

Framework of School-based Disaster Risk Reduction



2006 – 2009

World Campaign for Disaster Reduction
**Integrating Disaster Management
at School**

This framework is developed by:
Consortium for Disaster Education
INDONESIA

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Photo by PMI, 12 October 2006

Forewords

In 2001, the UN General Assembly designated the second Wednesday of October International Day for Disaster Reduction (IDDR) with different themes from year to year. This year the IDDR fell on 11 October and was opened by a global campaign with the theme of "Disaster Risk Reduction begins at Schools" at UNESCO headquarters in Paris on 15 June 2006 by Koïchiro Matsuura, UNESCO Director General, and Sálvano Briceño, Director for UN Secretariat for the International Strategy on Disaster Reduction (UN-ISDR). Two main objectives of the campaign are promoting the integration of disaster risk related-subject in school curricula and school safety by advocating the implementation of building construction standard to better withstand the forces of various disasters.

The Indonesian government has started giving attention on the importance on preparedness education towards disaster and on how to reduce victims from calamities, especially after the earthquake and tsunami that has devastated part of Nanggroe Aceh Darussalam and Nias Island on 26th December, 2004. The national law on disaster management was then drafted and discussed in the parliament and government level. The draft stated that every school must introduce the pupils on disaster management at an early age. In addition to that, the Department of National Education is holding programs to enhance the awareness of school children on disaster and preparedness based on the concept of *individual touch*, *master learning*, and *smart learning*.

2006 IDDR commemoration in Indonesia had been organized by the Indonesian Society for Disaster Management (MPBI) together with 22 local and international NGO, PMI/IFRC, and the UN Technical Working Group on Disaster Risk Reduction (with the members of UNDP, UNESCO, UNFPA, UNICEF, OCHA, WHO, FAO, WFP, and UNHCR). Two main activities were the national workshop on "Building school resilience towards disaster" on 11 October 2006 and school road show to 16 schools in Jakarta on 12 October 2006 for the purpose of introducing basic disaster preparedness to primary school children.

The evaluation result of the school road show showed high enthusiasm among the targeted children, teachers and head master for the teaching-learning materials on disaster risk reduction and even for continuation of the road show. We are also aware that the disaster-related teaching materials could actually be covered in the new competence-based curriculum set by the Department of National Education through scientific and social subjects of learning. We realize that teachers' innovation supported by sufficient learning material will be required. So far, several institutions have already conducted disaster preparedness-related activities/programmes at schools, however, there has not been any integrated and coordinated efforts on this issues. We conclude that there is an urgent need for institutionalization of activities and materials for teaching-learning process related to disaster risk reduction, particularly on disaster preparedness.

Considering the needs for coordination and collaboration among various institutions in mainstreaming their activities to build school resilience towards disaster, a Disaster Education Consortium was formed following the above joint commemoration of IDDR. We further developed this framework as a cornerstone for activities targeting children and adolescent in promoting the integration of disaster-related subject into school curricula.

Jakarta, November 2006

Consortium for Disaster Education

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Islamic Relief and ACF

Background

Children are among the most vulnerable groups having high risks for disaster impacts. They were the victims whether wounded or perished by various disasters all over the world. They physically and psychologically suffered from prolonging disaster such as devastation of school infrastructure lessening the opportunity for them to continue their education activities. In many disasters, school activities were conducted in emergency schools in relatively long period which is not conducive for children who have to learn and for the teacher who have to teach with limited facilities. At the end, children are suffering from ineffective teaching-learning process.

While geographical conditions of an area may have high vulnerability and risk, children are especially vulnerable to the threats posed by disasters that may be triggered by their limited knowledge on disasters surrounding them. Lack of children's knowledge and understanding on disaster risk may lead to a lack of disaster preparedness disaster preparedness. Once disaster occurs, they become vulnerable to disaster threats in their area.

In all societies, children represent hope for better future through formal and/or informal education. Schools, as one of the approaches for children's education, is an educational institution to introduce values of culture, religion, traditional-modern knowledge, including disaster knowledge. In some countries such as Mexico, Romania, and New Zealand, introduction to disaster has been integrated to teaching materials. Also in Brazil, Venezuela, Cuba, and Japan, teaching of disaster-related subjects has been provided at the primary educational level. With knowledge of disasters and the risks related to them, children at all educational level will possess knowledge of disaster preparedness.

For a country like Indonesia that is very vulnerable to various threats of disaster, subjects in disaster preparedness has not yet been considered as an important one at school. So far the Department of National Education had already set up competence-based curriculum where teachers are expected to have creativity in integrating disaster preparedness material in subjects that they are teaching even though there has not yet been any formal materials to support their tasks. Meanwhile, several projects related to disaster-related education at schools has been started by educational institutions, NGO, INGOs, and UN agencies, however, those projects were never be sustainable. We realize that building safer community needs sustainable efforts through various approaches such as building school resilience towards disaster by providing disaster-related learning subjects to school children. For sustainability, supports from the government (Department of National Education/Depdiknas) and other stakeholders on disaster management are deemed necessary.

To build the capacity for sustainable disaster risk reduction, a comprehensive strategy for vulnerability and risk assessment will be needed involving various stakeholders from the government, educational and technical institutions, professional institutions, local community, and even private companies. Their activities will need to be integrated into the planning and development strategy for wider information exchange. New multi-disciplinary relation is an important issue in building a comprehensive and sustainable disaster risk reduction.

General Strategy

To achieve the objective of integrating disaster management at schools a strategy is needed to guide. As a guidance for all participating parties, this 'Framework for School-based Disaster Risk Reduction' is developed to provide clear picture of global disaster management at schools. This framework is not intended to rule the type of activities or create uniformity of various activities which have been conducted so far. It is expected that the participating institutions in the Consortium for Disaster Education (CDE) for Education will be able to take advantage of the collaboration and coordination built. It is planned that the institutionalization process will take three years (2006-2009) where evaluation will be done together in November 2007 and where the result will be reported to UN-ISDR as a progress report from Indonesia.

Several members of CDE for Education have conducted disaster risk reduction activities through several approaches whether 'top-down' through direct advocacy to Department of National Education and/or media or 'bottom-up' directly to school community. In this framework, 'top-down' approach will still be feasible to be carried out while 'bottom-up' approach will be strengthened using the network that was established after the commemoration of the International Day for Disaster Reduction. Those institutions who have been advocating disaster-related teachings through extracurricular activities could continue carrying out their task with possible support from the network. The network of CDE for Education will be strengthened and widened all over Indonesia where focal points at field will be identified. During the process, each participating member will be independent in conducting their activities/programmes in coordination with the network. Study cases taken from the experience will be compiled and developed for manuals on innovative teachings of disaster management. Those study cases will be used as the 'demand' from 'grass root level' for further lobbying proces at provincial level. It is expected that the local government will provide the support in terms of SK (Surat Keputusan – provincial implementing regulation). Lobbying will be continued to national level together with collaboration efforts with the Department of National Education for institutionalization of teaching materials on disaster management. The target will be to promote disaster-related subject to become at least a mandatory subject at schools or through 'mainstreaming' effort of disaster risk reduction into other main mandatory subjects at school.

During the process, coordination mechanism will continue based on the activity of the involving insitutions. It is also planned to have capacity development activities for members of the network to ensure accountability of the work.

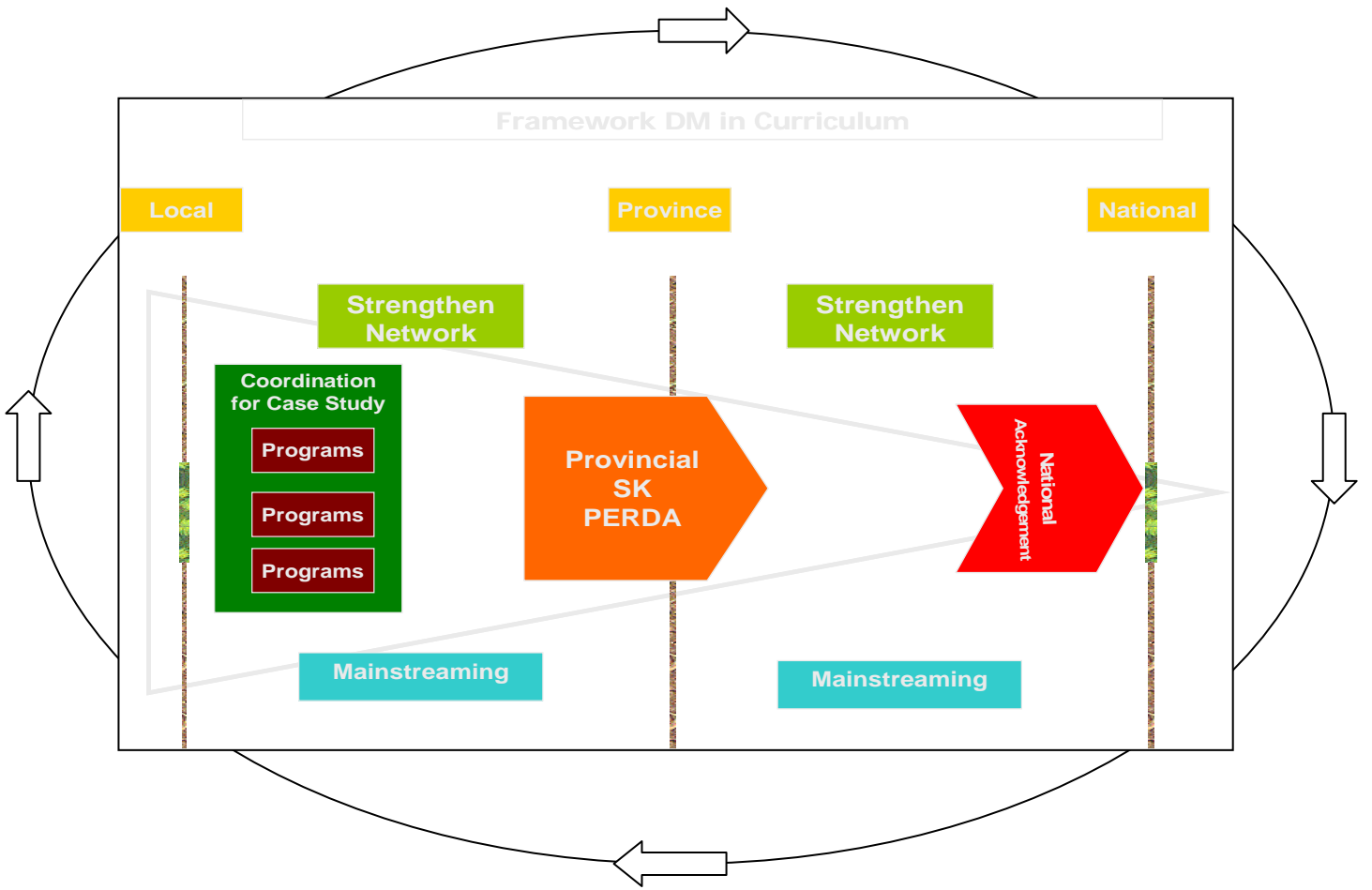


Diagram of the General Strategy

Division of Programme Area Coordination

Each participating institution of the Consortium for Disaster Education (CDE) network has different approach/tools/methods in their efforts of institutionalizing disaster-related teaching materials at primary level. In developing concerted efforts of the CDE, we need to synergize the approach/tools/method currently being applied for future systematic and integrated collaboration and coordination.

The network that we are building aims to complement each other in developing the methods of disaster-related teaching material and to build coordination system for better communication and information flow among the members. The planned system will be developed up to focal points at field level. There are three following clusters of activities in building school resilience towards disaster:

- a. Political guidance and advocacy
- b. Developing and documenting teaching materials on disaster management
- c. Developing school resilience towards disaster (both structural and non structural)

To facilitate coordination work within the network during the whole process, it is agreed to have division of programme area coordinators to manage the work and activities among the participating institutions in line with the above three clusters:

1. MPBI for coordination of activities of national/international NGOs and CSO;
2. PMI for coordination of activities of the Red Cross society;
3. LIPI for coordination of activities of the government institutions;
4. UNTWG-DRR for coordination of activities of UN agencies. The UNTWG-DRR (United Nations Technical Working Group for Disaster Risk Reduction) is a working group formed to improve UN coordination on DRR in Indonesia. UNTWG-DRR consists of technical officers or designated focal persons of agency members of FAO, OCHA, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, WFP, and WHO and chaired by UNDP with OCHA as the Secretary.

For more information, please contact:

Name of Institution	National/International NGOs	Red Cross and Red Crescent Movement	UNTWG-DRR	Government
Address	MPBI Jl. Kebon Sirih No. 5G Jakarta	PMI Jl. Jend. Gatot Subroto Kav. 96 Jakarta	UNESCO Jl. Galuh II no. 5 Jakarta UNICEF Wisma Metropolitan II Kav. 31, Lt. 12 Jakarta UNOCHA Menara Thamrin Lt. 10, Jl. MH Thamrin no. 3 Jakarta	COREMAP LIPI Jl. Raden Saleh 43, Jakarta 10330
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Framework

No	Objectives	Expected results	Strategic Activities	Results Indicator	
				Before	After
Gaining Political Support					
I	Institutionalizing disaster management in education	Local/central government decree	Lobbying policy holders	Disaster management education is not considered a priority	Education on disaster management is considered as an unseparatable part of the educational curriculum
		Political support from local/central government	Raising awareness of policy holders	Disaster preparedness is not mandatory for teachers or students in the education of children in their first 9 years of schooling	Teachers and students in the 9 year mandatory school must integrate disaster management, especially in disaster preparedness in the teaching syllabus
				No allocation of special funding for disaster management education in the first 9 years of schooling	Allocation of special funding in annual budget for disaster management in education.
II	Campaign to Institutionalize disaster management in education.	Outreaching the importance of disaster management in education.	Awarding schools or government agencies that have conducted disaster management education at school	The community is not yet aware of the importance of disaster management in education.	Outreached the importance of disaster management in education.
			Outreach of the importance of disaster management in education together with printed/electronic media	Schools/education sector has not yet played their role in disaster risk reduction	The school as the front liner in disaster risk reduction effort especially in education sector

			Printing of campaign materials i.e. posters, brochures, stickers etc.		
			Availability of Social Advertisement		
III	Building and Strengthening Networks	The formation of strong networks between disaster management organizations that work in this particular sector	Identifying organizations that are working on this issue	Organizations are currently working on their own	Organizations work in coordination and filling each other gaps
			Increase networking functions through periodic meetings, the electronic media and mutual activities		
			Forming focal points for every region		
IV	Disseminating Frameworks	Framework disseminated	Disseminating the MDG's	Organizations are working without a framework	Organizations work based on a framework
		Organizations' work is based on a framework	Disseminating the Hyogo Framework for Action	Organisation members are uninformed and doesn't understand about frameworks	Organisation members understand and are able to disseminate those frameworks
			Disseminating the UN-ISDR guideline		
			Disseminating the School Based Disaster Risk Reduction Framework		
	Disseminating all relevant Conventions and Laws				

V Developing and Documenting Materials for Disaster Management Education					
V	Identifying schools/educational institutes that have conducted disaster management in education.	The availability of a distribution map of schools that are disaster prepared	Together with members of the consortium collecting data on schools that have already conducted disaster management in education.	Institutes/organizations are working without properly finding out about the disaster preparedness maps of schools	Institution work by knowing the mapping of schools that are disaster prepared
			Conducting mapping from the appropriate data, documenting it and distributing it		
VI	Developing and documenting learning equipment for disaster education	The development and documentation of innovative teaching materials for disaster education	Compiling/organizing innovative teachings of disaster management in the form of games, simulation, local wisdom, videos, drawings, map drawing and drills.	Teachers are teaching natural and social science monotonously	Teachers use books that contain various innovative ways of teaching material on disasters
				Extra-curricular instructors lack of views/concepts in providing material for disaster management	Extra-curricular instructors have alternative management approach in giving material for disaster management
VII	Linking Curriculum Education Unit in the innovative teaching of disaster management	Teachers are able to use innovative teachings in natural and social science	Compilation of guide book for teachers to integrate topics in disaster risk reduction in teaching	Teachers are teaching natural and social science monotonously and are paying less attention to the teaching of disaster management	Teachers has easy access to guide book in integrating disaster risk reduction in teachings

Building School Resilience Against Disaster (Structurally and Non Structurally)

VIII	Disseminating the Construction Standard that withstand disasters	The government and schools are aware and knowledgeable about the construction standads.	Advocating for and publicizing the correct construction standards that can withstand potential hazards	The government and educational institutes are not aware of and are not knowledgeable of the constructions standards that better withstand the forces of potential disasters.	The government and educational institutions are aware of and are knowledgeable about the construction standards that withstand the forces of potential disasters.
			Printing and disseminating campaign material for building standards i.e. posters, brochures, stickers etc.	The government does not pay enough attention towards the condition of schools that are particularly concerned	The government will allocate funds to improve/repair structures that are unsuitable
IX	Identifying schools that meets building standards	The availability of maps of school that are not up to building standards	Together with members of the consortium producing data concerning the conditions of school buildings	The government and organizations work without properly finding out the condition of school structures that are in accordance with the set standards	The government and organizations work by finding out the condition of school structures that are in accordance with the set standards
X	Enhancing the school function the event of a disaster	Compilation and dissemination of standards and indicators of safe schools based on Disaster Management	Together with members of the consortium, drafting and disseminating standard and indicator of school based disaster management	Unavailability of standards for schools as means of risk reduction	Decision makers and school management can decide their own schools role in disaster risk reduction
		Availability of maps shows school as evacuation place	Together with network members creating a map of school locations that highlight evacuation areas	The government and the schools work without having a map of schools that can be evacuation place	The government and institution work by knowing schools that can be used as evacuation place
		Enhancing evacuation facilities of suitable schools	Rolling funds to improve the evacuation facilities in schools	The evacuation capacity of several schools are below standard	The evacuation facilities in several schools are enhanced

			Schools as outreach center of disaster management to parents	Lack of preparedness activities involving parents and the community	Increasing schools' preparedness by involving parents and the community
			School used as drill centres for disaster evacuations	Schools are not empowered for conducting disaster preparedness drills	Schools are active in conducting drills for disaster management by involving parents and the community
		Improvement in nutritional intake of school children	Schools, both self-supporting and aided by the government and from the network of the consortium, to give more nutritional food to children to improve their nutrition	Children easily fall victim to diseases and malnutrition due to disasters	There is a decrease in the number of children who fall victim to diseases and malnutrition due to disasters
XI	Improving teachers' capacity	Enhancing teachers knowledge on disaster management	Conducting trainings for teachers to raise their knowledge in disaster management and their teaching methods	Teachers lack of understand about disaster management and the innovative methods of teaching	Teachers understand disaster management and innovative methods of teaching
XII	Increasing children's knowledge of disaster management	Increasing the knowledge and interest of children towards disaster management, first aid, etc.	Conduct training and instruction in disaster management in a formal manner through an innovative approach through peer adolescent.	Children receive little information concerning disasters and how to react in dangerous situations	Children receive and understand information concerning disasters and how to react in dangerous situations
		Increasing feelings of empathy in children towards their peers who are caught in disasters	Teaching on disaster management topics innovatively through redcross unit and scout movement		

Reference

1. Millenium Development Goals

MDG	Direct impact	Indirect impact	Examples on the roles of risk reduction:
2. Achieve Universal Primary Education	<ul style="list-style-type: none"> • Damage of education facilities. • Displacement of people hampering teaching-learning activities. 	<ul style="list-style-type: none"> • Increasing need for children working force for domestic needs specially for girls. • Decreasing domestic assets causing weaking capacity of households to bear the cost of teaching-learning process. Girls are mostly vulnerable. 	<ul style="list-style-type: none"> • In disaster vulnerable areas, the needs for building the schools and enlisting children for schools will be stronger if the schools are safe and children and teachers are trained on emergency preparedness. Encouraging to erect building with safe structure will encourage better maintenance, even in periods of no disasters. • Decreasing vulnerability will provide chances for households to invest in other priorities other than those for surviving. Education mostly put as high priority. Girls (covering 60% of children who are not at school) could take huge benefit of this condition.
4. Reduce Child Mortality	<ul style="list-style-type: none"> • Children are vulnerable, e.g. drowning during the floods • Damages on health and watsan facilities • Injuries and sickness due to disaster will weaken children's health 	<ul style="list-style-type: none"> • Increasing number of children having no parents, left or having no house. • Reducing households' assets will cause less purchasing power to buy clean water, food and medicine. 	<ul style="list-style-type: none"> • Disaster risk reduction will help children from direct mortality and injuries during emergency period, and will reduce mortality due to diseases related to malnutrition and poor watsan facilities subsequent to disasters. • Health facilities and human resources in vulnerable areas will be better protected. This will courage better maintenance of the facilities.

2. Hyogo Framework for Action

Priority action no. 3: "Use knowledge, innovation and education to build a culture of safety and resilience at all levels".

- Information sharing and cooperation;
- Networks across disciplines and regions; dialogue
- Use of standard DRR terminology;
- Inclusion of DRR into school curricula, formal and informal education;
- Training and learning on DRR: community level, local authorities, targeted sectors; equal access
- Research capacity: multi-risk; socio-economic; application
- Public awareness and media.

3. UN-ISDR Framework

Goal

"Contribute to the reduction of vulnerabilities and loss of human lives and economic damages caused by disaster through the power of knowledge and education on disaster risk reduction at all levels"

Objectives

1. Seek political commitment in integrating disaster risk reduction within secondary school curricula, as part of national development plans
2. Promote non-formal education activities (filed libraries, mobile community resource centers, awards, games, including video games, radio programmes, involvement of media, study tours, etc.
3. Highlight the role and contribution of local communities, in particular village leaders and women, in the educational process
4. Increase the recognition of traditional/indigenous knowledge
5. Identify good practices in education on Disaster Risk Reduction and identify regional 'champions'

4. Convention on the Right of the Child

The preamble of CRC referred to the Universal Declaration of Human Rights stipulating that childhood is entitled to special care and assistance,

Article 3

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(d) Make educational and vocational information and guidance available and accessible to all children;

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

Participating Organisation

Action Contre la Faim (ACF)

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Hivos – Yogyakarta

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Islamic Relief

Jl. Gereja Theresia No. 33- Menteng
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Tel: (62 21) 72796661

Church World Service (CWS)

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Fax: (62 21) 71793387

Family Care Indonesia

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Indonesian Red Cross (PMI)/IFRC

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FOCIL-Sulawesi
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Kel. Korumba
Kec. Mandonga
Kota Kendari
Sulawesi Tenggara
Tel/Fax. 0401-322962

NU – PMU Program
PBNU Building 7th Fl.
Jl. Kramat Raya 164, Jakarta
Tel (62 21) 3922256

Kwarnas Pramuka
Jl. Medan Merdeka Timur, Jakarta
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Save the Children US
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YTBI
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Tel (62 21) 3157705
Fax (62 21) 3158279

Yayasan Paras
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Kebayoran Baru, Jakarta 12180
Tel: (62 21) 7244077
Fax: (62 21) 7233961

Joint Activities

- | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 2006 | Commemoration of the IRRD 2006 <ul style="list-style-type: none"> • National workshop, Jakarta • TOF by PMI • Roadshow to 16 schools, Jakarta |
| November 2006 | Follow up of the IRRD <ul style="list-style-type: none"> • Drafting the School based DRR framework • Founding of the Consortium for Disaster Education |
| December 2006 | Second Round Roadshow <ul style="list-style-type: none"> • ToF by ACF • Second Roadshow to 6 schools Commemoration of 2 year Tsunami <ol style="list-style-type: none"> 1. Public Dialog by NU-PMU Program |
| January 2007 | <ol style="list-style-type: none"> 1. Disaster Education Facilitator Evaluation Workshop by YTBI and Paras Foundation 2. Attending the International Conference for School Safety, ISDR-COGSS-GSDMA-SEEDS, Gujarat-India |
| February 2007 | The network functioned as center flow information for Jakarta flood response |
| March 2007 | <ol style="list-style-type: none"> 1. Compilation of disaster education modules information facilitated by GTZ IS 2. Islamic Relief came as invited facilitator of PMIs school roadshow 3. UNTWG-DRR and Islamic Relief supported the YTBI exhibition |
| April 2007 | <ol style="list-style-type: none"> 1. Workshop and Consortium Members Gathering to discuss on School Road Show, Training of Facilitator, Branding and Monitoring and evaluation, at LIPI supported by UNDP and OCHA 2. Website to inform on CDE activities supported by Muhammadiyah |
| May 2007 | <ol style="list-style-type: none"> 1. Framework printed, supported by UNDP 2. PMI Anniversary and School Road Show Nation Wide |
| June- July 2007 | Guide Book for Disaster Education Facilitators |
| July 2007 | Compilation of lesson learnt and training materials |
| August 2007 | <ol style="list-style-type: none"> 1. Third ToF and School Roadshow by Nurani Dunia and Scout Movement headquarters 2. Regional Country Report for the IRRD progress, ISDR-UNESCO-UNICEF, Bangkok |
| September 2007 | Publishing Disaster Education Serial Comic by MPBI and Muhammadiyah |
| October 2007 | Commemoration of IRRD 2007 Nation and one year progress report of IRRD 2006 follow up scheme |
| November 2007 | CDE Working Plan for the year 2007-2008 |
| December 2007 | LIPI National Disaster Preparedness Exhibition in Padang |