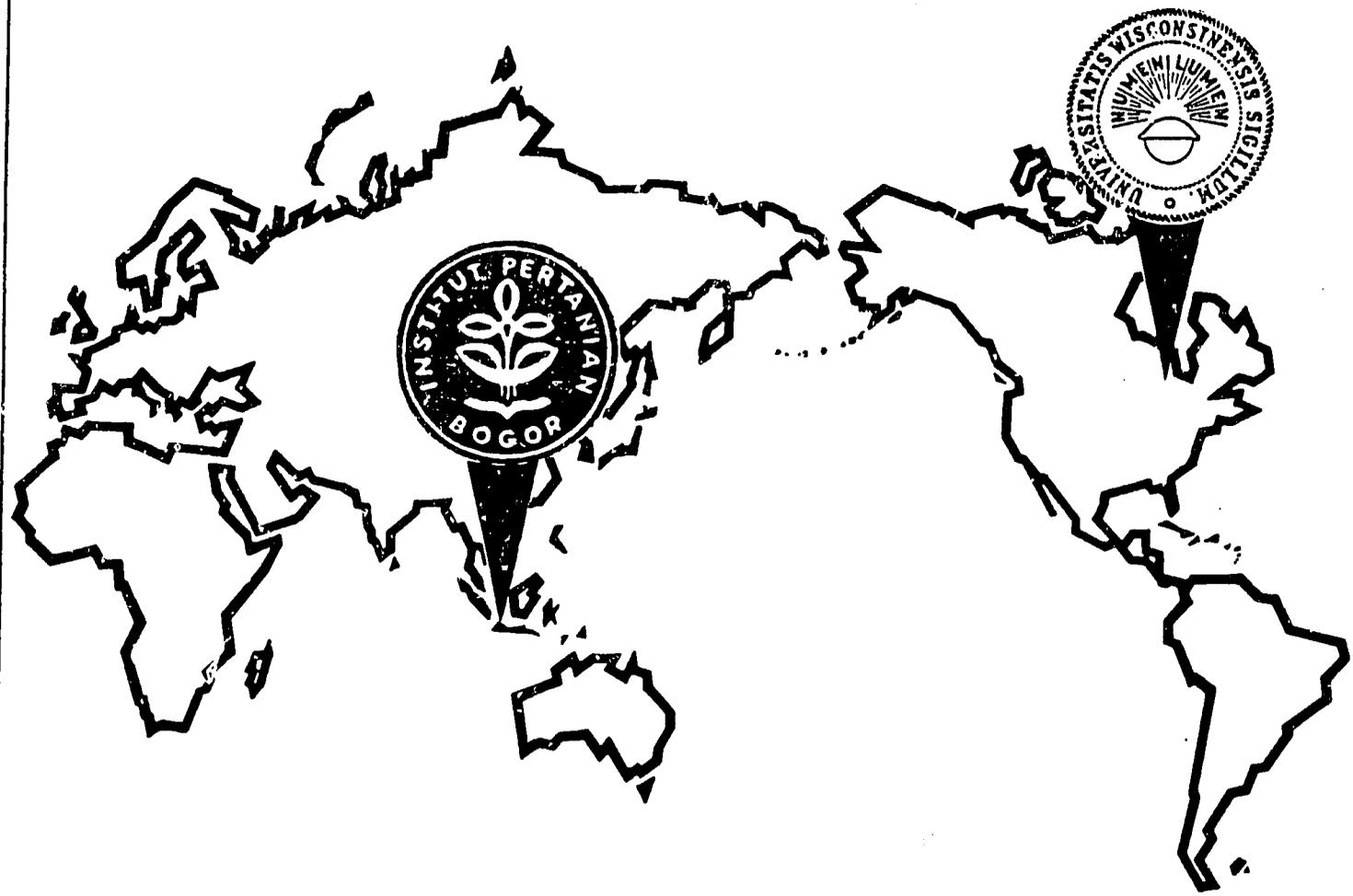


Institut Pertanian Bogor • University of Wisconsin

GRADUATE EDUCATION PROJECT



Aid Project 497-0290

Report No. 45
McCannon

REPORT OF SHORT-TERM ADVISOR
to
RURAL/DEVELOPMENT COMMUNICATIONS
and
COMMUNITY NUTRITION AND FAMILY RESOURCES (GMSK)
Institut Pertanian Bogor (IPB)
Bogor, Indonesia

by
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This consultant's assignment followed the setting up of a rural/development communications program at IPB. Establishment of the program on such a solid foundation is credited to IPB staff and to Maury White, UW-Madison, who was responsible for involving Community Nutrition and Family Resources (GMSK) staff. As a result, they requested a consultant to work with them on using communications in their program. IPB administrators and staff gave unstinting support to this effort, also.

Credit must also go to Grace White, an unpaid contributor in many ways, for she introduced me to the culture and way of life in Indonesia. She also followed newspaper use of information related to GMSK which served as a starting point for my introduction to the Indonesian media.

I wish to acknowledge Nancy Brendlinger for her contribution to the rural/development communication program and for her help with the effort in GMSK. Joan Schroeder also introduced me to GMSK and helped me learn of their program. To both Nancy and Joan, thanks for your daily nurturing as we lived together. You made life most pleasant.

In GMSK, Director Suhardjo gave me every support and encouragement to initiate a communication plan for the Department. Mariyati Sukarni and Hartanti Santoso, who work with the IPB Public Service and the LPPM extension effort, spent much time in helping me to understand those programs.

Pang S. Asngari saw that I learned about the extension service from the Ministry of Agriculture through regional and local centers to the senior agricultural high school. Gunardi of SOSEK, in giving great support to the rural/development communication program, also supported me in my effort at GMSK.

And last, I acknowledge the contribution of my housemate, Elizabeth Davies, who carried out many personal tasks in Madison to make my Indonesian assignment so carefree.

I am most grateful to many people for making my effort in Indonesia such a pleasure.

Nellie McCannon
October 31, 1984

DURATION OF CONSULTANT'S ASSIGNMENT

The consultant came to Indonesia after attending the XVth World Congress of the International Federation for Home Economics in Oslo, Norway, from July 22-27, 1984.

Arrival in Indonesia was on Tuesday afternoon, July 31. Departure from Bogor was three months later on October 31, 1984.

BACKGROUND OF COMMUNICATION PROJECT

Since the "Proposal of an Education Program to Prepare Professional Rural Communicators" was made in 1981 by a committee of Institut Pertanian Bogor (IPB) faculty with consultants James Evans and Ray Woodis, University of Illinois, "families and consumers" have been included in the plan to develop a communication program.

The report says that:

"Agricultural leaders in all countries of the world today are seeking more effective ways to speed communication of knowledge so that findings of science can more quickly benefit producers of food and consumers of food."

Evans and Woodis describe the professional communicator who will have a major role in the disseminating of information as "unique."

". . . unique in understanding both communication and rural affairs. He or she may be a specialist in one or a number of communication fields that include writing, editing, illustrating, broadcasting, audio-visual aids, photography, film production, telecommunications and library services.

The professional rural communicator understands both the language of the scientist and the language of those who use scientific knowledge at the local level. He or she serves as the liaison between those who have knowledge and those who need and want knowledge. And when he or she is not available there often is a breakdown in the knowledge sharing process."

This is the precise philosophy on which the rural communication program at the Institut Pertanian Bogor (IPB) was established. And also, what made it a natural follow-up to include the Department of Community Nutrition and Family Resources (Gizi Masyarakat dan Sumberdaya Keluarga, known as GMSK).

In order to establish the rural communication program at IPB, Maurice White, University of Wisconsin-Madison, spent a year as consultant for the IPB/UW Graduate Education Project. John Murdock is the project director.

Later White was joined by Nancy Brendlinger, specialist in print media and Linda Krueger, specialist in audio-visuals and photography. Krueger spent four months teaching, developing courses, and training staff. Brendlinger, by the end of her year's assignment, will have taught courses, helped several communications staff members develop courses, conducted workshops, prepared staff in English, and followed through on the establishment of the communication program.

Community Nutrition and Family Resources (GMSK) requested a tie-in with the rural communication program in order to strengthen their Tridarma--instruction, research, and public service.

Currently, GMSK staff have little training in communications, but they have great interest and they recognize that their total program could be strengthened by communicating their knowledge to others, and particularly rural and village families. That's why a consultant was selected to work with them.

Widening the sphere of the new rural communications program to an already established program like GMSK can give support to the new program. And the new rural communications offering can support and add strength to GMSK and other similarly established programs.

The Department has one undergraduate major with 150 students. A newly revised curriculum will go into effect in September, 1985. In

1983, a master's program was initiated; it has five, second-year students and six new graduate students.

GMSK staff seemed to feel that communications could be incorporated into their program of instruction but also needed to be applied to dissemination of research results, especially to the public service area.

Because the rural (to be called development) communication program was already established to the stage of teaching courses and planning others, both at the S_0 diploma and the S_2 graduate level, it had much to offer the GMSK program of instruction.

Based on the reports of former consultants who worked to develop a GMSK mission, a research framework, and to upgrade curriculum at the S_1 undergraduate and S_2 graduate level, the consultant incorporated the communication aspect.

The Communication Plan of GMSK, developed after much consultation with staff members, follows. It includes the consultant's responsibilities as outlined and carried out.

Further recommendations for the GMSK program are found in the "Recommendations and Accomplishments" section of the report.

COMMUNICATION PLAN
FOR
COMMUNITY NUTRITION AND FAMILY RESOURCES (GMSK)

Submitted with approval of GMSK staff,
Suhardjo, Department Chairman

Program Aim

The program aim is to incorporate communications into the Department of Community Nutrition and Family Resources (GMSK) at the Institut Pertanian Bogor (IPB), working through the separate functions of Tridarma--instruction, research, and public service.

Mission of Community Nutrition and Family Resources

The mission of GMSK, as stated by one project consultant, Jean Weidemann, now of BIFAD, in Report No. 1 of the IPB/UW Graduate Education Project, should be "to promote economic and social development in rural areas through emphasizing knowledge, skills and attitudes related to production, consumption and management of human and material resources."

A communication program dealing with interpersonal and mass communications could support and enhance the mission of GMSK. In view of the communication aims of GMSK and in cooperation with the Rural, now Development Communications Program started under the IPB/UW Graduate Education Project, a short-term consultant was assigned to work with the department in this development.

Consultant Responsibilities

Initial responsibilities were outlined as follows:

1. To work with GMSK to help integrate their staff and graduate students into the developing rural communications program.
2. To work with GMSK to incorporate communications into course instruction in the areas of nutrition education, consumer science, and family life.

Additionally, it would seem essential to develop a total communication plan for GMSK for instruction, research, and public service. It also seems essential to develop staff involvement from all subject areas to assure continuation of any proposed program.

Communications in Instruction

Any communication plan should incorporate ways to include communications into the teaching program of three subject areas in GMSK--nutrition education, consumer education, and family resource management.

The proposed curriculum for the S_1 undergraduate GMSK program, which goes into effect in September, 1985, includes 16 credits of electives. A communication course is suggested as one of the elective choices because some graduates are expected to become extension workers, educators, or work in food processing and other businesses related to food, health, and agriculture.

For the S_1 program, new communication courses in Sosial Ekonomi (SOSEK) will be offered in September, 1985.

One SOSEK course is already included in the GMSK list of electives. It is "General Agricultural Extension" and it has no prerequisites for entry--nor does a new course, "Fundamentals of Communication." Any student may take this course in the third, fourth, or sixth semester. It will be a three-credit course, meeting twice a week for two hours.

About 160 students are expected to enroll, so two or three sections will be taught. If GMSK adds even as many as 20 students, that will fit in with current teaching plans. If taken in the sixth semester, the level is expected to differ from the level for the fourth semester.

The course will introduce all concepts of interpersonal communication and devote some time to mass communications. It will be taught by lecture and simulation.

Two other SOSEK courses will be offered, but both will require "Fundamentals of Communication" as a prerequisite. One course is called "Extension Methods" with emphasis on interpersonal communications. The second course is "Mass Communications" and will, of course, emphasize working with mass media.

Two advanced courses will be on extension planning and management. These may not fit into the GMSK curriculum at the S_1 level. The S_1 curriculum in GMSK is Appendix A of this report.

The S_2 graduate curriculum in GMSK was started in 1983 with five students enrolled. An additional six new students enrolled in September, 1984. Since the students come from various job areas such

as educators in the agricultural university, faculty of medicine, and consultants in the area of community nutrition and its related areas, the graduate advisors say communication skills are apt to be needed for some of them.

The S₂ program allows electives in three semesters of the four-semester program. Graduate advisors seem to indicate that a communication course would be an acceptable and encouraged elective.

The courses most considered by advisors are the "Fundamentals of Rural Communication" and "Publicity, Media, and Methods."

"Fundamentals of Rural Communications" is a course which has been taught for some years. It includes basic communication principles, a study of current rural communication channels, and roles and types of print, radio, and television channels.

"Publicity, Media, and Methods," a course just being developed, would be especially helpful. It would give students an opportunity to develop a communication plan for one idea or event using all aspects of interpersonal and mass communications.

If a media course is selected--print, audio-visuals, radio, photography, film--the best choice may be print media. Students will learn the principles and practice of gathering, interpreting, writing, and editing information for various audiences from the scientist to the villager. These skills will carry over into other media courses.

The S₂ graduate curriculum of GMSK is Appendix B of this report. It includes development communication course selections for possible electives.

Currently, GMSK and IPB staff work with students to plan an experience to learn village life. It might also be worth considering a second planned experience. A two- or three-month assignment with a government agency, business, or other institution could be developed. The student could be assigned work under a staff mentor, planned so that the student could observe work in progress and also have some hands-on experience. Course credit could be given for such an internship, based on evaluation by the organization mentor and the faculty advisor. Again, the student needs communication training prior to such a job assignment. If this second on-the-job training isn't possible at a S_1 undergraduate level, perhaps it could be used during intersemester by S_2 graduate students. It has been done in other IPB programs.

Communications in Research

In the overall IPB plan, priority research areas have been suggested. Though not limited to these areas, GMSK areas of expertise fit in well with the emphasis put on raising the standard of living of the family and studying the women's role in rural development.

Reporting research results is also emphasized, in order to enhance nation building. The "Academic Plan for the Year 2000" states that "Reporting and publication of research results will be strengthened in the future. Researchers will be encouraged to write bulletins, technical papers, fact sheets, etc., to make greater use of research information."

As GMSK develops its own research framework, it is essential to include plans for dissemination of research results. As research is completed, results need to be evaluated for possible publicizing through the most appropriate communication channel.

As suggested by consultants Jean Weidemann, BIFAD, and Donna Cowan, Asst. Dean, Iowa State University, a GMSK research committee can function to work with staff to develop research, review it, and report on it, working with the IPB Institute for Research.

Dissemination of research results should probably include the following efforts:

- "Organize intradepartmental seminars to report research, to increase staff awareness of each others' research, and to find possible linkages," Weidemann and Cowan suggest.

- Continue to report research results to IPB staff.

It is important to give recognition to GMSK staff through reporting to university colleagues, and it is important for IPB colleagues to recognize the worth of GMSK research.

- Submit research to journals and scholarly papers.

Reseachers need encouragement to submit abstract and manuscripts to journals; and they may need counseling on suitable format, preparing charts and graphs, and using appropriate language.

Report research results to mass media--newspapers, magazines, radio, and television.

Translating research results for the lay public takes expertise in the selection of materials, the use of simple language and visuals, and in the presentation. In addition, each medium has its own special requirements which need to be followed. To make researchers feel secure in their presentation, special training may be needed.

- When appropriate, share research results through reports and seminars with government agencies and ministries.

It is somewhat easier to communicate with a peer in another institution who is apt to understand your project and your language. Try to relate research results to the interests of their particular program.

- Report research results to granting agencies.

It is essential to be brief, use simple visuals, give clear results, and suggest possible audiences who can benefit from the results. Also, try to present ideas for further research or for replication.

- Pass research results on to extension field workers through the appropriate channels.

They need to act on them and implement recommendations with farm families and villagers. Cooperate with the Institute for Public Service (LPPM) and Extension Centers in this effort.

(See Communications in Public Service).

- Recommendations based on research can be made face-to-face with clientele and with mass media: It is most effective when both are used jointly.* Research results can also be popularized for publications useful for extension workers, farm families, and villagers.

When research results are widely reported, there is an increased chance of these results being acted upon by other agencies and groups. This may engender ideas for further research or be a means to encourage financial support for research projects.

GMSK staff also expressed a wish to work with the Development Communication Program to study the effectiveness of their communication efforts in the area of nutrition and family resources.

Cooperation with the Institute for Research (LP) may help in planning and initiating research and, with the Information Resource Center (IRC), may help in disseminating research results.

*See attached statement given at IFHE, Oslo, Norway, by Susan Van Der Vynckt, Nutrition and Health Education, UNESCO, Paris.

XVTH WORLD CONGRESS OF THE
INTERNATIONAL FEDERATION FOR HOME ECONOMICS

Oslo, Norway

Abstract

Tuesday 24 July 1984

Sub-Plenary Session

A2

Communication, Education

by

Susan Van Der Vynckt

Nutrition and Health Education
UNESCO, Paris

Today's modern technology provides us with the opportunity to communicate instantaneously with millions of people. Communication satellites make it possible to transmit messages across the globe to even the most isolated rural villages of Africa, Asia, and Latin America. The power of the media to affect the lives of people almost everywhere is awesome. The media has been described as the tribal drums of today's world. Mass media has become a major force for social change. Images and messages carried by the radio, T.V., newspapers, cinema, and billboards help to color the way we think, what we buy, opinions of ourselves, each other--and one could even say our sense of who we are. Mass media channels of communication have become an increasingly important vehicle for educating people about how they can improve their home and family life. Keeping this in

mind, it is essential to better understand the new communication technologies in order to use them most effectively to support the work of home economists. The mass media can play a crucial role in an accompaniment to interpersonal communication. The media is imperative because most home economists are not adequately trained to effectively disseminate their knowledge among a large public. In this age of communication the media can be a powerful ally in home economics education. The time has come for all home economists to make a special effort to learn more about today's new communication technologies and how these technologies can be used to further the goals and objectives of all home economics work--a better life for all our people.

Communications in Public Service

Administration and staff at Institut Pertanian Bogor are committed to public service as an equal partner of the Indonesian Tridarma philosophy of higher education. The "Academic Plan for the Year 2000" states that "During the coming decades, IPB will expand its programs of Public Service to reach a larger number of Indonesian communities with information which will improve the well being of the people."

The IPB Public Service staff also plan to increase output of research information. "This will undoubtedly involve more community action programs and greater use of mass media in developing closer ties to the rural community."

Since IPB is not the primary agricultural extension agency for the country, it has outlined its role in continuing education, assistance to local governments and extension workers, technical assistance, and the student community service program-KKN. GMSK has to some extent been a part of all of these activities in the past.

In 1983, GMSK programs were reviewed by Weidemann and Cowan. Their suggestion is that "Within the next three to five years a formalized plan for public service should be in place." They also suggested that representation on the public service planning committee of the Faculty of Agriculture will provide valuable input and direction for further department planning. Appointment was made in 1983. This representative should continue to give feedback to GMSK staff members.

Weidemann and Cowan further suggest that "Public Service gets its strength from research, and strong collaboration between research and public service will enhance the quality and the delivery of information. Establishing networks with other universities, agencies, and donors could also improve efforts as well as expedite activities." In line with this recommendation, research-public service collaboration is covered in Communications in Research.

Glen Pulver, UW Consultant, in his 1981 report on Public Service, Number 6 of the IPB/UW Graduate Education Project, notes that "The University is an important source of information through mass media mechanisms, such as newspapers, radio and television." He also states that "there is an important role for communications aids of all kinds (pamphlets, charts, slide-tapes, booklets) in public service education. These publications can be addressed to 1) University staff, 2) agency professionals working in the field, and 3) farmers and villagers." However, he cautions that staff members may feel less secure in their communication efforts without supplemental guidance or training.

To strengthen the communication program of GMSK and their work with Public Service, the following suggestions are made:

Explore ways to strengthen the public service role of GMSK. Work through the Faculty of Agriculture and the Institute for Public Service (LPPM), to enhance IPB as a leading university.

GMSK staff feel the need to pass on research results and information to extension field workers and farm and village families. To follow this pathway, GMSK staff need to provide the message and personnel for delivering it. LPPM's role is to provide the structure for reaching a village and some resources to do so.

It would be helpful to develop some projects, jointly with LPPM, using current problems from the nutrition, consumer and family life areas of GMSK, which will include communication and teaching methods.

- * Plan appropriate communications training which will strengthen the GMSK public service effort.

Incorporate such training into:

- preparation of students who go on a two-month assignment with Kuliah Kerja Nyata (KKN) to live in and give community service to a village, and
- staff development in the form of workshops in communication areas such as writing, visuals, layout, and radio.

Consider needs in other programs like transmigration, community nutrition, family living education, public health, family planning and develop appropriate communication strategies for working with them. Cooperate with other IPB faculties on programs of common concern.

- Investigate how to continue cooperative programs such as producing audio cassettes on nutrition for primary teachers with the Departemen Pendidikan dan Kebudayaan (PDK). Consider and propose other possible programs in consumer education, home and school gardens, and family resources.
- Survey media, agencies, and business to find potential channels of dissemination of GMSK information. Learn the requirements of each channel to better prepare an appropriate message. Cooperate with the development communication program in this effort.
- Use available IPB communication research on reaching audiences and their use of the mass media. Continue study of audience needs and ways to design messages appropriate for selected audiences.

Implementation:

Task One--Staff Survey of Communication Training and Interests

As a basis for determining communication needs of the Community Nutrition and Family Resources program and planning a communication program to suit those needs, conduct a survey of staff communication training and interests.

See Appendix C for survey. For results, see section on Recommendations and Accomplishments.

Task Two--Plan for Seminars

To set the stage for developing a communication plan and involving staff, plan a two-part seminar and discussion. Invite communication staff, extension staff, and others.

Topics to be developed are as follows:

"Role of Communication in Social Change" - Nellie McCannon

"How Rural People Learn from Mass Media" - Gunardi

Task Three--Incorporate into classes

Consult with each area--nutrition education, consumer science, and family resources--to review what communications they now incorporate into classes and what changes they might like to make. Help develop an outreach project, including communications. Encourage follow-through with KKN, LPPM or other appropriate agency.

Task Four--Plan a Series of Faculty Workshops

Based on the survey and area consultations, plan a series of faculty workshops on communication skills deemed most essential. This could be done by skills--print media, electronic media, visuals, etc. Or, it could emphasize skills needed to reach specified audiences. Encourage participants to develop and place items in mass media channels.

Task Five--Plan for a Liaison

To assure development of the communications program in GMSK, it is essential to seek out at least one young faculty member in each of the three areas who has interest in some aspect of communication. That person can serve as liaison on communication efforts of the Development Communication program, the Information Resource Center, and the Institute for Research.

Related Communication Activities

The consultant attempted to be in touch with and keep both GMSK and Rural/Development staff aware of each others' programs.

Support of Rural/Development Communications

A. Class Lectures--At the request of Rafael Pranata, S.E. Asian Regional Center for study of Tropical Agriculture, who taught the "Photography in Journalism" course in intersemester, two lectures were given. "Using Photographs to Reach and Teach an Audience" was the theme of the first lecture. Lecture two covered photo composition, cropping and sizing photographs, and photo layout in newspapers and newsletters. Summaries of the class lectures are in Appendix C.

B. Recruitment--Effort was made to support Nancy Brendlinger in a recruitment program to seek students in the Development Communication S₂ graduate program and to also encourage students in other IPB majors to take communication courses as electives.

A brochure was developed during the last consultancy and will now be printed as a recruitment aid. IPB will make contact with its own departments and with government agencies and ministries to recruit students.

It seems essential that agencies whose interests relate to community nutrition and family resources be included in this recruitment effort. To that end, the consultant compiled a list of 25 agencies from GMSK staff and others to be used in recruitment. (See Appendix G).

GMSK graduate student advisers were consulted to see how communications courses would fit into their S₂ program. Two courses were selected and will be recommended.

The communications major was reviewed in the same light, looking at what courses in community nutrition and family resources could serve as electives in the S₂ communications major. See S₂ curriculum for Development Communication and GMSK course selections as electives in Appendix E.

It is hoped that any recruitment effort can bring graduate students to both programs, with each selecting electives in the other programs.

Because of the mutual interest, a prototype promotion piece for both programs is included. Printed on both sides, it could serve both programs. It could be inserted in mailings to appropriate agencies.

Be a
GRADUATE STUDENT
in
DEVELOPMENT COMMUNICATIONS
Institut Pertanian Bogor

With emphasis in
communication principles
and:

- print media
- publications, including
visuals and layout
- audio-visuals and
photography
- radio and television

ELECT COURSES
in
Community Nutrition
and Family Resources (GMSK)

Such as:

- basic and community
nutrition (to learn to
reach families)
- family resource/development
(to learn to help families
reach their potential)
- family economics
(to learn to help families
with their wage earning and
finances)

Be a
GRADUATE STUDENT
in
COMMUNITY NUTRITION AND
FAMILY RESOURCES (GMSK)
Institut Pertanian Bogor

With emphasis in:

- nutrition courses
which teach how to
reach families
- family resources
courses which teach how
to help families reach
their potential

ELECT COURSES
in
Development Communications

Such as:

- Principles of Communication
(to learn how information
flows in rural Indonesia,
and about reaching audiences)
- Fundamentals of Communication
(to learn about interpersonal
and mass communications, and
role of each)
- Publicity Media and Methods
(to learn how to use all
media to promote an idea or
a product)

Recommendations and Accomplishments

Community Nutrition and Family Resources

In the Communication Plan developed with Community Nutrition and Family Resources (GMSK), the following recommendations were made:

- Survey staff on communications training and interests.

Fourteen faculty were interviewed and a summary shows that several faculty have had some experience with magazines, slide-sound production, and publications.

They use overhead transparencies or slides once a week in teaching.

Only three faculty have had a college course in communication, or in extension, or in education where communication principles were covered. Nine of the 14 faculty indicated the most interest in training in writing, especially for magazines, and in knowing more about slides and overhead transparencies. Six were also interested in learning about working with newspapers and doing radio.

Some were interested in taking formal courses in communication topics if they could manage the time. More were interested in workshops. Nearly all wanted to know more about reporting research results in journals, speeches, and using visuals. Half the group were interested in learning about communication principles.

- Plan two seminars on communication topics.

Two seminars were planned and presented. Topics for these were finalized from the staff survey on communication interests and discussion with Gunardi in social science (SOSEK), who teaches

communication courses. One seminar was given by the consultant on October 3, from 8-10 a.m. The topic was "The Role of Communication in Social Change." About 20 people attended the seminar and discussion.

Communication principles were reviewed, and one communication model was adapted for reaching and teaching farm and village families in Indonesia. A proposed project in consumer science and one in nutrition were presented by GMSK staff, then each was worked through the steps of the model. For a summary of seminar one, see Appendix D.

Gunardi presented the October 10 seminar on "How Rural People Learn from Mass Media." He presented research showing how farm and village families use media and what they learn from them.

- Work with nutrition, consumer education, and family life areas to develop outreach ideas.

Nutrition and consumer education areas developed a project and presented it at the first seminar. The family life area has proposed an idea but it is not yet developed. Follow through on these projects is needed.

One project, nutrition in the village, has now been suggested by LPPM as a topic they wish to videotape for showing on television and by satellite. The emphasis must be of national interest and it would be used on a program called, "Our Village."

- Plan a series of communication workshops for GMSK faculty.

From the staff survey and discussion with the topic areas, considerable interest was shown in communication training. A series of workshops on communication skills was proposed.

Nancy Brendlinger, Development Communications, presented a proposal for writing workshops for GMSK faculty. (See Appendix F.) The response was enthusiastic, with at least 14 faculty enrolling. This calls for Nancy to present four, two-hour sessions to two faculty groups. Times are set and the first session was presented before this consultant finished her assignment.

Nancy has already set up a workshop on publication layout with Paul Stapleton who serves on the Development Communication staff. Others of that staff and IRC staff joined this group.

Since such high interest in reporting research results was indicated in the survey, Nancy expects to offer a workshop on this topic soon. Other possibilities are a radio workshop with Gunardi, SOSEK; one on slide production with S. Hamdani Nasoetion, Development Communications; and another on visual aids. The latter one will include transparencies, taught by Paul Mundy, Central Research Institute for Food Crops, and IRC staff. Others can follow as needed.

- Plan a continuing program of professional improvement opportunities for faculty.

In addition to workshops and seminars for all faculty, it is vital to the activation of the GMSK Communication Plan that young faculty take leadership to implement and continue communication efforts.

Some possible methods are:

- Identify one young faculty member with communication interests from each of three areas--nutrition, consumer science, and family life.

- Assign them to serve as liaison with the Development Communications Program, Information Resource Center, and the Institute for Research.
- Comprise a Communications Advisory Committee for GMSK. The three liaisons and the LPPM representative and the representative on the public service committee of the Faculty of Agriculture could make up the committee.

The role of the committee would be to work with staff members to incorporate communications into any outreach effort.

Encourage committee members to attend available communication workshops and seminars. But also stress the need for young faculty to enroll in S₂ graduate courses in Development Communications, when possible.

- Seek out a GMSK graduate student with communication interests who might be appointed as a "junior staff" member.

Encourage this staff member to enroll in workshops and to choose communication courses as electives. This staff member could give support to liaison efforts of other staff members.

- Explore the possibility of a three-week study visit to the Development Communication Department of the University of the Philippines-Los Banos for the "junior staff" member. Join with a "junior staff" member in Development Communications in this venture. Here they would see how departments like agriculture and home economics and a communication department cooperate on instruction, research, and extension. They would see the relationship established with mass media and the extension field worker and specialists-- an aim at IPB. They would see the use of news releases, magazine features, radio and television, research reports, audio-visuals, films, slides and photographs, and exhibits.

Some hands-on experiences would be suggested.

An invitation has already been extended to IPB staff by the department chair (on leave until December) of Development Communications at the University of the Philippines-Los Banos. (See attached letter.)

Financial support for this effort has also been explored. (See letter next page).

Department of Development Communication
College of Agriculture
University of the Philippines at Los Baños
College, Laguna 3720
Philippines

October 15, 1984

Ms. Nellie McCannon
Institut Pertanian Bogor
IPB/UW Graduate Education Project
Bogor, Indonesia

Dear Nellie:

What we have on campus these days is a Human Ecology Institute (HUMEIN) which runs the home technology program. The undergraduate home tech students take courses in our department and may even take a specialization in development communication. Graduate students may do a minor or cognate in devcom. A graduate program in food and nutrition planning which is more or less based in HUMEIN has someone from our department as member of the core staff. HUMEIN also uses our radio station DZLB to air home tech information, not to mention the fact that our programming includes farm home information.

Since HUMEIN split off from the College of Agriculture, however, they have taken care of their own publications and AV programs. But we are still considered the communication experts on campus, and so our advice is sought from time to time on communication productions. On the whole, therefore, there is continuing cooperation between human ecology and development communication. The dean of HUMEIN is Dr. Josefa Eusebio who I think got her Ph.D. from Iowa.

And so yes, it is entirely possible for IPB to send someone from home economics to us to learn how our department operates but what she might get about how we work with HUMEIN may not be quite how ag journ and home economics work together in Wisconsin. On the other hand, she would be exposed to how development communication or agricultural journalism is done in another ASEAN country.

As a matter of fact I am attending a workshop in Bangkok next month where a draft document on a cooperative development support communication training project under the sponsorship of FAO and ASEAN is expected to be finalized. Indonesia will probably be represented by its assistant minister of agriculture because the project is within the responsibility of the ASEAN Committee on Food, Agriculture and Forestry. If all goes well, IPB will probably be involved in sending trainees and/or hosting an aspect of the training. It could then probably send home economics people also.

- more

N. McCannon 2

I am on leave from the university until December and am with the International Institute for Rural Reconstruction for the time being. Dr. Felix Librero, who is acting chairman, came from Indiana's instructional systems program. It is possible that the man you mentioned took a course with him.

Back in 1980, I met a Mr. Gunardi from IPB when we were both at the East-West Center for a faculty development seminar in development communication. Is he part of the project?

I am mailing this right away so that it will get to you before you leave Bogor. With the vagaries of our postal system, one is never sure. Needless to say, you can count on my supporting any proposal from you at this end.

Love,

Nora
NORA C. QUEBRAL

- Plan for a permanent communications position in GMSK. As the "junior staff" member and communications advisory committee members develop communication skills, plan for one permanent position with the appointee working in both GMSK and Development Communication. It is essential that the relationships between GMSK and other programs be developed and strengthened. A five-way line of communication and working partnership needs to be put into effect between Community Nutrition and Family Resources, Development Communications Program, Information Resource Center, Institute for Research, and the Institute for Public Service. A permanent staff member could hasten the development of this approach.

Until the Development Communications Program and the Information Resource Center have incorporated a full plan of service to departments, courses in Development Communications might offer some communication help.

For example, in the "Print Media" course, GMSK can supply staff to be interviewed for news and feature stories. Research results, project activities, or other information might be presented in class. Then, students could write a story for a selected channel.

The communication instructor can edit stories and perhaps choose some to submit for publication. GMSK staff would check for accuracy before submission.

In the "Photography in Communications" course, students could be assigned to take pictures of research in progress or results, village activities, or class projects as suggested by GMSK staff. These could be used for news releases, publications for a village audience or a research report, and college catalogs.

In a course now being developed, an idea for a publicity campaign could originate with GMSK and be carried out in the "Publicity, Media and Methods" course. Or in the "Audio Communications" course, radio programs could be developed. Cooperation in other courses is also possible.

Rural/Development Communications

Recommendations and accomplishments for the Development Communication program follow. Earlier consultants have proposed the following:

- That the name of the program area be officially named, and it is now done. The program is to be Development Communication.
- With that name decided on, the promotion brochure planned earlier is to be published in November.
- For the time being, the academic home of the program will remain in the Fakultas Pasca Sarjana (Graduate School), though exploration of placement in the Sosial Ekonomi (SOSEK) Department or Faculty should probably be pursued.

- Students need to be recruited for the S₂ graduate program in Development Communication, with one effort being made through IPB departments. Another is to be through ministries, government agencies, and non-government organizations.

Plans for recruitment have been initiated by Nancy Brendlinger, in consultation with the Graduate Dean and Amri Jahi, S₂ Coordinator in Communications.

- Continue course consultation and development, and staff training.

Other recommendations:

- Consider cooperation with GMSK and other departments in developing communication services in courses taught. Examples are given in the GMSK recommendations.
- Seek out a graduate student with communication interests who might be appointed as a "junior staff" member in Development Communications. Nancy Brendlinger has explored this idea with the Graduate Dean and the S₂ program chair.
- Make plans for this "junior staff" member to have a three-week study visit to the Development Communication Department at the University of the Philippines-Los Banos. Join with a GMSK "junior staff" member to cover all areas of communication handled by the Philippine Department. Examples are given in the GMSK recommendations.

IPB Links With The University of Wisconsin-Madison

Though the IPB/UW Graduate Education Project is expected to complete its assignment by March, 1985, it is hoped that ties can be maintained with consultants from the Agricultural Journalism Department at the University of Wisconsin-Madison and the IPB staff.

Personally, the consultant will make an effort to provide appropriate extension and communication materials whenever possible. She will also offer her time and energy, as is appropriate, to IPB staff who might come to Madison for study or consultation.

APPENDICES

Appendix A

S₁ Undergraduate Curriculum
In Community Nutrition and Family Resources (GMSK)

September 1985

| <u>First Semester</u> | <u>Credits</u> | <u>Second Semester</u> | <u>Credits</u> |
|---|----------------|-------------------------------------|-----------------|
| 1. Religion | 2 | 1. Military Science | 2 |
| 2. Pancasila | 2 | 2. General Sociology | 3 |
| 3. Indonesia | 2 | 3. General Chemistry II | 3 |
| 4. Physics | 3 | 4. Biology | 3 |
| 5. Mathematics I | 2 | 5. Mathematics II | 2 |
| 6. General Chemistry I | 3 | 6. General Economics | 3 |
| 7. Introduction to Agriculture | 2 | 7. English | 3 |
| | <u>16 Cr</u> | | <u>19 Cr</u> |
| <u>Third Semester</u> | | <u>Fourth Semester</u> | |
| 1. General Management | 3 | 1. Statistics | 3 |
| 2. General Agronomy | 4 | 2. Agronomy Crops Production | 3 |
| 3. General Climatology | 3 | 3. Demography | 3 |
| 4. Soil Science | 3 | 4. General Microbiology | 3 |
| 5. General Botany | 3 | 5. Basic Nutrition | 3 |
| *6. Family Development | 3 | *6. Consumer Education | 3 |
| 7. Biochemistry | 2 | 7. Electives | 2-3 |
| | <u>21 Cr</u> | | <u>20-21 Cr</u> |
| <u>Fifth Semester</u> | | <u>Sixth Semester</u> | |
| 1. Experimental Design | 3 | 1. Production Economics | 3 |
| 2. Family Ecology | 2 | 2. Plant Protection | 4 |
| 3. Food Science | 3 | 3. Community Health | 3 |
| 4. Food Analysis | 3 | 4. Food+Nutrition Survey Methods | 3 |
| 5. Applied Nutrition | 3 | 5. Family Resources Management | 2 |
| 6. Electives | 4-6 | 6. Electives | 2-3 |
| | <u>18-20Cr</u> | | <u>17-18Cr</u> |
| <u>Seventh Semester</u> | | <u>Eighth Semester</u> | |
| 1. Food+Nutrition Systems | 3 | 1. Student Service | 6 |
| *2. Nutrition Education | 3 | 2. Scientific Writing | 4 |
| 3. Nutrition Planning | 3 | (Karil II) | |
| 4. Nutrition Economics | 3 | 3. Seminar | 1 |
| 5. Project Proposal (Karil I) (for scientific writing) | 2 | | <u>11 Cr</u> |
| 6. Electives | 5-6 | | |
| | <u>19-20Cr</u> | | |

* could include some communications

Electives:

| | | | |
|------------------------------------|---|---------|----------------------------|
| 1. General Fishery | 2 | Credits | |
| 2. General Animal Husbandry | 2 | " | |
| 3. Fish Production | 3 | " | |
| 4. Micro Economics | 3 | " | |
| 5. Food Experiments | 3 | " | |
| 6. Nutrition and Health (Diseases) | 2 | " | |
| 7. Food Institution Management | 2 | " | |
| 8. Animal Husbandry Production | 3 | " | |
| 9. Horticulture | 3 | " | |
| 10. Annual Crops | 3 | " | |
| 11. Food Processing | 3 | " | |
| 12. General Agriculture Extension | 3 | " | Includes Communications |
| 13. Fundamentals of Communication | 3 | " | |

Students are to take 16 Credits as Electives.

APPENDIX B

S₂ Graduate Curriculum
In Community Nutrition and Family Resources

September 1983

| 1st Semester | <u>Course No.</u> | <u>Credits</u> |
|--|-------------------|----------------|
| Community Nutrition | GMSK 532 | 3 |
| Principles of Family Resources Development | GMSK 551 | 3 |
| Statistics | | 3 |
| * Elective | | <u>3</u> |
| | | 12 |
| If lacking background, Nutrition | GMSK 520 | |
| 2nd Semester | | |
| Food and Nutrition Surveillance | GMSK 543 | 3 |
| Demography | | 3 |
| * Electives | | <u>3-6</u> |
| | | 9-12 |
| 3rd Semester | | |
| Food and Nutrition Planning | GMSK 541 | 3 |
| Methodology of Social Research | | 3 |
| Family Economics | GMSK 652 | 3 |
| Colloquium | GMSK 601 | 1 |
| * Electives | | <u>3-6</u> |
| | | 13-16 |
| 4th Semester | | |
| Research and Thesis | | 6 |
| Seminar | | <u>1</u> |
| | | 7 |
| | TOTAL | 41-47 |

*S₂Development Communications Courses

1st, 3rd Semester

PPN 524 Principles of Communication
Fundamentals of Rural Communication

2nd Semester

Fundamentals of Rural Communication
Print Communication
Audio-Visual Communication
Publicity Media and Methods

Other Courses:

Audio Communication
Photography in Communication
Film and Videotape Production

| | | |
|-------|--|-------|
| _____ | Other, Please list | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | Self-study in above. List which _____ | _____ |
| _____ | Work with Information Resource Center (IRC) If so, describe _____ | _____ |
| _____ | Work with newly designated "Rural Communications Program (Name not final) | _____ |
| _____ | Work with other agencies to communicate to rural people Please name agency _____ | _____ |
| _____ | Training in reporting research in journals, and scholarly articles. | _____ |
| _____ | Using visuals | _____ |
| _____ | In seminars | _____ |
| _____ | To granting agencies | _____ |
| _____ | To administration | _____ |
| _____ | By speech presentation | _____ |
| _____ | Study of communication principles | _____ |
| _____ | Know your audience and their problem | _____ |
| _____ | Translate ideas | _____ |
| _____ | Use appropriate language | _____ |
| _____ | Motivate audience | _____ |

APPENDIX D

Summary of Lectures
"Photography in Communications" Course

Lecture one covered the use of photos in newsletters, bulletins, magazines, exhibits, newspapers and posters. Indonesian examples of each were discussed.

A handout on "How to Reach and Teach With Photos" was used showing examples of each aspect. The importance of using redundancy and relating to an audience was discussed.

Showing how photographs can tell a story, show results, stop action, show emotion, enlarge or reduce subjects, document activities, promote programs, and show beauty were illustrated using photographs students had taken in class. Also demonstrated was what photos cannot do.

Looking at news and feature photo selection by an editor was reviewed. Does the photo tell a story, set the tone for the story, give enough information?

Lecture two covered photo composition, showing illustrations covering center of interest, simplicity, lighting, rule of thirds, depth, action, camera angle, background, timing, selective focus, and whole scene versus detail. Again, student photos were used as illustrations to supplement a handout.

Students used a sample photo and then their own photo to learn to crop and scale a photo with the diagonal-line method. A handout also included the mathematical formula for reducing and enlarging a photo.

Each student then sized their photo to fit a newspaper or newsletter page they were given. Discussion of the elements of newspaper layout followed, with several styles illustrated.

APPENDIX E

"Role of Communication in Social Change"

October 3 Seminar

GMSK

Verbal communication, nonverbal communication, information source, message, channel, receiver and noise were explained using transparencies.

Examples of "language noise" were shown through use of a dissertation as translated for a lay audience. Other communication barriers were discussed; so was feedback.

Often overlooked is the contribution communication can make to social change, and also its limitations. A handout on "Mass Media and Social Change" was distributed and discussed.

The adoption process Schramm suggests for local leaders was discussed. A model for how to reach and teach farm and village families was introduced.

Sri Rihati Kusno introduced her proposed project on urging families not to make small purchases using credit. Her students surveyed families and found many making daily payments for many weeks. An article selling for \$3.50 (3500 rupiah) was soon at least \$5 (5000 rupiah) with interest.

Amini Nasoetion introduced her topic where she wanted mothers of babies who have been weaned to add protein (such as meat, tempe, tofu, dried milk, for example) to the steamed rice and vegetables they now

serve. She wants the carbohydrates of rice to be balanced with vitamins, minerals, and protein.

Using transparencies, seminar participants contributed to the communication model of WHO says WHAT through WHAT CHANNEL to WHOM in WHAT GROUPS for WHAT PURPOSE with WHAT EFFECT. Feedback, research and evaluation were also covered. Communication channels received the most attention.

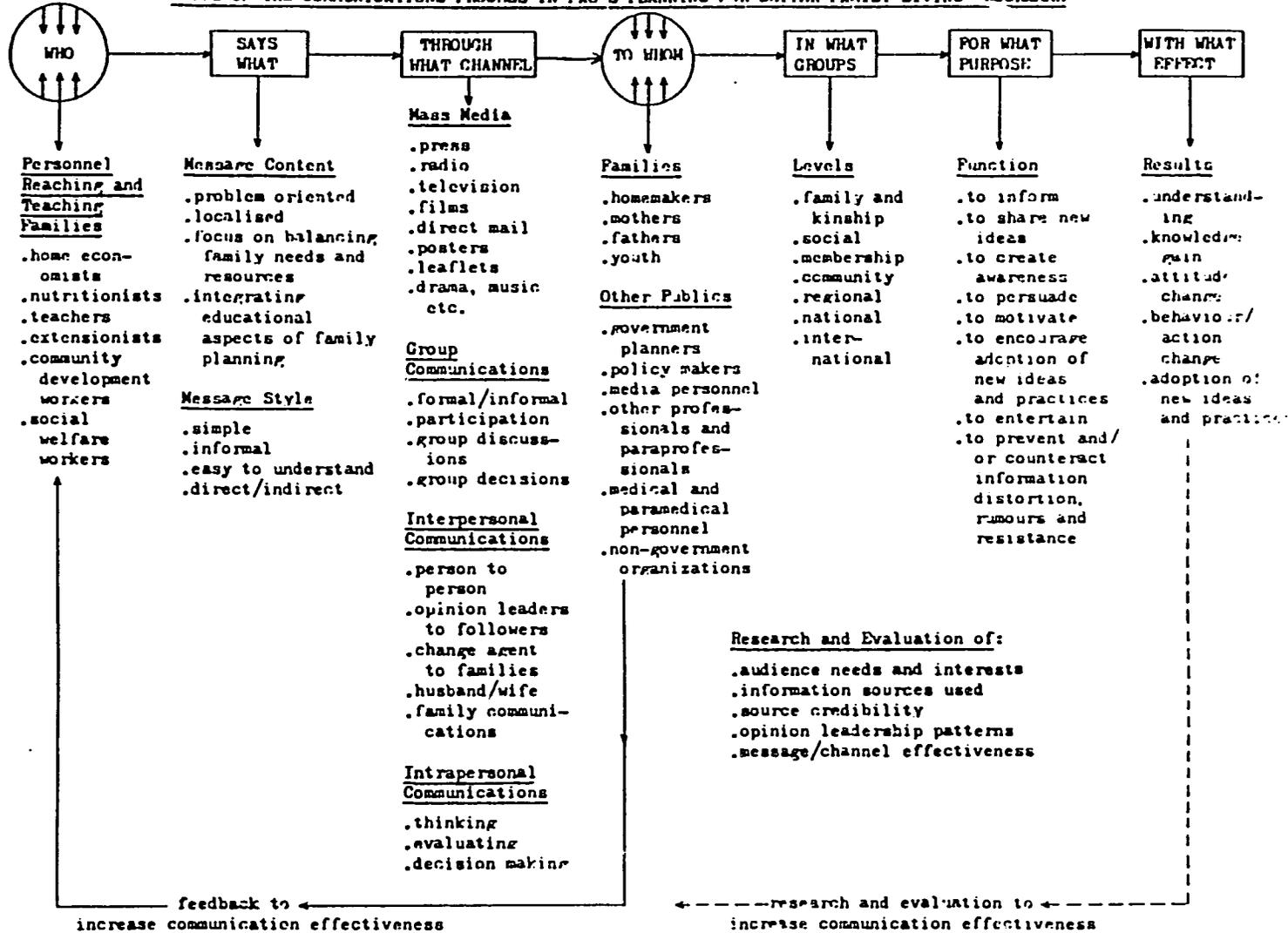
from "Men, Women, Messages and Media"
by Wilbur Schramm and William Porter

M A S S M E D I A a n d S O C I A L C H A N G E

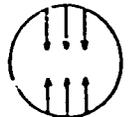
- .. Media can do little by themselves to bring about social change unless they are intertwined with a program of economic, technical and social support.
They can implant facts, suggest ideas, "set the agenda" for thinking about a problem.
- .. With the kind of support that encourages people to learn new practices, media can serve as a "big microphone" to spread the word to the village. They can expand the reach and the speed of communication.
- .. Media can reach out where personal services are scarce. They can assist and support village workers by supplying special information.
- .. Much local activity is required to make effective use of media support. Study groups and listening groups are examples.
Mass media can do little to organize local activity, although they can support and encourage such activities once they are organized.
- .. Development groups depend more on "small media" than "large media"--radio rather than television
slides, filmstrips rather than films
mimeo and blackboard rather than newspapers
puppets, stories rather than movies

One exception is the use of "large media"--satellite channels, for "small purposes"--reaching remote areas.
- .. Two-way communication is desirable, to provide feedback to the sender. Using the satellite for tutorial sessions with students on distant islands is an example.
- .. Large media can be used effectively to confer status, reward accomplishment and focus attention. Media announcements can be used to introduce a campaign or program or new opportunity.
- .. Media can help build solidarity and cooperation in countries where social, political or religious interests are diverse.
- .. All countries concerned with social change have seen the need for feedback from their campaign communications. They now feel the need for "feedforward"--meaning not a report back on how the program progresses, but a report on what the needs are. Feedforward takes more ingenuity than feedback. Some ways to get feedforward through the media are discussion groups on local activities and needs; pictorial or oral reports on local programs, along with comments by local observers; and letters to the editors of local newspapers.

MODEL OF THE COMMUNICATIONS PROCESS IN PAO'S PLANNING FOR BETTER FAMILY LIVING PROGRAMS



Explanation of :

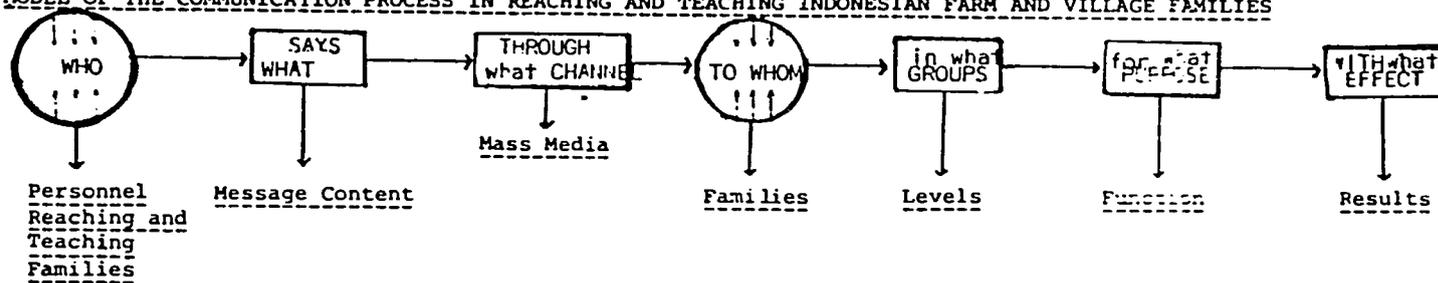


Arrows represent factors that influence communicators as encoders and audience members as decoders.

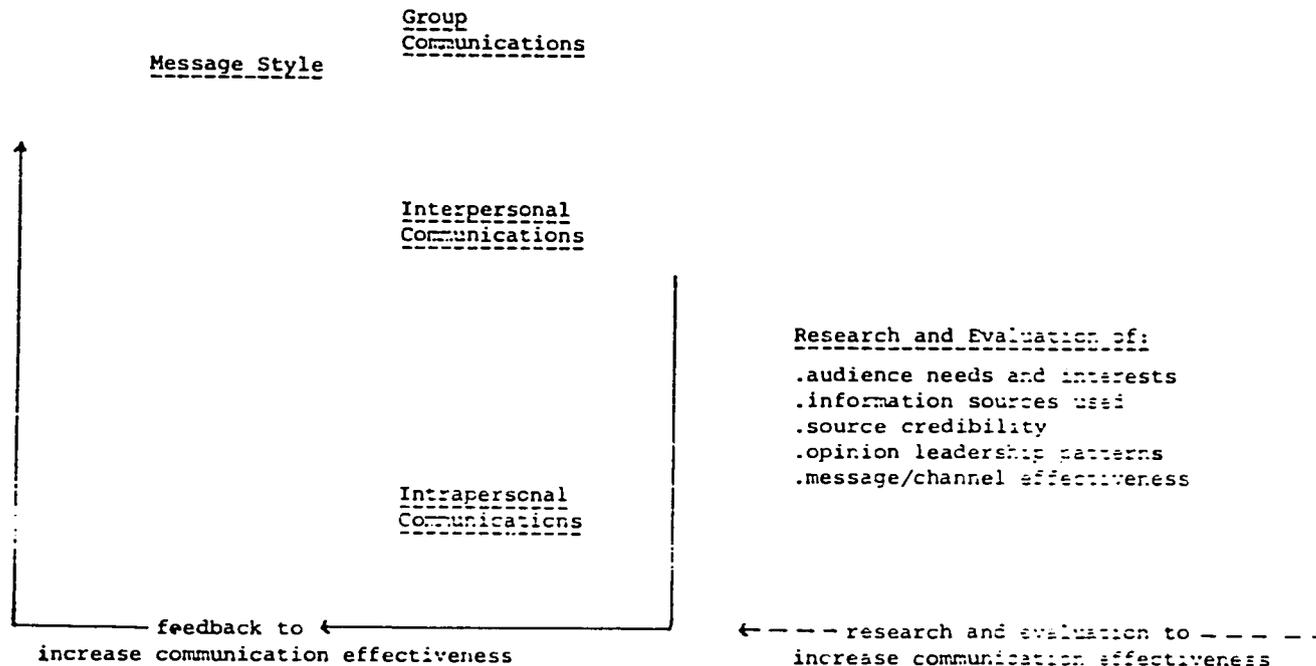
- Factors may be:
- needs
 - wants
 - values
 - education
 - experience
 - knowledge
 - attitudes
 - interests
 - emotions
 - health
 - age
 - sex

Developed by W. Jean Fewster
Communication Specialist, PAO

MODEL OF THE COMMUNICATION PROCESS IN REACHING AND TEACHING INDONESIAN FARM AND VILLAGE FAMILIES



Other Publics



Appendix F

S2 Graduate Major in Development Communications

September, 1985

Curriculum

First Semester

| | | | |
|---------|-------------------------------------|-----------|-----------|
| PPN 524 | Principles of Communication | 3 | |
| | Fundamentals of Rural Communication | 3 | |
| STK 511 | Statistical Analysis | 4 | |
| SPD 517 | Social Structure and Organization | 3 | <u>OR</u> |
| PPN 519 | Psychology of Learning and Teaching | 3 | |
| | | <u>T3</u> | Cr |

Second Semester

| | | | |
|--|---------------------------------|-----------|----|
| | Print Communication | 3 | |
| | Audio-Visual Communication | 3 | |
| | Communication Research | 3 | |
| | Elective in Rural Communication | 3 | |
| | | <u>T2</u> | Cr |

THESIS OPTION

Intersemester Session

| | |
|----------------------------------|---|
| Communication Program Management | 3 |
| Thesis Research Proposal | - |

NONTHESIS OPTION

Intersemester Session

| | |
|----------------------------------|---|
| Communication Program Management | 3 |
| *Open Elective | 3 |

Third Semester

| | |
|---------------------------------|---|
| Elective in Rural Communication | 3 |
| Thesis Research Proposal | - |

Third Semester

| | |
|---------------------------------|---|
| Elective in Rural-Communication | 3 |
| *Open Elective | 3 |

Fourth Semester

| | |
|----------------|---|
| Seminar | 1 |
| Field Research | - |
| Thesis | 6 |

Fourth Semester

| | |
|--|---|
| Seminar | 1 |
| Special Problem in Rural-Communication | 3 |

* S2 Community Nutrition and Family Resources (GMSK) Courses

1st, 3rd Semester

| | |
|----------|---|
| GMSK 532 | Community Nutrition |
| GMSK 551 | Principles of Family Resource Development |
| GMSK 652 | Family Economics |
| GMSK 541 | Food and Nutrition Planning |

Intersemester

| | |
|----------|---------------------|
| GMSK 520 | Basics of Nutrition |
|----------|---------------------|

Appendix G

PROPOSED WRITING WORKSHOP

- Objectives:
1. To help staff at GMSK sharpen their writing skills so that they can write articles for newspapers and magazines.
 2. To show techniques that will increase the chance of these articles being accepted by the newspapers and magazines.
 3. To complete at least one story by each participant which will be submitted to a newspaper or magazine.
- Number of students: 1 to 10
- Content:
1. Basic journalism principles.
 2. How to write an advice story:
Example of an advice story: Weaning babies need protein. Tell why. Tell what protein is and where it can be found. Tell what are the results if you do or if you don't.
 3. How to write a "How-To" story:
Example of a "How-To" story: daily menu plan and recipes for food for weaning babies that include protein.
- Form: 2 to 4 two-hour sessions
- Teaching style: Nancy Brendlinger will coordinate the session and present ideas in English, but stories will be written in Indonesian and participants will evaluate each other's work.

Appendix H

AGENCIES TO CONTACT FOR RECRUITMENT OF GRADUATE STUDENTS

Ministries and Government Agencies

| | |
|--|--|
| Ministry of Agriculture | Achmad Affandi, Minister Agustinak Soewito, Institut of Cooperation, Division of Agriculture Extension, Jakarta |
| Ministry of Education and Culture | PPPB |
| Ministry of Women's Affairs | State Minister, Lasiah Sutanto |
| Center for Research and Development in Nutrition, Bogor | |
| Departemen Pendidikan Dan Kebudayaan | Educational Communications |
| Transmigration Agency | |

Non-Governmental Organizations

BPRB/IBI
CARE
Catholic Relief Service--CRS
Christian Children's Fund--CCF
Church World Service--CWS
Consumer's Institute Foundation--Yayasan Lembaga Konsumer (YLK)
Helen Keller International--HKI
Planned Parenthood Association of Indonesia--PKBI
Keluarga Berencana Nasional
Save the Children
UNESCO ROSTSEA - Jl. M.H. Thamrin 14
P.O. Box 273/JKT
Jakarta

UNICEF
USAID Jakarta--nutritionist, communications staff
Women of the Republic of Indonesia--PREWARI, national women's
association
World Vision International--WVI
Yayasan Indonesia Sejahtera--YIS
YAYASAN MARA
YKAI

APPENDIX I

Consultant's Work Schedule

August 2-4

Orientation to IPB and IPB/UW Graduate Education Project - John Murdock

Orientation to Rural Communication Program - Maurice White

Introduction to Communication Staff - Pang S. Asngari, Head S0
Diploma Communications Program, made arrangements for extension
visits.

Rafael I Pranata, S.E. Asian Regional Center for Study of Tropical
Agriculture, requested two photojournalism lectures in courses he
teaches in communication program.

Paul Stapleton, David Hill, International Agricultural Development
Service - learned of their work, their contributions to
communications program.

Conference with Graduate Dean Edi Guhardja, discussed communication
program, its designated name, its academic home, its role at IPB.

Week of August 6

Orientation to assignment with GMSK - Nancy Brendlinger, Maurice White

Conference with Djoko Susamoto, Nutrition Research Institute

Check in with American Embassy - Cameron Bonner, AID

Conference with Rafael Pranata on requested lectures collected
Indonesian newspapers, IPB and extension publications, family
planning posters and newsletters for use in lectures.

Visited garden project at Cikarawang village with Siti (IS) Nurisjah

Observed gardens of four participants and photographed them.
Saw gardening in pots in areas where space was limited.

A visit with Edi and Suprihatin Guhardja offered view of another
village--miller, tile maker, roof frond maker, and crops of rice,
cassava, cloves, nutmeg, jambaya, etc.

Week of August 13

Start preparation of photojournalism lectures.

Trip to Jakarta to Ministry of Agriculture to confer with Augustinak Soewito and Farida Mocharam, Institute of Cooperation, Division of Agriculture Extension. Learned about family living programs in Indonesia and use of communications.

To Educational Communications agency (Departemen Pendidikan Dan Kebudayaan) where they produce radio tapes for 150 primary school teachers which are broadcast on local radio stations; also do secondary school projects, television shows, children's television and assist the open university.

Conference with Tonny Ungerer, Director of the Institute for Research (Ketua Lembaga Penelitian).

Conference with Suhardjo, Department Chairman of GMSK, Suprihatin Guhardja, Hartanti Santoso and Joan Schroeder about GMSK program and my assignment with them.

Prepared lecture for Wednesday and typed it on Sunday.

Week of August 20

At Rafael's request, gave my first lecture on Monday, rather than Wednesday, second on Wednesday. A conference with one student held later in week.

Conference with Mariyati Sukarni and Hartanti Santoso on my assignment.

Started draft of how communications might be incorporated into GMSK Tridarma--instruction, research, and public service.

Visited Agricultural In-service Training Centre of Cihea to learn about their instruction program in agriculture, fisheries, and home economics, and their communication and training methods.

Visited Rural Extension Center at Pacet to learn role of extension field workers and their use of communications.

Week of August 27

Conferred with Mariyati Sukarni and Hartanti Santoso on Communication Plan for GMSK. Delivered copies of first draft to Suhardjo for discussion later in week.

Conferred with Gunardi on possible S₁ undergraduate courses in communications to include in GMSK's curriculum to go into effect in 1985.

Visited Agricultural Information Centre at Ciawi to observe their communications program.

Visited Agricultural Senior High School in Bogor to see facilities and learn of home economics training.

September 3, 7

Started work on principles of communication to be included in the GMSK seminar.

Attended seminar given by IRRI, Philippines, consultant on "Women In Rice Farming Systems."

Week of September 10

Conference with John Murdock on draft of GMSK Communication Plan and assignments for next two months.

Conferences with nutrition, consumer, and family resources staff to explore "what practice most needed by villagers" as idea for seminar.

Prepared survey on communications training and experience to be given to GMSK staff.

Conference with Kooswardhono, LPPM director, and Hartanti Santoso and John Murdock on public service function.

Conference with Gunardi on GMSK Communication Plan and on seminar ideas for my topic and his.

Week of September 17

Prepared transparencies for October 3 seminar and took to IRC to have made.

Nancy and I conferred with Amri Jahi on communication courses, recruiting students, and follow-up on communications program. Conference with Emir Siregar to learn about IRC as it is and future plans.

Worked with Sri Rihati Kusno and Amini Nasoetion to develop ideas to present at coming seminar.

Week of September 24

Made final plans with Sri Rihati Kusno and Amini Nasoetion for their participation in the coming seminar.

Completed preparation for seminar

- developed handouts
- prepared talk
- prepared discussion
- finished transparencies

Week of October 1

Final preparation with two project presenters.

Presented seminar to 30 people.

Started to prepare consultant report.

Met with S₂ Communication staff

- to finalize name and recruitment publication
- to explore academic home
- to review course plans for second semester
- to consider recruitment of students
- to discuss budgets

Week of October 8

Work on consultant's report.

Attend second seminar as set up in GMSK Communication Plan. Gunardi of SOSEK reported on his research with farm and village families on their use of mass media and what they learned from it.

Conversation in English was held with a doctoral candidate who wanted language practice.

Week of October 15

Complete Consultant's Report.

Confer with Suhardjo on GMSK Communication Plan and set up time for discussion with staff.

Conversational English with two doctoral candidates.

Confer with Project Director on proposal to appoint "junior staff" members in Development Communications and in GMSK. Also, on plans for sending them for a study-visit with the communication department at the University of the Philippines-Los Banos.

Week of October 22

Conduct last English conversation with students.

Get report from the Graduate Dean and head of the S₂ program in Development Communications on progress in the program.

Discuss Communication Plan and recommendations with GMSK staff.

Incorporate their suggestions into Consultant's Report.

Submit Consultant Report to Project Director.