

資料 5. Joint Annual Report 1981/82 (抄)

JOINT ANNUAL REPORT III (1981/1982)
OF
MIDDLE LEVEL AGRICULTURAL TECHNICIAN TRAINING
PROJECT
(ATA 237)

Prepared by

JAPANESE EXPERTS TEAM

J I C A

INDONESIAN COUNTERPARTS

A A E T E

Agency for Agricultural Education, Training and Extension
Ministry of Agriculture
the Government of Republic of Indonesia

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I. Introduction

During the past three years since the project started on the 29th of March, 1979 with a five-year term, two parties of project implementation, Indonesian team and Japanese Experts team have closely associated to implement the project in effective and efficient way in accordance with the master plan.

It is generally recognized that tangible improvement of project sites, Cihea and Batangkaluku, has been progressively made both in terms of physical facilities such as buildings, workshop, laboratory training field and related equipment and machineries, and in terms of training activities supported by pecial budget and by technical guidance of Japanese expertise in the course of three year passage.

In the period of fiscal year 1981/1982, a majority of infrastructure constructions in the project has been successfully ended. In parallel with these efforts, both teams have jointly attempted several surveys and trials so as to identify training needs and to improve contents of training courses.

However our efforts is so far dilligently made, two parties have agreed upon that there are much more things to be done in order to improve and strengthen training activities.

At the mid-point of project terms, it is fully understood that our activities in the past should be reviewed and based upon this perspective and direction of the progress must be projected over the remaining two years.

In this contex, the annual report of the project for 1981/1982 is prepared with two aspects. One is to describe as precisely as possible actual situation and outcomes of project activities for this fiscal year and also brief summary of the past three years.

Second point is to analyze problems and causes underlying project implementation and to search possible measures reflecting over plan of activities for the next fiscal year 1982/1983.

II. Project Activities for 1981/1982 with special reference to technical cooperation activities

1) Long-term experts assignment.

Mr. F. Daimaru was assigned to the Jakarta Office as extension planning specialist on the 20th of March, 1981 and Mr. A. Nakajima started his assignment at Cihea as a successor to Mr. M. Odajima on the 1st of June, 1981. At last, all the seven full numbers of experts are in line to function.

Liaison Officer, Mr. S. Nishikawa was succeeded by Mr. T. Inagaki from JICA, Tokyo at the end of August 1981.

2) Short-term experts assignment.

Mr. Matsukawa, Mr. Yukawa and Mr. Ohori have been assigned to draw design of model infrastructure construction in Cihea from April to June 1981 and Mr. Matsukawa successively worked to supervise actual construction works through August 13 to January 13, 1982.

With regard to the same work at Batangkaluku, Mr. Honma was assigned from September 15, 1981 to February 11, 1982.

Mr. K. Ueda, Farm Machinery Specialist, worked for two months from February 26, 1982 to April 25, 1982 at two project sites. He assisted mainly to improve farm machinery training course with special reference to different conditions of agricultural development at West Java and South Sulawesi. His findings and proposal can briefly presented in the attached sheet.

Mr. M. Iwashita from February 26 to April 13, 1982 and Mr. H. Saito from April 3 to April 13, 1982 have been assigned as teaching method specialists. Their principal role is to complete shooting of the training slides and contents of scenario. During their short stay mainly around Cihea, they finished all works and also finalized points of discussion on slides production with Indonesian counterparts.

In the appendix-(1) Japanese experts assigned on long-term and short-term from 1979/1980 to 1982/1983 are listed.

In the coming year, it is much expected to increase the number of goods locally procured.

5) Construction of Training Buildings by Grant Aid.

Building construction at respective training centers, BLPP Cihea and Batangkaluku, have been successfully completed in the middle of November, 1981 since construction work started in February, 1981 by the contractor, Shimizu Construction Co. and supervisor, Nippon Koei Engineering Co.

Handover ceremony of buildings were carried out at Cihea on the 17th of November 1981 and at Batangkaluku on the 21th respectively by the attendance of Mr. W. Ruyat, Secretary of BPLPP, Mr. M. Miyamoto, JICA Jakarta Office Representative and other people concerned.

Furthermore, on the 5th of March, 1982, joint inaugural ceremony of new buildings and facilities were held at BLPP Cihea. On this occasion, Minister of Agriculture, Prof. Ir. Soedarsono Hadisapoetro, Japanese Ambassador to Indonesia, Mr. Masao Sawaki, Vice-Governor of West Java Province, Ir. Suhud, Director General of BPLPP, Ir. Salmon Padmanagara were present with other 250 people concerned from various institutions including key farmers.

Total budget of grant aids for this purpose was about 400 millions yen.

6) Model Infrastructure Construction (Training Field).

Irrigation canals and drainage system in the training fields at Cihea and Batangkaluku were completed on the 5th of January, 1982 and on the 10th of March, 1982, respectively. Total cost of construction was 41,900,000 yen.

The completion of training field is specially significant that practical training including demonstration and trials can be strengthened.

7) Special Budget for supporting local training activities.

Details of statement concerning its expenditure is given in the separate sheet. Total amount was 10,735,000 yen which was equivalent to Rp. 29,696,000.-- Specific attention was paid to the following activities in order to utilize the diminishing amount of budget in the effective and efficient manner, i.e., to allocate larger share to development of training materials which accounts for about 30% and to support of effective implementation of middle level extension workers' training with share of 70%.

In place of Cihea Center, three training courses out of 15 were supported, i.e., PPL polyvalent (30 persons), Mantan (30 persons) and Farm Machinery Course (30 persons).

Farm machinery course specifically designed for machine operators and mechanics was for the first time organized and conducted in Cihea Center with full utilization of farm machineries supplied from Japan. This course will be expanded in the coming year.

Batangkaluku Center received support toward Mantan (30) and Sepala courses (31). Amount of budget was mainly spent to Sepala in order to carry out field study tour to Bali province where they given opportunities to study first-hand contact with key-farmers' activities, specifically, irrigation system of Bali (Subak).

By using a part of Special Budget, workshop was held at Cihea Center with an aim to exchange of working experiences in training activities among all parties, i.e., Cihea, Batangkaluku, Jakarta BPLPP and all Japanese experts. Workshop was centered upon how effectively apply and utilize various means of practical training such as workshop, training field, audio-visual aids, field tour and so on.

Concept of Model Desa Home Project was presented from Batangkaluku and further discussed among participants in the framework of field laboratory concept which was elaborated in details by Mr. Soekarmanto.

Conclusion and proposal was summarized in the appendix (5).

In addition to above-mentioned activities, special budget was spent to purchase training materials such as samples/displays of local farm implements, fertilizers, workshop tools, stationary goods, etc., being total of Rp. 7.5 millions.

In the appendix-(4)- 1) and 2) detailed explanation of special budget expenditure from 1979/1980 to 1982/1983 (planned) is given.

Statement of Special Budget Expenditure for 1981/1982.

unit; Rp. 1.000,-

Supported training course	Cihea, BLPP			Batangkaluku		Jakarta
	PPL	Mantan	Mechanization	Mantan	Sepala	Workshop of instructors
1	2	3	4	5	6	7
1. travelling cost for participation	170	170	170	892.18	1.779.33	802.6
2. teaching materials development		4,180.19	**	4,180.19	**	--
3. field study tour	1,230	1,710	188	--	4,059.5	--
4. field tour cost for accompanying personnel	267.5	267.5	97.5	--	625.8	--
5. training materials purchase		3,815.5	**	3,684	**	192
6. special honorarium	148.5	148.5	148.5	--	288.75	--
T o t a l		13,191.71		15,509.69		944.6
Grand total			29,646.000			

Note (**) commonly used for all training courses in the centers.

Note : with regard to cost of teaching materials development, Rp. 7.122.380 is carried over and earmarked for printing cost of two reference books.

8) Teaching Material Development.

Teaching Material Development Working Team was officially set up in the Project on the 28th of July, 1981 and official document concerning establishment (No. 231/SK/BPL/9/1981) was made announced by the Director General of BPLPP on the 24th of September, 1981.

Main purpose of this working team chaired by Director of Bureau of Agriculture Personnel Training with two external consultants is envisaged to strengthen teaching material development by financial support of Special Budget. This year the following reference books have been studied and developed by the team.

(1) Theory and Practice of Growing Rice in Japan

This book is originally written in English and this time translated into Indonesian. This comprises of three volumes I, II and III. Each one prints with 600 copies and is distributed to BLPPs, Rural Extension Centers, Agricultural Information Centers and other related institutions.

(2) Questions and Answers for Extension Activities

This book is basically intended for extension workers in the field to use as guide book to respond to various questions from the farmers. For this purpose, in the first place field survey was conducted around Cihea to comple relevant and pressing questions underlying in the rural field. Out of this survey, about 60 questions are collected and summarized into various groupings.

Answers to these questions are prepared by several subject matters specialists in the BPLPP recommended by the Working Team. Draft manuscript is completed at the end of April, 1982 and will be printed soon.

(3) Upland Farming

This reference book is intended to encompass major upland crop farming in Indonesia with special reference to South Sulawesi. In line with this guidelines authors are

appointed from teachers of subject matters at Gowa Agricultural Development High School, South Sulawesi. Manuscript of this book except last chapter on economic aspect of farming has been already finished and supervised at the end of June, 1982

- (4) Two kinds of training slide are examined; extension activities and post-harvesting of rice. A series of meeting for examination of contents and their sequence have been held and gave proper advice to Japanese slide development team.
- (5) Brochure concerning ATA 237 project activities are published by financial support of JICA Jakarta Office with an aim to promoting better understanding of project on the occasion of inauguration of new training buildings by grant aid. Publications provides relevant information in both languages, Indonesian and English, and are printed 2,000 copies.

9) Audio-Visual Aids Development.

For the purpose of developing audio-visual aids for accelerating effect of training activities, JICA has initiated, for the first time, audio-visual aids development project to assist software components production in the fiscal year 1981/1982. Fortunately enough, our project has received this assistance with budgetary appropriation of 10,087,000 yen.

Since this budget is appropriated in only single year as far as ATA 237 is concerned, it is agreed upon in the operation plan that two training slides and reproduction of Japanese ready-made educational slides and video-tapes available in Japan are implemented.

According to this basic plan, in October, 1981, survey mission headed by Mr. H. Saito with other two members was dispatched here to discuss detailed plan.

As a result of discussion between Indonesian counterparts and

Japanese mission, it is concluded that post harvesting of rice and extension activities are shot in Indonesia by short-term experts from Japan. These two slides are respectively comprising of about 70 pieces for 30 minutes in length with Indonesian narration.

From March to April, 1982, Mr. M. Iwashita, photographer, and Mr. H. Saito, scenario director, are assigned to make actual shooting and to finalize scenario.

These slides will be completed and duplicated in the middle of July, 1982 and be delivered to BLPP training centers and other relating institutions as a training material.

Amount of 5,524,000 yen was disbursed in Japan for producing two kinds of slides and remaining amount of 4,563,000 yen is planned for duplication of these slides and reproduction of ready-made video/slides available in Japan in the fiscal year 1982/1983.

10) Technical Guidance/Survey Missions from JICA, Tokyo.

This year, four missions have been dispatched to the project.

1. Project management guidance mission headed by Mr. Matsuyama, executive director of JICA with other four members came to Jakarta on the 6th of October, 1981 staying through October 12, 1981 to visit and inspect Cihea and Batangkaluku Center. The team met key officials of BPLPP during their stays to exchange the views on effective implementation of the project. Mission also suggested specifically importance of promoting practical training based upon the actual needs at the spots and more intensive technical guidance towards Indonesian counterparts.

2. Model infrastructure survey mission headed by Mr. Aimiya with two other members visited two project sites to see progress of the works and to give technical supervision to Japanese short-term experts assigned and also to Indonesian counterparts from November 4 to 11, 1981.

3. Technical guidance mission headed by Mr. H. Saito with other two members was dispatched from October 26 to November 1, 1981 to discuss and finalize the implementation plan of audio visual aids development.
4. Technical guidance mission, one-man mission, Mr. Uetani from JICA officer in charge, came to discuss various kinds of project matters including coming year working plan and budget appropriation.

In addition to these teams, Mr. Nishikawa and Mr. Saito came from Tokyo to assist set-up of green house at Cihea for ten days in March, 1982.

11) Survey Activities.

Following surveys have been implemented with a view to improvement of training activities through identification of needs of training.

1. Survey on identification of needs at extension spots.

This survey was primarily designed to identify underlying problems encountered by extension workers at farmers' level and finding these problems is to be summarized in the published book titled "questions and answers of extension activities".

Interviews with key-farmers, PPLs, PPMs and PPSs are made and summarized in the standard form. Problems found in the survey are grouped into five major categories, i.e.

(1) basic problems of extension (2) technological problems (3) problems at rural extension centers (4) problems of coordination with other related institutions and (5) problems of farm management guidance.

It is generally recognized that major problems faced by extension workers are as follows : (1) how to integrate extension works (2) how to extend technical guidance to small farmers and (3) how to conduct farm management guidance.

2. Survey on Post-Trainees' Evaluation at Bimbingan Lanjutan.

On the occasion of post-trainee guidance workshop, survey is conducted to find out effectiveness of training for coping with problems at extension fields.

It is found out that training concerning pests and diseases control machines such as sprayer, mist-blower, etc. is very needed and further strengthening of practical field training must be more emphasized.

3. Operation Plan of training field is formulated. Actual trials on various crops such as rice, second crops, vegetable, fruit, etc. will be conducted for the purpose of strengthening of practical study.

4. Workshop on farm machineries has been considerably improved.

Work plan of effective use of workshop is studied and applied to specialized farm machineries training course in Cihea. Effective learning is found in the approach that theory in the class room and practice in the workshop must be integrated.

5. Comparative Case Study of Extension works by PPL.

During the PPL polyvalent training course, actual case of extension works done by PPLs are presented for comparison and further comments. How to proceed and program their extension works and also how to overcome the problems are common concerns.

Out of these cases, ten examples have been chosen as model case which are published in the two volumes of references book.

6. Survey on the improvement of curriculum.

This survey is conducted in the PPL polyvalent training course. Items of survey are as follows : (1) training methods (2) degree of understanding on each syllabus by instructors (3) type of requirements in addition to current

syllabus.

It is basically concluded that practical training is not sufficient, that is, practice in the field and laboratory must be more strengthened.

12) Project Management Meeting

While the project has three sites of operation and each of them has considerable distance among them, it is considered imperative to minimize the problems stemmed from deficiency of communication. In this respect, project management meeting which used to be held every quarter is of great use and helps developing a spirit of cooperation and understanding between Indonesian team and Japanese team, and between project sites.

The following is the main topics and discussion in the meetings in this year.

1st Meeting at Batangkaluku on the 20th of June, 1981

1. Report of special budget for 1980/81 and plan 1981/82
2. Approval of annual report for 1980/81
3. Survey plan
4. Teaching materials development working team is set up
5. Progressive report of training in Japan.

2nd Meeting at BPLPP on the 30th of September, 1981

1. Terms of reference for short-terms experts of farm machinery an teaching method
2. Screening of candidates for training in Japan for 1981/82
3. Preparation for application of equipment and machinery for 1982/83
4. Progress report of model infrastructure construction works
5. Progress report of teaching materials development for 1981/82
6. Audio-visual equipment for 1981/82.

3rd Meeting at Cihea on the 12th of December, 1981

1. Progress report of teaching material development
2. Progress of training slides development

3. report of survey on extension needs
4. Guideline of preparation for equipment supply for 1982/83
5. Plan of special budget for 1982/83
6. Implementation plan of workshop on instructors' training
7. Request of increasing counter-budget for project operation
8. Joint opening ceremony's plan.

4th Meeting at Cihea on the 7th of March, 1982

1. Formation of recording form for transfer of technology by Japanese experts
2. Activity plan for short terms experts
3. Examination of equipment supply list for 1982/83
4. Candidates of training in Japan for 1982/83
5. Report of project leaders meeting of JICA at Bangkok, Thailand.

III. Training Activities at two Training Centers, Batangkaluku and Cihea in 1981/1982

1. The number of training courses implemented by the two Training Centres (BLPP) increased from 23 courses in 1980/1981 to 36 courses in 1981/1982.

Accordingly, the number of participants also increased from 705 people in 1980/81 to 1026 people in 1981/1982.

The Lists of training courses implemented by the two Training Centers in 1981/1982 are attached (see Appendix 7 (1) and 7 (2)).

2. The capability of the two Training Centres in implementing those training courses made possible by the following factors.
 - a. Extension of buildings granted by the Government of Japan among others class rooms and dormitories. The capacity of Cihea Training Centre increased from 60 people in 1980/1981 to 120 people in 1981/1982, and Batangkaluku Training Centre increased from 60 people in 1980/1981 to 150 people in 1981/1982.
 - b. Substantial equipment and supplies provided by the Government of Japan among others farm machineries, audio visual aids, laboratory apparatus had been used in the implementations of training courses.
 - c. Completion of models of Infra structures for the two training centres financed by the Government of Japan.

(1) The model of Infra structure of Cihea Training Centre consisted of :

- (a) irrigation channels (inlets)
- (b) drainage channels (outlets) with under drainage pipes, and
- (c) farm roads.

Contribution of the Government of Indonesia was Rp. 4.000.000,-- for providing 8000 m³ of borrow-pit. Since December 1981, there was no more problem of

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drainage in Cihea T.C. and therefore filed practices as well as trials could be carried out effectively.

(2) The model of Infra structure of Batangkaluku T.C. consisted of :

- (a) Pumping station near to Jeneberang river (2 pumps with capacity 13 HP each).
- (b) Reservoir,
- (c) Irrigation Channels (inlets),
- (d) Drainage Channels (outlets) with under drainage pipes, and
- (e) Farm roads.

The works had been completed in March 1982 and then used to irrigate the upland for second crops, multiple cropping, pasture, and other field practice purposes. Indonesian contribution was in purchasing land (480 m² for pumping station and 24 m² for path to the pumping station).

d. Increasing of Training Budget provided by the Government of Indonesia.

For Batangkaluku T.C. from Rp. 115.000.000,-- in 1980/1981 to Rp. 220.000.000,-- in 1981/1982, excluding expenses for 7 training courses financed by National Agricultural Extension Project (NAEP).

For Cihea T.C. from Rp. 115.000.000,-- in 1980/1981 to Rp. 195.000.000,-- in 1981/1982.

Lists of Components of Indonesian Budget in 1981/1982 are attached (see Appendix 8 (1); 8 (2); 8 (3)).

e. Special Budget provided by the Government of Japan to support some training activities i.e. 2 training courses for Batangkaluku T.C. and 3 training courses for Cihea T.C. Special Budget also financed teaching material development i.e. making some references, and also audio visual aids.

development i.e. making 2 series of slides.

f. Increasing of staff at two Training Centres in 1981/1982.

For Batangkaluku T.C. there were 7 instructors.

34 other personnels.

Total : 41 staff.

For Cihea T.C. there were 9 instructors.

62 other personnels.

Total : 71 staff.

Knowledge and skills of instructors had been updated by under going training courses in foreign countries Japan and in U.S.A. and in Indonesia.

g. Continuous advices and cooperations given by long-term experts (7 persons) and short-term experts (11 persons) of JICA to Indonesian counterparts and instructors.

h. Guidances given by Agency for Agricultural Education, Training and Extension to two Training Centres in planning, implementing and evaluating training programs as well as in managing the Training Centre.

i. Cooperations with government or public services as well as farmers.

3. Evaluation of Training programs.

a. In order to know results of learning, at the end of every training course participants (the trainees) were tested their knowledge and skills as well as observed their attitude change. Results of these tests and observations were used to determine wether the trainees pass or fail.

In 1981/1982 for Batangkaluku T.C. only 2 trainees fail, whereas for Cihea T.C. all trainees passed.

b. Besides examination, at the end of every training course each trainee was asked to fill the questionnaire as a self evaluation.

Results of these self evaluation of trainees indicated that they got additional knowledge and skills needed in performing their jobs.

They expressed that they were ready to apply their knowledge and skills according to situation and condition of their works. They also felt that they would be able to solve problems pertinent to their works.

- c. Two Training Centres started to carry out Follow-up Guidance for ex-trainee of Latihan Mantri Pertanian. In the Follow-up guidance ex-trainees were given the up to date knowledge and skills.

IV. Evaluation of Project Activities for 1981/1982.

1. Substantial amount of infrastructure construction such as training buildings and irrigation/canal system and drainage is carried out and successfully completed as they are scheduled by the end of this fiscal year.

The completion of training facilities enable the two centers to conduct courses twice as large as before.

This implies that the centers are able to manage multivarious needs of training. Besides, training fields have also been improved that they can provide trainees with opportunities of studying more practical skills and knowledge through learning by doing process with a variety of trials.

2. Workshop for farm machinaries and laboratory for testing and trials have been effectively made progress by further provision of related machinaries and equipment.

In particular, concerning agricultural machinaries supply almost things necessary for training are provided upon arrival of supplies for this fiscal year.

3. Audio-visual aids have been gradually improved by special provision of visual-aids software developemnt from JICA. This year, two kinds of training slides were developed with close cooperation between Japanese experts and Indonesian counterparts. They have learned a lot to do about whole process of software developments, specifically training slides, and have come to due recognition on effectiveness of applying to the teaching process.

4. Teaching materials development working team established within the project to strengthen this objective.

Disposable funds for this purpose comes from Special Budget.

Since this type of funds for publishing training materials are limited in the BPLPP's fund, it is highly appreciated that team plays more vital role of development of multiple training

materials, i.e., reference books, manual, displays, slides films, video and so on.

5. Special budget for supporting several local training courses in succession with the past three years is very much beneficial and appreciative to the participants. They can afford to going to lengthy field tours outside their territories in order to deepen their experiences. As a matter of fact, since Batangkaluku center is taking care of more extensive region, this budget adds special importance to far-distance trainees who can attend training in larger number than used used to be and also have the opportunity of observing advanced agricultural region of Jawa Island as well as Bali Island.

In addition to above-mentioned benefits and effects, it should be also mentioned that training goods and materials are utilized in a manner to increase training outcomes.

It must be specially noted this year that workshop is jointly held at Cinea among people concerned at the three project sites to discuss common problems and experinces of teaching methods. Through this workshop, attendants realize that extra attention should be paid to management of workshop of farm machinery, training field, study tour, audio-visual aids utilization and to other possible/feaseable means of training out of center, for instance, model field/desa home project in the frame work of field laboratory.

6. Training of instructors in Japan is becoming prime-mover of training activities at project sites. During the past two years, there are 5 instructors already sent to different courses of subject matter in Japan with more than three months period. They already returned and resume their responsibility by co - working with Japanese experts. At present, two instructors receive training in Japan with a carried-over budget of 1981/1982.

7. Training activity and survey must be getting along as two wheels

of locomotion. Survey activities with a view to identifying various needs of training have been programmed and attempted at respective project sites. At the beginning of this year, four survey activities on needs finding and curriculum development are envisaged. However, two of them, i.e., survey on agricultural technology penetration/extension into farmers' level and survey on syllabi and curricula of several courses have yet satisfactorily been implemented and partly prolonged to next year.

8. Implementation of training programs had been successfully completed by two training centers (Batangkaluku and Cihea) i.e. increasing from 23 training courses with 705 trainees in 1980/1981 to 36 training courses with 1026 trainees in 1981/1982.
9. It was recognized that the objectives of training programs had been successfully achieved by most of trainees - especially in terms of improvement of trainees' knowledge.

V. Summary

1. How to manage effective and efficient training courses is a matter of concerns to every Head of BLPP. Since project ATA 237 have been initiated to improve training facilities for this purpose, it must be reaffirmed that by active exploitation of these accomplished infrastructures then practicability of learning subjects should be enhanced.
2. It is needless to say that every facility and machine & equipment must be kept in order and in good maintenance. More attention are expected to be paid to regular care of service toward running facilities, specially in the workshop and in the training field.
3. Soon or later on, in connection to the first point of practicability of learning, it is suggested to the both of project sites to start trials of whatever plans may contribute to advancement of training curricula and training methods. Field Laboratory Concept will be among other things most important consideration.
4. Outcomes and benefits out of any project activities must be shared not only by counterparts-Japanese experts but also all staffs working at project sites. In order to multiply effects of project activities, it is suggested to make further additional efforts to involve and revolve around project, for example, monthly progress meeting at Batangkaluku.
5. It is recommended for the coming years to pay more attention to carrying out technical guidance to other BLPPs with helps of Japanese Experts, specially at Jakarta Office, in order to disseminate whatever project outcomes and findings to be further utilized for their own improvement.
6. It is recommended for coming years to pay more attention in forming or improving skills of trainees as well as in changing attitudes of trainees.

Improvement of skills can be achieved through learning by doing or by practical works in the fields, labs, workshops, field labs. Changing of attitudes can be taken place in group dynamics, in counseling and guidance, active participation of trainees in curricula activities as well as in extra - curricula activities.

7. By addition of buildings and facilities, the capacity of two training centers increased from 4 classes or 120 seats in 1980/1981 to 9 classes (4 classes for Cihea and 5 classes for Batangkaluku) or 270 seats in 1981/1982.
Then two training centers will be able to run about 80 to 90 training courses or 2400 to 2700 trainees annually.
8. For coming years, if the capacity of two Training Centers will be utilized fully, then some provisions should be provided i.e. addition of instructors, addition of staff (office, field, workshop, lab dormitory, addition of budget and other related facilities.
9. In order to improve training programs as well as training activities some efforts should be continued and or taken up among other surveys of training needs, follow-up guidance programs, evaluations back on the job (post evaluations), field labs with trials, teaching material development by making reference as well as making instructional media (slides, transparencies, samples etc.), updating instructors not only in teaching methods but very important also in subject matters.

"FACILITIES FOR PRACTICE AND FIELD STUDY". 1)

(FIELD LABORATORY)

The standard of a training depends to a great extent on practices which can produce skills leading to the formation of ability and expertise gained along with sufficient experience of the trainees. This concerns mainly experience outside the formal training period.

On that basis the presence of efforts to "multiply" and to improve ways of training and the practice of skills should be factors attractive to instructors or training organizers. Among the efforts is the fact of taking advantage of what we are now discussing, i.e. "Facilities for practice and field study". It is a training facility outside the campus of the Training Center. This does not mean that facilities for practical work in the campus should be abandoned or given a lower priority.

Facilities for study practices in the Campus.

This include facilities such as workshop, practice garden, laboratory, green house which are essential for the development (growth) of familiar study practices and constitute direct support for theoretical study which is under the full control of the Training Center or the officier in charge

1) Head of the center of employees education and training
Jakarta, 25 May 1982

(instructor assigned to train and implement), though at a certain stage it is also the duty of the trainees.

On many occasions (because of the objective) things take place in "isolation". In this respect, isolation can be the result of treatment, material (substance), the executor, tool and the community/public. Therefore, there is a tendency that assignment or practice condition and study in the campus has a mechanical pattern and possibly limited. The type of activities can be identical as with those required in a "field laboratory" outside the campus.

The basis for provision or of its objective can be called similar, but the output compared with and related to what has been happening outside the camps, i.e. at the "field laboratory" outside the campus, will be more dynamic.

There could be some exaggeration in this situation, but such is the purpose to provide both facilities for field practice, i.e. to obtain some type of working experience and wider knowledge and close to the actual condition in the field, and this is necessary in order for the substance (material) of a training to be more effective.

Facilities for practice and field study (field laboratory)

As mentioned above, this is a situation which exists within the campus, i.e. a facility which at the same time is a place for activities such as testing, experience, obtaining of data and the formation of skill, and efforts are made to

approach the actual condition in the field (economically, physically, social) required for or within the framework of agricultural extension.

Coupled with activities of the facilities for practice outside the campus, the Center is, to a certain extent, being assisted with working facilities. Because there is always some training which require activities outside the campus. With these working facilities of this Center, at the same time four objectives (benefits) can be achieved, i.e. for the Center, the trainee, the local office for agricultural extension and the rural community where the "field lab" is located.

The function of facilities for practice and field study (field laboratory).

With the above illustration it can be said that these facilities for practice have three functions, i.e. as a facility for training, for testing and for practical research, and serving the community by cooperation with the local (government) agricultural extension service.

Type/basis for operation.

1. as a facility/study opportunity for trainees,
2. to obtain specific data and experience from actual problems, definitely related with the task of the Training Center,
3. information, example/model and location for field trips.

Program Activities

1. To put teaching into practice and as the study of subjects starting with planting till processing and marketing or to start with the process of planning until evaluation, including the administrative side.
2. Observing field condition, obtaining data, field tests, field workshop, to compose a working paper;
3. Various methods of job practice and extension facilities, facilities for giving various examples/pattern, field trips, recreational activities.

Tools/Working Facilities

Various tools/equipment or facilities, such as:

1. Laboratory equipment required for field work.
2. Facilities for on the job practice.
3. Facilities such as seeds, and other agrochemicals.
4. Facilities for field agricultural extension.
5. Sufficient building/structure [among others for temporary accomodation and a place to study (with the equipment)].
6. Transportation (combined with that in the campus).
7. Lighting (lamp), drink water and bath.

Duration

This working facility can be in more than one place/location, it may be necessary to limit to three, also for the sake of operational efficiency of the Center.

It should also be semi-permanent, but it should not always be moved too quickly.

The number of location/facility can be more than one, in the sense of providing options for variety, for instance when one cooperates with a privately owned agricultural estate, others can obtain land from the farmer/villager or the property of another government's office. For the latter is required a relationship with the surrounding farmer's community.

Organizer

This working facility is an operational tool of the Training Center, yet, the implementation is in cooperation with the many government's agricultural services/directly connected, the Provincial government and the local community. This cooperation is legalized with an official letter of agreement.

This facility is basically the property of and taking advantage of the community, be it cooperatives, the village private sector or farmer. When this cooperation is related with the property of a government's service/ or other office, there should be a relationship with the surrounding community. If it only concerns the property of that office, this does not belong to what is called the facilities for practice and field study (field laboratory), but normal cooperation by way of assignment or regular practical study, the location of which happens to be outside the campus.

One of the instructors at the Training Center is assigned to guide the "field lab" daily and the administrative needs are part of the Training Center.

資料7. BPLPP関係外国機関プロジェクト一覧

プロジェクト名	任 務	活 動	メ ン バ ー
1) 第2次農業教育訓練プロジェクト UTF/INS /055/INS	BPLPPの農業教育訓練の向上をめざす技術協力、水産、林業、生活改善の分野について	1. 指導者訓練 BPLPPの教師と農村リーダー 2. BPLPPと農業開発高校のカリキュラム及び教授法 3. 教育学習マニュアルと教材 以上の向上改善	1. チームリーダー 農業教育計画と人事管理 2. 農業生産計画専門家 3. 農業教師訓練 # 4. 農村生活改善訓練 # 5. 海洋漁業訓練 # 6. 内水面 # 7. 林業教育訓練 #
2) 各種農業プロジェクトの検証準備調整、監視 評価に係る現職教育	1. 農業年次開発計画の検証、監視、評価等、諸能力の強化 2. 中央、州政府職員（250～300人）の年次訓練計画の策定 3. 訓練プログラムの制度化 4. プロジェクト解析者、教師候補者等中核グループに対する集中訓練 5. 訓練教材、背景資料、技術的方法論手引書、国情に即した優先地域の研究等の準備 6. プロジェクト策定と分析分野の人材育成評価の実施		1. チームリーダー 生産計画エコノミスト 2. 社会学者 3. 農業経済学者 4. 農業生産開発のコンサルタント 10カ月×8人
3) 小農園所有者とプラ ンテーションの運営 スタッフの訓練 INS/78/ 009	エステート作小生産者の生産の増強。 ゴム、コーヒー、ココナツに係る政府職員を通じ小生産者の訓練ニーズに役立つようBPLPPの制度的能力の強化	1. 訓練集団(9)の選定と訓練 2. 13 BPLPPから39人 PMUスタッフから250人 エステート担当普及員300人の職業訓練能力の強化 3. 13 BPLPPと1 PLPP (中央職業訓練センター)の訓練機材の増強 4. 小生産者プロジェクトに適した訓練監視システムの採用	1. プロジェクトマネージャー 2. 国際コンサルタント 9カ月×1人 3. 国レベルのスペシャリスト 18カ月×1人

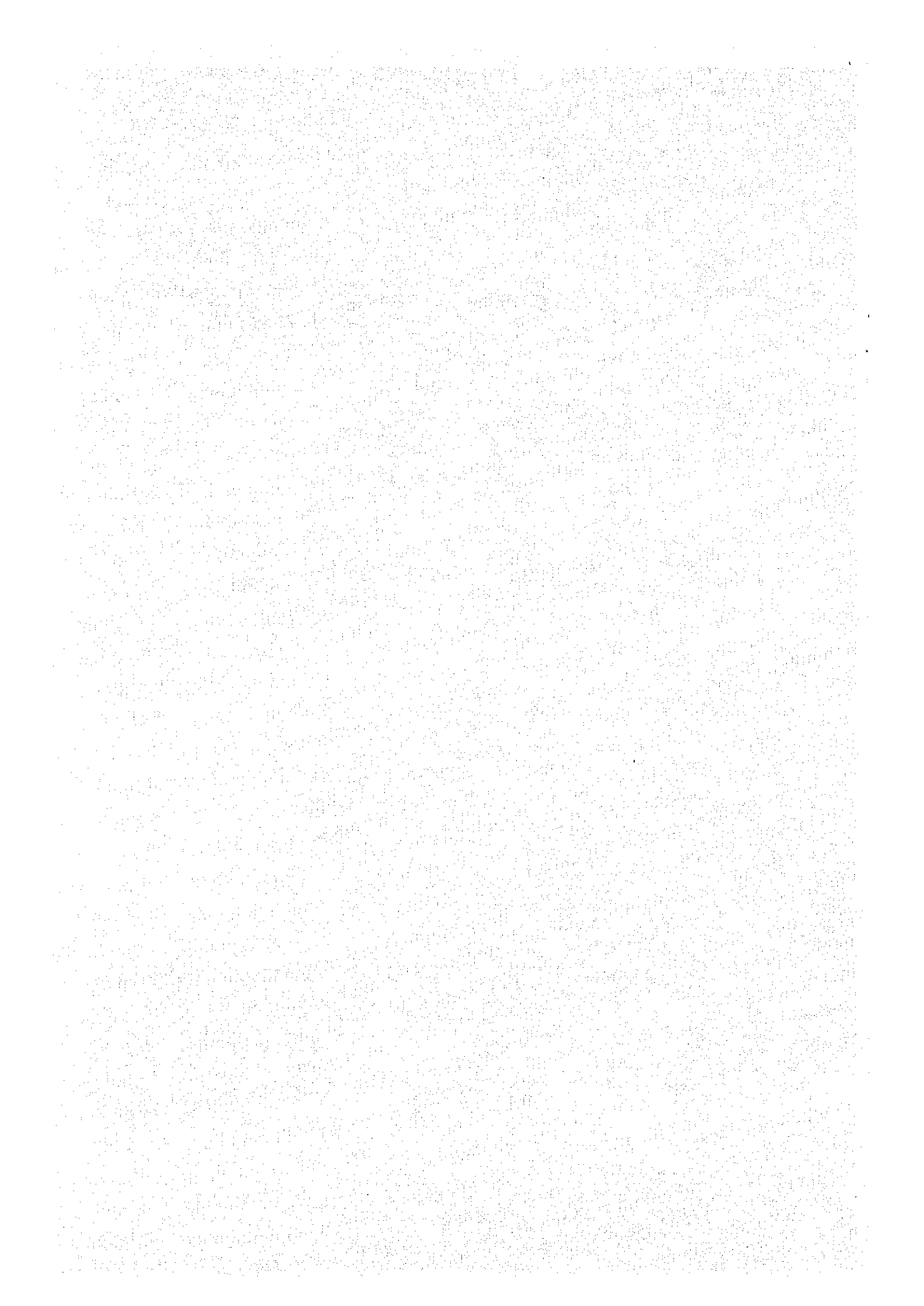
4) 農業情報 改善の訓練 TE. INS48	研究のソースをもと に普及員に役立つ Audio Visyal 教 材の作成と訓練	国内10カ所の情報センター の支援 (FAO-BPLPP) H, Qはチアウイ中央情報セ ンター内	1978の発足時4名 1981/82 3名 1982年4月 終了
5) 環境保全 管理学校	保全保護管理に従事 するPPA総局の管 督者の訓練	9~10カ月間 (毎年10月 から7月) の訓練コース ASEAN関係者の参加可。 H, Qはチアウイ中央職業訓 練センター内	1. チームリーダー 野生管理技術専門家 2. 環境保全教育 " 3. 生物, 自然史 " 4. 生態慣習管理及び土 と水の保全 "
6) 職業的資 質開発計画 PRDI	BPLPPの制度的 管理訓練能力の開発	1. ニーズ分析 2. ワークショップの実施 3. 教材開発 4. 行為試演 5. USAID ウォークショ ップ	ワンマン, プロジェク ト (コンサルタント)
7) IBRD フェローシ ップ参加訓 練計画	マスター, ドクター レベルの教育学習専 門家の養成	ニーズ分析と研究計画のプロ グラム	USAサタ, ヒュース トン州立大学 (テキサ ス) の各学部
8) 中堅農業 技術者養成 計画 ATA237	中堅農業技術者の資 質の向上 H, QはBPLPP チヘヤ及びバタンカ ルク BLP	1. 教材開発, 教育方法内容 (カリキュラム, 評価) 改 善 2. 訓練ニーズ, 方法論究明 3. 施設等の改善充実	1. チームリーダー 2. コーデネター 3. 訓練計画専門家 4. 栽培専門家2名 5. 機械 "

資料 8. 地域農業訓練センター (B L P P) の教官数、施設等一覧

	教官数	左のうち PGP終了者	収容能力		圃場 面積	車輛数		備 考
			教室	宿舎		4 輪	2 輪	
1. Saree Aceh	5	4	30	30	10	2	2	
2. Tj. Morawa	4	4	60	60	10	2	4	
3. Babdarbuat	6	6	30	60	10	3	2	
4. Martapura	5	5	40	40	98	2	2	
5. Cihea	9	9	120	120	7	4	3	
6. Kayuambon	8	5	60	60	8	2	4	
7. Ungaran	4	4	60	60	2	1	2	
8. Soropadan	5	5	60	30	2	2	2	
9. Ketindan	5	3	120	70	1	2	2	
10. Bedali	3	2	
11. Batu	4	2	30	40	25	5	3	
12. Denpasar	4	3	60	60	10	2	2	
13. Binuang	6	5	40	60	10	2	4	
14. Bt. Kaluku	7	4	150	150	8	6	13	教官数は1982年度に9名に増加した
15. Menado								
16. Riau								
17. Jambi								
18. Yogyakarta								
19. Pontianak								
20. Kupang								

(資料) B P L P P 資料より作成。

- 注 1. 教官数は1981年度、他は1982年度の実数である。PGP 教官訓練コースである。
 2. 15以下は現在整備中のセンターである。
 3. 教官数は、各センターとも8名を目標定員としている。
 4. このほかB P L P P の傘下には林業訓練所 (B L K) 6カ所、水産技術訓練所 (B K P I) 5カ所及びCiawiの中央研修所 (I P L P P) がある。



(AGENTS AND CLIENTELES OF AGRICULTURAL EXTENSION)

REGION	REGLNOY	BPP	WKPP	PPS	PPK	PPL	BRI-UD	KIOS SAPRODI	KUD	TANI KK	KONTAK TANI	TANI MAJU	DIMPANAN	DEM AREA	SIPEDAS	SEKAR ARUM	TANI TARUNA	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Region I	1. Serang	10	107	2	22	93	35	39	41	183,825	1,333	24,951	104	81	69	62	41	NOTE: 1. BPP : Rural Extension Center 2. WKPP : Agricultural Extension Area 3. PPS : Subject Matter Specialist 4. PPK : Senior Field Extension Worker 5. PPL : Field Extension Worker 6. BRI-UD : Rural Bank 7. Kios Saprodi : Agricultural Production Input Shop 8. KUD : Rural Cooperative 9. Tani KK : Farm Family 10. Kontakani : Key Farmer 11. Dem Farm : Demonstration Farm 12. Dem Area : Demonstration Area 13. Sipedas : Listening Group of Rural Broadcasting 14. Sokar Arum : Farm Women Group 15. Tani Taruna : Young Farmer *). Data not collected yet. **). PPS on Provincial Level consist of : - PPS on food crop = 6 persons - PPS on non food crop = 5 persons - PPS at AIC = 7 persons So the total PPS on Provincial level = 18 persons.
Banten	2. Pandeglang	13	93	1	28	68	13	11	29	125,425	1,031	13,080	96	69	85	75	64	
	3. Lebak	11	81	1	24	67	9	76	49	88,107	824	8,143	144	28	43	36	67	
	4. Tangerang	11	99	1	23	89	36	45	28	169,085	1,274	12,703	89	74	13	29	17	
Region IV	5. Bekasi	12	108	1	26	107	37	108	32	159,759	1,432	23,131	121	419	91	27	19	
(Purwakarta)	6. Karawang	12	143	2	26	143	65	164	49	217,000	2,076	25,917	39	1432	23	84	37	
	7. Purwakarta	5	47	3	12	42	10	72	22	76,769	579	9,692	48	85	54	24	13	
	8. Subang	11	162	1	24	124	53	160	28	170,330	2,046	35,953	96	342	98	69	26	
Region II	9. Bogor	11	150	3	24	112	35	413	42	15,131	2,041	31,062	57	271	94	82	57	
(Bogor)	10. Sukabumi	17	144	1	36	127	40	103	69	206,213	2,188	39,283	52	65	163	103	55	
	11. Cianjur	12	125	1	26	102	34	204	42	221,278	1,621	27,303	23	592	185	74	48	
Region V	12. Bandung	12	163	4	26	116	44	156	30	431,464	1,578	6,176	133	257	87	65	24	
(Priangan Barat)	13. Sumedang	8	82	1	18	62	36	120	31	81,475	1,951	1,826	86	86	221	80	26	
	14. Garut	11	103	1	24	86	32	145	35	230,116	1,494	19,951	393	88	167	86	45	
Region VI	15. Tasikmalaya	10	104	1	22	82	52	227	53	- *)	1,104	19,657	172	153	275	116	74	
(Priangan Timur)	16. O i a m i s	16	164	3	34	108	52	220	47	285,901	1,348	23,082	94	313	166	157	74	
Region III	17. Cirebon	8	99	6	18	102	37	60	57	149,570	1,429	31,829	75	98	290	132	115	
(Cirebon)	18. Kuningan	6	84	1	14	74	25	220	30	129,809	1,031	18,954	17	95	285	114	38	
	19. Majalengka	10	121	1	22	107	34	119	34	116,122	1,584	23,374	81	307	49	33	25	
	20. Indramayu	13	144	1	28	142	72	146	89	300,863	1,930	31,898	157	788	86	35	19	
	Province	-	-	18 **)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		219	2,323	54	477	1,953	751	2,808	837	3,358,242	29,894	427,955	2,077	5,643	2,544	1,483	884	

(資料出所) カ アンボン農業情報センター

(注) BLPPでは、Region I, IV, IIがチヘア、他がカユアンボンセンターの所管である。



資料 10. ATA-237 関係用語解説 (大丸 専門家作成)

*印は頻出語

ATA-27 BPLPP*	Agricultural Technical Assistance 237 (バベナスコード) Badan Pendidikan Latihan Penyuluhan Pertanian (農業普及教育訓練庁) 農業省に所属し、職員訓練所、教育局、普及局および官庁より成り立っている。訓練局は農業職員訓練所、水産技術訓練所、林業訓練所を管轄し、教育部は農業開発高校、普及部は農業情報センターを管轄している。
BLPP*	Balai Latihan Pegawai Pertanian (農業職員訓練所) 農業省職員(食糧作物総局、畜産、エステート、水産、林業各総局、農業普及教育訓練庁、農業研究開発庁)および職員候補者の訓練を行う。現在全国19カ所に設置されている。
BLK	Balai Latihan Kehutanan (林業訓練所) 林業普及員、森林監視員等の訓練を行う。全国に6カ所設置されている。ボゴールにあるBLKは全国を対象として訓練を行っている。
BKPI	Balai Ketrampilan Penangkapan Ikan (水産技術訓練所) 沿岸水産、内陸水産等地域の特性に応じて全国に6カ所設置されている。沿岸漁業の指導官(マンカン)、普及員の訓練を行っている。内陸水産の場合はキーファーマーを含めた訓練を行っている。職員はまだ水産総局に属しているが訓練予算はBPLPPに移管している。
SPP*	Sekolah Pertanian Pembangunan (農業開発高校) 農業省に所属する農業高校、畜産高校、林業高校等を総称して農業開発高校と称している。国立、州立、私立がある。BPLPPは教育部において国立農業開発高校を管轄している。州立、私立の場合、国立SPPの卒業試験に合格しないと国家公務員として採用されない。
SPMA*	Sekolah Pertanian Menengah Atas (農業高校) 国立、州立、私立の農業高校がある。1975年以来総合カリキュラムが採用され(畜産、水産、エステート等を含む)卒業生の大半は普及員として採用されている。
SNAKMA スナクマ	Sekolah Pertanakan Menengah Atas (畜産高校)
SKMA	Sekolah Kehutanan Menengah Atas (林業高校)
SD	Sekolah Dasar (小学校) 教育文化省が管轄する。義務教育、6年制、全国小学校数は1979年で

	98,026校、生徒21423,482人、教師676,236人である。小学校3年までの就学率は約84.7%。
SLP	Sekolah Lanjutan Pertama (中学校) 中学校の総称。教育文化省が管轄する。一般中学、家政中学、経済中学、技術中学等が含まれる。3年制である。
SLA	Sekolah Lanjutan Atas (高等学校) 高等学校の総称である。教育文化省が管轄する。一般高校、家政高校、経済高校、教員高校、技術高校、体育高校等が含まれる。3年制である。
SMP	Sekolah Menengah Pertama (中学校) 一般中学(中学校、普通科)教育文化省が管轄する。3年制 全国に8860校あり生徒数は2,741,197人、教師数は154,791人である。
SMA	Sekolah Menengah Atas (高等学校) 一般高校(高等学校普通科)教育文化省が管轄する。3年制。全国に2,112校あり、生徒数は776,122人、教師数は51,713人である。
IPLPP*	Institut Pendidikan Latihan Penyuluhan Pertanian (中央農業研修所) = 農業普及教育研修所 チアウイ(ciani)にある中央農業研修所。職員訓練局所属。管理職研修(上級管理職2等級、中級3等級、初級4等級)一般、教師研修、専門技術員研修、専門職技術研修等が行われる。
AUP	Pendidikan dan Latihan Ahli Usaha Perikanan (水産技術講習所) = 元水産大学校 BPLPP所属、水産技術職員の養成を行う。3年制であり、水産大学校から改称したものである。 卒業生は大半BLPPおよびBKPIおよびSPPの教師となる。
NAEP ナエップ	National Agricultural Extension Project (農業普及プロジェクト) 世銀ローンにより設置されている普及プロジェクトである。 食糧作物総局が管轄し、農業普及センターの設立普及活動を監督しているがBPLPP普及局が技術指導をしている。 第2次計画に入り全27州を対象として「食糧作物普及プロジェクト」を改称したものである。
BIP*	Balai Informasi Pertanian (農業情報センター) BPLPP普及部の管轄する農業情報センターCiawiの中央農業情報を含む全国に10カ所あるが第3次普及、教育、訓練計画で各州に1カ所設立す

BPP*

る計画がある。1982年から農業開発センターの活動が加えられ専門技術員による情報開発活動が「On Farm Trial」の形で追加された。

Balai Penyuluhan Pertanian (農業普及センター)

英語名はREC (Rural Extension Center) である。

州レベルでは州農業局普及課が管轄している。BPPには上級普及員 (PPM) 2名が駐在し、普及計画を作成。PPLが普及活動の推進に当たっている。標準的BPPの管轄面積は約一郡、又は15,000~35,000農家で10~15の普及区を有する。BPPは普及員のステーションとして2週間に1度専門技術員による問題解決のための訓練が行われている。

WKBPP

Wilayah Kerja Balai Penyuluhan Pertanian (総合普及地域)

普及活動が水産、畜産、エスラート、林業等の分野に拡大されるにつれて従来の農業普及センターが総合農業普及センターとして活動するための地域のことを示すが、一般的にはBPPの改称としてWKBPPが使用されている。

WKPP

Wilayah Kerja Penyuluhan Pertanian (総合普及区)

普及活動の行われる最小単位を示す。従来のWILUD (広域村落2~3村を統合) が総合化されたもので水産、畜産、林業、エステート等を含んで1,000戸~1,500戸をもって構成されているので従来のWILUDより地域は小さくなっている。IWKPPには普及員が1名、必要に応じて水、畜産等の普及員が配置される。

LAKU

Latihan dan Kunjungan (訓練と訪問)

「System LaKU」と呼ばれている。訓練と訪問方式による普及活動の意味がある。普及員がBPPにおいて専門技術員によって農家の問題解決のための訓練を受け、その成果をもって1人で農民グループを週4日、毎日2グループを訪問指導する。訓練は農作業に先立って2週間に1度BPPにおいて実施される。

PPS*

Penyuluhan Pertanian Spesialis (専門技術員)

専門技術員州レベル、県レベルおよび農業情報センター等に配置されている。

研究と普及の橋渡し、普及員の指導、応用技術の開発等の任務がある。

PPM*

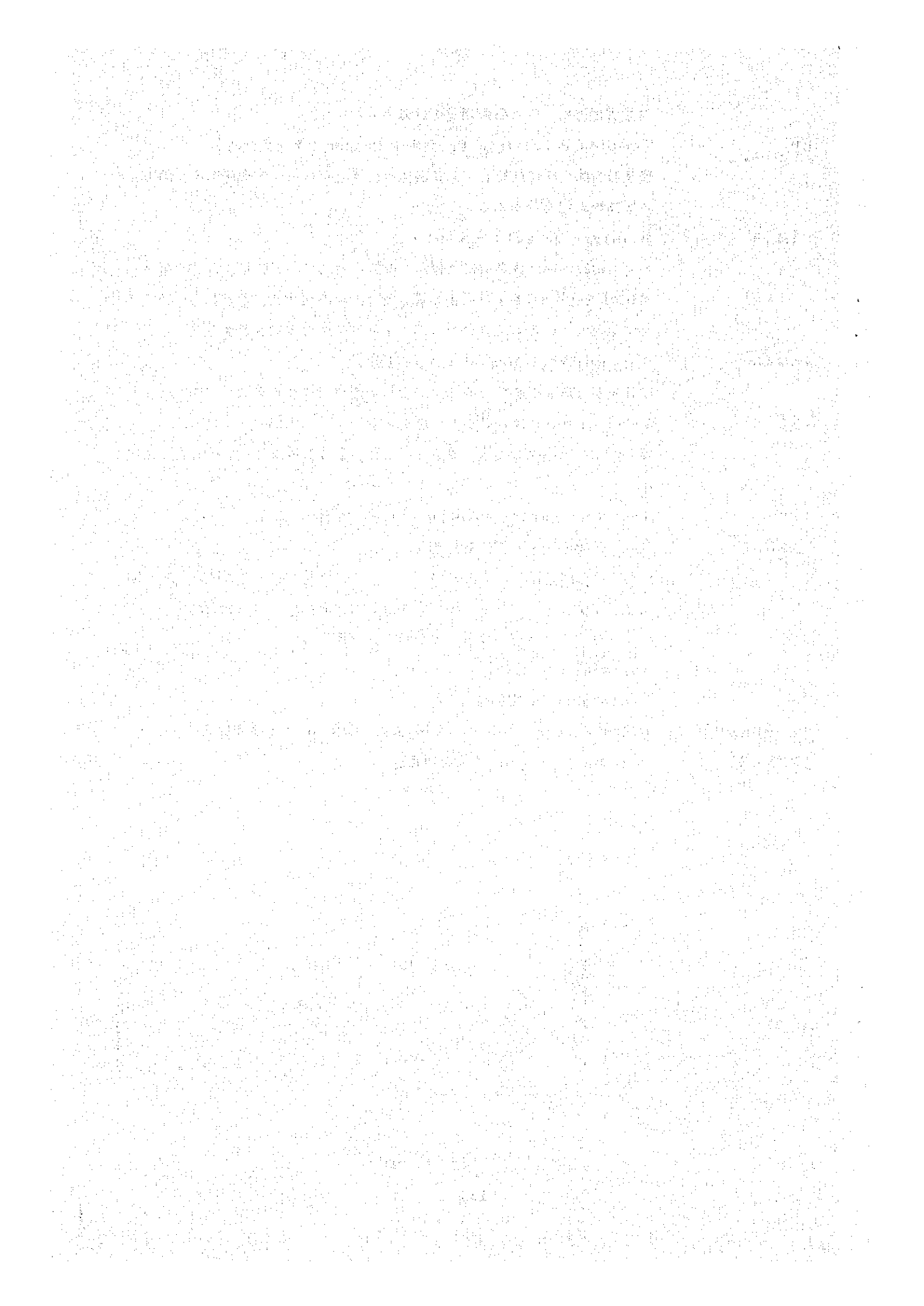
Penyuluhan Pertanian Madya (上級普及員)

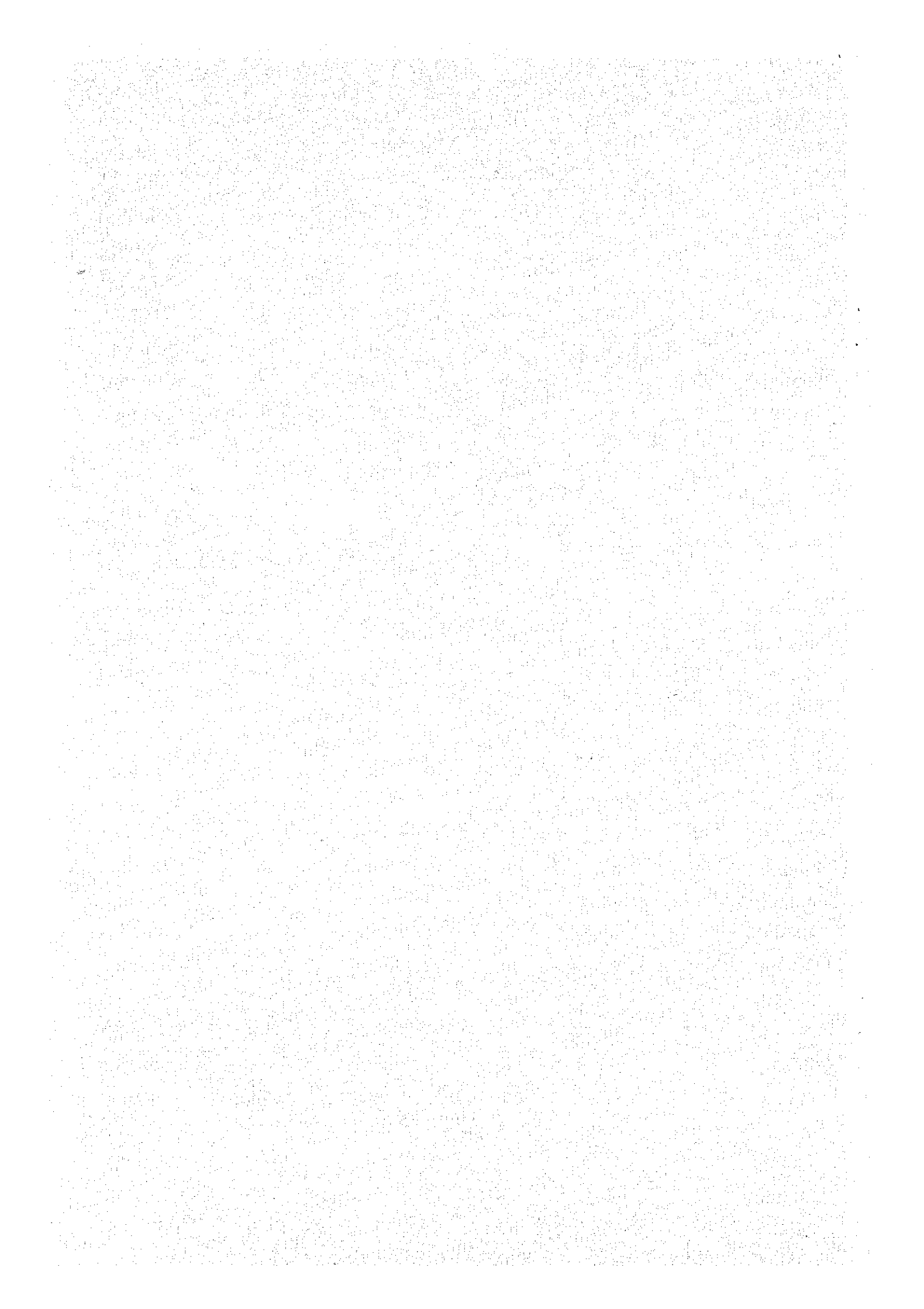
3年制大学卒および5年以上普及員経験者より選出される。

BPPの責任者として普及計画、普及活動の推進を行う。現在は、計画、普及指導の2人が配置されているが、青少年活動、婦人活動、行政担当の

	PPM配置が計画されている。
PPL*	Penyuluhan Pertanian Lapangan (普及員) 全員開発高校卒業資格を有する。WKPPに駐在し、主にグループを対象としたBIMAS/INMAS計画を中心として普及活動を行っている。 1人当たりの平均指導戸数は1,000～1,500戸である。普及区を16に分轄して、各々にキーファーマー1名、プログレッシブ農家を20名、養成して一般農家の指導を行っている。
PLT	Penyuluhan Lapangan Penhijawan (緑化普及員) = 林業普及員 緑化指導に当たっている普及員を一般的にPLTと呼称している。林業高校卒業資格を有する。
PLPT	Penyuluhan Lapangan Proyek Terpadu (集約プロジェクト普及員) = エステート普及員 エステート作物指導を一般的にPLPTと呼称している。ココナッツ、コーヒー等の集約プロジェクトの指導に当たっている。
Mantan*	Mantri Pertanian (農業指導官)
Mankan	Mantri Perikanan (水産指導官) 郡の農業事務所(水産)に所属している行政普及官である。一般的に中学校卒業生か年輩者が多い。行政普及と技術普及の分離によって普及員とマンタンの業務分担が明確にされた。
KUD	Koporasi Unit Desa (農協) 商業省が管轄するがKUD設立までの農民指導は普及員の任務である。米の集荷、精米、共同出荷およびKinsをもって生産資材の販売等を行っている。各WKPPに1つのKUDの設立が計画されている。
BRI	Bank Rakyat Indonesia (インドネシア国民銀行) BIMASローンの貸付および回収、その他農機具購入ローン、KUDに対する貸付等の業務を行っている。 BRIのない地域に対して移動銀行などもうけて活動している。各WKPPにBRI開設を計画している。
BULOG	Badan Urusan Logistik (食糧調達庁)
DOLOG	Depot Logistik (食糧調達事務所) 中央組織がBULOGと呼ばれ、地方組織がDOLOGである。 農産物の価格安定の為に農産物の購入、放出等を行う。
Departmen P & K	Departmen Pendidikan dan Kebudayaan (教育文化省)
BP ビービーティガ	Badan Penelitian & Pengembang Pertanian (農業研究開発庁)

LP エルピーティカ	農業省に所属し農業研究開発を統轄する。 Lembaga Penelitian Produksi Pangan (農業研究所) 農業研究開発庁に所属し、基礎研究を行う。ボゴール中央研究所、地方に8カ所の研究支場がある。
BIMAS*	Bimbingan Massal (大家指導) ビマス推進本部は農業省に所属し、農家に対して生産資材、資金の貸付(BRIを通じて)および技術指導を行う。専門技術員、普及員を行政ラインで管轄している。生産資材は月1%の利子で収穫後返却する。
INMAS*	Intensifikasi Massal (大家集約) 生産資材は農家が自分で購入するが技術指導は普及員を通じて行う。
INSUS	Intensifikasi Kursus (重点指導) BIMAS/INMAS農家の重点指導計画を云う。収量競技会等を行っている。
IPB	Institusi Pertanian Bogor (ボゴール農科大学)
KANWIL* カンウィル	Kantor Wilayah (総合事務所) 農業省の州段階における出先機関。州において農業省下の各局(食糧作物、畜産、水産、エステート、林業、普及教育、訓練庁、研究開発庁)のコーディネーション及び州政府との協同事業を進める。
Ir. インシュオール	Insinyur (理科系大学卒)
Drs.	Doktorandus (文科系大学卒)
BAPPENAS*	Badan Perencanaan Pembangunan Nasional (国家開発庁)
SEKNEG*	Sekretaris Negara (大統領官房)





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