

Institut Pertanian Bogor • University of Wisconsin

GRADUATE EDUCATION PROJECT



Aid Project 497-0290

Report No. 11

PULVER

FOREWORD

This report has been prepared after the second visitation by Dr. Glen C. Pulver with staff from the Institut Pertanian Bogor. It is under the auspices of the IPB/UW Graduate Education Project, USAID Grant 497-0290. It is based on communications with those individuals most directly concerned with the role of higher education public service programs in aiding the development of Indonesia, particularly as it relates to the concerns of rural areas. The report consists of six parts: 1) an overview of the public service program at IPB; 2) a statement of the specific role of LPPM (the public service unit at IPB); 3) a diagram of a proposed extension program planning process; 4) a proposed statement of roles for three of the Centers in LPPM; 5) a list of characteristics of a model extension program; and 6) a statement of conclusions. The report should be considered a collection of suggestions, perhaps in need of substantial modification if it is to fit the real conditions of fact or other considerations.

Dr. Pulver acknowledges the excellent spirit of cooperation and good will on the part of all the Indonesians with whom he met. It is evident that the staff of IPB is making a sincere effort to develop an excellent public service program. Special thanks are due Dr. Juju Wahju, Director of the Public Service Institute, for his concerned attention in planning an effective outreach organization and supportive program planning policy. Thanks are also due Drs. Kooswardhono, Sarajar, Hadikaria, Saragih, Satari and Solahuddin,

and Professors Sumono, Fadohli, Noordin, Tuanaya, Djamiruddin, Muntoha, Bawolye and Hasjmy and all others who made the visit fruitful. A special expression of appreciation and congratulations is due to Professor Hartanti Santoso who put her work in the United States to immediate and successful use in Kabupaten Sukabumi.

AN OVERVIEW OF THE PUBLIC SERVICE PROGRAM AT IPB

Introduction

Public Service is one of the Tridharma of the Indonesian University whose mission is to transmit through educational programs the knowledge possessed by the staff of the IPB to the appropriate government officials (national, provincial, local), agency employees, business officials, and community leaders, so that they may use the knowledge for the improvement of the well-being of the people of Indonesia.

This statement is based on the following assumptions:

1. The highest source of knowledge in IPB is the individual staff member.
2. The most efficient way to reach the people as a whole is to educate those who work directly with the people.
3. Those who work with the people are the most effective translators of knowledge directly to the people. (They provide continuity and an understanding of local language, values, and applications).

General Objectives of IPB Public Service

To establish basic policy and develop programs for an effective Public Service Program, IPB should:

1. Involve faculty, centers, and LPPM of IPB in planning public service educational programs.

Public Service Activities by Faculty of IPB (continued)

Specific Activity	Faculty							
	A	B	C	D	E	F	G	H
5. Training of farmers and small scale industries		x				x		
6. Supervise government agencies involved in rural and regional development						x		
7. Action research		x		x	x			
8. Personal/institutional services		x	x					
9. Seminar/workshop			x					

*) Public service activity in relation to the cooperation with the Kabupaten is not only done by Faculty A but also almost all faculties participate in this activity.

These public service activities may be classified into the following five groups:

1. Consultancies/service to other institution/agencies/community
 - a. providing consultation to the Bappeda
 - b. vaccination services
2. K.K.N.
3. Nonformal education (training for trainers and community training, etc.)
 - a. field extension workers training
 - b. community key leader training

4. Action research
 - a. analysis of the impact of educational programs at the village level
 - b. transfer technology to the people at the villages

5. Organizational development such as to help establish a planning body in a Kabupaten
 - Bappeda
 - Cooperatives

The Role of LPPM

To provide a mechanism to assist the IPB staff plan and carry out the public service program.

- A. Insure communication among staff working on a common concern; e.g., Livestock Housing: Animal Husbandry, Veterinary Medicine, Agr. Engineering, Agr. Economics, Entomology, etc.
- B. Establish and maintain positive working relationships with external agencies, etc. (including training, contract), e.g., Ministry of Agriculture, Ministry of Home Affairs.
- C. Establish and maintain coordinated relationships with educational target areas; e.g., Kabupaten Sukabumi.
- D. Insure support service staff to expedite public service work; e.g., Agricultural Communication Center.

- E. Maintain a centralized mechanism for accountability, evaluation, and reporting public service program success.
- F. Secure administrative, academic, and budget support for the public service function throughout IPB.
- G. Coordinate special projects; e.g., K.K.N., Social Laboratory.

The role of the centers in the LPPM is to provide a mechanism to carry out the function of LPPM according to the respective field. The staff of LPPM is in the process of defining the specific functions to be carried out by each center.

1981/1982 Program Activities

To establish basic policy, strengthen administration, and develop programs for an effective public service program at IPB, staff of the LPPM have been sent to the United States for several training programs.

- | | |
|---------------------|--|
| 1. Juju Wahyu | Extension Program Development and Administration |
| 2. Hartanti Santoso | Youth Training |
| 3. Rudy Bawolye | Continuing Education |
| 4. Djamil Hasjmy | Regional Development |
| 5. Muntoha | Soil Conservation |
| 6. Maman Dulójaman | Animal Husbandry |
| 7. Salman Parisi | Forestry |
| 8. Djamiruddin | Administration |

Accomplishments of the Training

1. Improve the mechanism of coordination between IPB and the Kabupaten. We have improved the mechanism of coordination between IPB and six Kabupatens through specific program planning and budget discussion.
2. Youth training in the villages. Miss Hartanti has begun training for families in the Kabupaten of Sukabumi.
3. Training of staff at IPB. We have held meetings with many staff members at IPB to discuss public service programs.
4. Preparation for implementation of a nuclear village. A demonstration of how the university can help improve the life of people at the village level through education.

Specific Objectives 1982-1983

1. To clarify the specific role of each center in LPPM.
2. To relate the M.I.S. with LPPM.
3. To establish functional relationships with the Public Service Commission of each faculty in IPB.
4. To clarify linkages between LPPM and the IRC.
5. To establish institutional linkage of LPPM with institution/agencies involved in agricultural/rural development in order to secure more resources.

6. To continue the cooperative relationship between IPB and the U.W. in program development which include:
 - A. Short-term expert (Professor G. Pulver and two additional experts to assist in the demonstration of the Public Service Project)
 - B. Training for IPB staff
 - C. Demonstration of the Public Service Project

Schedule of Activities 1982/1983

Activities	1982 4th Quarter	1983 1st Quarter	1983 2nd Quarter	1983 3rd Quarter
1. Role of each center in LPPM	_____			
2. Relation of MIS with LPPM				_____
3. Coordination LPPM with Faculties		_____		
4. Linkage between LPPM and IRC		_____		
5. Cooperation with agencies	_____			
6. Continuation of cooperation between IPB-UW		_____		
7. Improve administration	_____			
8. Seminar on the Roles and Function of Public Service	_____			
9. Seminar on Program Development		_____		
10. Demonstration Public Service Project			_____	

Schedule of Short-Term Specialists

Name	Expertise	1982 4th Quarter	1983 1st Quarter	1983 2nd Quarter	1983 3rd Quarter
1. Glen Pulver	Extension		_____		
2. P.M.	Extension			_____	
3. P.M.	Watershed management			_____	

Constraints

The following constraints can be identified, based on the report of each faculty:

1. No section exists in the faculty structure which develops and manages public service programs.
2. Almost no clear program is developed by the faculty for public service.
3. Lack of coordination in the implementation of public service programs among the executors.
4. Lack of participation of IPB staff in the development of LPPM programs.
5. Integration of the accomplishment of Tridharma activities in IPB is very difficult to achieve.
6. Very limited fund/budget and resources available for the accomplishment of LPPM.

SPECIFIC ROLES AND PROCEDURES OF LPPM

To provide a mechanism to assist the IPB staff to plan and carry out the public service program.

A. Insure communication among staff working on a common concern;

e.g., Livestock Housing: Animal Husbandry, Veterinary Medicine, Agricultural Engineering, Agricultural Economics, Entomology, etc., all must be involved.

Specific plan of action:

- 1) Director, secretary, and center heads of LPPM (LPPM Coordinating Committee) meet with faculty representatives to discuss program planning procedures.
- 2) Faculty representatives meet with their vice dean, department heads, and individual staff to begin developing faculty extension program plans including a statement of specific problems, extension program activities, and methods of evaluation.
- 3) Faculty representatives meet with K.K.N supervisors to discuss community problems.
- 4) Director, secretary, center heads of LPPM, and faculty representatives meet to decide on general problem categories (e.g., rice production, animal housing, community health) of major importance in the year ahead.

- 5) Director and secretary of LPPM decide on the allocation of responsibility for general problem categories between the Center of Rural Development and the Center of Education and Training.
- 6) Director and secretary of LPPM appoint program planning committee members for each general problem category in consultation with center director, vice deans, and department heads. (A representative of K.K.N., the Social Laboratory, the Center for Extension Publication, and six to eight staff from the departments should serve on each committee.)
- 7) Center directors meet separately with each program planning committee to identify specific problems, general program objectives, extension program activities, and methods of evaluation.
- 8) Using plans from the committees, the LPPM coordinating committee prepares an annual IPB Extension Plan of Program Priorities.
- 9) Program proposals requiring financial support are solicited from the staff of faculties, departments, and LPPM centers and from staff committees (groups). The faculty representatives are critical in the communications with staff.
- 10) Specific proposals are prepared and forwarded to the Director of LPPM for consideration of budget support. Proposals from staff must be approved by department heads and vice deans.

- 11) The LPPM Coordinating Committee then prepares an IPB Extension Plan of Work which includes an outline of specific projects for which funding is to be sought.
- 12) The LPPM Coordinating Committee seeks funds for all programs in order of priority.
- 13) Funds are allocated.
- 14) Programs are executed by those who proposed the projects.

Although the formal process should be followed on an annual basis, it must be flexible enough to allow planning and searching for special funds to occur on a year-round basis.

- B. Establish and maintain positive working relationships with external agencies, etc., (including development of contracts for training, demonstrations, communications materials and model projects). External agencies should include the Ministry of Education, Ministry of Agriculture, Ministry of Home Affairs, major corporations, foundations, other universities, etc.

Specific plan of action:

- 1) LPPM Coordinating Committee meets with faculty representatives to discuss the development of direct programming relationships with external agencies. The discussion should include:
 - specific agency relationships with each IPB extension program,
 - strengths and weaknesses of each relationship,
 - potential for joint programming, and
 - potential for securing financial support.

2) LPPM Coordinating Committee develops a plan of contact with each external agency including:

- who is to make the contact with the external agency,
- who is to be contacted,
- how often they are to be contacted,
- which programs are to be discussed,
- programs for which funds will be sought,
- how deans of faculties, department heads, and staff are to be involved in the contact, and
- how the Rector's office is to be kept informed.

Consultation should be sought with Rector, deans, and department heads.

3) Plans are executed by those responsible.

Although this plan should be developed formally each year, the contacts must be frequent and continuous. Discussion with the agencies should provide an opportunity for both positive and negative feedback. Individual staff contacts should be encouraged but a semi-formal relationship between LPPM (IPB's extension program representative) and external agencies is vital.

C. Establish and maintain coordinated relationships with educational target areas (e.g., Kabupaten).

Specific plan of action:

- 1) LPPM Coordinating Committee meets with faculty representatives to discuss the establishment and

maintenance of relationships with government and leaders of educational target areas. The discussion should include:

- identification of specific areas (e.g., Kabupaten, watershed),
- review of existing relationships,
- strengths and weaknesses of each relationship, and
- potentials for programming including K.K.N. and other IPB Extension programs.

2) LPPM Coordinating Committee develops a plan of contact with each educational target area including:

- who is to establish and maintain the contact on behalf of LPPM,
- who is to be contacted,
- which programs are to be coordinated,
- which programs' funds will be sought for, and
- how other staff are to be involved.

3) Plans are executed by those responsible.

Although this plan should be developed formally each year, it must provide for great flexibility in response since local problems and requests do not occur once a year. These relationships are extremely important. Individual staff contacts should be encouraged, but someone should know what IPB is doing in each target area all of the time.

D. Insure support service staff to expedite IPB extension work--
LPPM provides administrative support (e.g., transportation,

supplies and accounting when necessary); assistance with communications media (e.g., editing and production of publications, slide-tape, radio); and in-service instruction to IPB staff on how to do extension most effectively.

Specific plan of action:

- 1) LPPM coordinating committee meets with faculty representatives to discuss the need for program support services.
- 2) Coordinator of Administration of LPPM develops a plan to provide necessary administrative support. The plan should include:
 - when assistance is available,
 - how to acquire needed assistance,
 - how the costs of assistance are paid,
 - how staff are to be properly informed, and
 - plans to solve the problems in providing assistance.
- 3) The Head of the Center of Extension and Publications develops a plan to provide support to IPB staff involved in extension programs. This should include:
 - identification of specific communications media support available,
 - how to acquire assistance,
 - what the costs of assistance are,
 - plans for specific in-service seminars on extension, and
 - how staff will be properly informed.

- 4) Plans of the Coordinator of Administration of LPPM and the Center Director are forwarded to the Director of LPPM.
- 5) Coordinating Committee of LPPM reviews the plans making appropriate modifications.
- 6) Programs are executed by those who are responsible.

Although the staff of IPB has the major responsibility for program generation, it may be necessary, on occasion, for the Center of Extension and Publications to solicit materials for radio programs and LPPM program reports. Content responsibility must remain with the staff most knowledgeable about the subject. It will be necessary to establish a clear relationship with the Information Resource Center.

E. Maintain a centralized mechanism for accountability, evaluation and reporting public service programs.

Specific plan of action:

- 1) LPPM Coordinating Committee meets with faculty representatives to discuss annual report procedures.
- 2) Faculty representatives meet with their vice deans, department heads, and individual staff to discuss annual report requirements and procedures.
- 3) Vice deans and department heads request an annual report of public service from each staff member.
- 4) Faculty representatives assist vice deans to summarize the public service reports for each faculty and department.

- 5) Faculty reports are forwarded to the Director of LPPM who shares them with LPPM Coordinating Committee members.
- 6) Center directors meet separately with each program planning committee to evaluate specific program accomplishments.
- 7) LPPM Coordinating Committee prepares an annual report of IPB public service including staff time committed and program accomplishments. The report should cover the work of all faculties and LPPM Centers.

F. Secure administrative, academic, and budget support for the public service function throughout IPB.

Specific plan of action:

- 1) The Director and Secretary of LPPM meet with the rectors, deans of the faculties, and directors of post-graduate study and research on a regular basis to inform them of IPB extension administrative and program concerns.
- 2) The Director and Secretary of LPPM, with appropriate IPB staff, provide regular program involvement with University officials (rectors, deans, etc.) including inviting them to official ceremonies and specific program reviews.
- 3) The Director and Secretary of LPPM, with appropriate IPB staff, provide regular information on important program accomplishments to University officials.
- 4) The Director and Secretary of LPPM organize an annual review of IPB public service programs with University officials.

5) Coordinating Committee of LPPM insures the clear recognition of joint participation by faculties, departments, LPPM and other centers in all communications, especially those to the administration of IPB and to the public.

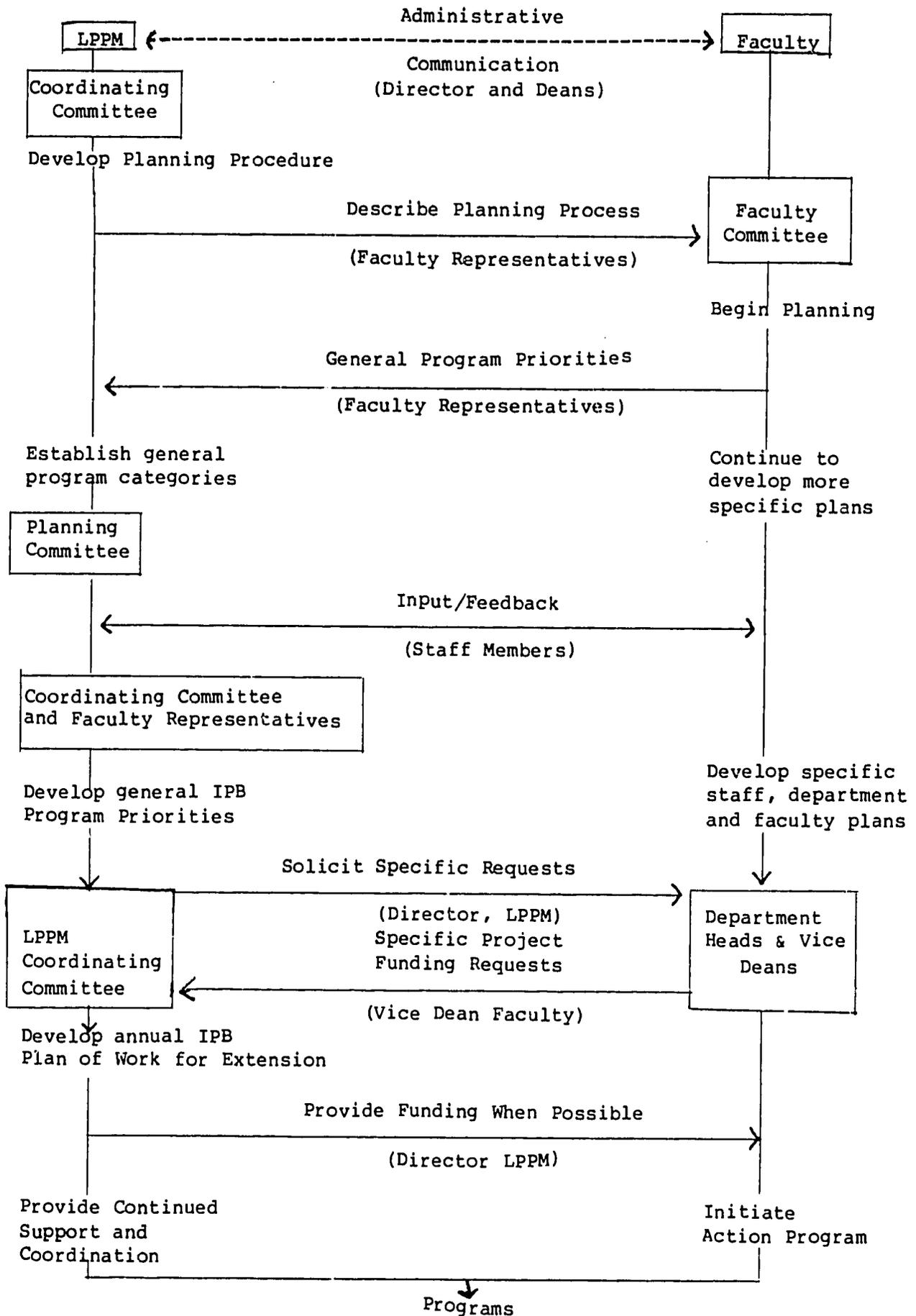
G. Coordinate special projects (e.g., K.K.N, Social Laboratory).

Specific plan of action:

These will vary depending upon the size and scope of the special project.

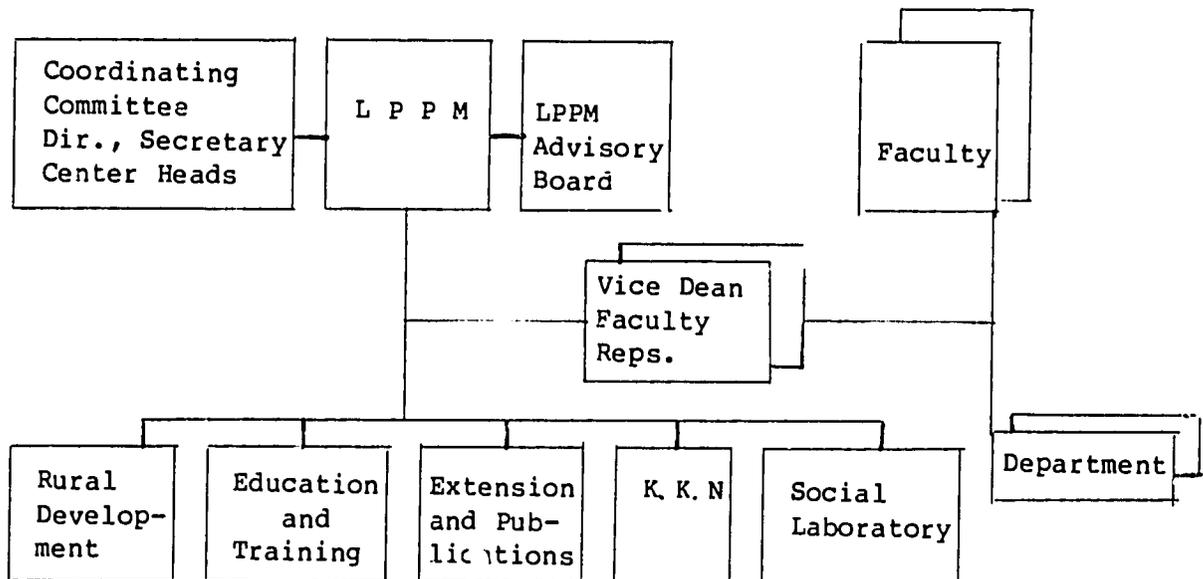
- 1) Program planning mechanisms similar to those under "A" are used. The director of the special program is responsible for submitting the plan of work to the Coordinating Committee of LPPM. All concerned staff are provided with an opportunity to participate in planning and execution.
- 2) Coordination with external agencies and target areas is to be included with other program effects. Special projects are to complement other programs and vice versa.
- 3) The annual reporting mechanism includes special projects. The Director of the special project is responsible for preparing the report to the Coordinating Committee of LPPM.

IPB EXTENSION PROGRAM PLANNING PROCESS



THE ROLES OF THE CENTERS

To more effectively guide the development of public service programs throughout IPB, it is proposed that the Centers for Rural Development and the Center for Education and Training be given more specific problem area or subject matter focus rather than a methods focus. Thus in discussing the specific roles of the centers, it is suggested that the Center for Rural Development focus on agricultural issues and the Center for Education and Training focus on community, natural, and human resource issues. The Center for Education and Training might be more appropriately named (e.g., Center for Human and Natural Resource Development or the Center for Community Resource Development). No description of the roles of the Center for K.K.N. or the Social Laboratory is included. They seem to be well accepted and understood by most of the IPB staff members.



The Center for Rural Development

- A. To insure communication among the staff of IPB involved in agricultural extension programs by coordinating program planning, execution, and evaluation.
- B. To establish and maintain positive working relationships with external agencies directly concerned about agriculture.
- C. To cooperate with the Coordinating Committee of LPPM in establishing and maintaining coordinated relationships with educational target areas (e.g., Kabupatens, watersheds).
- D. To assist the staff of IPB involved in agricultural extension programs to fully utilize the support of the Center for Extension and Publication and LPPM administrative staff.
- E. To assemble the report of the public service activities of IPB staff concerned with agriculture.
- F. To assist the Director of LPPM in securing administrative, academic, and budgetary support for the agricultural public service activities of IPB.
- G. To cooperate with K.K.N. and the Social Laboratory in program planning, execution, and evaluation in all matters concerned with agriculture.

The Center for Education and Training

- A. To insure communication among the staff of IPB involved in community, natural resources, and family life extension programs by coordinating program planning, execution, and evaluation.
- B. To establish and maintain positive working relationships with external agencies directly concerned about community, natural resources, and family life.
- C. To cooperate with the Coordinating Committee of LPPM in establishing and maintaining coordinated relationships with educational target areas (e.g., Kabupatens, women's clubs).
- D. To assist the staff of IPB involved in community resources and family life extension programs to fully utilize the support of the Center for Extension and Publication and LPPM administrative staff.
- E. To assemble the report of public service activities of IPB staff concerned with community, environment, and family life.
- F. To assist the Director of LPPM in securing administrative, academic, and budgetary support for the community, natural resources, and family life public service activities of IPB.
- G. To cooperate with K.K.N. and the Social Laboratory in program planning, execution, and evaluation in all matters concerned with community resources and family life.

The Center for Extension and Publications

- A. To train the staff of IPB interested in public service in the process of extension program planning, execution, and evaluation.
- B. To establish and maintain positive working relationships with the communications offices of external agencies and public media centers (e.g., newspapers, television, radio).
- C. To cooperate with the Coordinating Committee of LPPM in establishing and maintaining coordinated relationships with educational target areas (e.g., Kabupatens, watershed, women's clubs).
- D. To assist the staff of IPB involved in extension programs in planning the use of communications media in its programs by editing publications and other media and by producing publications, slide tapes and other media.
- E. To assist the Coordinating Committee of LPPM in producing the Annual Report of Public Service in IPB.
- F. To assist the Director of LPPM in securing administrative, academic, and budget support for the agricultural public service activities of IPB.
- G. To cooperate with K.K.N. and the Social Laboratory in program planning, execution, evaluation, and reporting.

CHARACTERISTICS OF A MODEL EXTENSION DEMONSTRATION PROGRAM

1. Planning processes involve some of the participants.
2. The program deals with a problem identified through prior communication with the participants. They feel they "own" the problem and the program.
3. Program participants are "leaders" of the community, government officials, and/or agency staff who communicate directly with the people of the community.
4. The program is encouraged by local officials (hopefully providing financial support in some small part).
5. The program clearly demonstrates the value of utilizing the specific knowledge of university staff.
6. University staff from more than one department are involved.
7. University staff meet with the participants over a period of months.
8. University staff keep local officials informed on program progress.
9. The program has the possibility of being duplicated in other areas by the University staff or others.
10. A potential funding source for duplication is involved in the program planning, development, and evaluation process.
11. An evaluation of the program is completed and properly reported to local officials, IPB administrators, and cooperating agencies.
12. Credit for program success is clearly identified with all the units from IPB which are involved as well as community leaders and cooperating agencies.

CONCLUSIONS

Situation

Public service includes all of the activities of the staff of IPB which involve the transmission or application of knowledge to the noncampus public either directly or through formal or nonformal courses, consultation, mass media, and assistance to public or private institutions. It is probably beyond the interest and authority of IPB to control all of the public service activities of its staff. The administration and staff of IPB is, however, probably entitled to an accounting of the nature and amount of time spent in public service in order to properly consider its contribution for advancement with the University as well as potential conflicts of interest and abuse in time commitment.

The administration and staff of IPB should be interested in the extension program portion of its public service contributions. (For purposes of this report, extension programs include those parts of the public service activities which are within an educational framework developed by the staff of IPB. These activities may include formal or nonformal courses, consultations, mass media, and assistance to public or private institutions; but, normally, they do not include direct service to individuals--e.g., animal vaccinations, business management, part-time employment.) It is the extension program aspects of staff effort which represent the highest potential for educational impact. A well coordinated, thoughtful extension program is the most effective mechanism through which the knowledge of the IPB staff can be transmitted through

intermediaries to the people of Indonesia in a relatively short time. A scattered public service program administered by individuals and others dissipates staff effort without bringing the full force of the knowledge of IPB to bear on development problems in a manner which offers the best hope of solving them.

Perspectives of the IPB Staff

Interviews with a number of staff members in several departments indicate the following:

1. The staff members of IPB believe the departments and faculties have the primary responsibility for knowledge and its application in instruction, research, and public service.
2. They are supportive of the concept and importance of a coordinated public service approach for IPB.
3. They are looking for clarity in the concept of public service from LPPM
4. They want LPPM to provide strong leadership in public service program coordination and support including contacts with external agencies.
5. The staff of IPB is seeking an understanding of what a coordinated public service program might accomplish which is better than the current system.
6. There is a need for expansion of informal communication between the Director and Secretary of LPPM and the deans,

department heads, and other institution directors.

7. Formal meetings should be planned and announced weeks in advance and not at the last moment. (The person who calls the meeting should attend the entire meeting.)
8. There is a strong belief that a large number of staff would be willing to cooperate with LPPM in this effort.
9. The staff members of IPB believe there is a great deal of financial support available for well-planned programs. These may have to fit agency plans in the early stages.
10. They believe that public service should not be viewed as a sacrifice but should receive rewards equal to other University efforts.

Further Staff Training

The public service program at IPB can perhaps be best strengthened by continued short-term exchange between staff of IPB and the U.W. An immediate exchange might include:

1. I.P.B. to U. S. (one month each)
 - A. Extension program development and administration--
Secretary of the Institute for Public Service.
 - B. Extension program development--influential representatives of two or three faculties of IPB. Ideally representatives should already have Ph.D's from the U. S. and a significant knowledge of research and instruction.

Ideally, the secretary and faculty representatives should travel together. They should visit more than one state in the U.S.

2. U. S. to I.P.B. (one month each)

A. Extension administration - Glen Pulver

B. Extension program development--extension specialists from two or three subject matter areas consistent with those of the representation of the IPB faculties should visit IPB to assist in practical program planning.

Ideally, the U. W. staff should visit IPB at the same time in order to gain the maximum program development interaction.

These suggestions will undoubtedly need to be modified to fit staff time and financial resource limitations.