators and planners at IPB have recognized a significant gap in the total IPB Tridarma offerings in relation to rural communications. Evidence of this gap is acknowledged in numerous places in the publication, "Academic Plan to the Year 2000," Bogor, 1982. On page thirty-nine of this publication, it states in part, "Public Service is the least well developed of the Tridarma components of IPB, but is equally important to the complete fulfillment of the total mission as are instruction and research. As was the case with research programs, the development of this sector has been delayed because of the need to build strong programs of instruction, the lack of adequate resources, and the rudimentary state of the administrative structure for public service. IPB is now in a better position to develop public service activities to effectively supplement and support the national system of extension. In so doing it can make significant contributions to national development and, at the same time, serve as a channel for maintaining two-way communications between the University and the

rural community. This contact is vital to IPB, it provides a channel for transmitting information to the rural community, and providing feedback to IPB to help keep its programs of instruction and research realistic and useful".

Later in the same report (page 42) is this statement, "Thus IPB must give equal recognition to good work in instruction, research, or public service and must provide opportunities for more training in extension methodology, communication skills, etc., in order to develop a greater number of prestigious and effective public service programs".

In a more recent draft report (11-21-83), "Higher Education Outreach Project (1984-1990) proposal" (pages 3-4) item three, states, "It would have the potential for combining the resources of an Indonesian university with a U.S. university to strengthen manpower of Indonesian universities and other agricultural development agencies, and to develop integrated programs of instruction, research and public service, including improved methods of diffusing knowledge for nation building".

These statements and others certainly are evidence that the administration and staff at IPB recognize that development of academic programs in rural communications will in turn allow development of staff trained in various aspects of outreach who can significantly alleviate the perceived inadequacy of the current outreach efforts of IPB. The organization of The Institute for Public Service (LPPM) includes an area entitled, "Communications Media Unit" through which communication -- such as bulletins, news releases and radio tapes, would be logically released.

What then is the status of implementation of the "Proposal--An Education Program to Prepare Professional Rural Communicators in Indonesia?" Much progress has been made. As alluded to earlier in this report, progress through June, 1984, is outlined in the semi-annual report of the IPB/UW Graduate Education Project on file in the Wisconsin Project Office, and will not be repeated here. Suffice to say that the Diploma Program in Rural Communications has been planned, the course syllabi have been developed, instructors for the six new courses (twelve, counting advanced courses in the same subjects) have been named and have received formal and informal training, and the two-year program will be offered starting in September, 1984, as scheduled.

Significant progress has also been made toward implementing the S_2 program in Rural Communications and the program is, in some ways, ahead of schedule. The plan was to implement the S_2 program starting in the 1985-86 academic year, and that is still the schedule. However, adequate preparation for four of the individual courses has been made and these courses will be offered during the 1984-85 academic year as a prelude to implementing the entire S_2 communications program scheduled to begin in the 1985-86 academic year. In fact, the very first new course in communications in the S_2 program at IPB is being taught during the 1984 summer session. The course, "Photography in Communications", is being taught at this writing (mid-July 1984) by an Indonesian staff member and one of the two associates from the U.S.

There are twelve students enrolled in this first offering in communications at the graduate level at IPB. All reports indicate that the course is going well.

Another indication that things are proceeding somewhat ahead of schedule is that two courses, not included in the original eight courses planned for the S_2 program in communications, have been added to the curriculum and one of them, "Publicity Media and Methods", is expected to be offered the first semester of 1984-85 academic year. All of the eight courses originally planned will be offered on schedule during the 1985-86 academic year. At this writing, staff have been named for all the new courses, syllabi have been developed, and concentrated counseling between teaching staff and a new short-term consultant from the University of Wisconsin-Madison is underway. This short-term consultant who is at IPB during the month of July, 1984, is also offering six two-hour seminars in communications theory and related topics for all instructors in the S_0 and S_2 programs in communications, as well as for other consultants and interested staff and graduate students at IPB. So unless unforeseen obstacles arise, both the S_0 and the S_2 programs in communications will be added to the IPB curriculum on schedule.

Related to implementing the academic programs in communications at IPB is the concurrent development of the Information Resources Center (IRC). Responsibility for developing the IRC rests with the same IPB staff member who has chaired the development of the academic programs in communications. But in concept, the IRC is to provide a service

function for the Tridarma responsibilities of IPB -- research, teaching, and public service. Thus, in relation to the academic programs in communications, the IRC will be expected to furnish classrooms, laboratories, and the needed equipment for the teaching programs in communications. At this writing, the IRC is operating in temporary quarters with neither adequate space for the needed functions nor adequate equipment and laboratories. The former must await arrival and installation of extensive equipment now on order and expected to arrive from the U.S. sometime in late 1984. And adequate space for the expected functions must await completion of a new building now under construction on the Darmaga campus of IPB. Completion is not expected for some years.

So as the academic programs in communications get underway at IPB, administrators and staff appear eager to make the new programs function, recognizing that conditions are not optimum. At the same time, with the equipment on order and the new building under construction, all seem confident that the current inadequacies should be short term.

An Academic Home for Rural Communications at IPB

A continuing problem regarding initiating a program in rural communications at IPB is the question as to where the academic unit should be located. At this writing the question apparently has been resolved temporarily, though nothing has appeared in writing on the subject. It appears that the unit (not yet officially named) will be organized as a sub-department in the Department of Social-Economics under the faculty of Agriculture. Certainly there is rationale for

positioning the unit there as it falls under the social sciences and a significant number of staff in that department will be involved in the new communications programs.

There is the added possibility that in the near future the Department of Social-Economics may be elevated to faculty status. If that should occur, it would seem logical to create a Department of Rural Communications under that faculty. Another reasonable alternative might be to combine the communications programs with Extension and create a Department of Extension and Rural Communications under the Faculty of Social-Economics. At an appropriate future time, these two might be separated into two distinct departments. The important consideration is that the developing staff concerned with communications have an "academic home".

Staffing Problems for the Communications Programs

Administrators and staff at IPB are to be commended for having the desire and the necessary courage to develop new programs in communications even though staff with principal academic backgrounds in communications are not now available. The staff who will be teaching the new courses in communications initially are staff who currently have their appointments in departments not directly related to communications. But a significant number of these staff have had some academic work in communications, have experience and training in countries outside Indonesia, and have developed a great interest in communications. Others have simply developed an interest in some phase of communications and have taken it upon themselves to learn as much as possible

informally, as well as formally. This interest and background, along with the intensive counseling and workshop sessions provided by the long-and short-term consultants in communications who have worked at IPB during the past year, have been designed to prepare these staff members as well as possible under the circumstances. An additional assist for these staff is the newly extensive acquired textbook and other reference materials brought to Indonesia by the consultants. Many of these books and materials have been duplicated and have been placed in various libraries. These books and materials should prove extremely helpful to the staff and students in the communications programs.

Eventual Staffing Patterns in Rural Communications at IPB

Eventual staffing for communications at IPB has been outlined by this writer in the bound booklet entitled, "Seminar Perintisan Pendidikan Komunikasi Pertanian IPB," the proceedings of a series of eight seminars conducted in April and May, 1984, pages 5-6. There is one omission on page 7, an Audio Visual Specialist with similar responsibilities as indicated for the other specialists, should have been included.

As indicated in the seminar report, these staff who will be specialists in various phases of communications will be responsible for the Tridarma areas at IPB -- teaching, research, and public service. But their effectiveness importantly will depend upon continuing in-service training for current communications staff, study abroad for those who have not yet had that opportunity, and

development of new staff who will proceed through the S_2 program in communications and then seek further training abroad. In the short run, all of these new staff members should have the Master's degree in communications, and be encouraged by administrators to seek financial assistance to study abroad for the Ph.D. degree in communications.

With the various seminars on communications and intense personal counseling provided by the four long-and short-term consultants over the past year, communications course instructors should be reasonably prepared for their first efforts in the teaching of communications courses. It is assumed that these staff will continue to improve their knowledge and skills in the communications process as they pursue their teaching responsibilities.

Research in Communications

Staff who teach communications courses only in the S_0 program likely will not become involved in communications research in the near future. Rationale for this assumption rests on two facts: (1) staff who teach these courses also have major responsibilities elsewhere in IPB in addition to communications, and (2) staff teaching at this level will not be involved with advising graduate students on these projects.

But the situation with those staff teaching in the S_2 program is quite different. Of necessity, these staff will be involved in advising graduate students on these projects most likely by the 1986-87 academic year. Since several of these staff members are well grounded in research methods and will be teaching courses in communications theory and social science research, they logically will also be

advising graduate students in communications. There is, therefore, an immediate need to make plans for these research responsibilities in terms of necessary funding and working out suitable and feasible research projects for this initial effort. One of the short-term consultants is providing references and suggestions along these lines as this report is being written. Certainly, Indonesia offers a fertile ground for initiating research projects in communications. National policy calls for nationwide efforts in people and natural resource development. Certainly, the role of mass media, as well as inter-personal communications of various kinds in national development, is ripe for research efforts in Indonesia. Staff at IPB must be encouraged to, and provided funds for, research projects on their own initiative, as well as those involved with graduate students. Most of the communications research completed and now underway has the developed countries as the principal focus. There is recognized need for testing the developed theories in the settings extant in less-developed countries such as Indonesia. And there is the added need for the developing and testing of new theories specifically designed with consideration of the Indonesian setting. Thus, original contributions to the development of theory regarding the function of communications in developing countries is a logical and feasible goal. Such contributions would likely receive wide acclaim and contribute significantly to the stature of IPB as an institution not only of teaching excellence but one of pushing back the frontiers of knowledge in the communications area.

Public Service (Extension) in Communications

As noted earlier in this paper, administrators at IPB recognize a need for far greater development of the Public Service aspect of the Tridarma than has been possible in the past. This writer has a strong conviction that with the initiation of a Rural Communications Unit at IPB (whatever the name it eventually is given) this institution will have made a major step toward implementation of the Public Service responsibilities of the Tridarma. These thoughts are outlined in a seminar presentation by this writer included in the publication, "Seminar Perintisan Pendidikan Komunikasi Pertanian IPB," published at the Institut Pertanian Bogor, 1984, so they will not be repeated here. (Refer to the section, "Perspectives on Agricultural Communications Education at Institut Pertanian Bogor.")

When communications specialists are in place at IPB with the communications Tridarma responsibilities as their full-time activities, it is reasonable to assume that they will develop the Public Service aspects as indicated. Further assumed is that the Public Service activities in communications will be administered under the "Communication Media Unit" of the Public Service Administration (LPPM). Thus the administrative organization is in place but that particular unit has not at this writing been activated to the point of serving the public nationwide. This unit has the potential to disseminate news and information emanating from the laboratories, the field experiment stations, the Extension demonstration plots, and the staff of IPB for nation-building. There must be a steady flow of news

and information from IPB to radio and television stations, newspapers, magazines, policymakers, and other scientists.

But in Indonesia, the administrators and staff at IPB (one of the principal institutions conducting research related to agriculture and rural life) do not control the national organizations designed to disseminate such information for nation-building. Instead the "extension" services are under varying ministries, including the Ministry of Agriculture, and those concerned with such areas as public health, family planning, and family economics. It would, therefore, seem essential that IPB develop and maintain mutually rewarding relationships with personnel in such ministries to enable the smooth flow of news and information from IPB to the user publics nationwide. Lacking such relationships, IPB will likely find it extremely difficult to develop the Public Service aspects of the Tridarma on an equal footing with Research and Instruction.

To develop and maintain mutually rewarding relationships, concerted efforts to work together must be made at the highest administrative levels not only at IPB, but among and between the various ministers concerned. Only with such administrative support and encouragement from the top will it be feasible to develop mutually advantageous relationships among agency personnel concerned at the public contact levels.

IPB is in a unique position to capitalize on the opportunity to develop mutually rewarding relationships on two counts -- (1) the fact that many of the graduates of IPB are now in or are likely to move into

administrative positions (in the case of graduate level, are already in them), and (2) in the Polytechnic level of academic programs at IPB, IPB staff have the opportunity to build positive relationships with ministry personnel whose educational level is below the college graduate. It is difficult to overestimate the importance of IPB staff and administration developing these positive relationships. And this effort must be based on an understanding of the perceived needs and values of these ministry persons in the setting in which they carry on their work.

Some Summary Thoughts and Suggestions

1. With the development and maturing of the academic programs in rural communications at IPB, this institution will have taken a giant step forward in realizing the fruition of the Tridarma concept in nation-building.
2. IPB is beginning its communications development with staff whose primary responsibilities lie in other disciplines. A concerted effort in staff development in communications must be made by IPB so that within a few years those staff in communications will have communications as their full-time responsibility.
3. To accelerate the process of staff development in communications, IPB must soon create a permanent "academic home" for these staff.
4. As the academic programs in communications at the S_0 and S_2 levels mature over the next two or three years, serious planning must occur toward developing academic programs at the S_1 and S_3 levels as well.

5. With a staff holding advanced degrees in communications at IPB, administration will more likely encourage staff members to give equal emphasis to all three of the Tridarma responsibilities -- teaching, research and public service.

6. With the arrival of "state-of-the-art" equipment at the Information Resources Center and with the completion of the new IRC building, these equipment items and the building space must be so administered as to provide equal support for the Tridarma concept as it relates to communications. In addition, IRC equipment and staff must be supportive of all the academic programs at IPB -- not just the communications programs as such.

7. In order for IPB to fulfill the Public Service aspects of the Tridarma, a concerted effort must be made to develop mutually rewarding relationships with all government agencies assigned the task of disseminating information and knowledge necessary for nation-building.

Finally, this writer, working during the past twelve months, has certainly found the personnel at IPB to be dedicated to the proposition that IPB should have academic programs in Rural Communications as an ongoing part of the curriculum. Administrators from the top down have been consistently supportive, and the staff who have agreed to assume responsibility for developing and teaching the various courses have been interested and enthusiastic. Dr. John Murdock, Director of the Graduate Education Project has given unstinting support -- "pushing" when necessary and encouraging at all times. Certainly without the dedicated efforts on the part of the short-term consultants -- Nancy

Brendlinger, Linda Krueger and Hernando Gonzalez, the communications programs would not have advanced to the position now held. Much appreciation is extended to all. And with the arrival of another short-term consultant (three months) -- Nellie McCannon, and the extension of the term for another six months of Nancy Brendlinger, there is every reason to assume that the momentum generated to date will be accelerated.