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A Framework of School-Based Disaster Preparedness

Developed by
**CONSORTIUM FOR DISASTER EDUCATION
INDONESIA**

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The Law No. 23 year 2002 on Child Protection mandated the importance of education and protection, particularly for children. Therefore, it is the obligation of government and authorized parties as well as competent institutions that care for fulfilling the needs on education and special protection.

In relation to the effort of managing disaster in Indonesia, the school has a tangible role in building community resilience.¹ The school as an education institution has the responsibility to deliver education. Schools, have to plan and commit in making effort to create a conducive learning atmosphere and process to enable the students to develop their potentials actively, and to express religious and spirituality, self-control, personality, intelligence, good morals, and skills needed for themselves, their communities, and country. Pertaining to this, the school still gains trust as an effective institution to build the culture of disaster preparedness in societies, particularly among students, teachers, education practitioners, other stakeholders as well as to the public.

In the effort to encourage schools to develop disaster preparedness, various institutions have implemented various disaster risk

reduction education programs/activities at school level with their own methodologies. *Konsorsium Pendidikan Bencana* (the Consortium for Disaster Education - CDE) recorded various programs and terms used such as *Sekolah Siaga Bencana / SSB* (School-based Disaster Preparedness), *Pengurangan Risiko Bencana Berbasis Sekolah* (PRBBS) or *Sekolah Ramah Anak**.

**Sekolah Siaga Bencana* (SSB): School-Based Disaster Preparedness

Pengurangan Risiko Bencana Berbasis Sekolah (PRBBS): School-Based Disaster Risk Reduction

Sekolah Ramah Anak (SRA): Child Friendly School

Realizing that the various practices are enriching the implementation of Disaster Risk Reduction (DRR) in education sector, CDE, as the coordination platform among DRR education practitioners in Indonesia, deem it necessary to have a document comprehensively explaining the concept of

¹ Draft of *Kerangka Kerja Pengurangan Risiko Bencana Berbasis Sekolah* (School-Based Disaster Risk Reduction Framework), CDE, October 2008.

school-based disaster preparedness. It is expected that the document can be agreed upon by stakeholders in DRR education sector and be a reference for implementing activities, mainly for members of CDE.

As an effort to build the school disaster preparedness, SSB is developed to raise awareness on DRR for all stakeholders in the education sector, both individually and collectively. Preparedness is a part of the effort to anticipate and manage disaster in order to reduce its impacts/risks. DRR mainstreaming into national education system becomes an approach in developing the SSB concept, which covers eight standards in accordance to the National Standard for Education.

The process of formulating this SSB concept was carried out by the CDE SSB Task Force (*Gugus Tugas SSB KPB*), which consist of 15 members of CDE (Annex 1). Since 17th of December, 2009, this task force

has conducted regular meetings in order to discuss and finalize the conceptual document. The membership of this task force consists of various institutions/organizations such as government, community organizations, national and international non-governmental organizations as well as UN bodies.

We hope that this SBB concept document would enable and facilitate parties, especially the members of CDE, in implementing DRR education activities. It is also expected that this document can function as a reference for schools as the means of building community resilience as well as for stakeholders to express their concerns and perform their advocacy work.

Jakarta, May 2011
The Consortium for Disaster Education

CHAPTER 1

INTRODUCTION

Background²

In 2005, the World Conference on Disaster Reduction was held in Kobe, Japan. In this global conference, a joint framework for actions for disaster risk reduction by 2015 was formulated and agreed upon, which is the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters.

The Hyogo Framework for Actions outlines five priorities for actions to be implemented by a Nation, namely: (1) Ensure that the disaster risk reduction is a national and a local priority with a strong institutional basis for implementation; (2) Identify, assess, monitor disaster risks and enhance early warning; (3) Use knowledge, innovation and education to build a culture of safety and resilience at all level; (4) Reduce the underlying risk factors; (5) Strengthen disaster preparedness for effective response at all levels. Strengthening capacity of communities to reduce disaster risk in local level, where individuals and communities mobilize local resources to reduce vulnerabilities to hazards.

Since then, the Global Platform continues to promote implementation and cooperation in encouraging disaster risk management in the development process of the countries. In June 2009, for example, this platform highlighted the importance of disaster risk reduction in managing the impact of climate change and prevention of further decline in social and economic welfare due to disaster. This Platform also highlighted the political will, which should be increased for carrying out disaster risk reduction efforts. In particular, the government and civil society are encouraged to implement a bottom-up development, which

² Summarized from *Naskah Akademik Pengarusutamaan Pengurangan Risiko Bencana dalam Sistem Pendidikan Nasional* (Academic Paper on Mainstreaming of Disaster Risk Reduction in National Standard for Education), CDE Task Force, July 2009.



draws the communities as the party that are most familiar and aware of the hazards that they are facing in that they have the ability to manage and implement concrete actions.

In line with the growing global movement, the government and civil society in Indonesia has actively established the National Platform for Disaster Risk Reduction (*Planas PRB*). This platform is a means to build coordination among various DRR stakeholders in Indonesia.

Following up the establishment of *Planas PRB*, local platforms or DRR fora were launched in several provinces. The establishment of such platforms indicates the awareness of society on the importance of building the nation's resilience in the local areas and communities.



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Disaster in Indonesia

Indonesian Archipelago is located at the meeting points of the earth's tectonic plates. The Eurasian plate is directly collided with the Indo-Australian plate in the west and south side. Another meeting point of three plates are in the east, namely Phillipine Sea plate, Pacific plate and Indo- Australian plate. Such geographical location has made this country prone of geological hazards such as earthquake, tsunami, landslide, and volcanic eruption. In addition due to the impact of global climate change and rapid population growth with the complexation of plurality in the society, Indonesia becomes more vulnerable. In short, the geographical and demographic characteristics as well as other aspects have posed Indonesia at a high level of risks.

In 2009, *Badan Nasional Penanggulangan Bencana/BNPB* (the National Agency for Disaster Management) recorded that there were 1,306 disaster occurrences with the total number of 624 people dead and missing, 5,570,928 people suffered and internally-displaced due to disasters, and 77,975 houses damaged.³

The earthquake in West Sumatra on 30th September, 2009 depicts the huge losses caused by disaster in Indonesia. It caused 1,195 fatalities, damaged 249,833 housing units (114,797 were heavily damaged), 2,512 education facilities (9,051 local), 1,010 government facilities, 2,104 worship facilities, 177 kms of road, 4,980 m of bridge, 25 hotels, health facilities, irrigation systems, markets, water distribution networks, and disconnection of electricity and telecommunication, as well as other infrastructures. Not to mention other impacts on psychological, educational, economic, and social areas.⁴

Realizing the impact of disaster, it is important to build awareness and culture of disaster risk reduction. Therefore, the Government has initiated various efforts, among other: in 2006, Bappenas in cooperation with the *Badan Koordinasi Nasional Penanganan Bencana/BAKORNAS PB* (National Coordinating Board for Disaster Management) supported by United Nations Development Programme (UNDP) formulated the *Rencana Aksi Nasional Pengurangan Risiko Bencana/RAN PRB* (National Action Plan for Disaster Risk Reduction) 2006-2009. This document contains commitment for the efforts to reduce disaster risks in Indonesia. The commitment of the state is actualized through the issuance of the Law No.

³<http://www.bnpb.go.id>

⁴Presentation of H. Sudirman Gani, the Head of National Unity, Politics and Community Protection/ Secretary of Implementing Coordination Unit for Disaster Management (Kesbangpol & Linmas/Sekretaris Satkorlak PB), West Sumatra Province in the Workshop for Evaluation of Earthquake Emergency Management in West Sumatra, Padang 22-24 December 2009.

24 year 2007 on Disaster Management (DM). The Law on DM and its derivation become a judicial guideline for disaster management activities in Indonesia, which also aims to achieve the vision of building community resilience to disaster.

Furthermore, the National Agency for Disaster Management and National Platform for Disaster Risk Reduction were then established. The National Action Plan for Disaster Risk Reduction 2010-2012 was formulated as a national policy for the implementation of national development with disaster risk reduction as a priority. In education sector the government has allocated 1% of the *Anggaran Pendapatan dan Belanja Negara/APBN* (National Budget) for disaster risk reduction programs, and 20% for education as stipulated by the national constitution.

Disaster and School

In 2006, *Lembaga Ilmu Pengetahuan Indonesia/LIPI* (Indonesian Institute of Science) and UNESCO conducted research in three areas, which are Aceh Besar District, Bengkulu City and Padang City. The research aimed to assess the level of disaster preparedness in government institutions, schools, households and communities. Using five parameters of preparedness (knowledge on disaster, policy and guidelines, emergency response plan, disaster early warning system and resource mobilisation), it was identified that the level of school preparedness was lower compared to that of communities and government apparatus.⁵

From that finding, it is identified that schools as a 'public space' are mostly vulnerable, this was shown by the 2009 earthquake in West Sumatra in which the extent of damages of schools, particularly classrooms resulting in the disruption of the teaching-learning process. School facilities and infrastructures have proven to be very vulnerable to disaster in the majority areas of Indonesia. Not to say that, the impact would have been unimaginable might the disaster occurs during school hours.

The earthquake in Sichuan, China, on 12th May, 2008, took place during school hours. The earthquake of 7.9 richter scale killed 87,000 people, with at least 5,335 students, and it indicates that around 6% of the victims dead were school students. According to the media report of the Chinese government, more than 7,000 school buildings were collapsed and piled up upon students and teachers. Ironically, many buildings surrounding the schools were still standing upright. Parents of victims accused that there was corruption in the procurement process of the construction of school buildings, and the bad quality of building materials was attributed to the collapse of school buildings during the earthquake.

From the above facts, it is clear that the efforts to build disaster preparedness in schools have to be a mutually important agenda and the responsibility of school communities and stakeholders. School communities include people involved in teaching-learning activities: students, teachers, education practitioners, and headmasters. School stakeholders refer to communities that are interested in both school communities and community institutions surrounding the school.

⁵ LIPI, UNESCO, ISDR *Kajian Kesiapsiagaan Masyarakat dalam Mengantisipasi Bencana Gempa Bumi dan Tsunami di Indonesia*, (Assessing and recognizing community preparedness in natural disaster in Indonesia), 2006

School is the basis of children communities. They ought to be protected and simultaneously, their knowledge on disasters needs to be increased. School is a very reliable institution by the Indonesian society to 'take care' of children. This is shown by the high *Angka Partisipasi Kasar/APK* (gross enrollment rate) and *angka partisipasi murni/APM* (net enrolment rate) in Elementary and Junior High School level.

Furthermore, the school is an effective platform in transferring information, knowledge and skills to the surrounding communities. Therefore, the activities of disaster education in school is an effective, dynamic and sustainable strategy in spreading out disaster education. The systemic, measurable and feasible efforts to increase the capacity of school community will effectively reduce disaster risks in schools.



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Disaster Risk Reduction in School

The global campaign to build the resilience of nation and community has continued to proceed until now. In year 2010-2011, UNISDR (United Nations International Strategy for Disaster Reduction) launched a global campaign on DRR with the focus on the development of urban areas. The theme of the campaign "Making Cities Resilient, Targeting Risks in Urban Areas", and activities with the theme of "One Million Safer Schools and Hospitals Campaign" have promoted DRR practices in schools and hospitals.

In Indonesia, *Planas PRB* consistently cooperates with various stakeholders from the education sector through the national campaign launched in 2010 as the Campaign Year for Disaster Resilient Schools and Hospitals. Since May 2010, the national campaign

has been followed up by several areas such as West Java, Special Region of Yogyakarta, and several other provinces.

In line with it, realizing the importance and urgency of disaster risk reduction in education, The Ministry of National Education supported by UNDP SC-DRR and CDE issued a Circular Letter , No. 70a/MPN/SE/2010, targeting the head of regions, local office for education, *Badan Penanggulangan Bencana Daerah/BPPD* (The regional and local agency for disaster management)and other relevant local offices (*dinas*) to mainstream DRR in education.

To date, various initiatives and activities to achieve what has been set out in the Circular Letter have been conducted by stakeholders and school institutions. However, a framework is needed as a reference to build School Based-Disaster Preparedness. Therefore, this Framework of School-Based Disaster Preparedness is developed to specify the points of goals and implementation of efforts to build disaster preparedness in school.

CHAPTER 2

SCHOOL-BASED DISASTER PREPAREDNESS

2.1. DEFINITION

The *Comprehensive Bahasa Indonesia Dictionary* defines preparedness as a ‘prepared condition’. It came from the basic word ‘prepared’, meaning ‘ready to be used or to act’. While the definition provided by Law Number 24 Year 2007 for Disaster Prevention is ‘a series of activities conducted to anticipate disaster through organising as well as taking the correct and useful steps’.



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According to the UN-OCHA, preparedness is *pre-disaster activities conducted within the context of disaster risk management and is based on a good risk analysis. This covers development/improvement of the whole strategy of preparedness, policy, institutional structure, warning and predicting ability, as well as plans that will determine relevant steps to assist the community at risk in saving their lives and assets by being cautious to disasters and to take the correct steps in alleviating threats that would happen or the actual disaster itself.*

While UNISDR, in the *Guidance Notes on Safer School Construction (Konstruksi Sekolah yang Lebih-Aman)*, stated that *preparedness is the knowledge and capacity developed by the government, professional organizations conducting emergency response and post-disaster recovery, the community and individuals – to effectively anticipate, respond, and recover from the impact of hazard or condition that could and would happen.*

From the definition and explanation above, we can draw a definitive understanding that the ‘school-based disaster preparedness’ is a capacity of school to manage

disaster risks in its community. Such capacity is measured from the availability of disaster management plan (pre-, during and post-disaster), logistic availability, safety and comfort in the education community, infrastructure, and an emergency system, which are supported by knowledge and capacity on preparedness, standard operating procedure, and an early warning system. Such capacities can be also identified through regular simulation exercises by cooperating with related parties and institutionalizing in the policy of the educational institution to knowledge and practices of disaster prevention and risk-mitigation to all school communities as educational institution constituents.

2.2. BASIC CONCEPT

The facilitation of school's preparedness toward disaster is a realization of the National Action Plan for Disaster Risk Reduction which is stated in Priority 5 of the Hyogo Framework for Action (HFA) 2005-2015: *Strengthening Disaster Preparedness for Effective Response at All Levels*. Aside from that, in the educational context of disaster risk reduction, this basic concept reflects Priority 3: *Using Knowledge, Innovation and Education to Build a Culture of Safety and Resilience at All Levels*.

Conceptually the school-based disaster preparedness not only focuses on mere preparedness, but also strives to develop knowledge to institutionalize the culture of safety and resilience of all school communities to disaster. Therefore, the concept of SSB focuses on two agendas:

1. A safe Learning Environment
2. Preparedness of the School Community

2.3. OBJECTIVE

The objective of SSB is to develop a culture of preparedness and safety in school as well as resilience of school communities.

The disaster preparedness culture is an absolute requirement in establishing SSB. It will be well-organized if there is a supporting system, good planning process, procurement, and maintenance of the school means and infrastructure. The SSB concept developed by CDE is expected to provide a reference for DRR initiatives and community-based disaster management in general and school-based disaster management in particular.

CHAPTER 3

PARAMETER, INDICATOR, AND VERIFICATION

To measure the efforts made by schools in developing School-based Disaster Preparedness, parameters, indicators and its verification need to be determined. Parameter is a minimum standard that is qualitative in nature and determines the minimum level that is needed to be achieved. Indicator is a 'marker' which shows whether standards have been achieved. It provides means to measure and communicate impact or outcome of a program, a process as well as the method used. Indicator can be qualitative or quantitative in nature. Verification is a set of evidence to show indicator. Parameter of school preparedness consists of four factors:

1. Attitude and Action
2. School Policy
3. Preparedness Planning
4. Resource Mobilisation

3.1. Attitude and Action

The basis of one's attitude and action is their perception, knowledge and skill. SSB expects to build the capacity of all elements of school communities, both individually and collectively, to face disasters promptly and efficiently. Therefore, students and all elements of school communities are the target of SSB.

3.2. School Policy

School policy is a formally binding decision made by schools on the matters needed to support the implementation of DRR in school, both specifically and integratedly. In practice, the school's policy shall be the foundation, guideline, and direction for the implementation of activities relevant to DRR in school.



3.3. Preparedness Planning

Preparedness planning is to ensure a rapid and efficient action when disaster occurs, taking into consideration the local disaster management system and adjusting it according to the local condition. It will produce several documents such as preparedness Standard Operating Procedure/SOP, contingency plan, and other supporting-preparedness documents, including establishment of accurate early warning system that considers local context.

3.4. Resource Mobilisation

The school ought to prepare human resource, facility, infrastructure and financial support for disaster management to ensure the school’s disaster preparedness. Resource mobilisation is based on the capacity of school and school stakeholders. The mobilisation is open for other stakeholders to take part.

The four parameters stated above are means to measure disaster preparedness in school, and each parameter is not a stand-alone one but linked to one another. The acquired measurement of the related schools will determine the level of school resiliency toward a specific hazard. In practice, school preparedness should also be integrated with same effort of local government, communities around the school and relevant stakeholders.

The outlines of parameter, indicator and verification in SSB concept developed by CDE are as follow:

Parameter	Indicator	Verification
Attitude and Action	The availability of Knowledge regarding the hazards (i.e. types, sources and magnitudes); vulnerability; capacity disaster risk and history surrounding the school.	Curriculum structure and content (stated in KTSP document I/School-based Curriculum) as well as syllabus and lesson plan derived from SKKD (stated in KTSP document II) containing knowledge of hazards (types, sources and magnitudes); vulnerability; capacity; disaster risk and history surrounding the school Student activities to observe hazards (types, sources and magnitudes); vulnerability; capacity; disaster risk and history of the school and surrounding area.

Parameter	Indicator	Verification
	Knowledge availability on possible efforts to reduce disaster risk in school.	Curriculum structure and content (in KTSP document I) as well as syllabus and lesson plan from SKKD (in KTSP document II) containing knowledge of efforts that can be done to reduce disaster risk in school. School activity to identify efforts to reduce disaster risks in school, including the option of actions in either relocating or retrofitting school building and infrastructure. The school to regularly examine the integrity of the school structure and infrastructure.
	Skills of all school elements in executing contingency plan.	School elements to execute the contingency plan during simulation exercise.
	Socialization on DRR and SSB to all school elements and stakeholders.	Number of regular and sustainable socialization activities in school.
	Trainings on integrating DRR into KTSP.	Number of trainings conducted by school.
	Simulation exercise activities conducted regularly in school, involving surrounding communities.	Frequency of simulation exercise activities conducted per a year.
School's Policy	Availability of policy, agreement and/or school regulation that support the effort to reduce disaster risk in school.	KTSP document I (including the school's vision, mission and objective) containing and/or supporting efforts to reduce disaster risk in school. School policy document containing and/or adopting school building codes.

Parameter	Indicator	Verification
	Availability of access for all school elements to information, knowledge and training to increase their capacity in DRR, i.e. reference materials, participation in training, teacher’s meeting, village meeting, student jamboree, etc.	Information media in school (i.e. bulletin board, library, books, and modules) containing knowledge and information on DRR and accessible to the school community. Number of participation of school communities in training, teacher’s meeting, village meeting, student jamboree, etc.
Preparedness Planning	Availability of disaster risk assessment documents formulated through a participatory approach of the school communities and stakeholders.	Documents on disaster risk assessment periodically reviewed in accordance to school’s vulnerability. Documents on school building vulnerability assessment regularly examined/checked by the government. <i>Note:</i> School vulnerability is assessed based on structural and non-structural factors.
	Availability of School Action Plan for disaster management (pre-, during and post-disaster).	Document of School Action Plan regularly formulated, reviewed and updated through a participatory approach and recognised by the education office.
	Availability of Early Warning System understood by all school components, covering:	Standard Operating Procedure of early warning system that has been tested and updated through regular simulation exercise activities in school.

Parameter	Indicator	Verification
	<ul style="list-style-type: none"> • Access to information on hazards either from the nature's sign, information of surrounding community, and the authorities (local government and BMKG). • Warning tools (including its maintenance cost) and alert signs have been agreed upon and understood by all school elements. • Standard Operating Procedures for warning dissemination in school. • Person in charge to operate the early warning system. 	
	Availability of school preparedness SOP that has been agreed and implemented by all school elements.	School preparedness SOP regularly reviewed and updated through a participatory approach.
	Availability of school evacuation map, with signs and symbols, easily understood by all school elements.	School evacuation map along with signs and symbols installed and, easily understood and identified by all school elements in the surrounding school area.
	Availability of agreed nearest evacuation area/shelter, socialized to all school elements (including parents of students, surrounding local government and communities).	Nearest school evacuation area/ shelter available, socialized, and agreed by all school elements (including parents of students, surrounding local government and communities).

Parameter	Indicator	Verification
	<p>Availability of school preparedness SOP agreed and implemented by the school elements, among others :</p> <ul style="list-style-type: none"> • Duplication and storage important school documents in a safe place. • Records of important contacts that can be easily accessed by all school elements (i.e. the nearest health center/hospital, firefighter dept, relevant apparatus). 	<p>PROTAP (SOP) on school preparedness regularly reviewed and updated in a participatory manner.</p>
Resource Mobilisation	<p>Availability of school building that can stand to disaster.</p>	<p>School building with the following characteristics:</p> <ul style="list-style-type: none"> • Building structures that comply with building codes to withstand disaster the placement of student health facility is separated from the classrooms and other learning facilities. • A safe classroom layout and design. • Design and layout of classroom, facility and infrastructure that comply with standard of safety.

Parameter	Indicator	Verification
	The number and type of post-disaster equipment, supplies, and basic needs owned by school.	Availability of post-disaster basic equipments and basic needs supplies (i.e. first aid and evacuation tools, tarpaulin, tent and clean water) can be immediately fulfilled and easily accessed by school communities.
	Availability of school-disaster response task force involving the student representatives.	Number of students involved in school-disaster response task force.
	Cooperation between the school teachers' council and other professional teachers' association in the area such as MGMP forum for DRR in school.	Number and type of cooperation between school teachers' council and other professional teachers' association for DRR in school.
	Cooperation on city/district disaster management with relevant stakeholders in the area (i.e. village and sub-district apparatus, BPBD and other government institutions).	Number of joint activities implemented together with different parties.
	Regular participatory monitoring and evaluation on school preparedness and safety (i.e. try-out or exercise on preparedness of school periodically).	Mechanism to monitor and evaluate school preparedness and safety regularly through participatory approach.

CHAPTER 4

GUIDELINE FOR DEVELOPMENT OF SCHOOL-BASED DISASTER PREPAREDNESS

4.1. VALUES AND PRINCIPLES

In developing school-based disaster preparedness, members of CDE promote the values and principles to ensure the quality of DRR education practices. Values will serve as references to the outcome of DRR education practice, while principles will become indicators of how DRR Education should be practiced. These values and principles are also expected to be the guideline for practitioners (community of practices) as well as stakeholders in developing school-based disaster preparedness.

Values

1. **Change of Culture:** DRR education is aimed to create a new culture of safety, and a change from safety to resilience.
2. **Empowerment-oriented:** To enable school and school element to collectively apply DRR.
3. **Independence:** To optimize the utilization of school and communities resources and reduce dependency on external resources.
4. **Right-based approach:** DRR education practice should always pay attention to basic human rights issues.
5. **Sustainability:** To ensure sustainability and institutionalization.
6. **Local Wisdom:** To explore and empower local wisdom for the DRR education practices.
7. **Partnership:** Involving various stakeholders from different components, sectors, society group, government institution as well as non-government organization to achieve common objectives based on collaboration principle and proper synergy.
8. **Inclusivity:** To pay attention to the needs of student including those who have special needs.



Principles

1. **Interdisciplinary and comprehensive:** Lessons for DRR can be included and integrated in existing curricula, it is not necessary to be given as separate learning activity or subject. ‘Comprehensive’ means that the learning process of all subjects should be implemented in an integration to achieve the stipulated competency standard.
2. **Intercultural communication (Intercultural Approach):** DRR approach should be based on interaction and communication among a number of people with different cultural backgrounds (ethnicity, social-economy, etc.).
3. **Value-oriented:** DRR should be based on common values, that serve as norms to obey. However, those values could be criticized, debated upon, examined, and implemented with necessary adaptation.
4. **Action-oriented:** DRR lessons learned to be applied by the participants in their daily lives, both personally as well as professionally.
5. **Critical thinking in Problem-Solving:** Development of critical thinking and problem solving by building self-confidence in addressing dilemma and challenges to build a safety culture and resilience to disaster.
6. **Multi-methodology:** There is no (single) most suitable methodology, approach should enable the teachers and students to work together to gain knowledge and play a role to create their education environment,
7. **Relevant to the local condition:** To discuss global and local problems using common languages with all participants as well as properly deliver concepts in local context.
8. **Participatory:** Participatory decision-making, involving students on how they should learn.
9. **Prudence.** To avoid the vulnerability and dependence on other party.
10. **Accountability.** All activities and the outputs should be accountable to the members in accordance to the prevailing regulation. It also refers to the obligation to deliver accountability to parties holding the right or authority to demand it.
11. **Enforcement of School Function.** The function of school in providing education service as well as learning and teaching activity should continue to be the ultimate priority during emergency.

4.2. ROLES AND RESPONSIBILITIES

Disaster Risk Reduction (DRR) requires collective efforts from various parties in accordance to their availability, capacity, knowledge and skill. The followings are possible basic roles that can be performed by each party (school elements, parents, and implementing institution, as well as donors):

What can students do?

- Students can take advantage of the PP and DRR training provided by non-governmental organizations such as the Red Cross and Red Crescent Societies. Furthermore, senior students are expected to be able to teach the younger ones.
- Students can inform their parents of what they have learned concerning hazards and risks.

What can parents do?

- Parents can ask about school safety at the school board meeting. They may also lobby the government official concerning the resources necessary for the school safety.
- Parents may join other members of society to support their children in learning DRR and assisting in disseminating the risk assessment result to the community through participatory approach.
- Parents who lost their children during disaster at school may join associations or non-governmental organizations to prevent others from facing similar losses. There are different ways for parents who lost their children in organizing activities which contextually proper in the respective culture.
- Parents and teachers can discuss (through various forms of Parents and Teachers Associations) on DRR materials, learned by students, about hazards and risk and how the school can be a safer place.

What can educators and other professionals do?

- The educators and professionals should enrich their knowledge on hazards, risk and how to implement disaster risk reduction.
- Educators can take the initiative to conduct learning session on disaster and its risk reduction i.e. on a weekly basis during school hours on a specific subject matter (geography, biology, etc) bringing the students out of the classroom to learn and identify the risk zones and draw the risk map in their school environment.

What can non-governmental, national, and international organizations do?

- In cooperation with professional, educator, children and/or community, the organizations could support in developing action plan to improve school safety and the level of risk awareness among the school communities.
- They can support the coalition and partnership among schools to build inter-school network.
- They can develop and provide education materials.

What can donors do?

- To ensure standard building code for safe school and disaster risk reduction in their support to school construction projects.
- To fund education projects for DRR.

4.3. SUPPORT FOR SUCCESS

In the effort for a successful DRR and SSB implementation aside from the school itself (commitment of the school principles and school elements), as well as the surrounding school communities, it is also important to have support from the government policy and resources, among others from the education office, BPBD and other organization working in DRR in the area.

4.4. PHASES

Several CDE members have conducted SSB activities in several areas in Indonesia in the last couple of years. Based on their experiences, the following steps could be taken into consideration in developing SSB:

1. Building understanding and collective commitment among school elements and other stakeholders to establish SSB, with or without facilitation of external parties
2. Establishment of SSB Team
3. Drafting plan to develop SSB
4. Developing school's roadmap to SSB
5. Conduct analysis of threats, capacity, and vulnerability of the school
6. Perform risk analysis of the school on disaster
7. Create risk and school evacuation map
8. Develop SSB by formulating activities to improve the school resilience to disaster in accordance to the four parameters: attitude and action, school policy, preparedness planning, and resource mobilisation (see chapter 3)
9. Monitor and evaluate SSB implementation

LIST OF TERMS

Hazard

Each of phenomenon/natural disaster or other activities/events that potentially lead to disaster.

Disaster

Incidents or a series of incidents that pose threats and disrupt the life and livelihood of community, which are caused by natural, non-natural or human factors and thus resulted in loss of life and property, environmental damage, and psychological impact.

Capacity

The combination of resources, means and strengths available within a community, which enables it to prepare, prevent, manage, and defend as well as allow to rapidly recover from disaster.

Vulnerability

The lack of capacity within a community to prevent, reach preparedness and respond to certain disaster. Vulnerability includes physical, economic, social and attitude vulnerability that have various causes.

Preparedness

A series of efforts performed to anticipate disaster through appropriate and efficient measures.

Mitigation

A series of effort to lessen disaster risks, through both physical development, and awareness-raising and capacity improvement against disaster threats.

Disaster Management

All activities that cover the disaster planning and management aspects in pre-, during and post-disaster, including emergency response, recovery, prevention, mitigation and preparedness.

Disaster Prevention

A series of activities conducted to lessen or remove disaster risks, through reducing both disaster threats and vulnerabilities of parties at risk.

DRR Mainstreaming

Process of which considerations on disaster risk reduction are prioritised by organisations/ individuals involved in policy making process into economic, physical, political and social-cultural development of a country at national level and/or local level; as well as processes where disaster risk reduction is considered in that decision-making.

Disaster Risk Reduction

Effort to minimize the losses resulted from disaster in an area and for certain period of time

and the losses might result in life loss, illness, threatened life, loss of sense of security, displacement, property damage or losses and disruption of community's activities.

The effort is supported by a strong system in identifying, assessing and monitoring disaster risk, as well as applying early warning system by utilizing the knowledge, innovation and education to build awareness on self-survival and resilience to disaster in all level of society by reducing the causal factors of disaster risk and strengthening the preparedness in order to have a more effective responses.

The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events (UN ISDR 2009).

Implementation of Disaster Management

A series of efforts covering stipulation of development policy that reduce the risk of disaster occurrence and include disaster prevention activity, emergency response and rehabilitation.

Early Warning

A series of activities provided warning to the society as soon as possible on the possibility of disaster occurrence in a certain place by an authorised institution.

Rehabilitation

Improvement and recovery of all aspects from public or community service in the disaster area to the level that is adequate enough to ensure that all aspects of governance and community lives are running normally in the relevant post-disaster area.

Reconstruction

Rebuilding of all facilities and infrastructure as well as institutional system in the post-disaster area at both government and community level, with the main target to facilitate economic growth and development, social and cultural progress, law enforcement and social order, as well as revitalisation of community participation in all aspect of society in post-disaster area.

Disaster Risk

The potential of losses caused by disaster in one area and for a certain period of time in forms of death, injuries, illness, threatened life, loss of sense of security, displacement, property damage or losses, and disruption of society lives.

Disaster Emergency Response

A series of activities done promptly after a disaster occurrence to handle the negative impact of the disaster, which covers search and rescue activity for victim and property, fulfilment of basic needs, protection, management of displaced people, rescue and recovery of public facilities and infrastructure.

School Community

Everyone involved in the teaching and learning activities: students, teachers, education personnel, general supporting staffs and headmasters.

Musyawaharah

An effort in solving a problem or finding the ways out with by involving all to participant in the decision making proces.

LIST OF ABBREVIATION

BMKG	Badan Meteorologi, Klimatologi dan Geofisika/Meteorological, Climatological and Geophysical Agency
KTSP	Kurikulum Tingkat Satuan Pendidikan/Curriculum of Education Unit Level
MGMP	Musyawarah Guru Mata Pelajaran/Teachers meeting on the subject
PP	Pertolongan Pertama/First Aid
SKKD	Standard Kompetensi dan Kompetensi Dasar/Standard of Competency and Basic Competency
UKS	Unit Kesehatan Sekolah/School Health Unit

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Glimpse Of Consortium for Disaster Education

This organization was established in October 2006. It is dedicated as a follow-up of the International Risk Reduction Day 2006 with the theme: "Disaster Risk Reduction Begins at School." The main specific aim of CDE is to support the development of sustainable policy and DRR education practices at national and local levels through formal, non formal, as well as informal approaches by improving the capacity, coordination, and synergy among parties and making the commitment for DRR education. The Consortium consist of 62 member organisations, namely UN Agencies, Government, Red Cross Society, NGOs and University which are implementing activities of school based-disaster risk reduction.



As a network organisation, The network allows members to complement each other and other relevant partners with support to the development and documentation efforts of teaching-learning materials; jointly conduct the learning sessions and information exchange to enhance the knowledge of human resources on disaster education as well as to ensure the achievement of sustainable disaster education program in Indonesia. There are designated focal points for the UN, Government, Indonesian Red Cross and NGOs. Aside from contribution, Members benefit from the added value of the Consortium in the area of developing and documenting DRR education practices and advocacy to central & local government with support of stronger CDE internal mechanism

With the aim to develop policies that enable sustainable and institutionalised disaster risk reduction education practices, CDE has the following vision and mission:

Vision: *Disaster risks in Indonesia are reduced through improvement of community and stakeholder capacity in managing disaster risks.*

Mission: *To support the development of sustainable policy and DRR education practices at national and local levels through formal, non formal, as well as informal approaches by improving the capacity, coordination, and synergy among parties and making the commitment in DRR education.*

Coverage of activities consists of advocacy, piloting or pioneering of members and capacity development of members.

In implementing education activities (in) disaster risk reduction, members of CDE emphasize the values and principles that they believe shall ensure the quality of DRR education practices. Values will serve as a guideline for DRR education practice. Whereas, principles will become indicators on how DRR Education should be practiced.

Organisational units of CDE, aside from its members, include Presidium and Secretariat that are assigned for a certain period of time according an internal mechanism of CDE.



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Detailed information can be accessed at www.drr.org, www.jtic.org.

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