

We live in a diverse world

One way that people learn about the world is through photographs and images. Photographs are an important source of information for geographers. They give information about the physical and built environments and the people who live in the place. Look at the images on these pages and see if you can work out the region of the world and the country represented. Suggest reasons or evidence for your choice.



For you to do

1. Look at the photographs and underline the region you think is represented:
(a) Europe (b) Africa (c) Latin America (d) Asia (e) North America (f) Middle East
What evidence supports your suggestion? Can you suggest the country represented?
2. With a partner, brainstorm a list of questions about this place from observing the images on p.2-3. Include the following:
(i) economic questions about money, trade and aid;
(ii) social questions about people and their relationships;
(iii) environmental questions about the natural and built environments.
3. Textbooks, tourist brochures, newspapers and aid and development organisations use photographs to represent places in different ways. Choose two photographs you would use for a tourist brochure for this place. Choose two photographs for an aid and development organisation advertisement. Give reasons for your choices.
4. Create a line drawing of the volcano and label the prominent features (use space above).

Australian-Indonesian links

Indonesia is a country of 248 million people – the fourth largest nation in the world after China, India and the United States of America. It is a democratic nation with the largest Muslim population in the world. Its economy is growing rapidly and yet there continues to be significant inequality and poverty, as 120 million people live on less than \$2 per day. Australia and Indonesia are diverse and interconnected international neighbours.

Bali bomb blast kills 202

In October 2012, people around the world remembered the 10 year anniversary of the Bali terrorist bombing that killed 202 people – including 38 Indonesians and 88 Australians.

2004 Tsunami – 220,000 Indonesians dead or missing

Australians responded generously to the humanitarian aid appeal for tsunami affected Indonesia. With over

220,000 Indonesians dead or missing, Australians donated \$88 million to help rebuild Indonesia in 2005.

Australian tourists to Indonesia – more than double!

In 2002, tourist numbers from Australia were 346,245. This had more than doubled by 2010 to 771,792 and most visit Bali. Australia is the third major source of

tourism for Indonesia. On the other hand, Indonesian tourists to Australia have increased from 40,000 in 1992 to 140,400 in 2011.

Live animal exports to Indonesia banned

Australian aid to Indonesia increased to \$570 million

Indonesia continues to be the major recipient of Australian Government aid. AusAID announced that the main focus of the aid budget would be improving education outcomes, improving access to safe water and improving child and maternal health.

Lombok treaty signed

In 2006, Australia and Indonesia signed the Lombok Treaty to strengthen cooperation on matters of security including defence, counter terrorism and transnational crime.

New Indonesian restaurant opens

A new Indonesian restaurant has opened in town featuring popular meals including Gado Gado, Mie Goreng and Nasi Goreng.

Indonesian body boards exported to Australia

The Australia Indonesia Business Council announced that two-way trade between Indonesia and Australia is worth \$13.8 billion. Australia's major export is wheat and

the major import is petroleum. Australians' love for the surf and the beach is serviced by Indonesia as the main manufacturer of body boards used in Australia.

Over 70,000 Indonesian-born people living in Australia

The 2011 census recorded 73,530 Indonesian-born people living in Australia – 44 percent more than 2006. It is the 18th largest migrant

community in Australia. In 2011, there were 15,000 Indonesian students studying in Australia.

ASYLUM SEEKER BOAT MISSING OFF INDONESIA

For you to do

- Design a fieldwork interview or survey to find out what Australians know and think about Indonesia. As a class, combine your findings and analyse Australian perceptions of our largest neighbour.
- Write the headlines that show Australian-Indonesian links in the categories below.

	Headlines
Tourism	
Aid	
Trade	
Defence	
Migration	

- Search for current news and media stories about Indonesia. How do these news stories represent Indonesian people and places?

Indonesia – a country profile

GEOGRAPHY

Indonesia is an archipelago of over 17,000 islands (about 5,000 inhabited) sprawled across the equator. The landscape includes rugged volcanic mountains covered with rainforests, coastal mangroves and coral _____. The climate is mostly hot and humid and cooler in the mountains. The country has monsoonal _____ causing two seasons – a wet season from November to April and a dry season from May to October.

PEOPLE

About 60 percent of Indonesia's 248 million people live on Java – the island with the capital city, Jakarta. Most Indonesians have a Malay heritage but there are many ethnic groups and over 300 languages, with Indonesian being the national _____. More than 80 percent of the people are Muslims, about 10 percent are Christians, and there are minorities of Hindus, Buddhists and animists.



Kelimutu is a volcano of three crater lakes 1,639m above sea level. The scenic lakes are a popular tourist destination on the island of Flores and the area became Kelimutu National Park in 1992.

HISTORY

For thousands of years, people have farmed, fished and traded on Indonesia's _____. Around the first century AD, Hindu and Buddhist beliefs came to the region from India. Thirteenth century traders introduced Islam and in the 1600s, the Dutch introduced Christianity and colonised the area.

In 1942, the Japanese occupied most of the islands and in 1945, following the World War II surrender of the Japanese, Indonesian leaders declared independence.

Indonesia has seen great change in recent years, including the loss of East Timor; independence demands from provinces; ethnic and religious conflict and the 2004 _____ that left more than 220,000 Indonesians dead or missing.

ECONOMY

Indonesia is rich in natural _____ such as oil, gas, coal, minerals, timber and rubber. The overall economy shows signs of growth, but the country still struggles with widespread poverty, unemployment, corruption and inadequate _____. Millions of people struggle to survive and nearly 50 percent live on less than \$2 a day.

More than half of Indonesia's workforce is employed in _____, as small farmers or labourers on large estates. Farm products include rice, rubber, coffee, spices, palm oil, cashews and cassava. However, farmland is being taken over by industry, tourism and housing. Indonesia is generally self-sufficient in _____, but remains subject to drought and other environmental problems that have been linked to uncontrolled _____ and rainforest burning.

LIVING CONDITIONS

Nearly half the population live in rural areas and many villages do not have adequate sanitation or _____ connected.

Cities like Jakarta are growing rapidly, as people move away from rural areas to find work. People live in crowded neighbourhoods lacking facilities like waste disposal and 50 percent do not have access to safe drinking _____.

Rice is the staple food across Indonesia. Fish, meat, vegetables and fruit are also eaten, but in smaller quantities. Poor families eat cheap, filling foods like cassava and rice, which by themselves lack important nutrients. Although Indonesians are healthier now than in the past, serious diseases persist, including _____, diarrhoea and tuberculosis. Life expectancy is now 68 years.

EDUCATION

Due to a sustained focus on education, most adults can read and write. However, one-quarter of Indonesia's 13-15 year olds do not attend _____ because they are too expensive, far away, or the quality of teaching is poor. This leads to limited job choices and drop-out rates are much higher for _____ than boys. On average, children attend school for 5.3 years.

For you to do

- Choose the best word to complete the report above:

islands	language	water	girls	electricity
rice	agriculture	winds	malaria	reefs
tsunami	infrastructure	logging	school	resources
- Use the report and internet research to complete the table below. How do Australia and Indonesia compare? Graph the data for Indonesia at worldvision.com.au/schoolresources. What trend do you observe for Indonesia from 1980-2011 and what are possible future directions?

	Indonesia 1980	Indonesia 1990	Indonesia 2000	Indonesia 2011	Australia 2011
Population (million)	148	188	206		
Life expectancy (years)	57.6	62.5	65.7		
Average/mean years of schooling	3.1	3.3	4.8		
Maternal mortality (per 100,000 births)	N/A	390	340	220	
Under 5 child mortality (per 1,000 births)	120	81	53	38	
GNI per capita (\$)	1,318	2,007	2,478	3,716	

Map of Indonesia



For you to do

- Identify five of Indonesia's neighbouring countries.
- What city do you find at $6^{\circ} 12' S$ $106^{\circ} 48' E$?
- What are the megacities of this region?
- Use latitude and longitude to locate the position of Bali. What sort of climate would you expect for a place in this location?
- In 2006, Australia built an immigration detention centre on Christmas Island. Use the scale to measure the distance of Christmas Island from the south coast of Java and the west coast of Australia. Suggest reasons why Australia established a detention centre on Christmas Island.
- From observation, rank the following islands according to area – largest (1) to smallest (4) (Bali; Java; Sumatra; Sumba).
- Use the scale and a ruler to estimate the distance from Banda Aceh in the west (Sumatra) to Jayapura in the east (Papua). Compare with the distance from Perth to Sydney.
- Identify the sub-divisions of Asia. Is Indonesia located in North-east Asia, South-east Asia, South or West Asia?
- Indonesia lies between the _____ Ocean and the _____ Ocean.

Australian aid and development

Aid and development is the assistance governments (eg. AusAID), non-government organisations (eg. World Vision), businesses and individuals of one country give to the people of another country to help reduce poverty and achieve sustainable development. There are three kinds of aid:

1. **Bilateral aid** is assistance given by a government directly to the government of another country. This is usually the largest share

of a country's aid and is often influenced by strategic geopolitical considerations as well as humanitarian ones. For example, the Australian Government (AusAID) states "the fundamental purpose of Australian aid is to help people overcome poverty. This also serves Australia's national interests by promoting stability and prosperity both in our region and beyond".

In 2012-13, the Australian Government will spend \$5.2 billion on overseas aid or 0.35 percent of Gross National Income (ie. 35 cents in \$100). This is less than two percent of Federal Government expenditure.

Indonesia is the largest recipient of Australian Government aid that has a special focus on education, water and health. In the past year, AusAID has built more than 2,000 schools, resulting in over 300,000 new places for students. Two thousand more schools are planned to be built. In the past year, AusAID initiatives have also connected more than 330,000 people in urban areas to water and sanitation. In the health sector, over 5,000 midwives have been trained.

2. **Non-government aid** is assistance provided by non-government organisations (NGOs) like World Vision. The money for this aid is mainly provided by public donations from individuals and

businesses. This includes money raised through events like the 40 Hour Famine or child sponsorship programs.

In 2011, over two million Australians donated \$895 million to the work of international aid and development organisations. At the same time, Australians spent \$19 billion on gambling.

In 2012, World Vision Australia will spend \$4.5 million in aid and development programs in Indonesia.

NGO aid and development work includes:

- (i) **humanitarian relief** work in response to major disasters
- (ii) **long-term community development** work in health, education, water and microfinance
- (iii) **advocacy and education** work

Effective aid focuses on the empowerment of communities and not simply the delivery of services or materials. NGO aid works at the grassroots level in communities and seeks to address education, health, water, sanitation and food security challenges.



Bathroom and toilet in rural Indonesia. Improving access to sanitation is an important aspect of aid and development work.

3. **Multilateral aid** is assistance provided by governments to international organisations like the World Bank, the United Nations and the International Monetary Fund that is then used to reduce poverty in developing nations.

It is important to measure the effectiveness of aid and development strategies. Three important criteria to measure effective aid are:

- (i) **Approach** – Is the community engaged and participating in the project? Has the whole community been consulted – including men, women and children?
- (ii) **Impact** – Has the project brought change to the lives of the people? Has the aid improved the lives of community members? What has been the economic, social and environmental impact for the community?
- (iii) **Sustainability** – Is the project sustainable? Will the economic, social and environmental improvements be maintained after the aid is withdrawn?

Graph 1: Top 10 recipients of AusAID funding (2012-2013)

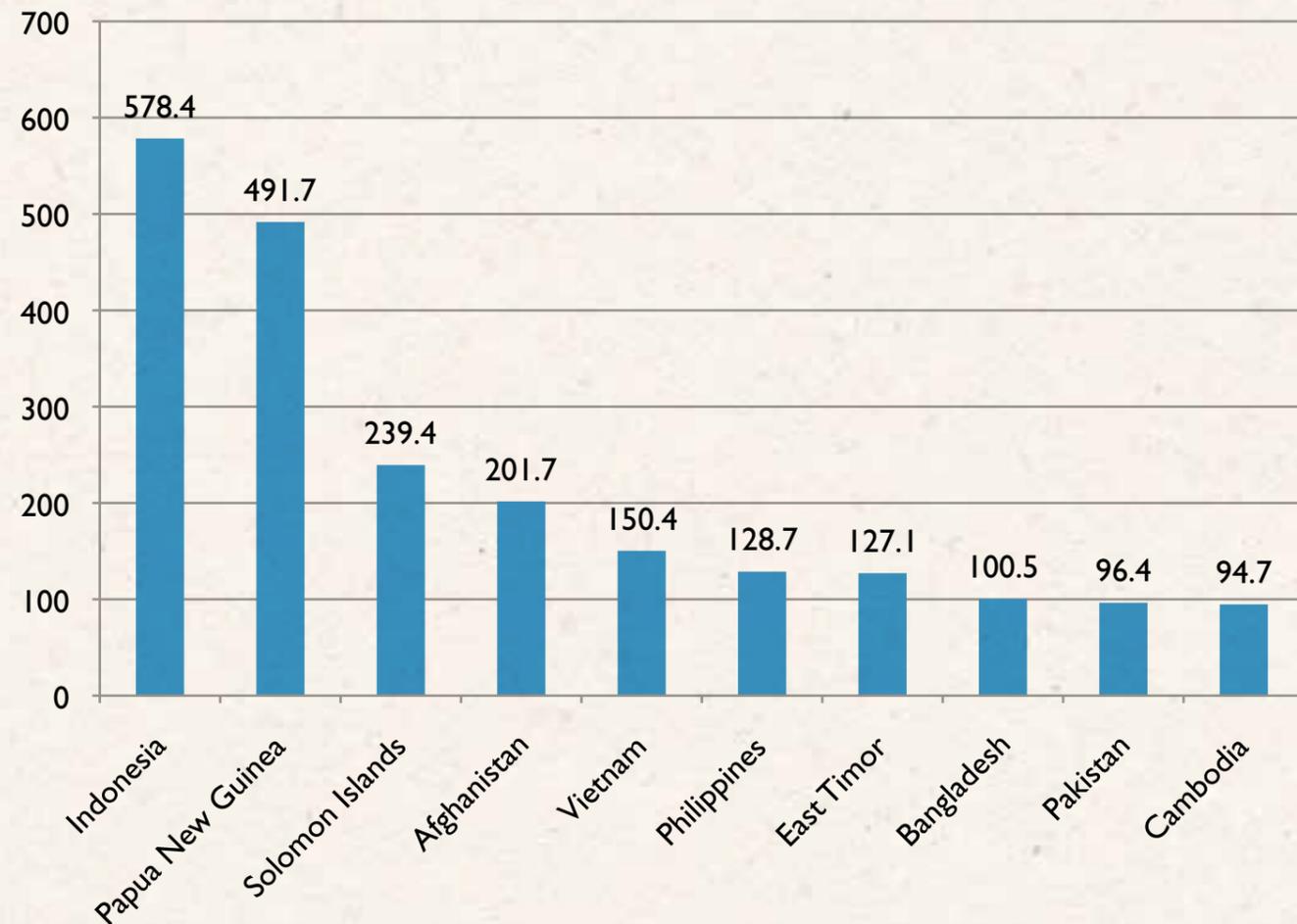


Table 1: NGO community donations to Indonesia (2005-2011)

Year	Rank	NGO community donations to Indonesia (\$million)
2005	1st	88
2006	1st	29
2007	1st	31
2008	1st	24
2009	6th	26
2010	10th	12
2011	7th	10

For you to do

1. Look at the AusAID graph on p.10. Identify these countries on the world map at worldvision.com.au/schoolresources. What region of the world receives the most Australian Government aid and suggest reasons why. How does Australian aid "serve Australia's national interests?"
2. Graph the information in Table 1 on p.11. Use the worksheet at worldvision.com.au/schoolresources and suggest a reason for the trend in NGO donations to Indonesia from 2005-2011.
3. Give an example of an organisation that provides each of the following: (i) bilateral aid (ii) non-government aid and (iii) multilateral aid.
4. On the internet, research an example of each of the following types of work undertaken by an NGO: (i) humanitarian relief (ii) community development (iii) advocacy.

Reflection and action

I was surprised to find out...	
The most interesting thing I learnt was...	
I would like to know more about...	
I don't understand...	
One thing I would like to do now is...	

Edward de Bono's thinking hats

Use de Bono's six thinking hats to explore Australia's engagement with Asia: Indonesia. This includes the DVD chapter and written resources.



White hat: What are some of the facts you learnt as a result of looking at this topic?



Red hat: How do you feel as a result of looking at this topic? Hopeful, angry, depressed, thankful, disappointed, something else?



Black hat: What were some of the negative aspects to this topic?



Yellow hat: What are some of the positive, encouraging or hopeful aspects of this topic?



Green hat: What are some ideas or possible actions that could address an issue in this topic?



Blue hat: What is the "big picture idea" behind this topic? What have you learnt about Australia's engagement with Indonesia?