

Improving Indonesia's Cities



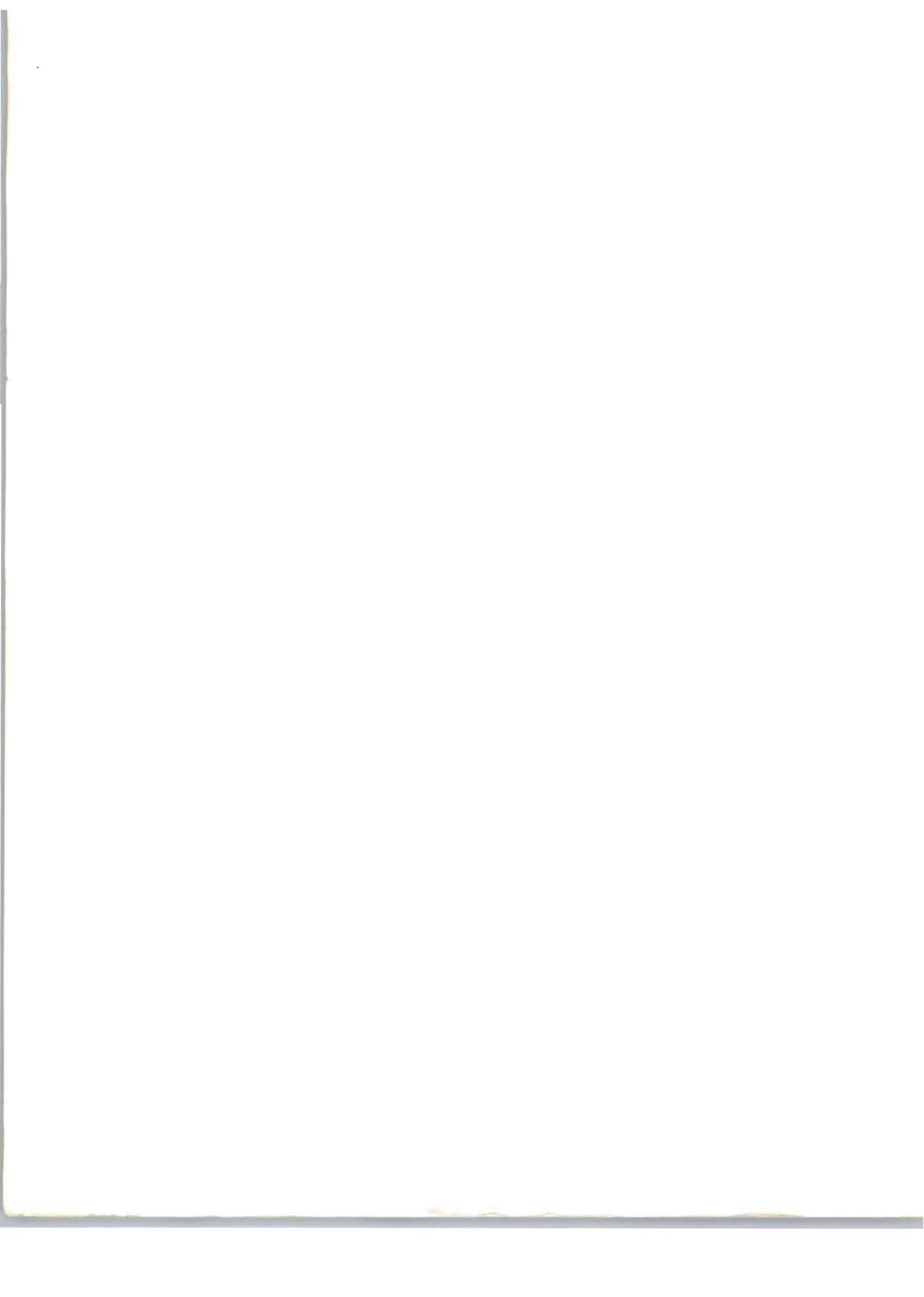
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A Series of Multimedia Kits

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Improving Indonesia's Cities

A Case Study of Economic Development

TEACHING GUIDE

The World Bank
Washington, D.C. 20433
U.S.A.

The World Bank is an international institution owned by 149 countries. Its work is to help its developing member countries improve the living conditions of their people. It does this by lending them money for development projects and providing various kinds of technical assistance. Its loans have longer repayment periods than commercial bank loans. The International Development Association, which is part of the World Bank, makes interest-free loans for even longer periods to the Bank's poorest member countries. The World Bank began to operate in 1946; the International Development Association was founded in 1960. Their loans to the developing countries now amount to about \$14 billion a year.

This book is part of Learning Kit No. 5 in the World Bank's series of multimedia kits about economic development, TOWARD A BETTER WORLD. Other materials in the kit are a filmstrip, an economic summary of Indonesia, and a teaching guide. Other kits in the series are listed in the teaching guide. Harriet Baldwin is the author of the materials in this kit, and Carol Rosen is the editor. Carol Crosby Black designed the cover and the layout of the printed materials.

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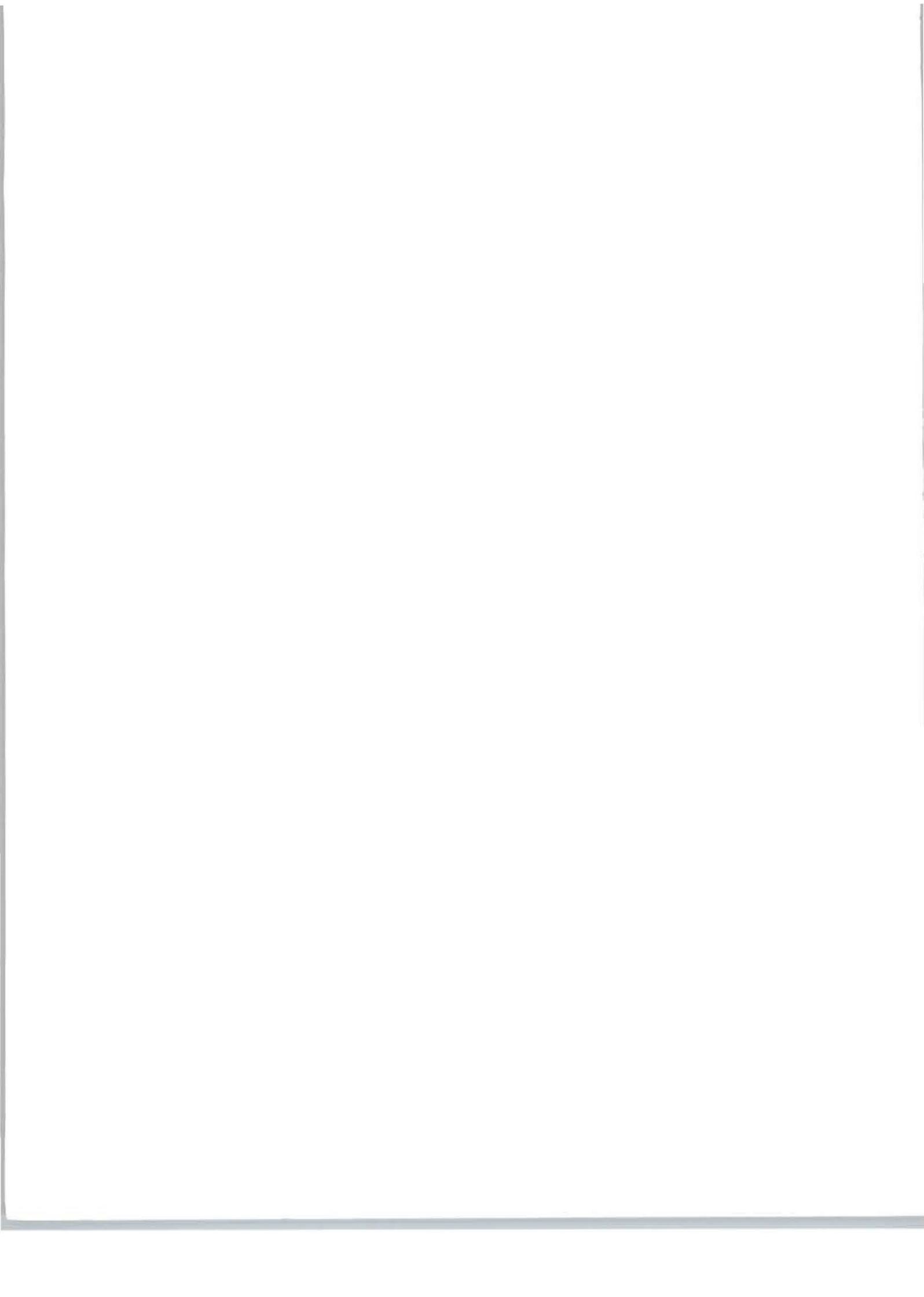
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FOREWORD

TOWARD A BETTER WORLD is a series of multimedia kits published by the World Bank for secondary schools. The series deals with economic development, the process in which the developing countries are engaging to raise the standards of living of their people. *TOWARD A BETTER WORLD* draws on the World Bank's many years of experience in assisting the economic development of its poorer member countries.

The kits in the series include *The Developing World*, a general introduction to economic development, and case studies of development projects. *Improving Indonesia's Cities* is the fourth case study. The others are entitled *The Rajasthan Canal Project*, *Small-scale Industries in Kenya*, and *Tackling Poverty in Rural Mexico*. All the kits contain the same elements: printed materials for students, a teaching guide, and a sound filmstrip.

The point of view of the *TOWARD A BETTER WORLD* series may be stated as four propositions:

- The poverty in which three-quarters of the world's people live is unjust and must be alleviated.
- Economic development is a complex process that is a means to a better life for millions of people.
- Economic development is relieving poverty in most developing countries, but much remains to be done.
- Greater economic strength and higher standards of living in developing countries, together with the increased interdependence that accompanies them, are in the best interests of all countries.

The educational goals of the series are to increase student's knowledge of world poverty, the process of economic development, and the growing interdependence of rich and poor countries; to encourage students to enter imaginatively into the experiences of people in developing countries; and to develop a wide range of skills. The ultimate goal of the series is to help students become informed citizens of the world, with a lasting interest in the process of economic development and a commitment to making the world a better place.

The approach of the *TOWARD A BETTER WORLD* series is to deal with economic conditions in the developing countries in general terms (in *The Developing World*) and in case studies of development projects—in India, Kenya, Mexico, and now Indonesia. The case studies illustrate the general principles introduced in *The Developing World*. Those general principles are stated in descriptive rather than analytical terms. A few economic concepts are introduced, those all citizens should understand. The series can be used in secondary school courses in world cultures, world geography, world history, and economics.

The teaching strategy followed in the teaching guide is to use a variety of activities to achieve objectives derived from the educational goals of the series. The teaching guide for each kit has objectives that are stated in measurable terms; a test is included that measures the achievement of those objectives.

Activities are interesting and motivating to students and provide for students of varying abilities. Many are suggested: teachers must select those that meet the interests and aptitudes of their students. Activities include guidance for slow readers, class discussions, individual and small-group work, role-plays, debates, expository and creative writing, and exercises in reading and interpreting maps, tables, and charts.

The kit consists of pamphlets and books for students, a filmstrip, and a teaching guide that includes worksheets that may be duplicated. The kits are designed mainly for use in the tenth grade social studies courses in secondary schools in the United States, but they may be used in earlier and later grades. Information is included in *Improving Indonesia's Cities* that enables teachers to use the kit in Australia, Canada, New Zealand, the United Kingdom, and the United States. The vocabulary of the reading material is controlled, and sentences are simple.

An Introduction to IMPROVING INDONESIA'S CITIES

Improving Indonesia's Cities is a case study of two efforts to deal with the effects of rapid urbanization in Jakarta, the capital city of Indonesia.

Urbanization is the process by which a population shifts from being mainly rural to being mainly urban. Throughout history, the process has contributed to rising standards of living. But it is taking place in developing countries much more rapidly than it took place in today's industrial countries when they were at a similar stage of development. Rapid urbanization is creating severe problems for the developing countries. The cost of dealing with those problems is high, and the resources of developing countries are already strained to provide more of the goods and services their people need.

Even so, all developing countries must deal with the effects of rapid urbanization—proliferating slums that lack such basic urban services as water, sanitation, and transport; millions of people who are unemployed or earn very little income; inadequate schools and other institutions that would build urban skills; widespread disease that threatens the health of the entire urban community. *Improving Indonesia's Cities* presents successful efforts to deal with some of those problems.

Overview

In the pamphlet, *An Economic Summary of Indonesia*, students learn about the economy of Indonesia—its structure, recent growth, and the problems it faces. The book, *Improving Indonesia's Cities*, introduces them to rapid urbanization as a phenomenon in all developing countries. It focuses on the city of Jakarta, which is typical of capital cities in developing countries. In those cities, the effects of rapid urbanization are more acutely felt than in other cities. The book then tells the stories of two families who are involved in efforts of the city and national governments to improve the living conditions of Jakarta's poor. One family lives in a slum community called a *kampung*. The Kampung Improvement Program upgrades the roads, footpaths, and water system and leads residents to improve their houses at their own expense. The other family purchases a low-cost house in Klender, a community built for low-income families. The husband completes and enlarges the house at his own expense. Students learn that these two programs have been set up in other Indonesian cities and have been influential in cities in other developing countries. The filmstrip, *Building and Rebuilding*, repeats the information in the book and strengthens students' understanding by providing an array of visual images.

Goals, Objectives, and Evaluation

This Teaching Guide draws on the materials in the multimedia kit, *Improving Indonesia's Cities*, to provide a teaching program with three goals. The first goal is to increase students' knowledge—of the Indonesian economy, of the effects of rapid urbanization on the lives of Indonesia's urban people, and of the changes that are taking place in the lives of some of them as a result of two programs in Jakarta. The second goal is to enable students to enter imaginatively into the experience of two of Indonesia's urban families. And the third is to develop skills—in using maps and statistics and in reasoning, thinking critically, analyzing and synthesizing information, and making decisions through role-playing.

Objectives that state measurable student outcomes are derived from these goals and are found at the beginning of each set of activities. A test, included as **Worksheet No. 26**, measures the achievement of the following objectives:

1. Students will use the knowledge of Indonesia's economy acquired in the study to compare it with the economy of another developing country.
2. Students will list some of the problems that accompany rapid urbanization and some ways of dealing with those problems.
3. Students will describe the main features of the Kampung Improvement Program or the Klender project.
4. On a map of Indonesia and neighboring countries, students will locate the Indonesian territories and ten other places listed below:

Bodies of water

Indian Ocean
Java Sea
Philippine Sea
South China Sea

Indonesian territories

Irian Jaya
Jakarta
Java
Kalimantan
Sulawesi
Sumatra

Countries

Australia
Brunei
Burma
Democratic Kampuchea
Lao People's Dem. Republic
Malaysia
Papua New Guinea
Philippines
Singapore
Thailand
Vietnam

Improving Indonesia's Cities can be used to achieve many educational objectives. Those above are minimum objectives that all students can be expected to achieve. Teachers are urged to formulate their own objectives, design their own activities or select some from the teaching guide, and develop their own tests to measure the achievement of their objectives.

The Organization and Use of the Teaching Guide

The Teaching Guide is organized into six sections. One section accompanies *An Economic Summary of Indonesia*, and five accompany the five chapters of the book, *Improving Indonesia's Cities*. Objectives derived from the goals of the kit are given for each section, and various activities are suggested.

Activities are numbered. Those that are for *An Economic Summary of Indonesia* are numbered 0.1, 0.2, and so on. Those that are for *Improving Indonesia's Cities* are numbered according to chapter: that is, 1.1, 2.2, and so on. Certain activities are supplementary; for those activities, the letter S follows the activity number: that is, 3.5.S. Most activities are presented in steps that also are numbered.

Reproducible worksheets accompany many activities and are found at the end of the Teaching Guide. Information for teachers is printed on the worksheets in nonreproducible blue ink. Many activities presented as worksheets can be done without the worksheets under the direction of the teacher.

Each section has two worksheets that accompany reading assignments. One is for students who need help with reading, the other for students who are able readers. Teachers must choose between them. The worksheets that accompany reading assignments for able readers need not be reproduced but may be used by the teacher as a guide to class discussion.

The filmstrip, *Building and Rebuilding*, is organized so that the first half may be viewed early in the study and the second half at the end. Activity 2.4 and **Worksheet No. 13** present before-viewing and after-viewing activities for the first half of the filmstrip; Activity 5.4 and **Worksheet No. 24** present similar activities for the second half. Teachers who wish to use the filmstrip for a single viewing must adapt the activities and the worksheets.

Many activities are suggested, and teachers must make a selection. To assist in that selection, four programs are suggested in the chart below. The programs take different approaches and different lengths of teaching time. Teachers who do not wish to follow one of these programs should read all the activities for each section and select activities that meet the interests and aptitudes of their students. The amount of teaching time required for the kit will depend on the activities selected.

Suggested Programs for *Improving Indonesia's Cities*

A. Skills-oriented program (two weeks)		B. Basic program (one week)		C. Basic program with opportunities for imagination (two weeks)		D. Enrichment program for highly motivated students (one week)	
Activities	Worksheets	Activities	Worksheets	Activities	Worksheets	Activities	Worksheets
0.1 0.2 0.3 0.5 0.7.S	No. 1 Nos. 2 & 3 No. 4 No. 6 —	0.2 0.4	Nos. 2 & 3 No. 5	0.2 0.4 0.7.S	Nos. 2 & 3 No. 5 —	0.4 0.6 0.7.S	No. 5 No. 7 —
1.1 1.2 1.5.S	No. 6a No. 8 —	1.3	No. 9	1.3 1.4 1.7.S	No. 9 No. 10 —	1.3 1.4 1.6.S	No. 9 No. 10 —
2.1 2.2 2.4 2.5.S 2.6.S	— No. 11 No. 13 — —	2.3 2.4	No. 12 No. 13	2.3 2.4	No. 12 No. 13	2.3 2.4	No. 12 No. 13
3.1 3.5.S	No. 14 No. 17	3.2	No. 15	3.2 3.3 or 3.4 3.5.S	No. 15 — No. 16 No. 17	3.4	No. 16
4.1 4.5.S	No. 18 No. 21	4.2	No. 19	4.2 4.3 or 4.4 4.5.S	No. 19 — No. 20 No. 21	4.4	No. 20
5.1 5.4 5.5.S	No. 22 No. 24 —	5.2 5.4	No. 23 No. 24	5.2 5.4 5.6.S	No. 23 No. 24 No. 25	5.2 5.3 5.4	No. 23 Nos. 17 & 21 No. 24

Acknowledgments

Like all World Bank educational materials, *Improving Indonesia's Cities* is a cooperative effort of World Bank staff and classroom teachers. Teachers who served as consultants were Sister Rose Galvin of the Derham Hall High School, St. Paul Minnesota; Barbara Graves of the Gwynn Park Senior High School, Prince George's County, Maryland; and Carol Marquis of the Monte Vista High School, Danville, California. The suggestions made by many other teachers about earlier World Bank educational publications have been taken into account in producing the kit. David C. King of Curriculum Design for Tomorrow's World, Inc., also was a consultant.

Notes

- Preliminary Notes precede most sections of activities.
- Indonesian currency is the rupiah (roo-pie-yuh); the singular and plural forms are the same. Because of changes in the exchange rate and the effect of inflation in the period covered in the case study, rupiah values and the formula for converting rupiah into U.S. dollars are given only in Chapter Four.
- The symbols shown on the island of Timor on two maps in the book and the outline map in the Teaching Guide reflect a complex international situation that need not be described here. Teachers or students may wish to do research on that situation.
- The terms Jawa and Sumatera on the maps on the back cover of *An Economic Summary of Indonesia* and *Improving Indonesia's Cities* reflect Indonesian usage; Java and Sumatra are international usage and are used elsewhere in the kit.
- The World Bank has produced two films that deal with the effects of rapid urbanization. *Dandora* portrays families in Nairobi, Kenya, who build houses at their own expense on land purchased from the government that has been equipped with paved roads and water and sanitation systems. *The Neighborhood of Coehlos* portrays people in a slum community in Recife in northeast Brazil who participate in improving their houses and neighborhoods. Both films may be rented from the World Bank or purchased in $\frac{3}{4}$ -inch videocassette format.

Activities for AN ECONOMIC SUMMARY OF INDONESIA

Objectives

Activities selected from those below should enable students to:

1. Label the following on an outline map of Southeast Asia:

Bodies of water

Indian Ocean
Java Sea
Philippine Sea
South China Sea

Indonesian territories

Irian Jaya
Jakarta
Java
Kalimantan
Sulawesi
Sumatra

Countries

Australia
Brunei
Burma
Democratic Kampuchea
Lao People's Dem. Republic
Malaysia
Papua New Guinea
Philippines
Singapore
Thailand
Vietnam

2. Analyze statistics to compare conditions in Indonesia and their own country (the United States, Australia, Canada, New Zealand, or the United Kingdom).
3. List some features of the Indonesian economy and explain how those features have helped to improve living conditions in that country since independence.
4. List some activities in which Indonesians engage to advance economic development, and explain the effect of those changes on the Indonesian economy.

Preliminary Note

Worksheet No. 3, pages 1, 2, 3, and 4, are like the cover of *An Economic Summary of Indonesia* but have data for Australia, Canada, New Zealand, and the United Kingdom. Teachers in those countries will want to reproduce those worksheets for Activity 0.1 and Activity 0.2.

0.1 In this activity, students will acquire geographic information about Indonesia. They will use **Worksheet No. 1**.

- c. Using a ruler, measure Indonesia from west to east and estimate the distance (about 3,000 miles, or 4,800 kilometers). Measure the following distances and state whether they are greater or less than the distance from west to east in Indonesia:

London to Moscow (less)

New York to San Francisco (about the same)

Dakar to the Red Sea (less)

The western boundary of Tibet to Shanghai (greater).

1. Using a wall map, have students do the following:
 - a. Locate Indonesia.
 - b. Locate the equator and trace it across Indonesia.

2. Tell students that they must learn some Indonesian place names. Write the place names and pronunciations below on the chalkboard. Have students repeat them aloud. Leave them on the chalkboard until students have mastered them.

Irian Jaya	Ear-yun-jeye-uh
Jakarta	Juh-kar-tuh
Java	Jah-vuh
Kalimantan	Kal-ee-mahn-tahn
Sulawesi	Soo-luh-way-see
Sumatra	Soo-mah-truh

Explain that Jawa and Sumatera are sometimes used on maps to reflect Indonesian usage; Java and Sumatra are used internationally and will be used in this study.

3. Distribute **Worksheet No. 1** and have students complete Steps 1 through 3. Then distribute *An Economic Summary of Indonesia*. Have them refer to the map on the back cover and complete the worksheet.
4. When the worksheet is completed, discuss students' answers to the questions and their responses to Step 6.
5. Tell students that Indonesia's population makes it the fifth largest country of the world. Ask a committee of students to find out what countries have larger populations, what those populations are, and to report to the class the following day. Tell the committee to note the date of the population data they find, the source, and the date of the source. The data are as follows:

China	991,300,000
India	692,000,000
U.S.S.R.	268,000,000
U.S.	229,800,000

All data are for mid-1983 and are from *The Development Data Book*, published by the World Bank in 1984.

0.2 In this activity, students will use statistics to compare living conditions in Indonesia with those in their country. Students in the U.S. will use **Worksheet No. 2**; students in Australia, Canada, New Zealand, and the United Kingdom will also use **Worksheet No. 3**.

1. Students will use **Worksheet No. 2** and the statistics for their country and Indonesia. American students will use the front cover of *An Economic Summary of Indonesia*. Students in Australia, Canada, New Zealand, and the United Kingdom will use the statistics on pages 1, 2, or 3 of **Worksheet No. 3**.
2. Distribute **Worksheet No. 2** and have students do Step 1 without referring to *An Economic Summary of Indonesia*. When Step 1 is completed, have them refer to *An Economic Summary of Indonesia* to complete Step 2.
3. Using the chalkboard, do the calculations in Step 3 with students.
4. Students who need help with reading may have difficulty with Step 4; their teachers may wish to omit it. If Step 4 is used, have students do it as a small-group activity. Have groups present their work to the class. Be sure that they use statistics to support their statements.
5. Students may raise questions about the statistics. Most of them are self-explanatory, but two may need explanation.
 - *Proportion of population of secondary school age that is enrolled in school.* That proportion is the number of enrolled young people expressed as a percentage of the number of young people of secondary school age. That age is usually 12 to 17 years. When the percentage for a country is above 100, it means that pupils who are younger than 12 or older than 17 are in secondary school.

- *Proportion of adult population that is literate.* Criteria of adult literacy differ from country to country, and no single criterion is widely accepted. The criterion of "the ability to read and write a simple letter" is used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The World Bank supplements UNESCO data in its publications. The rates here may overstate adult literacy in the United States, Australia, Canada, New Zealand, and the United Kingdom. Even so, the data are useful in making general comparisons between countries.

0.3 In this activity, students who need help with reading will learn about the Indonesian economy. They will use **Worksheet No. 4**.

1. Tell students that they will meet some unfamiliar names in the reading they will do. Write the names and pronunciations below on the chalkboard and have students pronounce them aloud. Leave the terms on the chalkboard during the lesson.

Batak	<i>Bah-tak</i>
Borobudur	<i>Bore-oh-buh-dure</i>
Pertamina	<i>Per-tuh-mee-nuh</i>
Suharto	<i>Soo-hahr-toh</i>
Sukarno	<i>Soo-kahr-noh</i>
Sundanese	<i>Soon-duh-nees</i>

2. Distribute **Worksheet No. 4** and have students complete it as they read *An Economic Summary of Indonesia*. When the worksheet is completed, lead a brief discussion of it.
3. In dealing with question 7, help students to see that countries with rapid population growth must take two steps if standards of living are to rise: they must reduce population growth, and they must increase the production of goods and services.

0.4 In this activity, students who are able readers will learn about the Indonesian economy. **Worksheet No. 5** may be used.

1. Tell students that they will meet some unfamiliar names in the reading they will do. Write the names and pronunciations below on the chalkboard and have students pronounce them aloud. Leave the terms on the chalkboard during the lesson.

Batak	<i>Bah-tak</i>
Borobudur	<i>Bore-oh-buh-dure</i>
Pertamina	<i>Per-tuh-mee-nuh</i>
Suharto	<i>Soo-hahr-toh</i>
Sukarno	<i>Soo-kahr-noh</i>
Sundanese	<i>Soon-duh-nees</i>

2. Have students read *An Economic Summary of Indonesia*. When they have completed the reading, conduct a class discussion of the questions on **Worksheet No. 5** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.
3. In dealing with question 7, help students to see that countries with rapid population growth must take *two* steps if standards of living are to rise: they must reduce population growth and increase the production and distribution of goods and services.

0.5 In this activity, students will make pie charts and graphs to show urban population in Indonesia. They will use **Worksheet No. 6**.

1. Divide the class into two groups. One will make pie charts and the second bar graphs. The pie charts are easier to make because they require no calculations.
2. Distribute **Worksheet No. 6** to both groups. Have them complete their part of the worksheet and the section entitled "Interpreting your work."
3. Choose students from each group to present their work to the other group. Then lead a discussion of the section of the worksheet entitled "Interpreting your work."

0.6.S In this supplementary activity, highly motivated students will identify trends in the Indonesian economy and will compare its performance with the performance of developing and industrial countries. They will use **Worksheet No. 7**.

Distribute **Worksheet No. 7**. When students have completed it, lead a discussion comparing Indonesia's economic performance with that of industrial countries and other developing countries. Review students' answers to the questions. Be sure that they refer to the statistics that are the sources of their answers.

0.7.S In this supplementary activity, students will learn about Indonesian art.

Indonesian art is rich and varied. Some art forms date to early times. Ask students to select one of the following topics for research. Ask them to find pictures, if possible, to illustrate their topics. Students doing research on Borobudur will be interested in an article in *National Geographic*, "Indonesia Rescues Ancient Borobudur," vol. 163, no. 1, January 1983.

- Indonesian dancing
- gamelan music
- puppet plays (*wayan kulit*)
- the Hindu epics, *The Ramayana* and *The Mahabharata*
- Borobudur, a Buddhist temple
- batik-making and batik designs
- the culture of Bali
- the culture and economic variety among Indonesia's islands

Activities for IMPROVING INDONESIA'S CITIES

Chapter One. The Developing Countries and Their Cities

Objectives

Activities selected from those below should enable students to:

1. Define the term *urbanization* and explain why the process is taking place rapidly in developing countries.
2. Give examples of:
 - the problems rapid urbanization is creating in developing countries
 - steps being taken to relieve those problems.

1.1

In this activity, students will learn about the growth of urban population in developing countries.

1. Distribute the book, *Improving Indonesia's Cities*. Have students look at the map on the back cover and explain that it shows the eleven most populous cities in Indonesia. Tell students they will learn to pronounce the names of the cities later in the study.
2. Have students look at Figure 1 on page 6 of the book. Ask them what the figure shows. Elicit the following comments:
 - Rural population has declined in industrial countries, and urban population has increased.
 - Both rural and urban population have increased in developing countries.
 - The proportion of urban people in industrial countries is much greater than that proportion in developing countries.
 - The number of urban people in developing countries is much greater than the number in industrial countries.
 - The proportion of urban people in both country groups is increasing.

3. Put on the chalkboard the outline of the following table, the column headings, and the dates.

	Developing countries	Indonesia
1950	13%	12%
1980	29%	20%
Estimate for 2000	46%	32%

- Ask students to read the urban percentages for developing countries from Figure 1; write them in the table. Write in the table the percentages for Indonesia shown above. Ask students what the data in the table show. (The urban percentage is rising in developing countries; Indonesia's urban percentage was lower in all the years shown than that for developing countries as a group.)
4. Explain to students that *Improving Indonesia's Cities* deals with urban growth in Indonesia and how it affects people's lives. The book is a case study that illustrates urban growth in all developing countries.
 5. If students need to strengthen their understanding of figures and tables, do the following additional step.
 - Put on the chalkboard the outline of the following table, the column headings, the country groups, and the dates.

- Have students read the data for columns 1 and 2 from Figure 1; write the data in the table.
- Have students calculate the urban populations in column 3 by multiplying column 1 by 2; write the populations in the table.

- Have students determine rural populations by subtracting column 3 from column 1; write the populations in the table.

For the teacher's information, the data used for Figure 1 are given in the column at the left of the table.

Population		1. Population rounded to nearest 100 million	2. Percentage that is urban	3. Urban population	4. Rural population
528,600,000	<i>Industrial countries</i>				
715,400,000	1950	500,000,000	62%	310,000,000	190,000,000
782,000,000	1980	700,000,000	77%	539,000,000	161,000,000
1,726,800,000	Estimate for 2000	800,000,000	84%	672,000,000	128,000,000
3,295,200,000	<i>Developing countries</i>				
4,844,000,000	1950	1,700,000,000	12%	221,000,000	1,479,000,000
	1980	3,300,000,000	29%	957,000,000	2,343,000,000
	Estimate for 2000	4,900,000,000	46%	2,254,000,000	2,646,000,000

1.2 In this activity, students who need help with reading will learn about rapid urbanization in developing countries. They will use **Worksheet No. 8**.

1. Distribute **Worksheet No. 8**. Read with students the six questions they are to answer. Have them complete the worksheet as they read Chapter One, "Developing Countries and Their Cities," in *Improving Indonesia's Cities*. When the worksheet is completed, lead a discussion of it.
2. Lead a discussion of the following questions:
 - What are the advantages of urbanization to developing countries?
 - What are the disadvantages of rapid urbanization?

Students' opinions will differ. Elicit the comment that urbanization is accompanied by more opportunity and rising standards of living.

1.3 In this activity, students who are able readers will learn about rapid urbanization in developing countries. **Worksheet No. 9** may be used.

Have students read Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities*. When they have completed the reading, lead a discussion of the questions on **Worksheet No. 9**, or distribute the worksheets and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

1.4 In this activity, students will play roles and decide among activities that will improve urban life. They will use **Worksheet No. 10**.

1. Organize the class into groups of five students. Select a spokesperson for each group. Distribute **Worksheet No.**

10. Have the groups discuss their decisions; have the spokespersons present the groups' decisions to the rest of the class, who will play the role of the Mayor's Executive Committee. Be sure that the groups defend their decisions by referring to policies and that their decisions are a balance between high- and low-cost activities.
2. This activity may be done as an individual writing assignment. If it is done in that way, have students write the speech they would give to the Mayor's Executive Committee presenting their decisions.

1.5.S In this supplementary activity, students will become aware of some cities with large populations in developing and industrial countries.

1. Using a wall map of the world or a world map in an atlas, have students name one or two cities whose names are printed in large type in North America, South America, Europe, Africa, the Middle East, and Asia. Point out Jakarta if students do not notice it, and point out a city in their own country. List the cities that students name on the chalkboard.
2. Using an atlas with population data, have students find the populations of the cities listed on the chalkboard. Some atlases give urban populations in two forms—within city limits and metropolitan areas. Students may use either form, but they must use the same form for all cities.
3. Have students arrange the cities in order, with the most populous first. Lead a discussion of the list. Elicit the comment that more of the world's large cities are in developing countries than in industrial countries.

4. Ask a committee of students to make a list of the ten largest cities in the world and compare the list with the one on the chalkboard.

Depending on the source students use, the list will be approximately as follows (all data 1980):

Mexico City	9,400,000
Calcutta	9,200,000
Tokyo	8,400,000
Sao Paulo	8,300,000
Moscow	7,900,000
New York	7,100,000
London	6,900,000
Jakarta	6,500,000
Shanghai	5,700,000
Teheran	5,400,000
Cairo	5,400,000

1.6.S In this supplementary activity, students will learn about urbanization in Europe and North America.

Ask students to look in history books or reference materials for photographs or prints that show cities in Europe and North America in the 18th and 19th centuries. Have students analyze the photographs or prints to see whether they provide evidence of the problems developing countries are facing in their cities today.

1.7.S In this supplementary activity, students will hold a debate about urban policy.

Select students to debate the following resolution:

Resolved: That the most effective strategy for dealing with rapid urban growth in developing countries is to improve rural life.

Activities for IMPROVING INDONESIA'S CITIES

Chapter Two. The Setting

Objectives

Activities selected from those below should enable students to:

1. Define the term *kampung* and describe the living conditions of most kampung residents in Jakarta in the 1960s.
2. Explain how new ideas about urban programs influenced urban programs in Jakarta in the late 1960s and the early 1970s.
3. Describe the two new urban programs for Jakarta in the early 1970s, referring to:
 - the activities in each program
 - the agencies that would carry out those activities
 - how the costs of the programs would be recovered.

2.1 In this activity, students will be introduced to Chapter Two in *Improving Indonesia's Cities*.

1. Have students look at the map on the back cover of *Improving Indonesia's Cities*. Explain that the map shows the eleven largest cities in Indonesia. Ask the following question:
 - What did you learn about the distribution of population in Indonesia in *An Economic Summary of Indonesia* that the map shows? (65 percent of the population lives on Java.)
2. Have students refer to the Pronunciation Guide on the last page of the book. Have them point to the names of the cities on the map, find the names in the Pronunciation Guide, and pronounce the names aloud.
3. Still referring to the Pronunciation Guide, point out three terms listed among Places that students will meet as they read Chapter Two: Batavia, kampung, and Klender. Have them pronounce these terms aloud. Explain that they will also meet the names of the two government agencies listed in the Pronunciation Guide; have them pronounce those terms aloud.

4. Tell students that three non-Indonesian cities are mentioned in Chapter Two. Have them locate the cities on a world map: Manila (the Philippines), Lusaka (Zambia), and San Salvador (El Salvador).

5. Students may be interested in the 1980 population of the cities on the map on the back cover of the book. Have them compare these populations with the 1980 population of their own city.

Jakarta	7,400,000
Surabaya	2,000,000
Bandung	1,500,000
Medan	1,400,000
Semarang	1,000,000
Palembang	800,000
Ujung Padang	700,000
Malang	500,000
Surakarta	500,000
Jogjakarta	400,000
Banjarmasin	400,000

6. Have students refer to the data in Step 5 above. Ask the following questions:
 - What did you learn about the capital cities of developing countries when you read Chapter One? (They have larger populations than other cities and towns and are growing rapidly.)
 - Do the data for Indonesia's large cities support that statement?

2.2 In this activity, students who need help with reading will learn about the growth of Jakarta. They will use **Worksheet No. 11**.

1. Distribute **Worksheet No. 11**; students will complete it as they read Chapter Two, "The Setting," in *Improving Indonesia's Cities*. Be sure that students do Step 1 correctly; have them do Steps 2 and 3 independently.
2. When the worksheet is completed, lead a discussion of the following questions. Have students refer to their worksheets during the discussion.
 - Look at the photographs on pages 14 and 15 and at Table 1 on page 15. What do they tell you about conditions in kampungs in Jakarta in the 1960s? (Crowding, poor houses, unpaved roads, flooding, and so on.)
 - What were the two new urban programs set up in Jakarta in 1974? (The teacher might develop a chart on the chalkboard like the one below during the discussion of this question. To do so, put the outline of the chart on the chalkboard, the column headings, and KIP and Klender. Fill in the chart as students discuss the question.)
 - What ideas of urban experts did the two new programs reflect? (That

slums could be improved; houses could be built at a cost low-income families could afford; and the costs of such programs could be recovered.)

- What is your opinion of KIP and Klender? Do you think they were good programs for Jakarta? Why or why not? (Students' opinions will differ. Have students support their opinions with information from the chapter.)
3. If it is possible to do so, have students estimate the distance across their own town or city on a map and compare it with the distances across Jakarta (see question 3 on the worksheet).

2.3 In this activity, students who are able readers will learn about the growth of Jakarta. **Worksheet No. 12** may be used.

Have students read Chapter Two, "The Setting," in *Improving Indonesia's Cities*. When they have completed the reading, lead a discussion of the questions on **Worksheet No. 12**, or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

	Activities	Responsible agencies and individuals	Ways of recovering costs
KIP	Pave roads and footpaths Install drainage ditches Lay water pipes Build communal toilets Build schools Build health clinics Collect trash Improve houses	KIP Unit, government of Jakarta Depts. of Health and Education Cipta Karya (national government) Kampung residents	Revise property tax
Klender	Purchase land Install roads, water, electricity Build school, health clinics, community facilities Build 8,000 houses Provide mortgages Complete houses	PERUMNAS (national government) National Mortgage Bank Community institutions Community residents	Sell houses

2.4 In this activity, students will view the first half of the filmstrip, *Building and Rebuilding*. They will use **Worksheet No. 13**.

Teachers who wish to show the entire filmstrip at once must adapt this activity. See also Activity 5.4.

1. Tell students that they are going to view part of a filmstrip that reviews what they have learned from *An Economic Summary of Indonesia* and *Improving Indonesia's Cities*. Tell them that the title of the filmstrip is *Building and Rebuilding*; ask them what the title might mean.
2. Organize students into groups of five and distribute **Worksheet No. 13**. Have the groups read the directions on the worksheet so that they know what they will do after viewing the filmstrip. Tell them they need not take notes during the viewing; urge them to concentrate on the pictures.
3. Project the filmstrip *through Frame 38* only.
4. Have students make notes on the worksheet before discussing their ideas with other members of their groups. Ask each group to try to reach agreement on the frames they found most instructive.
5. Lead a class discussion of the question, What did you learn from the filmstrip that you did not know before you viewed it?

2.5.S In this activity, students will make a table and a graph showing population growth in Jakarta.

1. Have students make a table showing the population of Jakarta from 1950 to an estimate in 1974 for 1980. Have them find the data on pages 13, 19, and 20 in Chapter Two. The data are as follows:

1950 (page 13)	1,600,000
1960 (page 13)	2,900,000
1970 (page 19)	4,500,000
Estimate in 1974 for 1980 (page 20)	6,500,000

2. When the table is complete, have students make a bar graph displaying the data, using the graph in *An Economic Summary of Indonesia* as a model.

2.6.S In this activity, students will learn about the cost of Jakarta's new urban programs for 1974-76.

1. Have students look at Table 2 on page 22. Explain that the costs in the table were estimated in 1974. Inflation and changes in the value of Indonesia's currency since that time mean that the total cost of the programs in the table, if they were undertaken in the mid-1980s, would be about \$85,000,000. Ask students if they know of anything that costs that much money. They might suggest a jet aircraft, a weapons system, the annual cost of their city government. Ask them to find out about such costs and report them to the class.
2. Explain that a large office building in a large city in the United States would cost about \$85,000,000. Such a building would have office space for 1,500 people, a cafeteria, an auditorium, and two basements for parking 500 cars.

Activities for **IMPROVING INDONESIA'S CITIES**

Chapter Three. Trini's Story

Objectives

Activities selected from those below should enable students to:

1. Explain how the Kampung Improvement Program operated in a typical kampung.
 2. List five ways in which the lives of Trini and her family changed as a result of KIP.
 3. Portray Trini's life or that of a member of her family in a way that requires imagination.
-

Preliminary Notes

1. Chapters Three and Four tell stories about people involved in KIP and Klen-der. Teachers of highly motivated students may wish to deal with these chapters by dividing the class into two groups, with each group responsible for a chapter that it presents to the other group. An effective way to do this is to have each group dramatize the story assigned to it, using Activity 3.4 and Activity 4.4, and—if necessary—the worksheets that accompany those activities. After each presentation, the teacher should lead a class discussion to elicit the main features of the program portrayed and the changes it made in Trini's or Santoso's lives.
 2. Several activities for Chapters Three and Four require students to enlarge the knowledge acquired from reading by using imagination. Activities 3.3 and 4.3 are similar, and so are Activities 3.4 and 4.4. To avoid repeating similar activities, teachers who choose Activity 3.3 for Chapter Three might choose Activity 4.4 for Chapter Four. If they choose Activity 3.4 for Chapter Three, they might choose Activity 4.3 for Chapter Four.
 3. The term *latrine* is used in Chapter Three to refer to buildings that house toilets, showers, and water taps that are shared by many families.
 4. Activity 3.5.5 may be postponed and used with Chapter Five. See Activity 5.4.
-

3.1 In this activity, students who need help with reading will learn about the Kampung Improvement Program. They will use **Worksheet No. 14**.

1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Three: Kodir, Lurah, Trini, and *warung*. Have them pronounce the terms aloud.
2. Have students read Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. When the reading is finished, distribute **Worksheet No. 14**. The worksheet might be done as a class activity. When it is completed, lead a discussion of the following questions. Students' opinions on the questions will differ.
 - What do you like most about Trini's story? What do you like least?
 - Do you think Trini and her family were better off after KIP than before? Why?
 - Do you think the Kampung Improvement Program is a good one or not? Why?

3.2 In this activity, students who are able readers will learn about the Kampung Improvement Program. **Worksheet No. 15** may be used.

1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Three: Kodir, Lurah, Trini, and *warung*. Have them pronounce the terms aloud.
2. Have students read Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. When they have completed the reading, lead a discussion of the questions on **Worksheet No. 15**, or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so.

3.3 In this activity, students will imagine Trini's life or that of another kampung resident.

Tell students that they are to produce something—a piece of writing, a drawing or painting, a skit, for example—in which they imagine Trini's life or that of another kampung resident. Ask them to think of something they might do.

Encourage students to think of products themselves. If necessary, read all the suggestions below and have students select one. Have students present their products to the class when they are completed.

1. You are a TV reporter (or a TV production team) visiting Jakarta from your own country. You have heard about the Kampung Improvement Program and want to do a segment about it for the evening news for your station at home. List the places you will photograph, the people you will have on camera, and the questions you will ask them.
2. You are a surveyor (or a team of surveyors) employed by the KIP Unit in Jakarta. You went to Trini's kampung in the spring of 1975 in your jeep to make measurements that would be used in planning the improvements in the kampung. Within a few minutes after you got out of your jeep, you were surrounded by people who asked you what you were doing. Write a story about the experience and the conversation you had with the people of the kampung.
3. You are Trini. Your grandchildren have asked you to tell them stories about your life. Write the story of your life—or an account of an episode in it—as you would tell it to them.
4. Draw or paint two pictures, one that shows people in an area of Trini's kampung before improvement began, and another that shows the same people in the same area after improvement was completed.

3.4 In this activity, students will plan and perform a play that portrays Trini's life story. **Worksheet No. 16** may be used.

1. See Preliminary Note 1 for Chapter Three.
2. Tell students that they are going to plan and perform a play about Trini's life. The activity might be done in several ways: by the entire class, or by small groups with each responsible for one scene.
3. Lead a discussion of the scenes and characters the play might include. Then have them decide in detail what will happen in each scene. Have them plan the production and do the performance. They need not write a complete script.
4. As a substitute for Step 3, use **Worksheet No. 16**.

3.5.S In this supplementary activity, students will play roles and decide about improvements for a kampung in Jakarta. They will use **Worksheet No. 17**.

1. This activity may be postponed and used with Chapter Five. See Activity 5.3.
2. Organize the class into groups of five students. Select a spokesperson for each group. Tell the class that they are going to play the roles of officials in the KIP Unit of the Jakarta government. They are to plan improvements for a kampung. Then distribute **Worksheet No. 17**.
3. When the plans are completed, have the spokespersons for each group present the group's plans to the rest of the class. Tell the rest of the class that they are to play the roles of members of the committee in the KIP Unit that reviews plans.

Activities for **IMPROVING INDONESIA'S CITIES**
Chapter Four. Santoso's Story

Objectives

Activities selected from those below should enable students to:

1. Explain how Klender helped to meet the need for houses for low-income families.
 2. Explain how Santoso's outlook changed as a result of buying a house in Klender.
 3. Portray Santoso's life, or that of another resident of Klender, in a format that requires imagination.
-

Preliminary Notes

1. See Preliminary Notes 1 and 2 for Chapter Three.
2. The toilets installed in core houses are called *pit privies*. They consist of a bowl, set in a platform, that empties into a pit. The bowl is designed with a trap that prevents the escape of odors and insects that are likely to carry infection. Water is poured into the bowl after it is used. Pit privies are sanitary and inexpensive; low-income families can afford them and like them. A natural process of biodegradation takes place in the pit as liquids soak away into the soil. The remaining solids must be removed every ten years or so.
3. Activity 4.5.S may be postponed and used with Chapter Five. See Activity 5.3.
4. The exchange rate for Indonesian rupiah and U.S. dollars in 1982 is as follows:

$$\text{Rupiah to dollars: } \frac{\text{rupiah}}{625} = \text{dollars}$$

Dollars to rupiah:

$$\text{dollars} \times 625 = \text{rupiah}$$

4.1 In this activity, students who need help with reading will learn about the Klender project. They will use **Worksheet No. 18**.

1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Four: Banjarmasin, Kalimantan, Santoso, and Wati. Have students pronounce the terms aloud. Have them locate Banjarmasin and Kalimantan on the map on the back cover of the book.
2. Have students read Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities*. When the reading is finished, distribute **Worksheet No. 18**. The worksheet might be done as a class activity. When it is completed, lead a discussion of the following questions:
 - What is unusual about a *core house*? (Only certain elements of the house are built; the purchaser completes the house.)
 - The families who bought Klender houses were very poor. Where do you think they got the money they needed to complete their houses? (This question is not answered in the book. Students should be able to guess that people saved money, borrowed money from relatives, or got part-time jobs.)

- Do you think core houses are a good way of providing houses for low-income families? Why or why not?

4.2 In this activity, students who are able readers will learn about the Klender project. **Worksheet No. 19** may be used.

1. Have students refer to the Pronunciation Guide on the inside back cover of the book. Point out four terms they will meet as they read Chapter Four: Banjarmasin, Kalimantan, Santoso, and Wati. Have them pronounce the terms aloud. Have them locate Banjarmasin and Kalimantan on the map on the back cover of the book.
2. Have students read Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities*. When they have completed the reading, lead a class discussion of the questions on **Worksheet No. 19** or distribute the worksheet and have students make notes for a class discussion. Lead the discussion.

4.3 In this activity, students will imagine Santoso's life or that of another individual in Klender.

Tell students they are to do a writing assignment about a person living in Klender. Ask them to imagine such a person—a man, a woman, a teenager, a child. Lead a brief discussion about what daily life would be like in Klender. Direct students' attention to the photographs and figures in Chapter Four as sources of information about daily life.

Encourage students to invent a person to write about. To stimulate their thinking, read one of the suggestions below. If necessary, read all the suggestions below and have students select one.

1. You are a teenager in Klender who moved there in 1978 when the first set of houses was sold. You were very young at the time, but you remember moving day. You have seen many changes since—in your own house, your neighbors' houses, and in Klender as a whole. Write an account of the changes you have seen during the time you have lived in Klender, or make notes to use in telling your classmates about those changes.
2. You are a reporter for a Jakarta newspaper. You have lived in Klender since 1980. Write an article for your paper about Klender. You should describe the layout of the community, the houses, and the community's facilities. You should include comments of Klender people—about their experiences before coming to Klender, their feelings when they bought their houses, and their feelings about living in Klender now. Make a list of the photographs you would take to accompany your article.
3. You are an exchange student from your high school attending a high school in Klender. Write a letter to your classmates at home describing your life there. You might describe the family you live with and the experiences they have had, their house and the houses nearby, the school you attend, sports and recreation, and shopping. (You would be able to buy jeans, jogging shoes, and cassettes of your country's music in the markets of Klender.)
4. You are Wati. Look at Figure 4 showing Klender and decide where your house and a nearby market are located. Write a letter to your grandmother in your village in Kalimantan describing a walk with your two children from your house to the market. You might describe your house, a neighbor's house, and some of the community facilities you would pass on your way to the market.

4.4 In this activity, students will plan and perform a play that portrays Santoso's life. **Worksheet No. 20** may be used.

1. See Preliminary Note 1 for Chapter Four.
2. Tell students that they are going to plan and perform a play about Santoso's life. The activity might be done in several ways: by the entire class, by a group selected from the class, or by small groups with each responsible for one scene.
3. Lead a discussion of the scenes and characters the play might include. Then have students decide in detail what will happen in each scene. Have students plan the production and do the performance. They need not write a complete script.
4. As a substitute for Step 3, use **Worksheet No. 20**.

4.5.S In this supplementary activity, students will play roles and design a community of core houses. They will use **Worksheet No. 21**.

1. This activity may be postponed and used with Chapter Five. See Activity 5.4.
2. Explain to students that they must learn to pronounce two terms to do this activity. Bali (*Bah-lee*) is an island immediately east of Java; Denpasar (*Den-pass-er*) is its capital city. Have students locate both on the map on the back cover of *Improving Indonesia's Cities*. Have them pronounce both terms aloud.
3. Organize the class into groups of five students. Select a spokesperson for each group. Tell them they are going to play the roles of officials in the Planning Unit of PERUMNAS. They are to design a community of core houses in Denpasar on Bali. Distribute **Worksheet No. 21**.
4. When the worksheet is completed, have the spokesperson for each group present its design to the rest of the class. Tell the rest of the class that they are to play the roles of members of the committee in the Planning Unit that reviews designs.

Activities for IMPROVING INDONESIA'S CITIES

Chapter Five. Summing Up

Objectives

Activities selected from those below should enable students to:

1. Summarize the achievements of KIP and Klender and state some problems each program encountered.
2. List some activities—other than KIP and PERUMNAS housing projects—in which Indonesia is engaging to improve urban life.
3. Apply information acquired in the study to new data by planning KIP activities in a kampung or planning a community of core houses.

Preliminary Notes

1. Activities to achieve Objective 3 are included with activities for Chapters Three and Four as Activity 3.5.S and Activity 4.5.S. If students have done one or both of these activities, they can be considered to have achieved the objective. If they have done neither, they should do Activity 5.3.
2. Students who made graphs showing the population of Jakarta in Activity 2.6.S should complete them using the data in Chapter Five. Those who did not do Activity 2.6.S might do Activity 5.5.S.

- Which urban program do you like better—KIP or Klender? Why?
- In Chapter Two, the statement is made about KIP in 1974 that it was “only a small step.” Do you think that statement could be made in the mid-1980s? Why or why not?
- Do you think it is a good idea for Indonesia to invest scarce resources to improve its cities? Why or why not? (Elicit the comment that Jakarta and other Indonesian cities would be in much worse condition than they are in the mid-1980s if KIP and PERUMNAS had not been operating.)

5.1 In this activity, students who need help with reading will learn more about KIP and Klender and other urban activities in Indonesia. They will use **Worksheet No. 22**.

1. Distribute **Worksheet No. 22**; students will complete it as they read Chapter Five, “Summing Up,” in *Improving Indonesia's Cities*. Be sure that students do Step 1 correctly; have them do Steps 2 and 3 independently.
2. When the worksheet is completed, lead a brief discussion of it. Then lead a discussion of the following questions. Students' opinions on the questions will differ.

5.2 In this activity, students who are able readers will learn about KIP and Klender and other urban activities in Indonesia. **Worksheet No. 23** may be used.

Have students read Chapter Five, “Summing Up,” in *Improving Indonesia's Cities*. When they have completed the reading, lead a class discussion of the questions on **Worksheet No. 23**, or distribute the worksheet and have students make notes for a class discussion. Lead the discussion or ask a student to do so. Students who do not like to do calculations may omit Step 4.

5.3 In this activity, students will play roles and decide about improvements for a kampung or a community of core houses. They will use **Worksheet No. 17** and **Worksheet No. 21**.

1. Students need not do this activity if they have done Activity 3.5.S or Activity 4.5.S.
2. Organize the class into groups of five students. Select a spokesperson for each group. Tell the class that half the groups will play the roles of officials in the KIP Unit of the Jakarta government and plan improvements for a kampung. The other half of the groups will play the roles of officials in the Planning Unit of PERUMNAS and design a community of core houses. If possible, have each group decide which roles it wants to play. Distribute either **Worksheet No. 17** or **Worksheet No. 21** to each group.
3. When the worksheets are completed, have the spokespersons for each group present its work to the rest of the class. Tell the rest of the class that they are to play the roles of Review Committees in the KIP Unit or PERUMNAS.

5.4 In this activity, students will view the second half of the filmstrip, *Building and Rebuilding*. They will use **Worksheet No. 24**.

Teachers who wish to show the entire filmstrip at once must adapt this activity. See also Activity 2.4.

1. Tell students that they are going to view the second half of the filmstrip, *Building and Rebuilding*, and do the same kind of activity they did for the first half. Organize them into groups of five and distribute **Worksheet No. 24**. Have them read the directions on the worksheet so they will know what they will do after viewing the filmstrip.

2. If you think the class will enjoy it, project the first half of the filmstrip again. Otherwise, begin with Frame 39 and project the remainder of the filmstrip.
3. Have students make notes on the worksheet before discussing their ideas with other members of their groups. Ask each group to try to reach agreement on the frames they found most instructive.
4. Lead a class discussion of the question, What did you learn from the filmstrip that you did not know before you viewed it?

5.5.S In this supplementary activity, students will make a table and a graph showing population growth in Jakarta. They will use **Worksheet No. 25**.

1. Students who made tables and graphs in Activity 2.5.S might add to them using data in Chapter Five, or they might copy their earlier work onto the form on **Worksheet No. 25** and complete the graph.
2. For students who did not do Activity 2.5.S, distribute **Worksheet No. 25**. When the worksheet is completed, lead a discussion of Step 3.

TEST

The test measures the achievement of objectives listed on pages 7 and 8.

1. Reproduce **Worksheet No. 26**. Note that there are two versions of Part Two: teachers must choose between them. Part Two (A) is for students who need help with reading. Part Two (B) is for able readers.
2. Distribute the worksheet to students. Point out to them that the test has four parts. They should spend no more than 5 minutes on Part One, 10 minutes each on Parts Two and Three, and 15 minutes on Part Four.
3. Time students as they take the test. After 5 minutes, tell them to go on to Parts Two and Three; 20 minutes later, tell them to go on to Part Four.

Instructions for Grading the Essay Questions

Part Two (B)

A good paper would cite similarities and differences as shown in the list on the worksheet. It might also state that the countries are so different in the scale of their economies and populations that the many similarities between them are misleading.

Part Four, the Kampung Improvement Program

A good paper would make many of the following points:

Kampungs in 1950 were characterized by poorly built houses, lack of urban services (water, sanitation, trash collection transportation), few schools or health clinics.

KIP paved roads and footpaths, installed drainage and water, built schools and health clinics. Hundreds of kampungs were improved; millions of people benefitted.

KIP residents improved their houses, had easier access to urban services and facilities, felt more secure.

Part Four, Klender

A good paper would make many of the following points:

Klender provided low-cost houses to 8,000 low-income families.

PERUMNAS built basic services and facilities; core houses were made of durable, low-cost materials; purchasers completed them. Core houses have been used in many other cities in Indonesia.

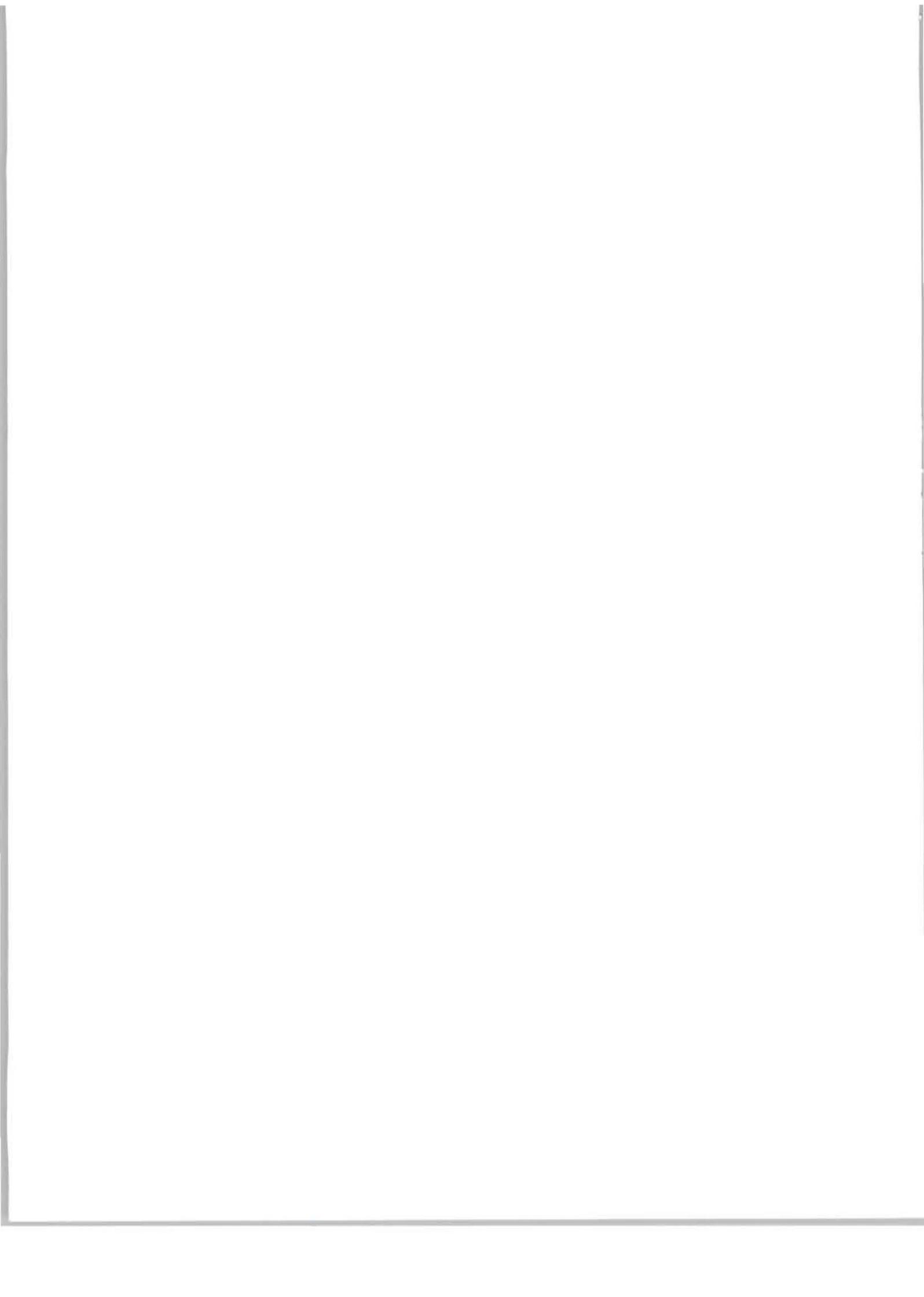
A tour would include community facilities and neighborhoods of core houses.

Grading

Part One.....	16 points
Part Two.....	16 points
Part Three.....	18 points
Part Four.....	<u>20 points</u>
	70 points

Suggested Scale

70-63 points.....	A
62-56 points.....	B
55-49 points.....	C
48-42 points.....	D
41 points.....	F



Script for the Filmstrip, BUILDING AND REBUILDING

(Time: 15:24)

Focus and start sound

1. TOWARD A BETTER WORLD

**World Bank Educational
Materials**

2. Ruins of Ephesus

First voice

Ruins—all over the world—are evidence that cities have been part of the human story for thousands of years.

3. World map with cities labeled

There were many great cities in antiquity—Xian, Delhi, Rome, Athens; later on Baghdad, Timbukutu, Machu Pichu. While many people lived in these great cities, and many others . . .

4. Village landscape

. . . many more people lived in villages surrounded by fields and pastures where they farmed.

5. 17th century print of a town

Many changes began to take place in Europe in the 1700s. An important one was that population increased, and many people moved to towns and cities. Other changes took place: farmers produced more, industries grew up . . .

6. 18th century print of a city

. . . trade flourished, new ideas formed. There were more cities, and the number of urban people increased.

7. New York City

Today, there are many cities in the world—a dozen with 10 million or more people, hundreds with more than a million. And there are thousands of smaller cities and towns.

**8. Slide 7 with overlay:
Urbanization**

Urbanization is the process by which a society changes from being mainly rural to being mainly urban. By 1950, that process had taken place in European countries, the United States, Canada, and Japan. In those countries, the number of urban people was much greater than the number of rural people.

**9. Graphic:
Rural/urban population in
developing countries, 1980**

Urbanization did not begin in developing countries until after the Second World War. In the mid-1980s, the developing countries as a group still had many more rural people than urban people.

10. **Graphic:**
Slide 9 with data for 2000 added

But urban population is growing rapidly in developing countries. By 2000, nearly half their people will be urban. Urbanization is taking much less time in developing countries than it took in today's industrial countries.
11. **Urban landscape, Calcutta**

Today, there are many cities in developing countries that look like those in industrial countries. In those cities, many people are comfortable and well-off. But most people are not well-off. Cities in developing countries are different from those in industrial countries because they are growing so rapidly.
12. **Slum housing, India**

Beyond the skyscrapers and highways in those cities, millions of people live in poverty, in houses made of temporary materials clustered in crowded slums. They lack the transport facilities that would enable them to get to jobs in other parts of their city. They have little electricity, water, or sewerage.
13. **Trash, Lagos, Nigeria**

Trash piles up. Disease spreads. There is little education and training that would give people the skills they need for urban jobs . . .
14. **Low-income employment, India**

. . . so they work at jobs that pay very little.
15. **Slide 14 with overlay:**
Poverty
Makeshift houses
Inadequate urban services
Inadequate education and health care

These problems are present in all cities in all developing countries. They are difficult to deal with because the needs of developing countries are so great and their resources are so strained. Even so, developing countries are taking steps to improve urban living conditions.
16. **Map of Indonesia with Jakarta indicated**

This program is about two such efforts in Jakarta, the capital city of Indonesia.
17. **Title slide:**
Slide 16 with overlay
Building and Rebuilding

It tells about building houses that low-income families can afford to buy, and about rebuilding urban facilities to upgrade slums.
18. **Portrait**

Second voice
Indonesia is a nation of many peoples who live on a series of islands south of the Asian mainland.
19. **Portrait**

The islands extend about 3,000 miles from east to west.
20. **Portrait**

Indonesia's 156 million people make it the fifth country in the world in population.

21. **Borobudur**
Since ancient times, Indonesians have had close ties to other parts of the world. Indian art, literature, and religion are part of Indonesia's heritage.
22. **Mosque**
Arab traders took their religion and way of life to Indonesia in the 1300s, enriching Indonesia's culture.
23. **17th century print of trading ship**
Europeans traded with Indonesia beginning in the 1500s. They carried cinnamon, cloves, and pepper to Europe. The Dutch gained control of Indonesia in the early 1600s and remained there until the country became independent in 1949.
24. **Dancers and gamelan orchestra**
Indonesians have a rich tradition of dance and music . . .
25. **Puppets**
. . . and of plays that are performed by puppets in front of a light that casts the shadows of the puppets on a screen.
26. **Batik**
For centuries, Indonesians have produced beautiful batik. They do it by applying wax to cloth in an intricate design, dyeing the cloth, and removing the wax. Then they repeat the process for other elements of the design.
27. **Rice farming**
Most Indonesians are farmers. Their most important crop is rice. They have learned in recent years to use better farming methods so that they now produce enough to feed all the people of the country.
28. **Oil**
Oil provides exports and power for Indonesia's growing industry. Oil exports—and other exports—have helped Indonesians raise their standard of living since independence. But with all its gains, Indonesia is a poor country with severe problems. One of those problems is unacceptable living conditions in cities.
29. **Graphic: Indonesia's urban population, 1950, 1970**
Indonesia's cities grew rapidly after independence in 1949: their population doubled in 20 years. By the early 1970s, conditions were acute in many cities, especially in Jakarta, the capital city.
30. **17th century map showing Batavia**
Jakarta is a port on the north coast of Java. Before Indonesia became independent, it was called Batavia. Dutch traders gave that name to the settlement they built there in the early 1600s.

31. **Dutch canals and houses** Batavia was like a Dutch city, laced with canals that were lined with brick houses where Dutch people lived. During the period of Dutch rule, many Indonesians left their villages and went to live in Batavia.
32. **A kampung** They built houses very like those they had left behind in their villages. The houses formed small communities and were called *kampungs*, an Indonesian word that means *community*. *Kampungs* were scattered among the houses and buildings where the Dutch lived and worked.
33. **Aerial view of Jakarta showing kampungs** Batavia was renamed Jakarta after independence. By that time it was a city of 5 million people with a population growing by hundreds of thousands each year. Most people in the city lived in *kampungs*, and most of them were very poor.
34. **A deteriorated kampung** The *kampungs* became crowded and run down.
35. **A flooded kampung** They were often flooded during the rainy season.
36. **A kampung street** Roads were unpaved. Garbage and waste were dumped into ditches. A few houses had wells—most did not. People carried water for long distances or bought it from water vendors at high prices.
37. **Trash** Containers for trash were inadequate and poorly maintained. Sanitary facilities were crude and unhealthy. Disease was common. There were few schools.
38. **Betjak drivers** Millions of *kampung* residents had jobs that paid very little. These drivers of small vehicles made with three bicycle wheels are examples. They earn very little in a day, or a week, or a month. Something had to be done to improve living conditions in Jakarta's *kampungs*.
39. **Officials** *Second voice*
In 1969, officials in the city government set up a new program to rebuild the physical facilities of the *kampungs*—roads and walkways, and water and trash removal systems. The program was experimental and would operate in 89 *kampungs*. The officials believed that if the city government made certain improvements, *kampung* people would improve their houses at their own expense.

40. **Slide 39 with overlay:
Kampung Improvement
Program, "KIP"**

The program was called the Kampung Improvement Program, or "KIP" for short. It went very well, and in 1974 it was extended to many other kampungs. By that time, officials had decided to build schools and health clinics in the kampungs. In the next 10 years, kampungs all over Jakarta were rebuilt.
41. **Meeting of KIP officials and
kampung residents**

Officials in the KIP Unit of the Jakarta government met with kampung residents in each kampung to discuss plans the officials had drawn up for that kampung. Usually residents suggested changes in the plans. Then final plans were made.
42. **Road construction**

An important improvement was to pave some of the roads in the kampungs and some of the walkways or footpaths.
43. **Drainage ditch**

Another improvement was to dig drainage ditches so that kampungs would not flood so easily.
44. **Canal**

New canals were built, and old canals were upgraded.
45. **Water pipe**

City water pipes were extended into the kampungs.
46. **People at water pumps**

Now kampung residents had water pipes that they shared with their neighbors at many locations near their houses . . .
47. **Latrine**

. . . and they had communal showers, laundry facilities, and toilets.
48. **School**

New schools were built in kampungs and old schools were modernized.
49. **Health clinic**

Old health clinics were upgraded and new ones were built.
50. **House**

Just as city officials had hoped, kampung residents began to improve their houses. They rebuilt walls and floors using more permanent materials than they had used before.
51. **House**

Some people tore down their houses and rebuilt them from the floor up. Kampung people felt more secure now, even though they might not own the land their houses were built on. They felt that the government would not destroy their houses after having spent so much to upgrade their neighborhoods.

52. **Kerosene lamp workshop**
- People set up small businesses in the kampungs. This workshop makes kerosene lamps, for example. Workshops like this one meant more jobs for kampung people.
53. **Aerial view of Jakarta**
- By the mid-1980s, nearly 5 million people in over 600 kampungs had been affected by the Kampung Improvement Program.
54. **Slide 15 with overlay:**
5 million people
600 kampungs
800 miles of paved roads
1,000 miles of paved footpaths
150 miles of water pipe
other improvements
55. **Urban designer**
- First voice*
While the city government was operating the Kampung Improvement Program, the national government, too, was trying to improve living conditions in Jakarta. It hired architects to design low-cost houses that could be sold to low-income families who would otherwise live in kampungs.
56. **Core house design**
- The houses would be called *core houses*. Each one would have walls that were shared with neighboring houses, a single room, and an enclosed area that had water. The area would serve as a kitchen and for bathing and would have a simple toilet. Only parts of core houses were built: purchasers would complete the houses at their own expense.
57. **Slide 56 with overlay:**
Klender
- The government of Indonesia planned a community of core houses in Jakarta in an area called Klender. A government agency bought the land and built the houses, and another provided mortgages. The mortgages for houses in Klender were the first ever issued in Indonesia.
58. **Map of Klender**
- The government agency built roads and walkways and installed a water system. In a wide stretch of land that ran through the heart of the community were schools and health clinics, a fire house, a police station, playing fields, parks, and a movie theatre. Merchants bought land that was set aside for markets. The rest of the land was divided into house lots.

59. **A core house**
Core houses were built on all but a few house lots. Their walls and roofs were of inexpensive but durable materials to keep prices low.
60. **Core houses under construction**
Eight thousand core houses were built in Klender, and all of them were sold to low-income families.
61. **Klender street view**
To be eligible for a core house, a family's income had to fall within a certain low range, and family members had to have steady jobs so they could make monthly payments on the mortgage.
62. **Klender house**
Purchasers added rooms to their core houses, built decorative walls, and planted gardens.
63. **Klender house**
Houses along Klender's streets took on the air of their owners.
64. **School children**
By the mid-1980s, Klender was a community of 40,000 people.
65. **Composite slide: KIP/Klender**
Second voice
What do the Kampung Improvement Program and Klender add up to? They add up to millions of people living in better conditions in Jakarta's kampungs, and 40,000 people who are well housed outside kampungs. And they add up to changes outside Jakarta.
66. **KIP in Denpasar**
In the mid-1980s, there are KIP programs in more than 200 cities and towns in Indonesia.
67. **Slum upgrading, Madras**
And the idea of improving slums being put to use in many developing countries—in India, for example.
68. **Core houses in Solo**
Core houses like those in Klender are being built in nearly 100 places in Indonesia. These are in the city of Solo in Central Java.
69. **Sites-and-services, Madras**
In many cities in Africa and Asia, low-income families are buying houses that are even simpler than those built at Klender and are adding to them. This one is in Madras in South India.
70. **Sites-and-services, Lusaka, Zambia**
In some places, people buy only land equipped with water, roads, and sanitation. Then they build an entire house themselves. Such arrangements are called *sites-and-services*.

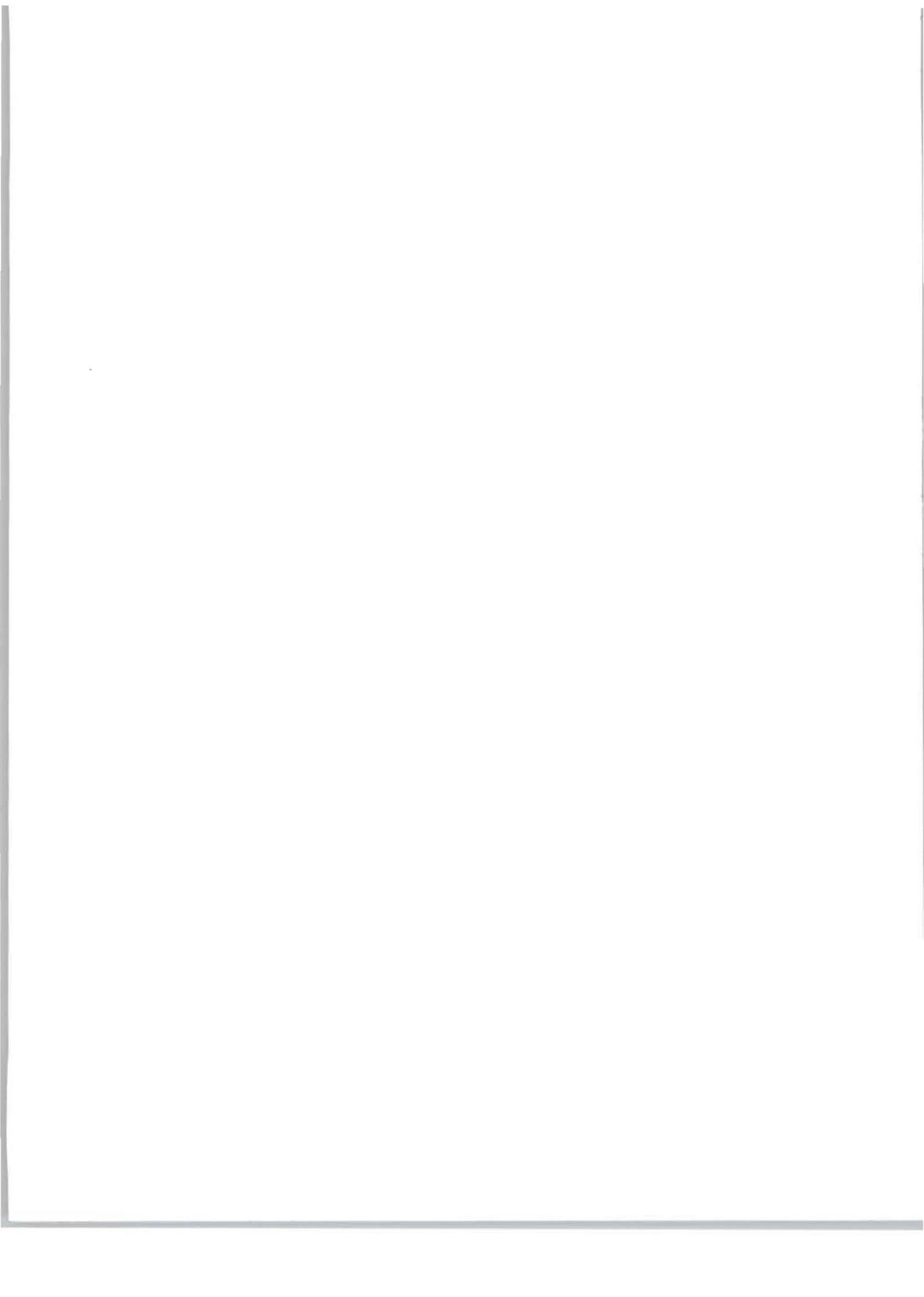
71. **Graphic:**
Slide 29, with data for 1990 added
72. **Rural landscape**
73. **Population education**
74. **Water pipe**
75. **Graphic:**
Better urban services
More urban jobs
More education and training
More health facilities
76. **Slide 16**
77. **Slide 16 with overlay:**
Produced at the World Bank
Washington, D.C.
Copyright 1986 IBRD/World Bank
- But urban population is growing so rapidly in Indonesia—and in all developing countries—that many steps are needed to improve urban life. Programs like KIP and Klender help, but they are not enough.
- One step is to improve rural conditions so that people will have greater opportunity in the countryside and will be less likely to move to cities.
- Another step is to reduce population growth throughout the country.
- And in cities, steps are needed to improve urban services. Urban people must have more water, and better transportation, sanitation, and trash collection.
- They must have jobs and the training they need for those jobs. They must have more schools and better health care.
- Rapid urbanization will challenge Indonesia—and all developing countries—for many years to come.

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WORKSHEETS

- | | | |
|-----|---|-----------------------------------|
| 1. | Finding Out about Indonesia | Activity 0.1 |
| 2. | Comparing Indonesia and Your Country | Activity 0.2 |
| 3. | Social and Economic Indicators for Indonesia and Australia, Canada, New Zealand, and the United Kingdom | Activity 0.2 |
| 4. | Learning about the Indonesian Economy | Activity 0.3 |
| 5. | Discussing the Indonesian Economy | Activity 0.4 |
| 6. | Showing Indonesia's Urban Population in Pie Charts or a Graph | Activity 0.5 |
| 7. | Looking at Trends and Averages | Activity 0.6.S |
| 8. | Learning about the Developing Countries and Their Cities | Activity 1.2 |
| 9. | Discussing the Developing Countries and Their Cities | Activity 1.3 |
| 10. | Deciding about Urban Activities | Activity 1.4 |
| 11. | Learning about Jakarta | Activity 2.2 |
| 12. | Discussing Jakarta | Activity 2.3 |
| 13. | Viewing the First Half of the Filmstrip, <i>Building and Rebuilding</i> | Activity 2.4 |
| 14. | Learning about a Kampung Family | Activity 3.1 |
| 15. | Discussing the Life of a Kampung Family | Activity 3.2 |
| 16. | Dramatizing Trini's Life | Activity 3.4 |
| 17. | Planning Improvements for a Kampung | Activity 3.5.S
or Activity 5.3 |
| 18. | Learning about Klender | Activity 4.1 |
| 19. | Discussing Klender | Activity 4.2 |
| 20. | Dramatizing Santoso's Life | Activity 4.4 |
| 21. | Designing a Community of Core Houses on Bali | Activity 4.5.S
or Activity 5.3 |
| 22. | Learning More about KIP, the Klender Project, and Other Urban Programs in Indonesia | Activity 5.1 |
| 23. | Discussing KIP, the Klender Project, and Other Urban Programs in Indonesia | Activity 5.2 |
| 24. | Viewing the Last Half of the Filmstrip, <i>Building and Rebuilding</i> | Activity 5.4 |
| 25. | Graphing Jakarta's Population Growth | Activity 5.5.S |
| 26. | Test | |



FINDING OUT ABOUT INDONESIA

1. Using a pencil, label as many of the following places as you can on the map below. This is not a test: you will have an opportunity to correct your labels.

Bodies of water

Indian Ocean
 Java Sea
 Philippine Sea
 South China Sea

Countries

Australia
 Brunei
 Burma
 Democratic
 Kampuchea
 Lao People's
 Dem. Republic
 Malaysia
 Papua New Guinea
 Philippines
 Singapore
 Thailand
 Vietnam

Indonesian territories

Irian Jaya
 Jakarta
 Java
 Kalimantan
 Suliwesi
 Sumatra



2. Draw a line on the map to represent the equator. What does the location on the equator tell you about the climate of Indonesia?

Indonesia has a warm climate.

3. Using the scale on the map, estimate the distance from the easternmost point in Indonesia to the westernmost point. Write the distance here.

About 3,000 miles, or 4,800 kilometers

4. Using the map on the back of *An Economic Summary of Indonesia*, correct and complete the labeling of your map. You are responsible for learning the locations of all the places on the map.

5. Look at the first three statistics on the cover of *An Economic Summary of Indonesia*.

- a. Compare the area of your country with the area of Indonesia. (Divide your country's area by Indonesia's area.) How many times larger is your country than Indonesia, or what percentage of its area is your country's area? _____

U.S., about 5 times larger; Australia, about 4 times larger; Canada, about 5 times larger; N.Z., about 14 percent; U.K., about 13 percent

- b. Compare the population of your country with the population of Indonesia. (Divide your country's population by Indonesia's.) How many times larger is your country's population than Indonesia's, or what percentage of its population is your country's population?

U.S., 1 1/2 times larger; Australia, about 10 percent; Canada, about 16 percent; N.Z., about 2 percent; U.K., about 36 percent

- c. Compare the projected population of your country in 2000 with the projected population of Indonesia in 2000.

How many more people will be living in your country in 2000 than are living there today?

U.S., 26,500,000; Australia, 2,600,000; Canada, 4,100,000; N.Z., 800,000; U.K., 700,000

How many more people will be living in Indonesia in 2000 than are living there today?

56,300,000

6. In the space below, summarize briefly what you have learned about Indonesia from this activity.

It is a set of large and small islands southeast of Asia that extends 3,000 miles (4,800 kilometers) from east to west. It has a warm climate. It is smaller (larger) in area than my country, and has a smaller (larger) population. Its population by 2000 will grow by many more people than the population of my country will grow.

COMPARING INDONESIA AND YOUR COUNTRY

1. The questions below are about standards of living. Guess how you would answer them if you were a typical Indonesian your age. Put checks in the spaces at the left of your answers. You will use the spaces at the right of the answers later.

- | | |
|---|--|
| <p>a. Where do you live?
 <input checked="" type="checkbox"/> in the countryside
 <input type="checkbox"/> in a town or city</p> | <p>Proportion of population in urban areas
 _____</p> |
| <p>b. What work do your parents do?
 <input checked="" type="checkbox"/> farming
 <input type="checkbox"/> factory or office work</p> | <p>Proportion of workers in agriculture
 _____</p> |
| <p>c. Do you attend school?
 <input type="checkbox"/> yes
 <input checked="" type="checkbox"/> no</p> | <p>Proportion of secondary school age
 population in school
 _____</p> |
| <p>d. Can your parents read and write?
 <input type="checkbox"/> yes
 <input checked="" type="checkbox"/> no</p> | <p>Proportion of adult population that is literate
 _____</p> |
| <p>e. Does a newborn baby have a good
 chance of living to be 70?
 <input type="checkbox"/> yes
 <input checked="" type="checkbox"/> no</p> | <p>Life expectancy at birth
 _____</p> |
| <p>f. How many babies in a hundred die
 before they are one year old?
 <input type="checkbox"/> five
 <input checked="" type="checkbox"/> ten
 <input type="checkbox"/> more than ten</p> | <p>Infant mortality rate
 _____</p> |
| <p>g. How many doctors per person are there
 compared with (the U.S., Australia,
 Canada, New Zealand, the U.K.?)
 <input type="checkbox"/> about the same
 <input type="checkbox"/> about half as many
 <input checked="" type="checkbox"/> much less than half</p> | <p>Persons per physician
 _____</p> |
| <p>h. How many calories worth of food do
 you eat daily compared with a typical
 person your age in (the U.S., Australia,
 Canada, New Zealand, the U.K.?)
 <input type="checkbox"/> about the same number
 <input checked="" type="checkbox"/> about $\frac{2}{3}$ to $\frac{3}{4}$ the number
 <input type="checkbox"/> about half the number</p> | <p>Daily supply of calories per person
 _____</p> |

- i. How much more energy than you use does a typical person use (in the U.S., Australia, Canada, New Zealand, the U.K.?)

- 10 to 20 times as much **N.Z., U.K.**
 20 to 30 times as much **Australia**
 30 to 40 times as much **U.S.**
 more than 40 times as much **Canada**

Per capita consumption of energy

- j. How many times more goods and services than are produced in Indonesia are produced in (the U.S., Australia, Canada, New Zealand, the U.K.)?

U.S., 38 times; Australia, 2 times; Canada, 3.5 times; N.Z., 28 times; U.K., 6 times

Gross national product

2. Refer to the statistics on the front cover of *An Economic Summary of Indonesia*. Correct your answers to questions a through j. On the line to the right of each question, write the statistics that provide the answer to that question.
3. A country's *Gross National Product (GNP)* is the value of all the goods and services the country produces in a year. A country's *GNP per capita* is that part of the country's GNP each person in the country would have if the GNP were divided equally among them. *GNP per capita* is sometimes used to compare the standards of living of countries.

GNP per capita is calculated by dividing the country's GNP by its population. Do that calculation for Indonesia in the space below.

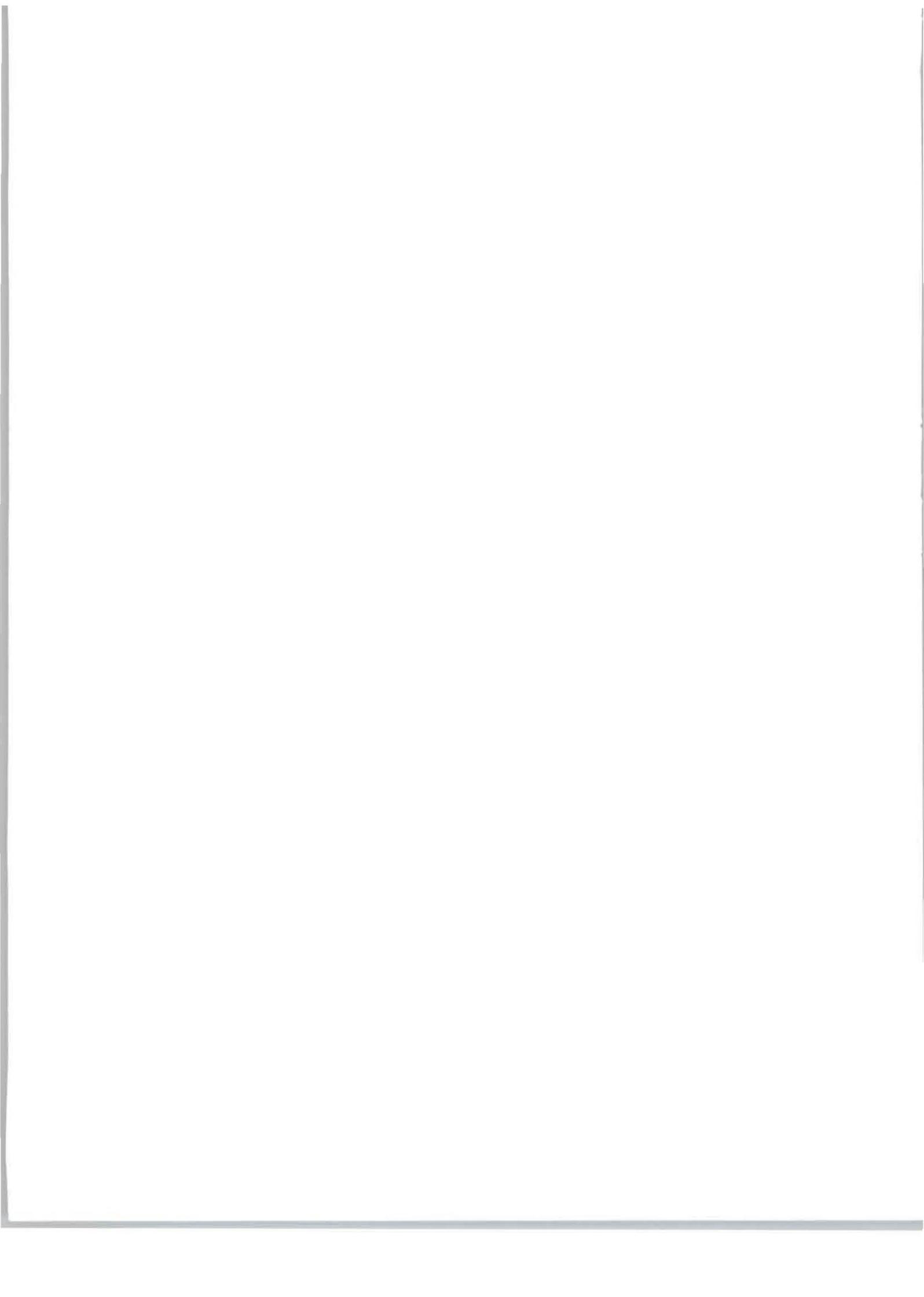
$$\frac{\$87,192,000,000}{155,700,000} = \$560$$

Calculate the GNP per capita of some of Indonesia's neighboring countries.

	GNP	Population	GNP per capita
Malaysia	\$27,714,000,000	14,900,000	<u>\$1,860</u>
Papua New Guinea	2,432,000,000	3,200,000	<u>760</u>
Singapore	16,550,000,000	2,500,000	<u>\$6,620</u>
Thailand	40,344,000,000	49,200,000	<u>\$820</u>

4. Indonesia is a developing country and yours is an industrial country. Assume that both countries are typical of their country group. Using the statistics on the front cover of *An Economic Summary of Indonesia*, define a developing country and an industrial country. Then contrast living conditions in the two country groups. You must be able to support each statement you make with statistical evidence.

Good definitions would mention rural or urban concentration, educational attainment, the quality of health services, and the level of GNP and GNP per capita. Good descriptions would mention secondary school enrollment, infant mortality, and so forth.



SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA AND AUSTRALIA

Social or economic indicator	Indonesia	Australia
Land area (square kilometers)	1,919,000,000	7,687,000,000
Population, mid-1983	155,700,000	15,400,000
Projected population, 2000	212,000,000	18,000,000
Proportion of population in urban areas, 1983	24 percent	86 percent
Proportion of workers in agriculture, 1981	58 percent	6 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	108 percent
Proportion of adult population that is literate, 1980	62 percent	100 percent
Life expectancy at birth, 1983	54 years	76 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	560 persons
Daily supply of calories per person, 1982	2,393 calories	3,189 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	478.6 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	4,811 kilograms
Gross national product, 1983 (U.S. dollars)	\$87,200,000,000	\$177,000,000,000
Gross national product per capita, 1983 (U.S. dollars)	\$560	\$11,490

**SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA
AND CANADA**

Social or economic indicator	Indonesia	Canada
Land area (square kilometers)	1,919,000,000	9,976,000
Population, mid-1983	155,700,000	24,900,000
Projected population, 2000	212,000,000	29,000,000
Proportion of population in urban areas, 1983	24 percent	75 percent
Proportion of workers in agriculture, 1981	58 percent	5 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	104 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	76 years
Infant mortality rate, 1983	10 percent	0.9 percent
Persons per physician, most recent estimate	11,530 persons	550 persons
Daily supply of calories per person, 1982	2,393 calories	3,428 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	410.4 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	8,847 kilograms
Gross national product, 1983 (U.S. dollars)	\$87,200,000,000	\$306,300,000,000
Gross national product per capita, 1983 (U.S. dollars)	\$560	\$12,310

**SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA
AND NEW ZEALAND**

Social or economic indicator	Indonesia	New Zealand
Land area (square kilometers)	1,919,000,000	269,000
Population, mid-1983	155,700,000	3,200,000
Projected population, 2000	212,000,000	4,000,000
Proportion of population in urban areas, 1983	24 percent	83 percent
Proportion of workers in agriculture, 1981	58 percent	10 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	81 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	74 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	640 persons
Daily supply of calories per person, 1982	2,393 calories	3,549 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	286 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	2,622 kilograms
Gross national product, 1983 (U.S. dollars)	\$87,200,000,000	\$24,736,000,000
Gross national product per capita, 1983 (U.S. dollars)	\$560	\$7,730

**SOCIAL AND ECONOMIC INDICATORS FOR INDONESIA
AND UNITED KINGDOM**

Social or economic indicator	Indonesia	United Kingdom
Land area (square kilometers)	1,919,000,000	245,000
Population, mid-1983	155,700,000	56,300,000
Projected population, 2000	212,000,000	57,000,000
Proportion of population in urban areas, 1983	24 percent	91 percent
Proportion of workers in agriculture, 1981	58 percent	2 percent
Proportion of population of secondary school age that is enrolled in school, 1982	33 percent	102 percent
Proportion of adult population that is literate, 1980	62 percent	99 percent
Life expectancy at birth, 1983	54 years	74 years
Infant mortality rate, 1983	10 percent	1 percent
Persons per physician, most recent estimate	11,530 persons	650 persons
Daily supply of calories per person, 1982	2,393 calories	3,232 calories
Passenger cars per thousand persons, most recent estimate	3.8 cars	256.3 cars
Per capita consumption of coal or equivalent energy, 1983	204 kilograms	3,461 kilograms
Gross national product, 1983 (U.S. dollars)	\$87,200,000,000	\$524,400,000,000
Gross national product per capita, 1983 (U.S. dollars)	\$560	\$9,200

LEARNING ABOUT THE INDONESIAN ECONOMY

This worksheet accompanies pages 2 through 7 of *An Economic Summary of Indonesia*.

- The following groups have traded with Indonesia over a long period of time and have influenced its history: Arabs, Chinese, Dutch, Europeans, and Indians. Arrange the groups in the order in which they began to trade in Indonesia.

Indians, Chinese, Arabs, Europeans, Dutch

- Fill in the chart below with information about Indonesia from pages 2 through 4.

Resources	Agricultural products	Industrial products	Exports	Imports
petroleum fertile soil minerals healthier and better educated people	rice coffee tea vegetables and fruit palm oil timber	minerals construction materials cloth and clothing processed foods steel products	petroleum rubber timber coffee tea palm oil manufactures	manufactures vehicles construction equipment tools machinery

- Answer the following question using information in the chart: What features does the Indonesian economy have that help to explain why standards of living are rising?

A good answer would mention petroleum and natural resources, growing agricultural and industrial production, petroleum and other exports that provide money for imports, and the improving health and education of the people.

- Fill in the chart below with information from pages 5 through 7.

Goals of Indonesia's development plans	Examples of activities that advance the goals
To increase physical infrastructure To increase agricultural output To increase industrial output To increase exports To expand education To expand health service To relieve poverty of the poorest	Building rural roads Reclaiming swamps Lending to industries Lending to export producers Producing textbooks Training health workers Encouraging migration from Java

- What are the sources of money for Indonesia's development program?

Taxes, savings, exports, grants, loans

6. Using the population of Indonesia in 1980 from the chart on page 7, calculate the number of people who would be added to the population in 1981 under the following conditions. (Move the decimal point two places to the left and multiply. Round to the nearest 100,000.)

- If the population growth rate were 2.6 percent 3,800,000
- If the population growth rate were 2.0 percent 2,900,000
- If the population growth rate were 1.5 percent 2,200,000

7. Make notes in the space below for a class discussion of the following questions:

- Why do you think rapidly growing population is a serious problem for developing countries?
- What must developing countries do if populations are growing rapidly and standards of living are to rise?

Rapidly growing population is a serious problem because people do not have enough goods and services to begin with. If population increases, there are fewer goods and services to go round. If standards of living are to rise, population growth must slow down and more goods and services must be produced and distributed.

DISCUSSING THE INDONESIAN ECONOMY

This worksheet accompanies pages 2 through 7 of *An Economic Summary of Indonesia*. Make notes for a class discussion of the following questions.

1. What was Indonesia's relationship to other parts of the world up to the beginning of the 20th century?

Indonesia was a trading partner of China, India, the Arabs, and Europe.

2. What does *economic growth* mean, and why is it important to Indonesia?

It means the increased production and distribution of goods and services; it is important to Indonesia if standards of living are to rise.

3. What features does the Indonesian economy have that help to explain why its standard of living is rising?

Indonesia has petroleum and other natural resources, growing agricultural and industrial production, petroleum and other exports that provide money for imports, and the improving health and education of its people.

4. The government of Indonesia has development plans that guide its economic program. State some of the goals of its plans and name an activity that advances each goal.

The chart below, from *Worksheet No. 4, Step 4*, might be developed during the discussion of this question. Put on the chalkboard the outline of the chart and the column headings. Ask students to list goals and activities; write them on the chalkboard.

Goals of Indonesia's development plans	Examples of activities that advance the goals
To increase physical infrastructure	Building rural roads
To increase agricultural output	Reclaiming swamps
To increase industrial output	Lending to industries
To increase exports	Lending to export producers
To expand education	Producing textbooks
To expand health service	Training health workers
To relieve poverty of the poorest	Encouraging migration from Java

5. Using the population of Indonesia in 1980 from the chart on page 7, calculate the number of people who would be added to the population in 1981 under the following conditions. (Move the decimal point two places to the left and multiply. Round to the nearest 100,000.)

- If the population growth rate were 2.6 percent 3,800,000
- If the population growth rate were 2.0 percent 2,900,000
- If the population growth rate were 1.5 percent 2,200,000

6. What effect does rapid population growth have on the standards of living in developing countries?

Standards of living are likely to fall over time because goods and services must be distributed among more people.

7. What must be done in a country where population is growing rapidly if standards of living are to rise?

Population growth must slow down and more goods and services must be produced and distributed.

SHOWING INDONESIA'S URBAN POPULATION IN PIE CHARTS OR A GRAPH

This worksheet contains directions for making a series of pie charts or a graph to show Indonesia's urban population as a percentage of its total population.

To Make Pie Charts

1. Use the form on page 3 of this worksheet. The circles represent the population of Indonesia in the six years shown on the chart on page 7 of *An Economic Summary of Indonesia*. Write the six dates on the lines beside the circles, and write the total population of Indonesia for that year below the dates. Why is each circle larger than the one above it?

Because population increased.

2. Using the urban percentages given in the table below, show that percentage for each circle. Start from the radial line at the top of the circle and move to the right. Shade the area of the circle that shows urban population. Complete the chart key.

To Make a Bar Graph

1. Complete the table below. Use the population data in the chart on page 7 of *An Economic Summary of Indonesia*. To calculate urban population, multiply total population by the urban percentage. (Convert the percent to a decimal by moving the decimal point two places to the left.) Round to the nearest 100,000.

	Total population	Urban percentage	Urban population	Urban population rounded
1950	76,700,000	12.4%	9,510,000	9,500,000
1960	94,700,000	14.6%	13,826,000	13,800,000
1970	116,200,000	17.1%	19,870,000	19,900,000
1980	146,300,000	20.2%	29,552,000	29,600,000
1990 (est.)	179,000,000	25.2%	45,259,000	45,300,000
2000 (est.)	212,000,000	32.3%	68,476,000	68,500,000

2. Using the form on page 4 of this worksheet, write 1950, 1960, and so on, on the lines at the left of the form. Write "Millions of people" under the numbers at the bottom of the form.
3. Shade a portion of each bar to show total population in the year the bar represents. Draw diagonal lines over part of the shaded area of each bar to show urban population. Complete the graph key.

Interpreting Your Work

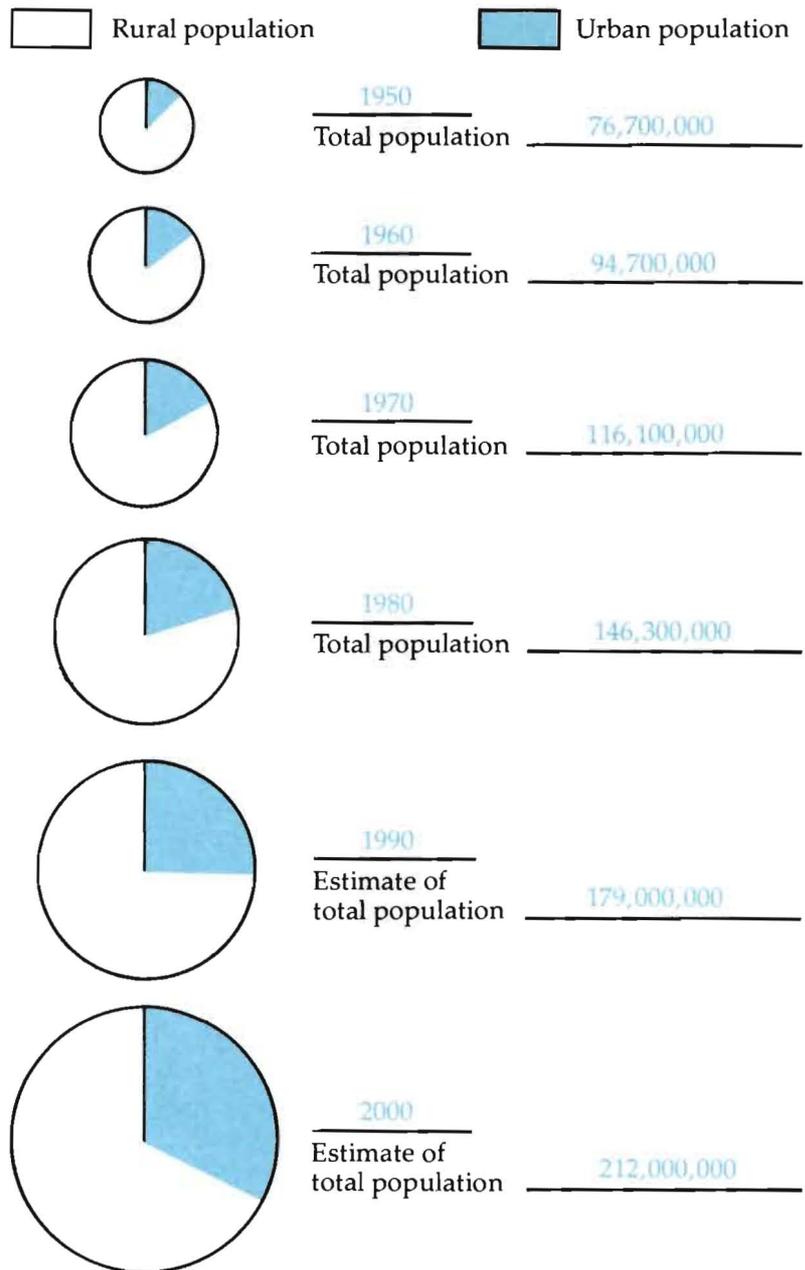
1. State three things shown by your charts or graph about Indonesia's population.

Indonesia's population is growing; the urban proportion of Indonesia's population is growing, most of Indonesia's population is rural.

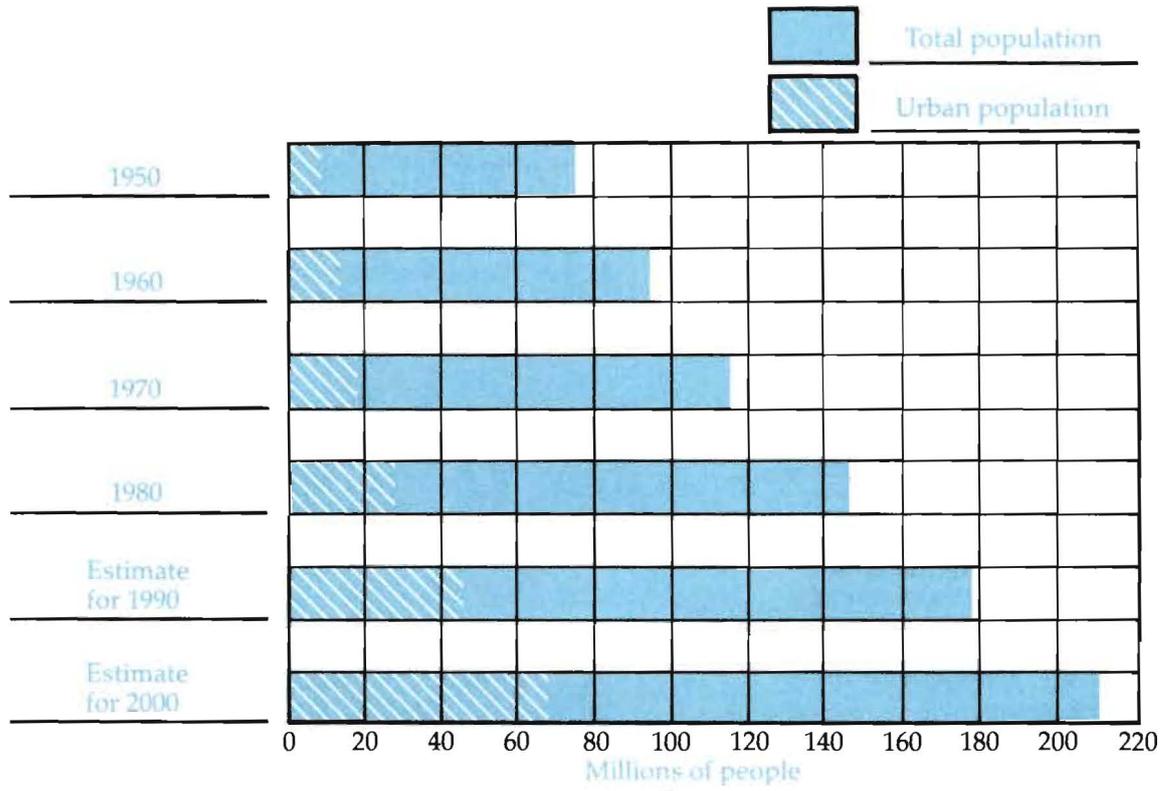
2. Do you think Indonesia should use scarce resources to deal with urban problems? Why or why not?

Students' opinions will differ.

Indonesia's Urban Population as a Percentage of Total Population



Indonesia's Urban Population as a Percentage of Total Population



LOOKING AT TRENDS AND AVERAGES

Study the table below to answer the questions at the bottom of the page. Cite the statistics you use to answer the questions.

	1960	1983		
	Indonesia	Indonesia	Average for developing countries	Average for industrial countries
1. Infant mortality rate	15%	10%	7.5%	1%
2. Life expectancy at birth	41 years	54 years	59 years	75 years
3. Number enrolled in primary school as a percentage of age group ¹	72%	100%	97%	101%
4. Adult literacy rate	39%	62%	56%	99%
5. GNP per capita	\$250	\$560	\$700	\$11,070
6. Percentage of the labor force in:				
a. agriculture	75%	58%	63%	6%
b. industry	8%	12%	16%	38%
c. services ²	17%	30%	21%	56%
7. Merchandise exports per capita	Not available	\$146	\$127	\$1,589

Notes

1. Primary school age is usually 6 to 11 years. When the percentage is above 100, it means that pupils younger than 6 or older than 11 are in primary school.
2. Services include commerce, government, education and health services, and transportation.

1. What do the statistics indicate about the general trend in living conditions in Indonesia between 1960 and 1982?

Improvement; 1, 2, 3, 4, 5.

2. What is the trend in ways of making a living in Indonesia?

Decline in agriculture, increase in industry and services; 6.

3. How would you rank Indonesia among the developing countries in the quality of health services in 1982? in educational attainment?

No ranking in health services is possible because statistics differ; 1 and 2. Higher than the average in educational attainment; 3.

4. How would you rank Indonesia among developing countries in GNP per capita in 1983?

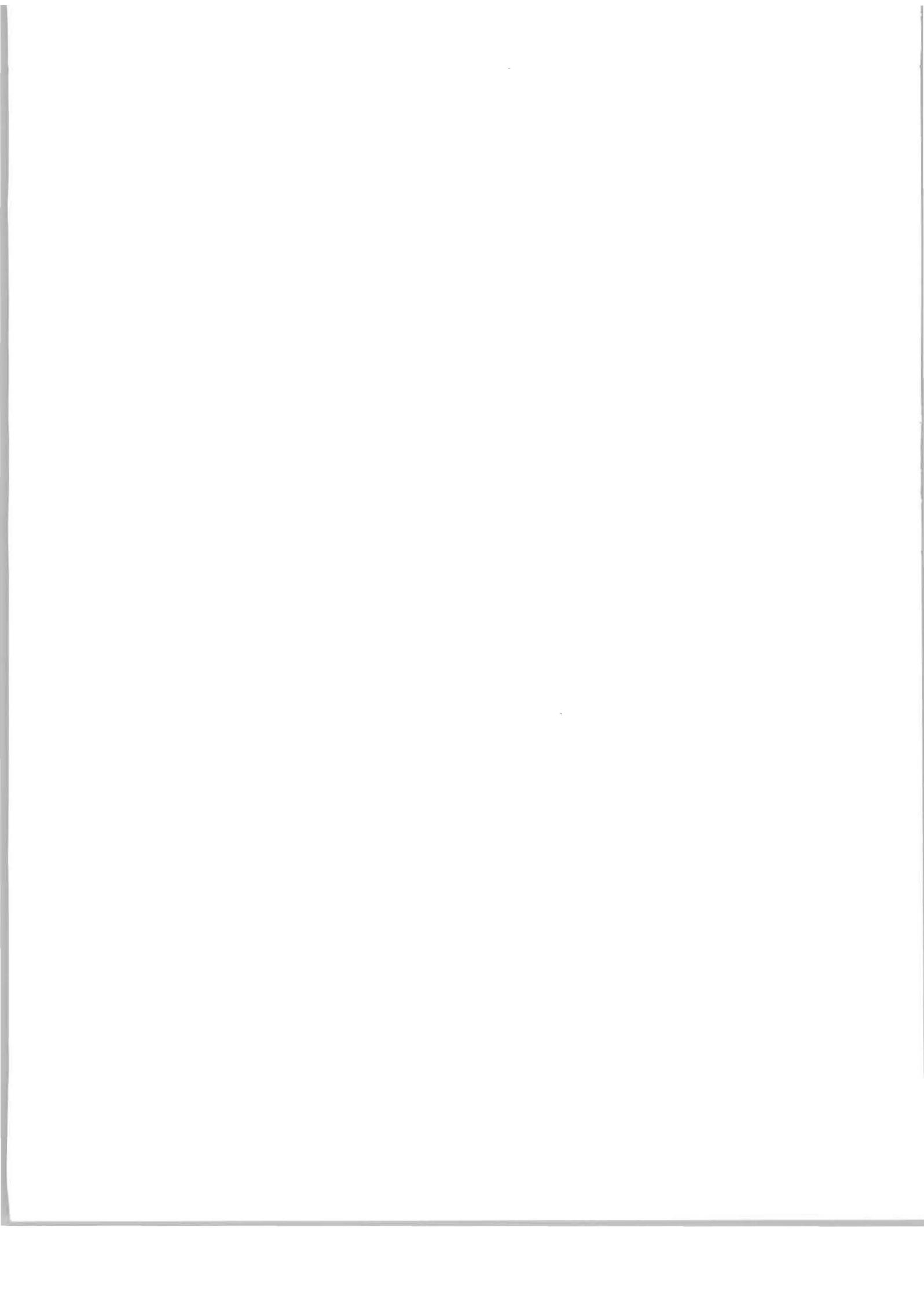
Lower than the average; 5.

5. How would you characterize Indonesia as an exporter in comparison with developing countries?

Indonesia exports more than the average; 7.

6. In what area is Indonesia approaching the performance of industrial countries?

Primary school enrollment; 3.



LEARNING ABOUT THE DEVELOPING COUNTRIES AND THEIR CITIES

This worksheet accompanies Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities*. The chapter is about a process called *urbanization* that is taking place in developing countries. Answer the questions below as you read the chapter.

1. What is *urbanization*?

It is a process by which a population shifts from being mainly rural to being urban.

2. How does urbanization in the developing countries differ from urbanization in today's industrial countries?

It is taking place at a later time and much more rapidly.

3. Why is urbanization so rapid in developing countries?

Population is growing rapidly, and many people are moving to cities from the countryside.

4. How does rapid urbanization affect people's lives?

Many people are poor and living conditions worsen; the quality of urban life declines.

5. What are developing countries doing to deal with urban problems:

- Throughout the country?

They are trying to reduce population growth.

- In the countryside?

They are trying to improve rural living conditions.

- In towns and cities?

They are helping poor people, improving urban services, and improving conditions in other cities besides the capital.

6. Why are urban problems difficult for developing countries?

Improving cities is expensive, and resources are strained because people have so many needs.



DISCUSSING THE DEVELOPING COUNTRIES AND THEIR CITIES

This worksheet accompanies Chapter One, "The Developing Countries and Their Cities," in *Improving Indonesia's Cities*. Make notes for a class discussion of the following questions.

1. What does the term *urbanization* mean? How does the process differ in the developing countries from the process as it occurred in today's industrial countries? Why?

Urbanization is the process by which a population shifts from being mainly rural to being mainly urban. The process is occurring much more rapidly in developing countries because of population growth and rural-urban migration.

2. Do you think that urbanization is an advantage or a disadvantage to the developing countries? Why?

Students' opinions will differ. Elicit the comment that urbanization is accompanied by more opportunity and rising standards of living.

3. The chapter states that many developing countries have two goals for their cities—to make them more efficient and to make them more equitable (see page 9). List some of the activities in which developing countries are engaging to solve urban problems in their cities. To which goal is each activity directed? Which activities are directed to both goals?

The chart below might be developed during the discussion of this question. Put on the chalkboard the outline of the chart, the column headings, and the subheads in the Activities column. Ask students to list activities; write them on the chalkboard. Ask students which column under Goals to check for each activity. For some activities, both columns will be checked.

Activities	Goals	
	Efficiency	Equity
Throughout the country: land-use planning		
In the countryside:		
Farmer training		
Small factories		
Schools and health clinics		
In cities and towns:		
Job training		
Small businesses in slums		
New bus routes		
Labor-intensive technology		
New systems for water, sanitation, and trash collection		
Improvements in housing for the poor		
Schools and health clinics		
Government reorganization		
Urban planning		
Other: Improvements in other cities besides the capital city		

4. Why is it difficult for the developing countries to deal with the problems rapid urbanization creates? Do you think they should deal with those problems? Why or why not?

Improving cities is expensive, and resources are strained because people have so many needs. Opinions on the second part of the question will differ. Elicit the comment that more than half the population of developing countries is rural.

DECIDING ABOUT URBAN ACTIVITIES

Assume that you are the mayor of a large and rapidly growing city in a developing country. Under your leadership, the city government has adopted three policies that will improve urban life:

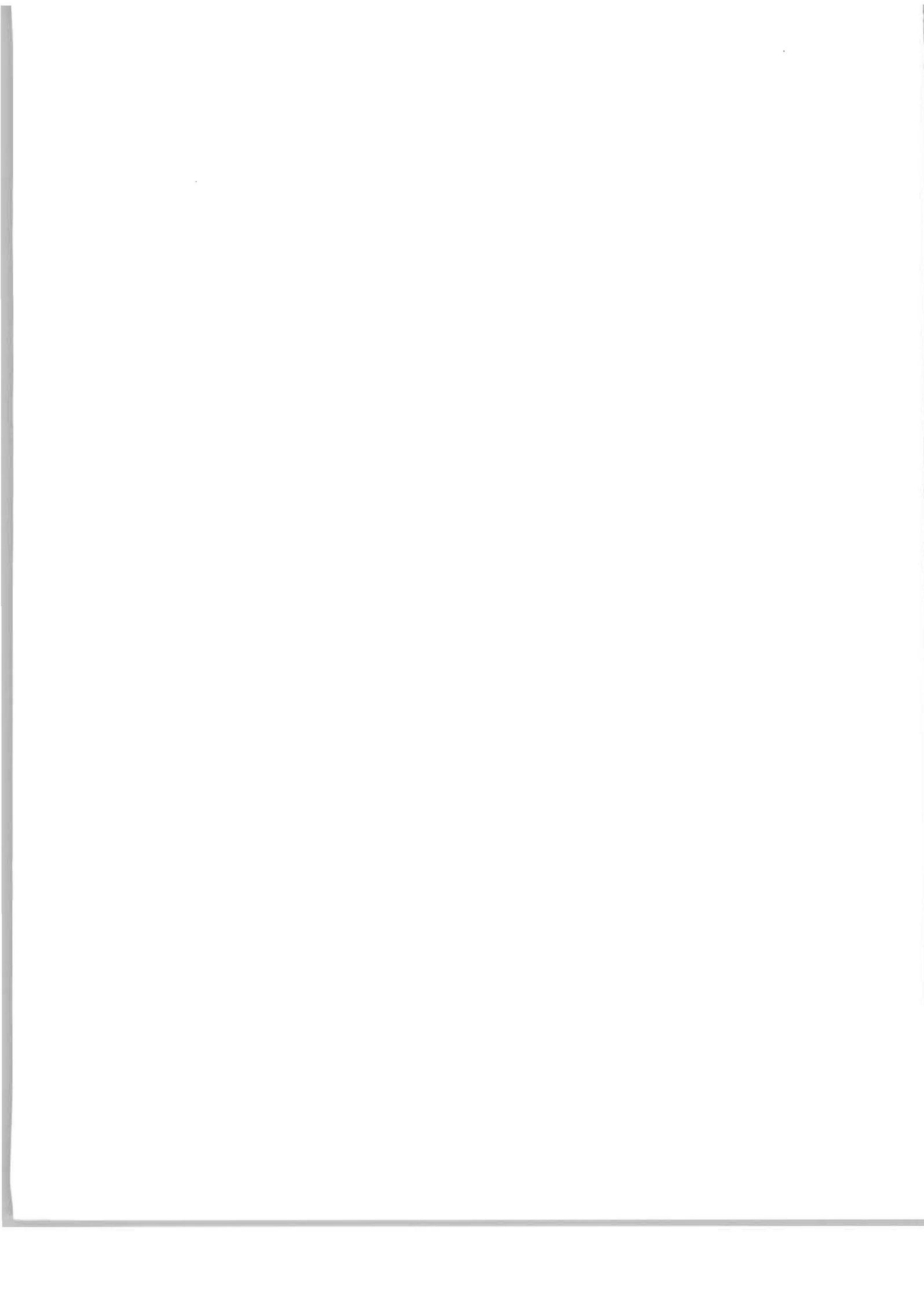
- to increase the funds available for urban improvements
- to improve urban services
- to improve the living conditions of the urban poor.

Many activities have been suggested that support those policies. Included among them are ten activities listed below.

Analyze each activity below and identify the policy (or policies) it will advance. Then decide on five activities that you will undertake during the coming fiscal year. The set of activities you decide on must advance all three policies, and it must balance high-cost and low-cost activities.

Prepare the statement you will make to the Mayor's Executive Board presenting your decision.

1. Increase the capacity of the city's water system by building a new pumping station. Extend water pipes into slum areas, and install enough public water taps to serve 100 families per tap. People in slum areas now depend on water vendors for water.
2. Simplify the procedures street vendors must follow to get licenses.
3. Pay the living expenses of local high school graduates who will attend the School of Public Health and the School of Education at a local university. They will be trained as health workers and teachers and will work with slum dwellers after graduation.
4. Send officials in the Bureau of Municipal Revenue to the national university where they will take special courses for government officials from experts in urban finance.
5. Improve bus service: upgrade maintenance and repair facilities, lay out routes that will serve congested residential areas, reserve highway lanes for buses during morning and evening rush hours, and enlarge shelters and terminals.
6. Build an "industrial estate" within easy commuting distance of a large slum area. Supply it with water, electricity, trash removal service, and good connections to other parts of the city. Rent space in the estate to people who own businesses that employ 100 people or less.
7. Widen and pave streets in several slum areas; ensure that street width will accommodate fire engines, trash trucks, and other service vehicles.
8. Increase the tax for owning private automobiles. In congested parts of the city, charge high fees for using private automobiles and prohibit parking of private automobiles during business hours.
9. Upgrade four highways between the downtown area and the outskirts of the city. On both sides of the highways, build sidewalks and lanes for bicycles, rickshaws, and other small vehicles. Build pedestrian bridges at certain intersections.
10. Urge the national government to impose a special tax on businesses that locate in the capital city if they could be located just as well in your city.



LEARNING ABOUT JAKARTA

1. Look through Chapter Two, "The Setting," in *Improving Indonesia's Cities*. It is divided into four sections. Write the titles of the sections on the lines below. The first section has no title; "The Early History of Jakarta" may be used.
2. Read each section of the chapter. Then summarize it in two or three sentences in the space below the title.

I. The Early History of Jakarta

In the 1600s the Portugese controlled the government. The Dutch took over the area in the 1700s and built a city called Batavia.

II. Batavia Grew Slowly, Jakarta Rapidly

In the 1800s, many rural families came to Batavia and lived in kampungs. By 1900, many kampungs were crowded and unhealthy. In the 1950s and 1960s, Jakarta grew rapidly and kampungs became worse.

III. New Ideas about Urban Problems in Developing Countries

Slums could be improved, houses could be built that low-income families could afford; governments could recover the costs of urban programs.

IV. New Urban Programs for Jakarta

From 1969 to 1974, the Kampung Improvement Program improved 89 kampungs; people improved their houses themselves. In 1974, KIP was extended and a program to build houses for low-income people was set up. The city government would manage KIP and the national government would manage the Klender project.

3. Look at the map of Jakarta on page 21 and answer the following questions.

1. Using the scale on the map, estimate the distance from east to west and north to south. What are those distances?

15 miles in both directions.

2. What do the dark green spots on the map represent?

Kampungs that were improved from 1969 to 1974.

3. What do the gray spots represent?

Kampungs that were to be improved from 1974 to 1976.

4. Where in Jakarta is Klender?

Near the eastern boundary of the city.

DISCUSSING JAKARTA

This worksheet accompanies Chapter Two, "The Setting," in *Improving Indonesia's Cities*. Make notes for a class discussion of the following questions.

- Some dates are given in the column at the left below. In the space at the right of the dates, write the events that occurred in Jakarta during the period at the left.

Late 1500s	Portugese control Jarkarta
1600s and 1700s	Dutch control Jakarta, set up Batavia
1800s	Many rural people migrate to Batavia
1900s	Kampungs begin to be crowded
1950s and 1960s	The population of Jakarta grows rapidly
1969-74	Kampung Improvement Program run by the city
1974-76	KIP extended, Klender project begins

- Look at the photographs on pages 14 and 15 and Table 1 on page 15. Using them as information sources, list the characteristics of a typical kampung in the late 1960s.

Most houses without electricity, water or plumbing; most built of temporary materials or a combination of temporary and permanent materials; trash and litter; unpaved streets; many poor people; and so on.

- Name the two urban programs set up in Jakarta in 1974. What activities did each involve? Who was responsible for each program? How were their costs to be recovered?

The chart below, from Activity 2.2, Step 2, might be developed in discussing this question. Put the outline of the chart on the chalkboard, the headings for the columns, and KIP and Klender. Ask students to list items for the three columns; write them on the chalkboard.

	Activities	Responsible agencies and individuals	Ways of recovering costs
KIP	Pave roads and footpaths Install drainage ditches Lay water pipes Build communal toilets Build schools Build health clinics Collect trash Improve houses	KIP Unit, government of Jakarta Depts. of Health and Education Cipta Karya (national government) Kampung residents	Revise property tax
Klender	Purchase land Install roads, water, electricity Build school, health clinics, community facilities Build 8,000 houses Provide mortgages Complete houses	PERUMNAS (national government) National Mortgage Bank Community institutions Community residents	Sell houses

4. Chapter One in *Improving Indonesia's Cities* states that slum houses in developing countries are usually crowded together and form a ring around cities. Study the map on page 21. How does the pattern of kampungs differ from the pattern described in Chapter One?

Kampungs are scattered throughout Jakarta.

5. Chapter Two ends by saying that KIP and Klender were watched in Indonesia and elsewhere "with interest." Do you think they were watched also with anxiety and uncertainty? Why or why not?

Students' opinions will vary. Elicit the comment that the programs were experimental.

VIEWING THE FIRST HALF OF THE FILMSTRIP, *Building and Rebuilding*

1. The first half of the filmstrip has three parts. The boxes below relate to those parts.
2. After viewing the filmstrip, make brief notes in each box about one frame in the filmstrip that increased the understanding you have already acquired in your study. Describe the frame in a few words and explain in a few words how it increased your understanding.

Part One. Urbanization in developing countries

Part Two. Indonesian history and culture

Part Three. The growth of Jakarta



LEARNING ABOUT A KAMPUNG FAMILY

This worksheet accompanies Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*.

1. Listed below are some years in which important events occurred in Trini's life. In the space at the right, write the event or events that occurred in the year or years at the left.

1930	Trini is born in a village in Central Java.
1955	Trini moves to Jakarta.
1960s	The family has economic difficulties.
1975 early	Government officials come to the kampung.
middle	Preliminary plans for the kampung are discussed.
late	Final plans for the kampung are made.
1976	Kampung improvements are built.

2. Study Figure 2 on page 28 and list the community facilities that existed before the Kampung Improvement Program began.

A school and a health clinic

3. Study Figure 3 on page 29 and list the improvements that were made under the Kampung Improvement Program. Give quantities when you can.

2 canals dug	footpaths paved
3 latrines built	6 water taps installed
roads paved	2 garbage and trash bins built
1 school built	

4. In the spaces at the left of the chart below are some of the improvements made in Trini's kampung by the Kampung Improvement Program. In the spaces at the right, state briefly how the improvements affected Trini's family.

Improvements by KIP	Effect on Trini's family
Roads and footpaths paved	It was easier to get around.
Drainage ditches and canals built	There was less flooding during the rains.
Garbage and trash bins built	The kampung was cleaner; people had to work together to keep the ditches clean.
Water taps and latrines built	Water was much more convenient.
School built	Children could walk to school quickly.

5. List some other ways in which Trini's life was affected by KIP and some ways in which her life remained the same.

She is more confident about the future and has more hope.

The house is crowded and all adults must earn income.

She has the same worries—about money, illness, and crowding.

DISCUSSING THE LIFE OF A KAMPUNG FAMILY

This worksheet accompanies Chapter Three, "Trini's Story," in *Improving Indonesia's Cities*. Make notes for a class discussion of the following questions.

1. One of the characteristics of people living in Jakarta's kampungs is that they have close ties to their village. Give examples of this characteristic from Trini's life.

Kodir's uncle came from the village; relatives often came from the village; kampung houses were like village houses.

2. How do Figure 2 on page 28 and Figure 3 on page 29 differ? How do you think Trini felt when the head of the neighborhood association showed her Figure 3?

Figure 3 shows changes suggested by kampung residents: more paved footpaths in the market and another water tap in the northeast part of the kampung. Student opinions will vary about the second part of the question.

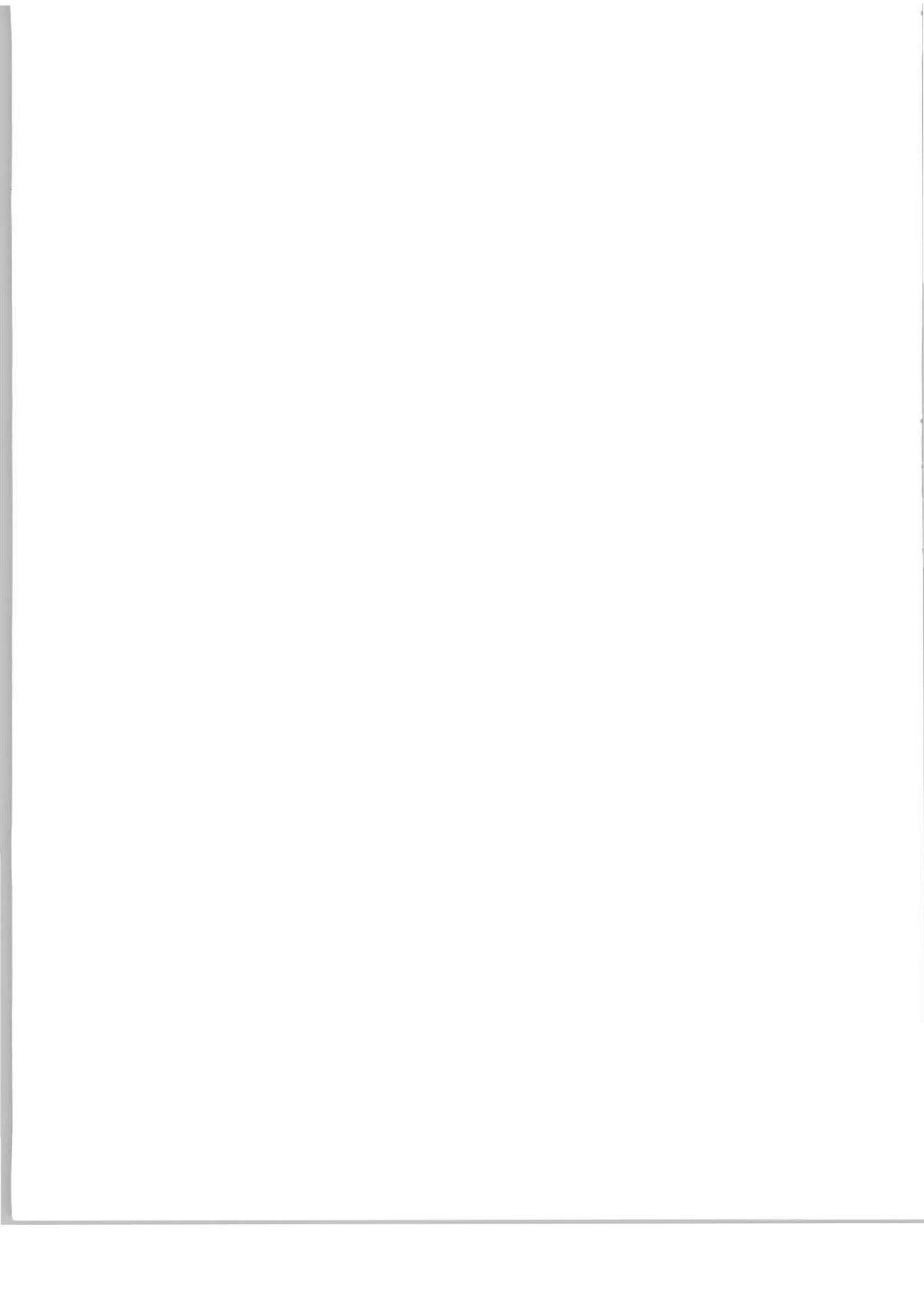
3. In what ways did Trini's life change because of KIP? In what ways did it remain the same?

A chart like the following might be developed in discussing this question. Put the outline of the chart on the chalkboard and the headings of the columns. Ask students to list items for the chart and write them on the chart.

Ways Trini's life changed	Ways Trini's life remained unchanged
Easier to get around Less flooding Kampung cleaner Cooperation to keep ditches clean Water more convenient Shorter distance to school Greater confidence and hope	House crowded All adults were wage earners Same worries—money, illness, crowding

4. In your judgment, what is the best feature of the Kampung Improvement Program? What is the weakest feature?

Students' opinions will differ.



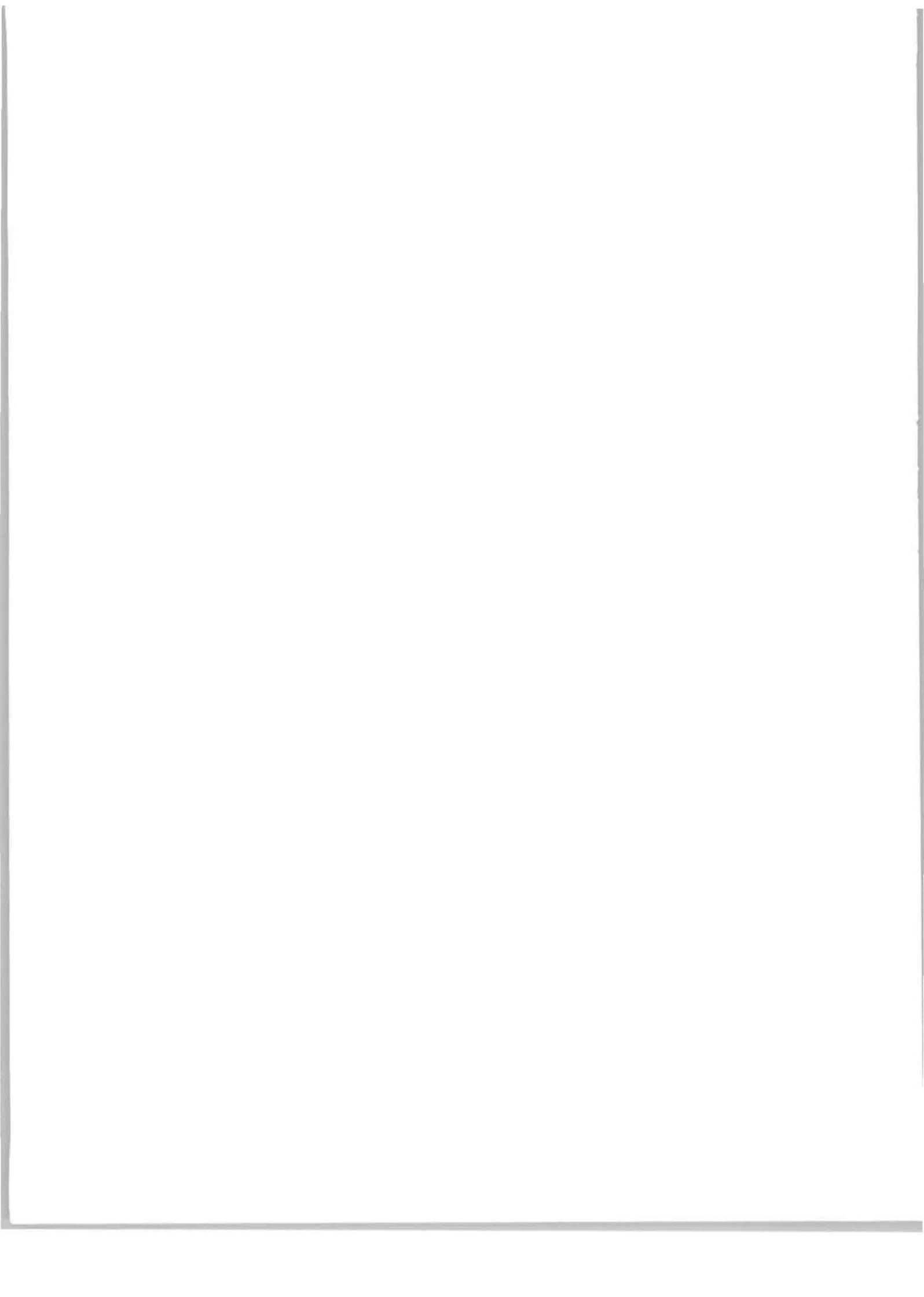
DRAMATIZING TRINI'S LIFE

You are to plan and perform a play that tells the story of Trini's life. Shown below are six scenes that you should include in the play, a brief synopsis of each, and the cast. Discuss with your classmates what will happen in each scene, plan the production, and give the performance. You need not write a script.

- | | |
|--|---|
| Scene 1. A village in central Java | Trini and Kodir discuss going to Jakarta. |
| Scene 2. An important day for Trini | Trini opens her warung. |
| Scene 3. Commotion in the kampung | Officials from the KIP Unit come to the kampung. |
| Scene 4. A meeting of neighbors | Trini's neighborhood association discusses the preliminary plans for the kampung. |
| Scene 5. Solving a problem | Trini and her neighbors decide how to keep the drainage ditches clean. |
| Scene 6. An evening in 1986 | Trini and Kodir reflect on their lives. |

Cast

Trini
Kodir
Trini's daughter
Trini's son-in-law
Trini's grandchildren (three)
Head of the neighborhood association
Neighbors and warung patrons
KIP Unit officials



PLANNING IMPROVEMENTS FOR A KAMPUNG

It is 1980, and the kampung west of Trini's kampung is scheduled for the KIP program. The kampung is 22 acres in area and has a population of 3,300. The map on page 2 of this worksheet shows the kampung and Trini's kampung as well. It shows some of the footpaths in the neighboring kampung; they do not all have the same width: a few are wide enough for vehicles.

You are to plan improvements for the kampung. You must make improvements similar to those in Trini's kampung, but you need not make all kinds. And, because the kampung is smaller than Trini's, you will make fewer improvements.

Your supervisor has told you about disputes between kampung residents and officials that arose recently in several kampungs that were to be improved. The residents were angry because KIP officials did not consult them about the changes to be made in their kampung until most decisions had been made. Your supervisor tells you that you may consult with residents before you make plans, or when the plans are nearly complete, as officials did in Trini's kampung. Your first task is to decide what you will do about consulting kampung residents.

You must be as economical as possible in planning your kampung because the city's resources are limited. People in your kampung use many of the facilities in Trini's kampung, so you might begin your assignment by noting them on your map. Use Figure 3 on page 29 of *Improving Indonesia's Cities*. Make a key for your map when you have made your decisions.

You must be able to defend all the decisions you make to the Review Committee in the KIP Unit.

Improved and Unimproved Kampung in Jakarta



LEARNING ABOUT KLENDER

This worksheet accompanies Chapter Three, "Santoso's Story," in *Improving Indonesia's Cities*.

1. Listed below are some events that occurred in Santoso's life. In the space at the right, write the year in which the event occurred. For the last event, the date is given; write the event that occurred in that year on the line at the left.

Santoso was born in Banjarmasin.	<u>1950</u>
Santoso moved to Jakarta.	<u>1970</u>
Construction began at Klender.	<u>1976</u>
The first Klender houses were sold.	<u>1978</u>
Santoso and Wati were married.	<u>1980</u>
<u>Santoso and Wati moved into their house in Klender.</u>	1983

2. To answer the questions below, study Figure 4 on page 37 and refer to the conversation between Santoso and the worker on pages 36 to 38.

1. What would you expect to see if you walked through the area of Klender that is white in Figure 4?

Markets, shops, schools, open fields, a community center, and so on.

2. What would you expect to see if you walked through the area of Klender that is light green on Figure 4?

Core houses and footpaths.

3. What would you expect to see if you walked through the area that is dark green on Figure 4?

Complete houses.

3. Look at Table 3 on page 42. How did Santoso know, by looking at the table, which house PERUMNAS would permit him to buy?

His monthly income was 32,000 rupiah; he could spend no more than 25 percent of it on payments for the house.

4. Make a list of ways in which purchasers of Klender houses changed their houses. Look at the photograph on page 39 and reread pages 39, 43, and 44.

Planted flowers and trees; built walks, rooms, and porches.

5. The list below consists of some steps that officials took before the Klender houses were built. The steps are scrambled. On the lines to the left of the steps, write the number 1, 2, or 3 to show the correct order. Review the conversation between Santoso and the worker on page 37, and refer to page 17 in Chapter Two.

- 2 Decided the proportion of its monthly income a family could afford to spend on payments for its house.
- 3 Designed houses that families with incomes in a certain range could afford to buy.
- 1 Selected a range of income that families had to have to be eligible for houses.

DISCUSSING KLENDER

This worksheet accompanies Chapter Four, "Santoso's Story," in *Improving Indonesia's Cities*.

1. Briefly summarize Santoso's life.

He was born in Banjarmasin, went to live in Jakarta at 20, watched the construction of Klender, and purchased a house there in 1982.

2. What steps did PERMUNAS take before Klender houses were built that a builder of a community of houses in your country would *not* take?

Selected a range of income that families must have to be eligible for houses; decided the proportion of its monthly income a family could afford to spend on payments for its house; designed houses that families with incomes in a certain range could afford to buy.

3. Would you have wanted to purchase a Klender house if you had been in Santoso's and Wati's places? Why or why not?

Students' opinions will differ.

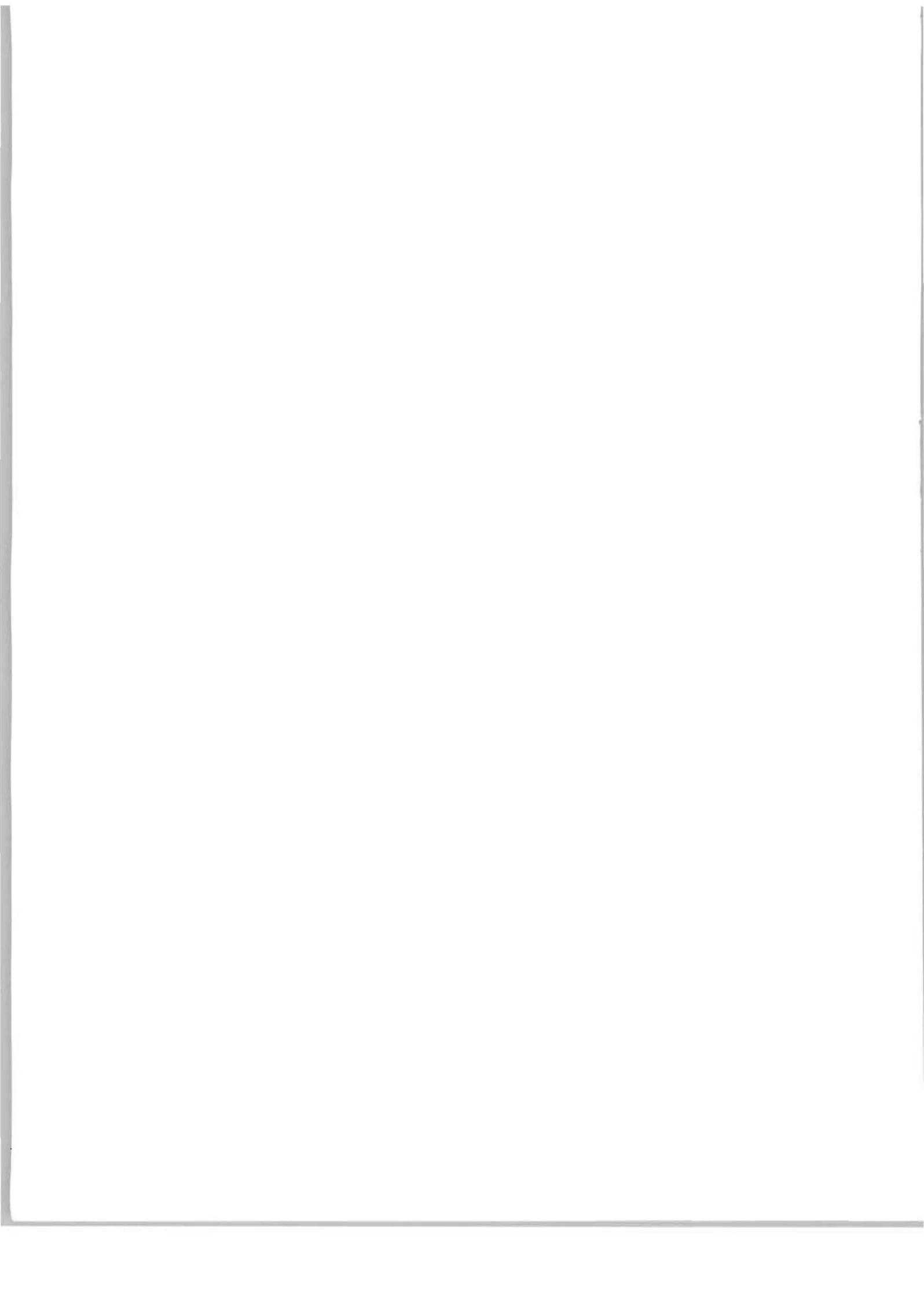
4. Compare Santoso's life with Trini's with respect to:

- Their life stories
- Their standards of living
- Their attitudes before and after being affected by Jakarta's new urban programs.

5. A development project has a stimulating effect on people and organizations that come in contact with it. The effect is called "the ripple effect." Like the ripples made when a pebble drops into a pond, the effects of a project go on and on. For example, a number of Jakarta construction firms got contracts with PERUMNAS to pave the roads in Klender. What effect did those contracts have on the firms and their suppliers? What were some further effects of those contracts?

Make a list of some of the people and organizations that were involved in the ripple effect of Klender, and explain how each was stimulated by Klender.

Construction firms hired more people and bought more materials from suppliers. The new employees bought more goods and services. The supplier hired more people and bought more raw materials. The producers of the raw materials produced more, and so on.



DRAMATIZING SANTOSO'S LIFE

You are going to plan and perform a play that tells the story of Santoso's life. Shown below are six scenes that you should include in the play, a brief synopsis of each, and the case. Discuss with your classmates what will happen in each scene, plan the production, and give the performance. You need not write a script.

- | | |
|--|---|
| Scene 1. A workshop in Banjarmasin | Santoso, his father, and his brother discuss going to Jakarta to live |
| Scene 2. A visit to Klender | Santoso visits Klender and talks with a worker |
| Scene 3. Conversation in a kampung | Santoso and Wati decide whether they should apply for a Klender house |
| Scene 4. The following day | Santoso tells Wati what he learned when he inquired about Klender houses |
| Scene 5. An office of PERUMNAS
(eight months later) | Santoso and a PERUMNAS official make arrangements about Santoso's house |
| Scene 6. A celebration | Santoso, Wati, their relatives, and their neighbors celebrate the completion of the new bedroom |

Cast

Santoso

Wati

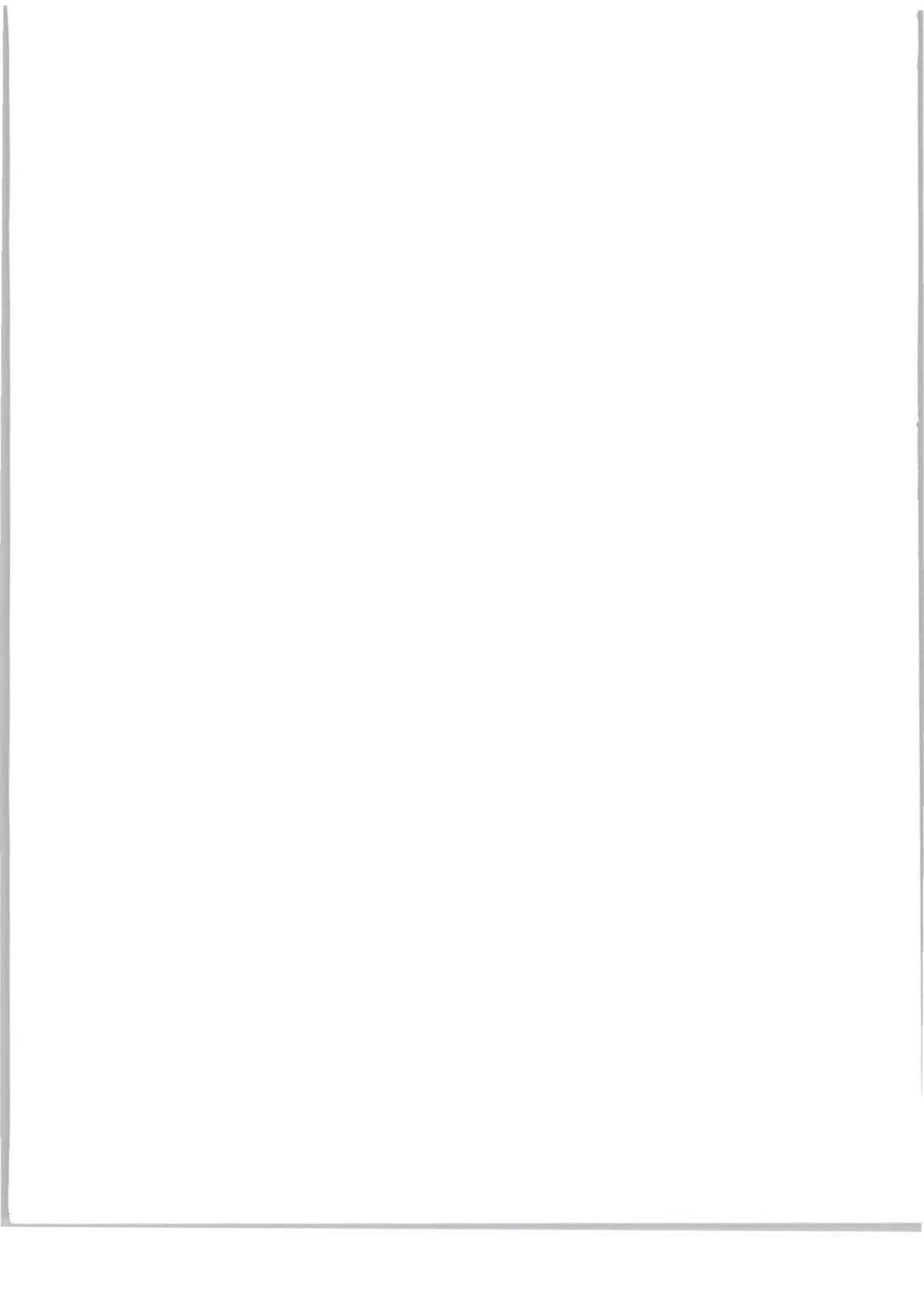
A worker at Klender

A PERUMNAS official

Santoso's brother and his family

Wati's aunt and her family

Klender neighbors



DESIGNING A COMMUNITY OF CORE HOUSES ON BALI

The island of Bali is increasingly popular as an international tourist center because of its lush landscape, its gleaming beaches, and its interesting culture. The city of Denpasar, the capital of the province, is the island's commercial and tourist center. The city attracts many rural people because it offers a variety of employment opportunities—in trade, light industry, handicrafts, restaurants, and hotels. Denpasar's population was 225,000 in 1980 and was growing at 5.6 percent a year.

For several reasons, Denpasar is eligible for a community of core houses built by PERUMNAS. Its population is large and growing rapidly, and it has a shortage of houses for low-income and middle-income families. In addition, the city government has taken steps to improve conditions in the city: it recently extended the water system and set up a city-wide trash disposal system, and a Kampung Improvement Program is under way.

A site has been purchased for the community of 2,500 core houses. As in Klender, all houses will be made of inexpensive materials, and purchasers will complete the houses. Water pipes will be laid along the footpaths, and purchasers will pay for hookups to their houses. Each house will have a simple toilet. Unlike Klender, purchasers may select from four types of houses, and 50 percent of the houses will be for middle-income families. PERUMNAS will make loans to purchasers to enable them to complete their houses and will sell them materials at cost after making bulk purchases.

An analysis of the income level of Denpasar has led to a number of decisions about the community that are shown in the table below. For convenience, all currency amounts are expressed in U.S. dollars. Calculate the totals in column 3.

Monthly income range	Percentage of units	Number of units	Features	Price
\$75 to \$99	32	<u>800</u>	Type A. 800 sq. ft. lot 1 room	\$2,000
\$100 to \$129	18	<u>450</u>	Type B. 1,200 sq. ft. lot 1 room	\$3,000
\$130 to \$199	30	<u>750</u>	Type C. 1,500 sq. ft. lot 2 rooms	\$5,000
\$200 to \$300	20	<u>500</u>	Type D. 2,000 sq. ft. lot 3 rooms	\$6,000

Activity 4.5.5

You are a member of the PERUMNAS Planning Unit responsible for the Denpasar Core Housing Project. You and your colleagues must make the following decisions and present them to others in the Planning Unit for criticism.

- The four types of houses may be concentrated in four areas of the community, or they may be mixed together throughout it. Which pattern do you recommend? Why? On the map of the site on page 3, show—generally—the pattern you recommend.
- Listed below are some community facilities to be included in the project. Indicate on the map the location you recommend for each facility. Use the symbols at the right of the list.

1 police and fire station (one building)	P/F
2 primary schools	PS
1 secondary school	SS
2 health clinics	H
1 large market	M
8 small markets	m
5 sheds for workshops	W
10 playgrounds	PG

- A preliminary estimate of the costs of the project is shown below. Calculate the amounts for each expenditure in the space provided.

Item	Percentage	Amount
Land	20	\$2,000,000
Design and supervision	5	500,000
Housing and infrastructure (includes roads, footpaths, water, drainage, electricity)	40	4,000,000
Community facilities	20	2,000,000
Loans for building materials	15	1,500,000
Total		\$10,000,000

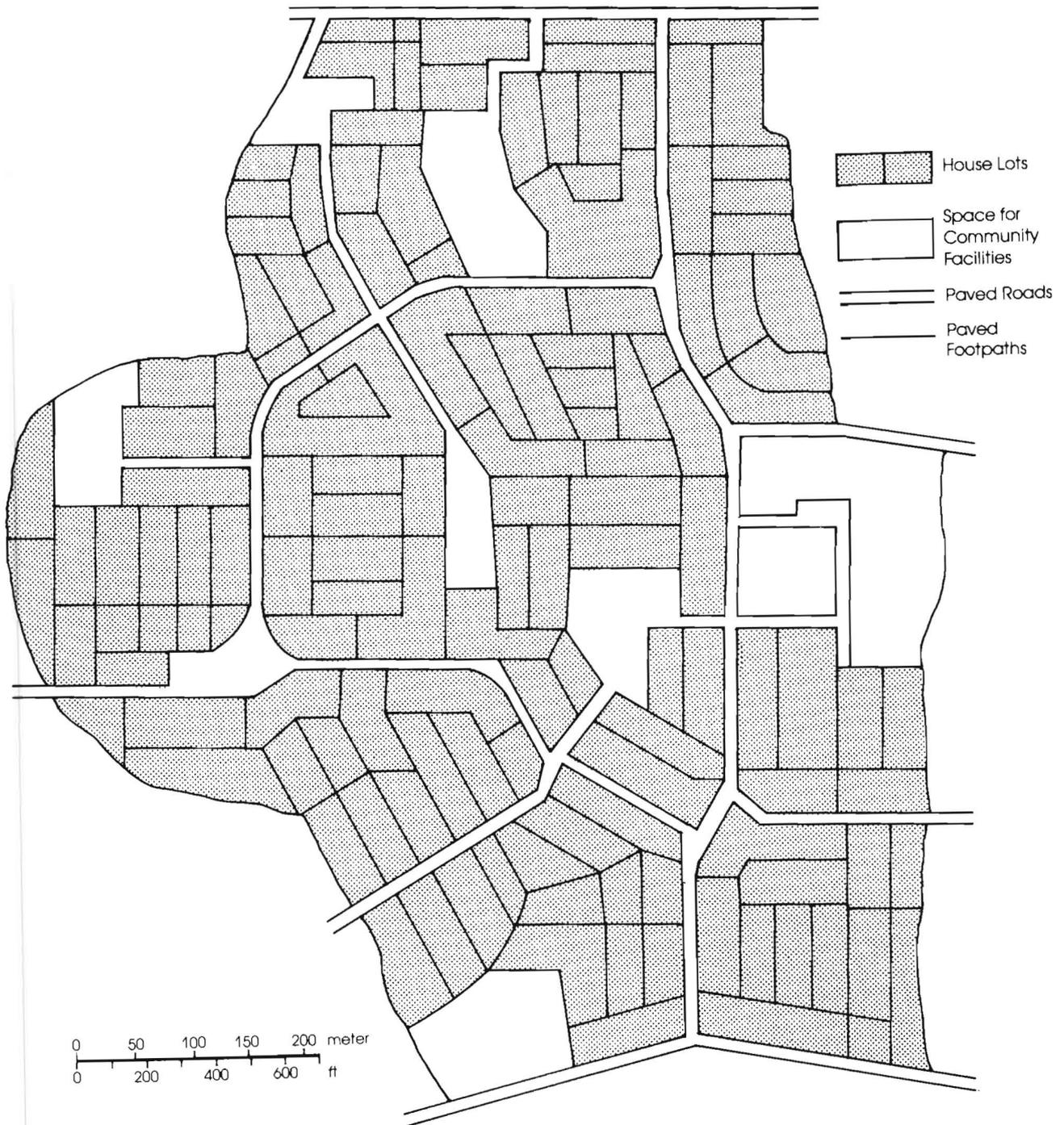
- PERUMNAS must recover all the costs of the project from the sale of houses. Using the table on page 1 of this worksheet, calculate the total amount that will come from the sale of houses. Use the space below for your calculations. Write the total amount here. \$9,700,000
What steps will you recommend so that PERUMNAS will recover costs?

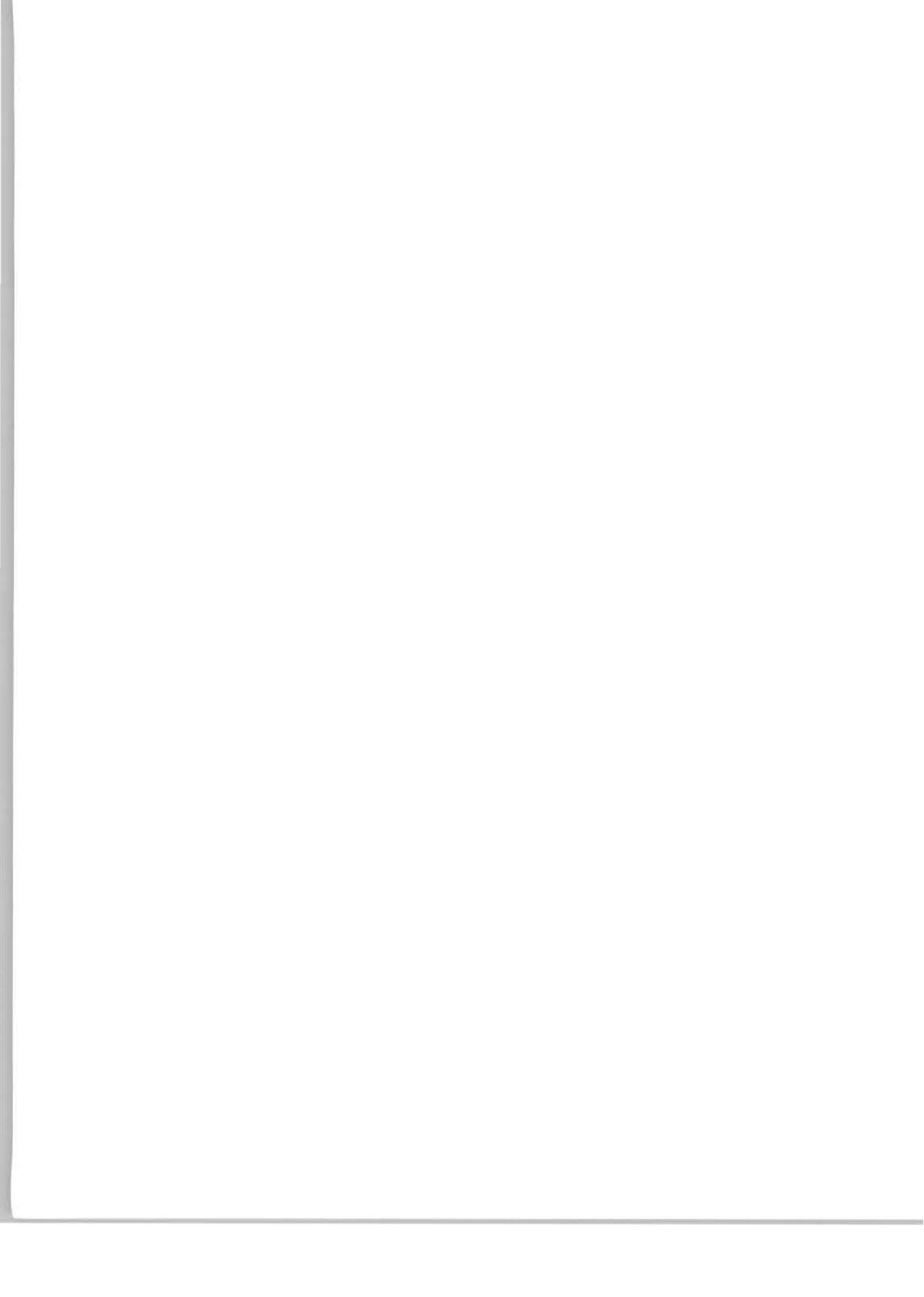
Students' opinions will differ.

- Many low-income people in Denpasar cannot afford to buy houses in the core housing community. What provisions is the city making to improve the living conditions of these people?

The Kampung Improvement Program

Map of the Site on Bali





LEARNING MORE ABOUT KIP, THE KLENDER PROJECT, AND OTHER URBAN PROGRAMS IN INDONESIA

1. Look through Chapter Five, "Summing Up," in *Improving Indonesia's Cities*. It is divided into four sections. Write the titles of the sections on the lines below. The first section has no title; "The Growth of Jakarta" may be used.
2. Read each section of the chapter. Then give the information requested in the space below the titles.

I. The Growth of Jakarta

What does the statement mean, "KIP and Klender are only drops in a bucket that is always getting bigger"?

Jakarta's population is continuing to grow rapidly; more kampungs are developing; more low-income families need houses.

II. The Kampung Improvement Program

List some achievements.	List some problems encountered.
<p>619 kampungs improved. Nearly 5 million people affected. Jobs created. Health of kampung people improved. The program extended to other cities.</p>	<p>Delays because of land purchase. Tensions between officials and residents. Trash and garbage facilities badly maintained. Water inadequate. No changes made in property tax.</p>

III. Klender

List some achievements.	List some problems encountered.
<p>Houses for 8,000 families. Jobs created. Similar projects in other cities. Acceptance of idea of core houses.</p>	<p>Main roads not durable. Water supply inadequate. Delays because of land purchase. Dispute about materials. Delays with mortgages.</p>

IV. Beyond KIP and Klender

Indonesia is taking many steps in addition to KIP and Klender to improve urban life. What are some of those steps?

Long-term plans being developed; water systems, drainage, trash collection being improved; sewers being built; transportation being upgraded; governments being reorganized; improvements being made in rural life; programs operating to slow population growth.

3. Compare the maps on pages 21 and 47. What does the map on page 21 show? What does the map on page 47 show?

1. Refer to Chapter Two for data to answer the following questions:

- How many kampungs were improved in 1969–74? 89
- How many were improved in 1974–76? About 89

2. Refer to Table 4 in Chapter Five to answer the following question:

What proportion of the kampungs improved from 1969 to 1984 was improved in 1969–76? (Divide the number for 1969–76 by the total number; convert the decimal to a percent.)

$180 \div 619 = .29$ or 29 percent

DISCUSSING KIP, THE KLENDER PROJECT, AND OTHER URBAN PROGRAMS IN INDONESIA

1. Compare the Kampung Improvement Program and the core housing projects of PERUMNAS with respect to:
 - The number of people affected by the mid-1980s
 - Influence in other Indonesian cities
 - Influence in cities in other countries

2. What do you think was the most important achievement of KIP? of Klender? What do you think was the most important problem each overcame?

Students' opinions will differ.

3. Pages 9 through 11 in Chapter One of *Improving Indonesia's Cities* describe things the developing countries are doing to deal with urban problems. Recall what you have learned in Chapters Three, Four, and Five. In your judgment, is Indonesia's performance on its urban problems good or poor? Give reasons for your answers.

Activities
Throughout the country: family planning
In the countryside: <ul style="list-style-type: none">Farmer trainingSmall factoriesSchools and health clinics
In cities and towns: <ul style="list-style-type: none">Job trainingSmall businesses in slumsNew bus routesLabor-intensive technologyNew systems for water, sanitation, and trash collectionImprovements in housing for the poorSchools and health clinicsGovernment reorganizationUrban planning
Other: Improvements in other cities besides the capital city

4. Assume that 60 percent of Indonesia's urban population will live in kampungs in 1990, and that 75 percent of kampung residents will have been affected by KIP by 1990. Using population data from *An Economic Summary of Indonesia* and the estimate that 25.2 percent of Indonesia's population will be urban in 1990, make the following calculations:

- How many people in Indonesian cities will have been affected by the Kampung Improvement Program in 1990?

$$\underline{179,000,000 \times .252 \times .60 \times .75 = 20,300,000}$$

- What percentage of Indonesia's total population will have been affected by the Kampung Improvement Program in 1990?

$$\underline{20,300,000 \div 179,000,000 = 11 \text{ percent}}$$

- What percentage of Indonesia's urban population will have been affected by the Kampung Improvement Program in 1990?

$$\underline{179,000,000 \times .252 = 45,108,000 \div 179,000,000 = 25 \text{ percent}}$$

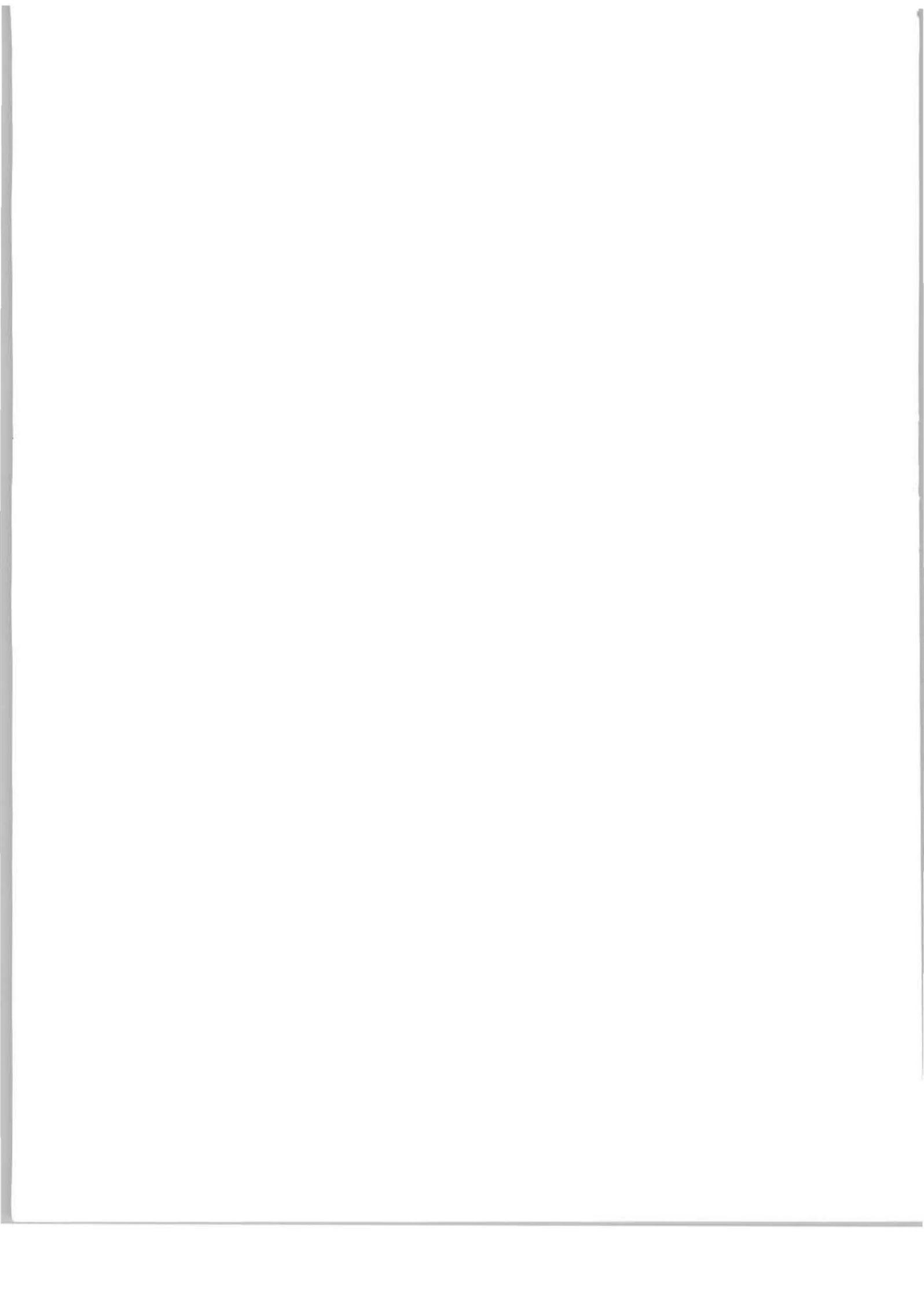
VIEWING THE LAST HALF OF THE FILMSTRIP, *Building and Rebuilding*

1. Like the first half of the filmstrip, the second half has three parts. The boxes below relate to those parts.
2. After viewing the filmstrip, make brief notes in each box about one frame in the filmstrip that increased the understanding you have already acquired in your study. Describe the frame in a few words, and explain in a few words how it increased your understanding.

Part Three. The Kampung Improvement Program

Part Four. The Klender Project

Part Five. The effect of KIP and Klender in other cities

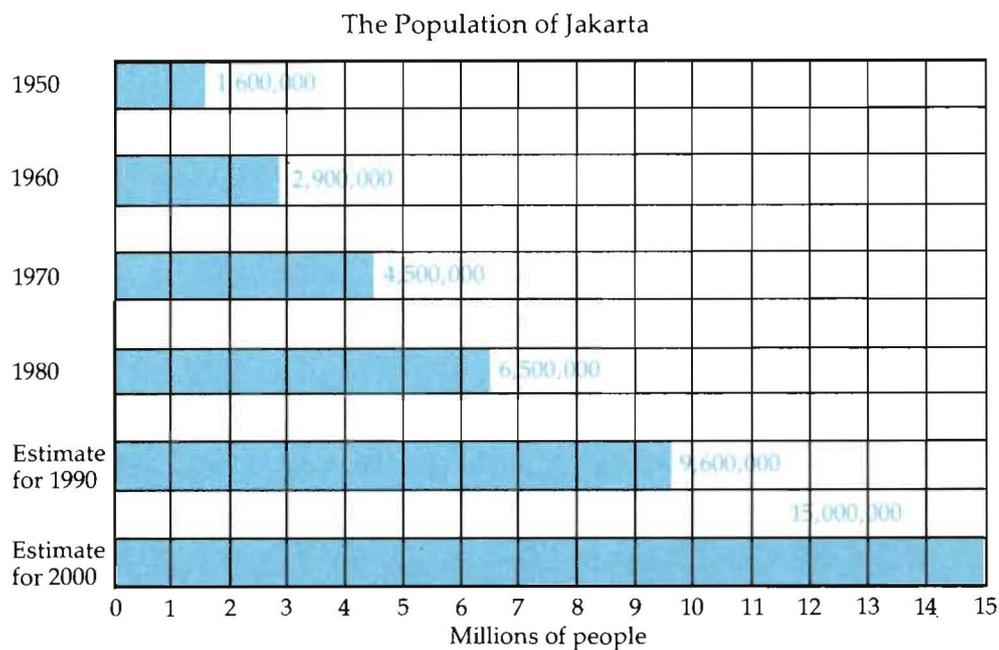


GRAPHING JAKARTA'S POPULATION GROWTH

1. Using the data in Chapters Two and Five of *Improving Indonesia's Cities*, complete the table below. It shows Jakarta's population in 1950 through 1980 and estimates for 1990 and 2000.

1950	p. 13; 1,600,000
1960	p. 13; 2,900,000
1970	p. 19; 4,500,000
1980	p. 20; 6,500,000
Estimate for 1990	p. 46; 9,600,000
Estimate for 2000	p. 46; 15,000,000

2. Using the form below, make a graph showing the data in the table. Write the data in the bars of the graph, using the graph on page 7 of *An Economic Summary of Indonesia* as a model.



3. State two things the graph shows.

The population of Jakarta has risen steadily since 1950.

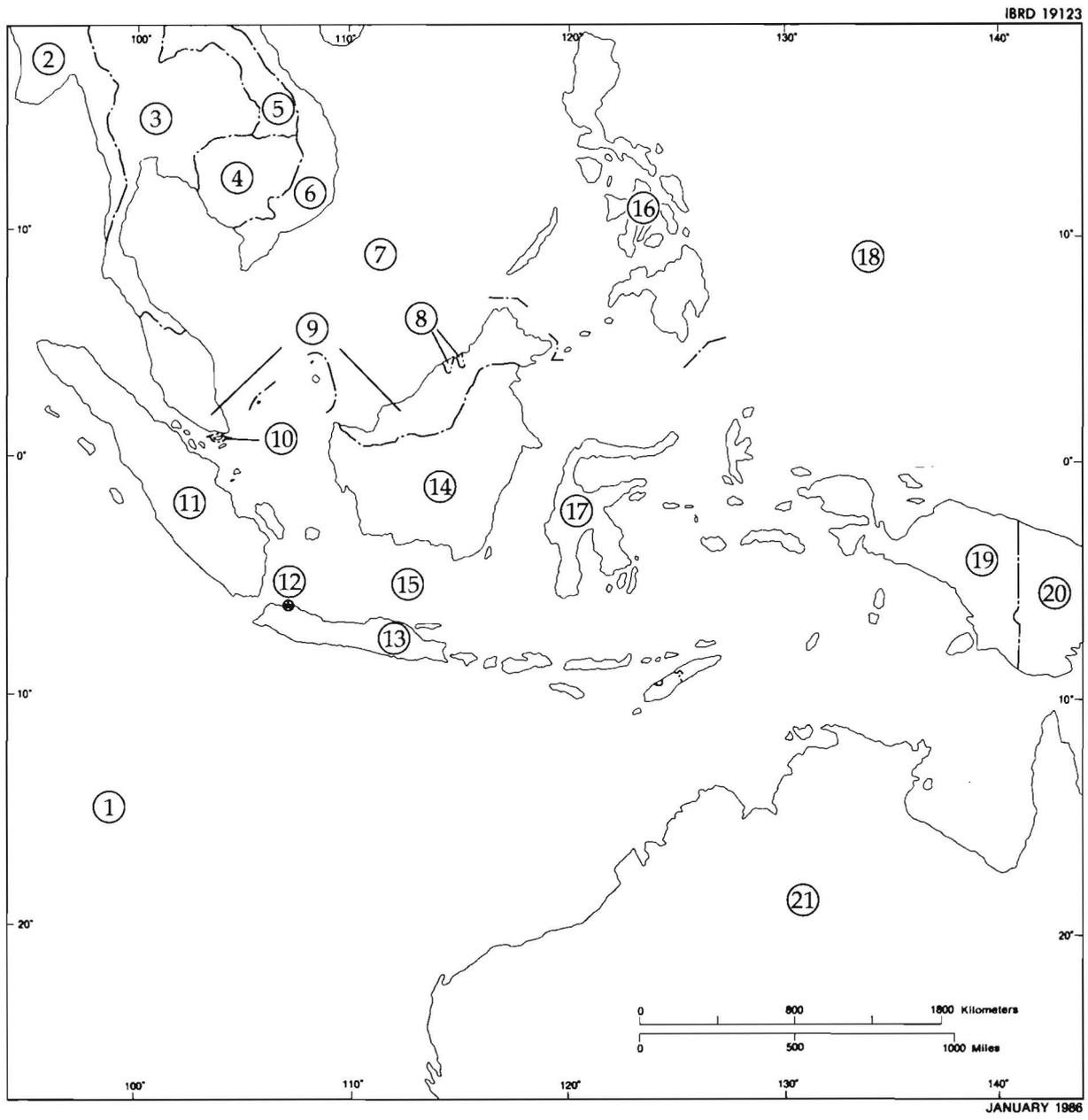
The number of people added in any decade is much larger than the number added the decade before.

TEST

Part One (16 points)

The numbers on the map below identify the bodies of water, countries, and Indonesian territories that are listed below. The Indonesian territories are preceded by an asterisk (*). For the *six Indonesian territories and ten other places*, write the number that shows their location on the map.

- | | | |
|-------------------------------|--------------------------------|--------------------------|
| <u>21</u> Australia | <u>13</u> *Java | <u>18</u> Philippine Sea |
| <u>8</u> Brunei | <u>15</u> Java Sea | <u>10</u> Singapore |
| <u>2</u> Burma | <u>14</u> *Kalimantan | <u>7</u> South China Sea |
| <u>4</u> Democratic Kampuchea | <u>5</u> Lao People's Republic | <u>17</u> *Sulawesi |
| <u>1</u> Indian Ocean | <u>9</u> Malaysia | <u>11</u> *Sumatra |
| <u>19</u> *Irian Jaya | <u>20</u> Papua New Guinea | <u>3</u> Thailand |
| <u>12</u> *Jakarta | <u>16</u> Philippines | <u>6</u> Vietnam |



Name

Part Two (A) (16 points)

The statements below give characteristics of the West African country, Cameroon. Read each statement and decide whether the characteristic makes Cameroon similar to Indonesia or different from Indonesia. The characteristic must be entirely similar or different. Then put a check in the appropriate column at the right.

	Similar to Indonesia	Different from Indonesia
1. Cameroon is located near the equator.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. It is a former colony.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Its population is relatively small: 9 million.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Many of its people are farmers or nomads.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. People belong to many ethnic groups and speak many languages.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. An increasing number of people live in towns and cities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The capital city is its second largest city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Cameroon has enough oil to export.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Its main agricultural products are cocoa and coffee.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. There is only small-scale industry in Cameroon.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The Cameroon economy grew rapidly in the 1970s but declined in the early 1980s.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Lower prices—for oil and its agricultural exports—will affect its growth in the future.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Cameroon has managed to pay its loans when they were due so it is not heavily in debt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Its population is growing more rapidly than it used to.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Cameroon started a small population program recently.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. It has a small slum upgrading program in its largest city.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part Two (B) (16 points)

Read the account below of the economy of Cameroon. In the boxes that follow it, list at least *eight* ways in which Cameroon is similar to Indonesia and *eight* ways in which it is different. Or, on a separate piece of paper, write a paragraph that compares the economy of Cameroon with that of Indonesia.

Cameroon is located on the west coast of Africa just north of the equator where the coast bends sharply west to form the hump. Part of Cameroon became independent from France in 1960, the other part from Great Britain in 1961.

Cameroon's people, numbering a little more than 9 million, form many ethnic groups and speak many languages. Most are nomads or farmers and are very poor. An increasing number of people live in towns. The country has two large cities. Yaounde is the capital and has about 600,000 people. Douala, a port on the Atlantic, has a population of nearly a million.

Cameroon's farmers grow enough food to feed the country's people and grow the country's principal agricultural exports—coffee and cocoa. Other important exports are timber and oil. Oil was discovered in 1971 and provides energy and revenue for essential imports. Industry in Cameroon is mostly small in scale and produces clothing, processed food, and beverages.

Cameroon is a very poor country. Its GNP per capita was \$880 in 1983. But it has fared better than many of its sub-Saharan neighbors. The economy grew steadily in the 1970s, partly because oil revenues were used in activities that led to further growth. While the country borrowed to pay for growth, it has been able to repay its loans when they were due. An economic decline took place in the early 1980s as a result of world recession. Lower prices for coffee, cocoa, and oil mean that growth in the future is likely to be lower than it was in the 1970s.

So Cameroon faces many problems in raising standards of living. One is that the population growth rate is rising. Another is that people are crowding into towns and cities to escape poverty in the country. The country has recently undertaken a small program to slow population growth and a small slum upgrading program in Douala. Its development activities focus on rural improvement and increasing education and health services in rural and urban areas.

Similarities to Indonesia	Differences from Indonesia
equatorial former colony cultural diversity mostly farmers urban migration self-sufficient in food oil poor country good economic growth in 1970s, decline in 1980s manageable debt development focus on agriculture and education and health	African location small population many nomads only two large cities capital is not largest city no rice production only small-scale industry higher GNP per capita rising population growth rate small population program small slum-upgrading program not in capital city

Part Three (18 points)

1. In the space at the left of the chart below, list *five* problems that arise when rapid urbanization takes place. In the space at the right, list *five* activities that developing countries undertake to deal with those problems.

Problems	Activities that deal with problems
many people in poverty makeshift houses disease inadequate schools inadequate health services inadequate urban services (water, sanitation, trash collection, transportation)	family planning farmer training rural factories rural schools and health services small business in slums improve urban services (water, sanitation, trash collection, transportation) government reorganization urban planning

(Note: students may group urban services together or list them separately.)

2. Urban population is increasing rapidly in developing countries because

population is growing rapidly throughout the country, and people are moving to cities from the countryside.

3. Dealing with urban problems is difficult for developing countries because

their people have so many needs, and their resources are so limited.

4. The new idea that grew up in the 1960s for dealing with slums was

to pave roads, install water, and so on, and people would improve their houses at their own expense.

5. The new idea that grew up in the 1960s about building houses that low-income people could afford to buy was

to provide roads, water, and so on, and build simple houses that people would complete at their own expense.