**Cornell University**  
**College of Architecture, Art and Planning**  
**Department of City and Regional Planning**

**CRP 5076, International Development Planning Workshop**  
**Water, Shelter and Community-Based Planning in Solo, Indonesia**  
**Spring 2015**

**Description:** Cornell students in Surakarta, Indonesia; Pepe River; PKK women’s community based planning meeting.

**Instructor:** Victoria A. Beard  
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**E-mail:** vab57@cornell.edu  
**Telephone:** 607.255-5385

**Class meetings:** Thursdays, 1:25 to 4:25  
**Discussion sessions:** Tuesdays, 2:30 to 3:20  
**Meeting location:** Sibley 115  
**Office hours:** Tuesdays 3:30-4:30

**Workshop Description**

The purpose of the workshop is to expose students to the complexity as well as the nuances of planning with poor communities in the global South. The workshop focuses on planning for communities located along the Pepe River in Surakarta (Solo), Indonesia. Issues of primary concern are access to reliable potable water, sanitation services, secure shelter and poverty. There are three main deliverables for the course: (1) an exhibition in West Sibley that combines spatial data, visual images and narrative and development of a website; (2) a series of memos outlining key findings for the Pepe River communities, the non-governmental sector and the local government; and (3) an Advocacy Planning Handbook for Indonesian activist planners working with riverbank communities. These deliverables will be based on analysis of secondary data and primary data collected in Solo, Indonesia.

**Context**

Indonesia is at a crossroads in terms of its national development. After decades of economic growth and poverty reduction, in 1998, Indonesia experienced a sustained economic crisis. During this period the country implemented significant political reform (known as reformasi). It also implemented radical decentralization policies that moved the locus of revenue distribution decisions away from the central government to the municipal level. Since 2007 Indonesia has again experienced a period of impressive economic growth (averaging over 6 percent per year). However, in 2013 the economy
showed signs of weakness; first with a fall of the stock market and then a slipping of the value of the rupiah and rising inflation rates.

Solo is a particularly interesting city to conduct the workshop because it has recently undergone a noteworthy planning process led by the former mayor Joko Widodo (Jokowi). The former mayor is well known for successfully relocating squatters away from the Bengawan River, engaging street vendors in a relocation process, supporting traditional markets and his overall clean, transparent and participatory style of governance. After winning the Best Mayor award in 2011, Jokowi became governor of Jakarta, and in August 2014 he was elected President of Indonesia.

Jokowi’s decision to relocate squatters away from the Bengawan River flies in the face of what is considered “best practices” in urban planning—improving housing and basic services with minimal relocation and disruption of existing social networks, or what is commonly referred to in situ upgrading. Significantly, Jokowi moved entire neighborhoods together to open land, gave them land tenure (hak milik) and money to construct modest, single-family homes. The current mayor of Solo seeks to revitalizing the Pepe River. The settlement pattern along the Pepe River is different than the Bengawan River. While the Pepe River experiences less seasonal flooding, households have mixed land tenure status and location in the city’s dense urban center makes finding a comparable open space for relocation of large groups of poor households nearly impossible.

**Collaboration Relationships and Partners**

The workshop seeks to develop collaborative relationships among classmates and with the workshop’s Indonesian stakeholders and main NGO partner. There are three significant sets of stakeholders involved in planning along the Pepe River: the communities along the river; Yayasan Kota Kita and other non-governmental actors; and Solo’s municipal government, specifically those departments that are engaged in aspects of planning and work on planning related issues (i.e., Kelurahan offices, Bappeda, PU). An important part of the workshop is ongoing dialogue via email and Skype with our main partner, Yayasan Kota Kita. Their input is critical as we develop the workshop’s main deliverables.

**Learning Objectives**

- A deeper understanding and appreciation for the complexities, politics and nuances involved in planning with poor communities in the global South.
- Develop the sensitivity and humility necessary to work effectively across cultural, historical and political settings.
- Develop the communication skills necessary to engage project partners, including, but not limited to: local government, NGOs, and community members.
- Build effective working relationships across cultures, disciplinary perspectives and professional orientations.
• Interpret and use effectively different types of data, including: interviews, direct observation, project documents, administrative records, maps, scholarly research, datasets, popular media and visual information.

• Enhance students’ research, writing, presentation, critical thinking and problem solving skills.

Class Format and Expectations

Workshops are unique educational experiences because they are dynamic, and the work will continue to evolve as we gain a deeper understanding of the context and the issues throughout the semester. Please come to class prepared to work. The quality of your learning experience will depend on the level of effort you bring to the course. I will strive to create an open, communicative, creative and respectful work environment.

At times you will work independently, at other times you will work collaboratively on discrete tasks. You will be individually responsible for specific deliverables, writing specific sections of the documents as well as writing some sections collaboratively. As part of the learning process and in order to ensure the highest quality final product, you will be asked to peer review each other’s work.

Typically, 4-credit workshops meet for 4 hours per week. Because of the time difference with Indonesia, you are expected to meet weekly outside of our regularly scheduled 3-hour Thursday class meeting to facilitate small group work and Skype meetings with our Indonesian partners and stakeholders.

Please bring your laptop and other needed tools and materials to every class meeting. It is important that you maintain up-to-date backups of all electronic work and supporting materials (e.g., maps, photos, videos, notes, drafts, and scanned documents). Because of the active learning involved in a workshop, regular attendance is mandatory.

Description of Deliverables

The primary deliverables for the workshop are as follows: (1) exhibit in W. Sibley and workshop website, (2) a series of stakeholder memos, and (3) the Advocacy Planning Handbook. These deliverables are designed to meet the needs of a number of stakeholders.

• The development of W. Sibley exhibit and workshop website are important communication tools to share our work with CRP and the broader Cornell community. These avenues of communication are essential for sustainability of the workshop.

• The memos are designed to provide feedback to communities, NGOs and the local government we have worked with in Indonesia over the past 2 years. The memos will focus on our key findings about water, shelter and community-based planning, and the final version will be translated into Indonesian.
• The Advocacy Planning Handbook will be created in close collaboration with Yayasan Kota Kita and will serve as a reference for activist planners working with poor, riverbank communities in Indonesia.

The deliverables will come from a rigorous analysis of interviews, case studies, visual information, maps and administrative data collected as part of the workshop over the past two years. The form of the deliverables will be based on ongoing consultation with stakeholders, so expectations will evolve throughout the semester. The dynamic nature of this work can make some students feel uncomfortable, but this is not an unusual situation in professional planning practice. Students should be prepared to receive critical feedback from diverse sources and revise their work throughout the semester.

**Deadlines**

The following is a series of deadlines for each of the deliverables. These deadlines are designed to maximize input from the instructor, relevant stakeholders and our Indonesian partner.

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Review Progress</th>
<th>Review 1st Drafts</th>
<th>Deliver draft to client</th>
<th>Send final version to client</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Sibley exhibition</td>
<td>March 5</td>
<td>March 19</td>
<td>March 26</td>
<td>***</td>
</tr>
<tr>
<td>Workshop website</td>
<td>February 19</td>
<td>March 19</td>
<td>April 16</td>
<td>May 6</td>
</tr>
<tr>
<td>Memo: Community</td>
<td>February 26</td>
<td>March 12</td>
<td>April 16</td>
<td>May 6</td>
</tr>
<tr>
<td>Memo: NGO</td>
<td>March 5</td>
<td>March 19</td>
<td>April 16</td>
<td>May 6</td>
</tr>
<tr>
<td>Memo: Local government</td>
<td>March 12</td>
<td>March 26</td>
<td>April 16</td>
<td>May 6</td>
</tr>
<tr>
<td>Advocacy Planning Handbook</td>
<td>March 19</td>
<td>April 9</td>
<td>April 16</td>
<td>May 6</td>
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Adherence to deadlines is critical for balancing the workload throughout the semester. All deadlines refer to the beginning of the Thursday class meeting on the designated due date. After the beginning of class, late assignments will be marked down half a grade for each day the assignment is late.

**Evaluation and Grades**

Your grade is based on three areas of evaluation: (1) participation in class; (2) performance on interim assignments; and (3) performance on the final deliverables.

**Course Grade**

<table>
<thead>
<tr>
<th>Area of evaluation</th>
<th>Percentage of course grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Interim or draft assignments</td>
<td>30%</td>
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<tr>
<td>Final deliverables</td>
<td>40%</td>
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</table>
Because part of your grade is based on participation, you cannot receive full credit for classes you miss.

**Readings and Supporting Materials**

I have posted many of the readings on Blackboard (http://blackboard.cornell.edu/). You will discover new readings and relevant materials as the semester progresses. Below is a list of suggested readings. I realize a list like this can be overwhelming. As a result, I prefer to meet with you throughout the semester to guide your reading and help you make strategic choices.


Firm Foundation: *Participatory urban design in urban poor riverbank communities of Banjarmasin, 2012*. Website: http://www.solokotakita.org/firmfoundation/


Solo Kota Kita: *Public access to neighborhood Information to support participatory budgeting in Solo, 2010-2013*. Website: http://solokotakita.org/en/

Solo Kota Kita. (2010, November 28). *Introduction to Kota Solo and its urban systems*.


