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DISASTER RESILIENT EDUCATION

"Establishing all Education Units to be Safe from Disasters in Indonesia"







NATIONAL SECRETARIAT OF DISASTER SAFE EDUCATION UNIT
DIRECTORATE GENERAL OF SPECIAL EDUCATION AND SPECIAL SERVICES
DIRECTORATE GENERAL OF PRIMARY AND SECONDARY EDUCATION
MINISTRY OF EDUCATION AND CULTURE
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Author

Avianto Amri (Macquarie University)

Editors

Poppy Dewi Puspitawati (Kemendikbud)

Sri Renani Pantjastuti (Kemendikbud)

Lilik Kurniawan (BNPB)

Praptono (Kemendikbud)

Yusra Tebe (Unicef)

Contributors

Mohd Robi Amri (BNPB)

Pratomo Cahyo Nugroho (BNPB)

Elfina Rozita (BNPB)

Faisal Khalid (Kemendikbud)

Jamjam Muzaki (Seknas SPAB)

Asep Koswara (YKRI)

Ida Ngurah (YSTC)

Maulinna Utaminingsih (YSTC)

Rani Sawitri (ASB)

Mariana Pardede (KYPA)

Widowati (HFI)

Yayah Ruchyati (LPBI NU)

Ksatria Ratu Dewa (Perkumpulan KerLiP)

Design and Layout

Box Breaker

ABOUT THIS BOOK

This book discusses various achievements, challenges and opportunities related to Disaster Resilient Education or the Disaster-Safe Education Unit (SPAB) program. This book describes the concept of disaster resilient education, the history of the program and how it has developed, and the institutions involved. This book is an initiative of the National Secretariat of SPAB under the coordination of the Directorate General of Special Education and Special Services (PKLK) Ministry of Education and Culture, and in collaboration with National Disaster Management Authority, supported by Unicef, Foundation of Plan International Indonesia, and *Sayangi Tunas Cilik* Foundation. The materials in this book were gathered from various institutions, including ASB, BNPB, Box Breaker, Hope Worldwide Indonesia, IDEP, Ministry of Education and Culture, Consortium for Disaster Education (KPB), KYPA, LIPI, LPBI NU, MDMC, KerLiP, PMI, Risk Frontiers / Macquarie University, TDMRC-Unsyiah, UNDP, UNESCO, UNICEF, WVI, Yayasan Khadam Indonesia, Plan International Foundation of Indonesia and *Sayangi Tunas Cilik* Foundation.



DISASTER RESILIENT EDUCATION

"Establishing all Education Units to be Safe from Disasters in Indonesia"







Source by: ASB & YSTC

INTRODUCTION

First, let us praise to the Almighty God Allah SWT for His will and guidance for the publishing of Disaster Resilient Education "Establishing all education units to be safe from disasters" book. This book presents the development of disaster education, in particular, Disaster-Safe Education Unit (SPAB) in Indonesia. Since the launching of one million safe schools and hospitals campaigns, disaster resilient education programs in Indonesia have experienced an outstanding development. Along with the development of policies and strategies related to the issue, there has been a significant increase in number of institutions which integrate SPAB into their programs.

The awareness of the importance of disaster resilience at schools and religious schools *(madrasah)* has also shown an impressive improvement.

Many achievements have been made in promoting disaster resilient in education units. Currently, a disaster-safe school roadmap has been successfully developed, a national secretariat to coordinate the implementation of disaster resilient education programs has been established, as well as foundation of policies and guideline are available. The implementation has been done collaboratively by the government and various non-government institutions. It has also lead Indonesia to become one of the leaders in disaster-safe schools programs among 15 other countries in the world. This indicates that Indonesia is the champion country for disaster-safe schools developing innovative and strategic measures.

In order to develop SPAB optimally, there are several issues that still need to be strengthened, such as improving coordination and collaboration among stakeholders, optimizing the management of resource, implementing policies and strategies effectively, and monitoring and evaluation in an integrated, systematic, and periodic manner.

Hopefully, this book can be used as a reference for further studies about disaster for institutions promoting disaster resilient education, both in Indonesia and in other countries which in the end, will provide a significant contribution to disaster risk reduction

Jakarta, October 2017



Willem Rampangilei

Head of NationalDisaster Management Authorities



Prof. Dr. Muhajir Effendy, M.A.P

Ministry of Education and Culture

TABLE OF CONTENTS

2 Introduction

3 Table of **Contents**

5 Abbreviation **List**

7 Chapter 1 **Disaster Threats in Education Units**

8 The danger of disaster in Indonesia

9 What is disaster?

10 Losses caused by disaster

16 Disaster impact on education sector in Indonesia

18 School mapping in disaster-prone areas

19 Map of Indonesia's disaster risk index

23 Chapter 2 **The Disaster Resilience Education Unit Program**

24 The basic concept

28 The History of Disaster Resilience Education

30 History of Disaster Risk Reduction program terminology in the education sector

31 10 Steps to Establish the Disaster Resilience Education Unit

32 Regulation & Technical Guidance

34 Institutions

37 Budget from the government

39 Chapter 3 **The Implementation of the Disaster Resilience Education Unit**

40 The implementation of Disaster Resilience Education Units

41 Supporting Activities of Successful Implementation of SPAB in the regions

43 Disaster-prone index map in Indonesia

45 Chapter 4 **Challenges & Opportunities for SPAB implementation (page 3).**

TABLE OF CONTENTS

55 Chapter 5 **Communication Media of Information Education**

57 Poster

58 Comics

59 Manual Handbook Brochure

60 Video Backlinks

61 Game tools (Conventional, Electronic)

63 Chapter 6 **Disaster Resilience Education in 2030**

62 Display Tools

64 The 2017 Magelang Declaration

65 Policies and regulations regarding disaster resilience education units have been validated and implemented optimally

67 National Secretariat operates optimally including establishing partnerships with private parties

69 SPAB material including teacher competency part and the educational manual can be accessed through e-learning.

70 1% of education budget allocated for SPAB

71 Technical guidance on School Operational Funding (BOS) is acknowledged by all teachers and education forces while schools allocate budget from BOS for SPAB purposes

72 Monitoring integrated SPAB implementation in Principal's data about educators

73 Periodic building security audit

74 Reegular simulation at school, twice a year

75 Optimum Collaboration between Ministries and Cross Sectoral Stakeholders

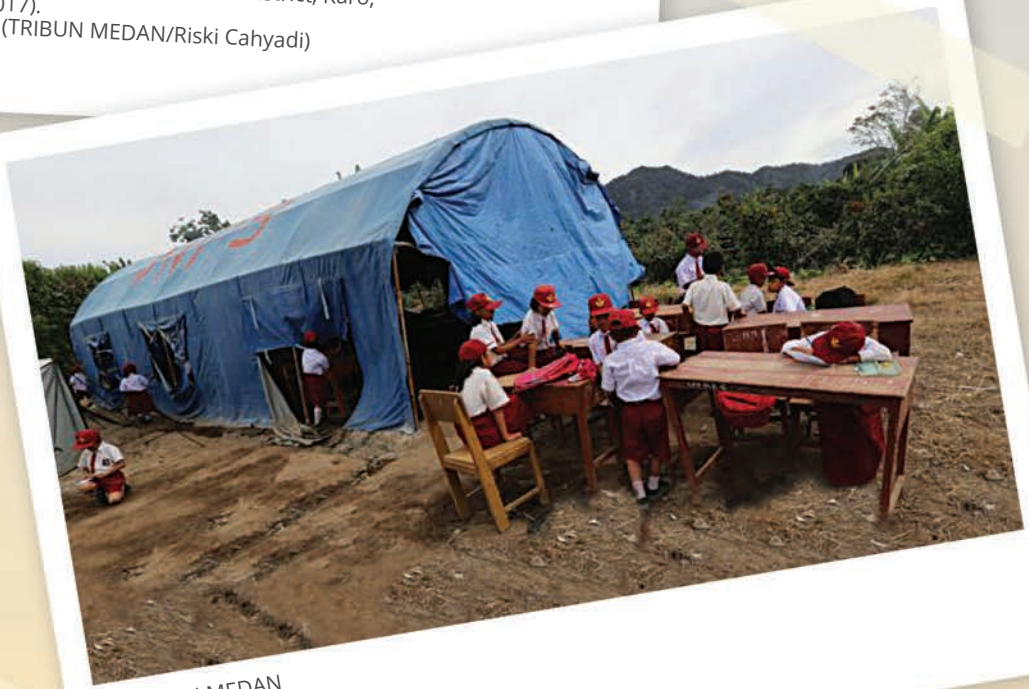
76 **Reference**

LIST OF ABBREVIATIONS

AEPI: Australia's Education Partnership with Indonesia
ASB: Arbeiter-Samariter-Bund
APAR: Light Fire Extinguishers
Bakornas PB: National Coordinating Agency for Disaster Management
BOS: School Operational Assistance
BNPB: National Disaster management Authorities
DAK: Special Allocation Fund
DAPODIK: Basic Education Data
Ditjen: General Directorate
Dikdasmen: Primary and Secondary Education
EMIS: Education Management Information System
GIS: Geographic Information System
HFI: Humanitarian Forum Indonesia
Juknis: Technical Guidance
Kemenag: Ministry of Religious Affairs
Kemendikbud: Ministry of Education and Culture
Kepmendikbud: The Stipulation of the Ministry of Education and Culture
Kemenkes: Ministry of Health
Kemenristekdikti: Ministry of Research, Technology, and Higher Education
Kemensos: Ministry of Social Affairs
KRB: Disaster Risk Assessment
KerLiP: Family Care for Education
CDE: Disaster Education Consortium
KYPA: Yogyakarta Committee for Aceh Recovery
LIPI: Indonesian Institute of Sciences
LPBI NU: Indonesia's Disaster Management and Climate Change Authorities NahdhatulUlama
LSM: Non-Governmental Organization
MA: Madrasah Aliyah
MDMC: Muhammadiyah Disaster Management Center
MI: Madrasah Ibtidaiyah
MTs: Madrasah Tsanawiyah
Monev: Monitoring and Evaluation
MoU: Memorandum of Understanding
PAUD: Early Childhood Education
Perbup: Regent Regulation
Pergub: Governor Regulation
Perka: Head Regulation
Permendikbud: Regulation of the Minister of Education and Culture
Permendiknas: Regulation of the Minister of National Education
Perpres: Presidential Regulation
PG: Playgroup
PKLK: Special Education and Special Services
PP: Government Regulation
DRR: Disaster Risk Reduction
RKAS: Activity Plan and School Budget
Satgas: Task Force
SD: Elementary School
SE: Circular Letter
Sekjen: General Secretary
Seknas: National Secretariat
SK: The Decree
SNI: Indonesian National Standard
SMA: High School
SMAB: Disaster-Safe School / Madrasah
SMP: Junior High School
SMK: Vocational and Pre-professional High School
SPAB: Disaster Resilience Education Unit
SSB: Disaster-Alert School
TK: Kindergarten
UNDP: United Nations Development Program
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNICEF: United Nations Children's Fund
UN OCHA: United Nations Office for the Coordination of Humanitarian Affairs
UU: Law
VISUS: Visual Inspection for defining the Safety Upgrading Strategies
WVI: Wahana Visi Indonesia
YKRI: Kausa Resiliensi Indonesia Foundation
YSTC: Save the Children Foundation



S044831 Primary School Gung Pinto Village, Naman Teran District, Karo, North Sumatera, Tuesday (18/7/2017).
© TRIBUN MEDAN/RISKI CAHYADI (TRIBUN MEDAN/Riski Cahyadi)



© TRIBUN MEDAN

CHAPTER 1

DISASTER THREATS
IN EDUCATIONAL UNITS

DISASTER RISK **IN INDONESIA**

Indonesia is a country that has **the most active volcanoes in the world, 127** in total, some of which have generated the most powerful volcanic eruptions ever recorded in the world's history.

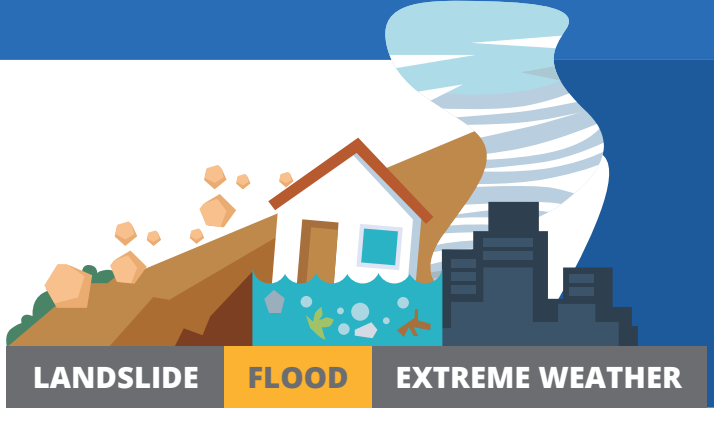




Indonesia is also prone to earthquakes as it is **located in a joint of 3 tectonic plates, namely: Indo-Australian Plate, Eurasian Plate, and Pacific Plate.**

Indonesia has the longest coastline in the world which also resulted in **high exposure to tsunami risk along the coast.**





Furthermore, Indonesia's tropical climate makes it susceptible **to flood, landslide, extreme weather, drought, and forest fire as well as abrasion** and **extreme wave** in many areas in Indonesia.
The rapid development and population growth could lead to Indonesia's potential risks of could **industrial accidents** and **disease outbreaks.**



WHAT IS A DISASTER?

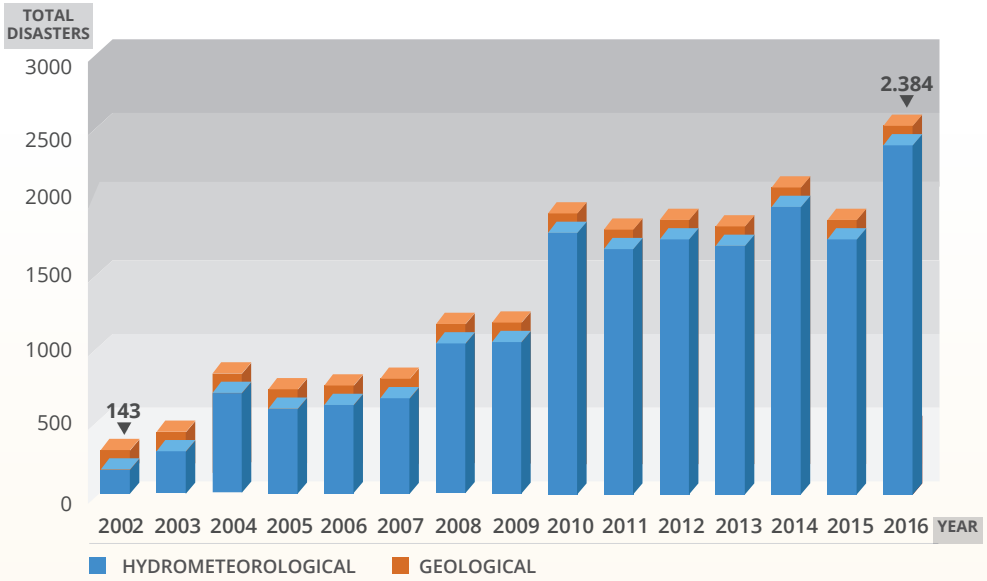
Disaster is **an event or a series of events** that causes a large **number of deaths or significant losses** in which **the community needs outside help.**

Disaster is an event or series of events that threaten and disrupt people's lives and livelihoods caused by both natural and/or non-natural factors and human factors resulting in the occurrence of human casualties, environmental damage, property loss, and psychological impact (Indonesia's Disaster Management Law no: 24/2007).

A disaster can be triggered by natural events, human actions or combination of both



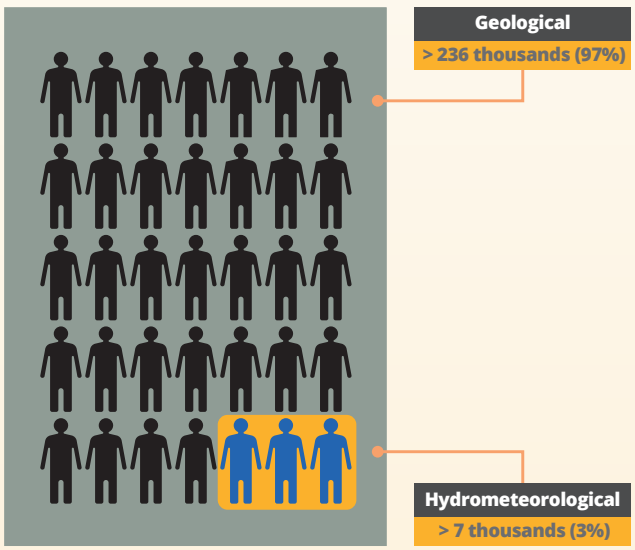
TOTAL NUMBER OF DISASTERS



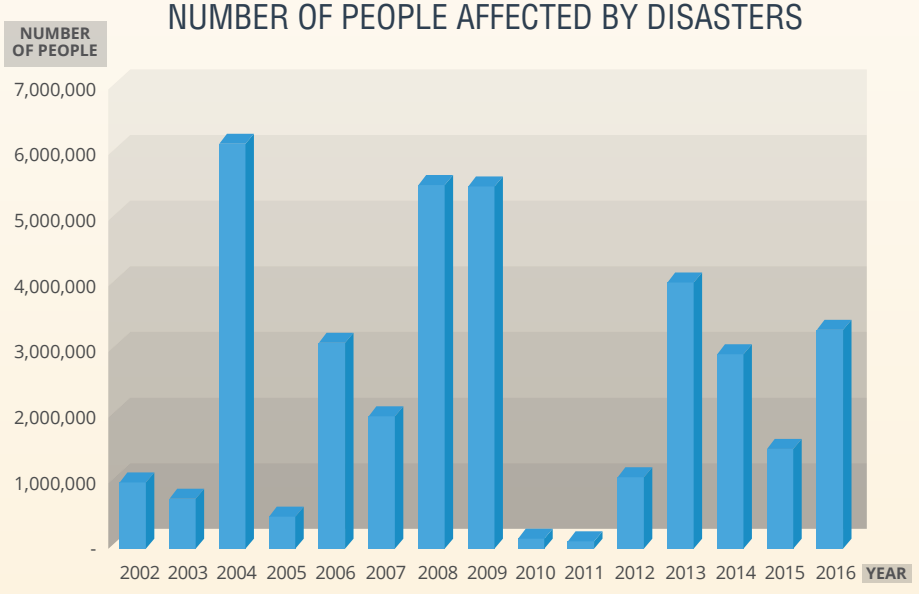
Data from the National Disaster Management Authority (2017) in the last 15 years (2002 - 2016) shows that the number of disasters that struck Indonesia have been escalating for more than 20 times. In general, these disasters can be categorized into two which are hydrometeorological (i.e. floods, landslides, tidal waves/abrasion, forest and land fires, drought, and tornado) and geological (i.e. earthquakes, tsunamis, and volcanic eruptions).

More than 90% of disaster events in Indonesia caused by floods and landslides, where more than 28 million of people were badly affected in between 2002-2016. However, based on the number of fatalities, geologically related disasters are the deadliest types of disaster, causing more than 90% of deaths and missing people as the result of earthquakes and tsunamis.

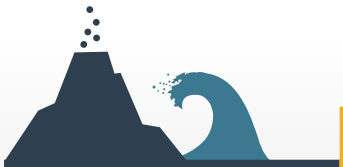
DEAD AND MISSING (2002-2016)



NUMBER OF PEOPLE AFFECTED BY DISASTERS



POTENTIAL EXPOSURES AND DAMAGE LOSSES FROM DISASTER IMPACT











Types of Disaster	Area of Hazard (Ha)	People Exposed	Physical (Rp billion)	Economic (Rp billion)	Environment (Ha)
Flood	39.371.167	100.814.666	176.329.821	140.520.440	12.135.975
Flash Flood	2.733.966	8.637.161	44.679.539	15.358.006	1.055.365
Extreme Weather	106.582.476	244.295.774	11.972.702	3.088.869	0
Extreme Waves and Abrasion	1.888.085	4.917.327	22.042.350	1.290.842	460.252
Earthquakes	52.374.614	86.247.258	466.689.834	182.185.171	0
Forest & Land Fire	86.457.259	0	0	59.036.830	41.855.289
Drought	163.101.784	228.163.266	0	192.737.143	63.781.004
Volcano Eruption	394.324	749.126	2.695.427	12.613	139.676
Landslide	57.418.460	14.131.542	78.279.825	75.870.343	41.337.707
Tsunami	961.133	3.702.702	71.494.821	7.976.358	119.688

Sources : BNPB, 2017

THE IMPACT OF DISASTER ON EDUCATION SECTOR IN INDONESIA

In the last 15 years, there have been 46,648 schools affected by disasters.This data was recorded from medium and large-scale disasters that delivered a significant impact on Indonesia's education sector.

2004 | Earthquake and Tsunami | Aceh and North Sumatera
2.000 schools



2006 | Earthquake | Yogyakarta
2.900 schools



2007 | Flood | Jakarta
251 schools



2009 | Earthquake | West Sumatera and Jambi
2.800 schools



2010 | Earthquake and Tsunami | Mentawai
7 schools



2009 | Earthquake and Tsunami | West Java
2.091 schools



2013 | Earthquake | Aceh Tengah and Bener Meriah
514 schools



2014 | Flood | Manado
55 schools



2015 | Forest & land fire | Sumatera and Kalimantan
21.005 schools



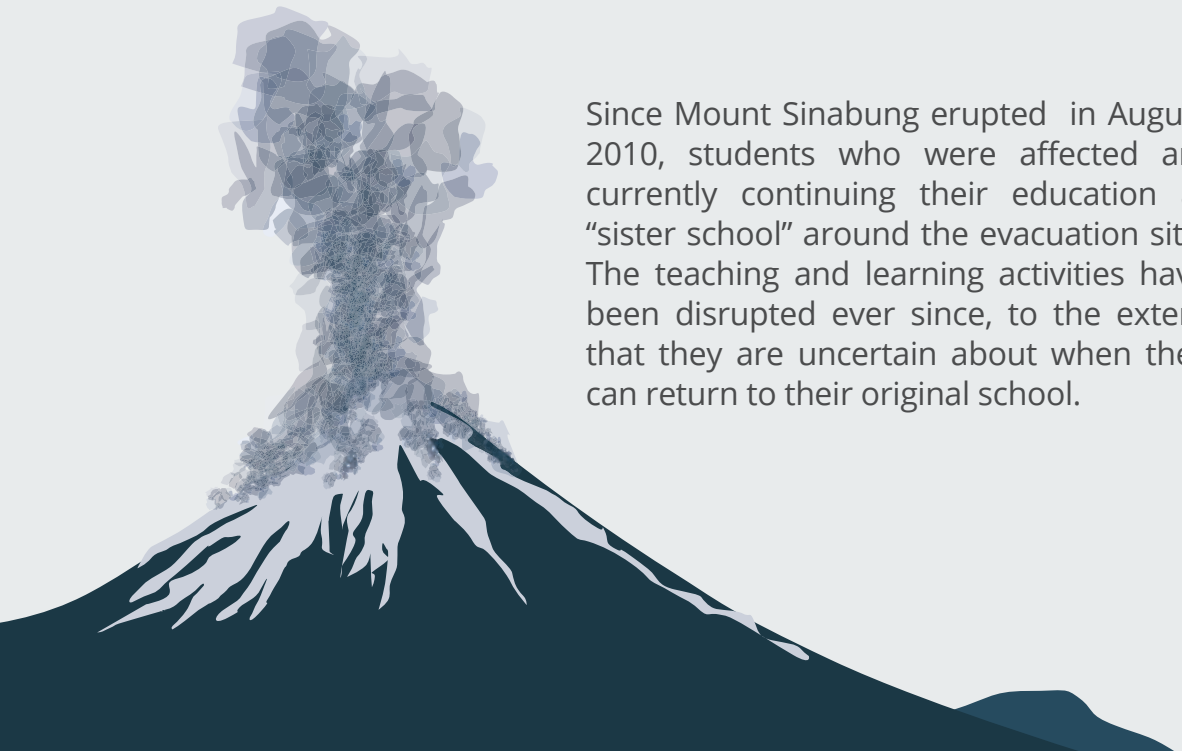
2016 | Earthquake | Pidie Jaya, Pidie and Bireun
268 schools



VOLCANO ERUPTION IN SINABUNG



© ANTARA NEWS 2014



Since Mount Sinabung erupted in August 2010, students who were affected are currently continuing their education at "sister school" around the evacuation site. The teaching and learning activities have been disrupted ever since, to the extent that they are uncertain about when they can return to their original school.

THE IMPACT OF VOLCANO ERUPTION IN SINABUNG

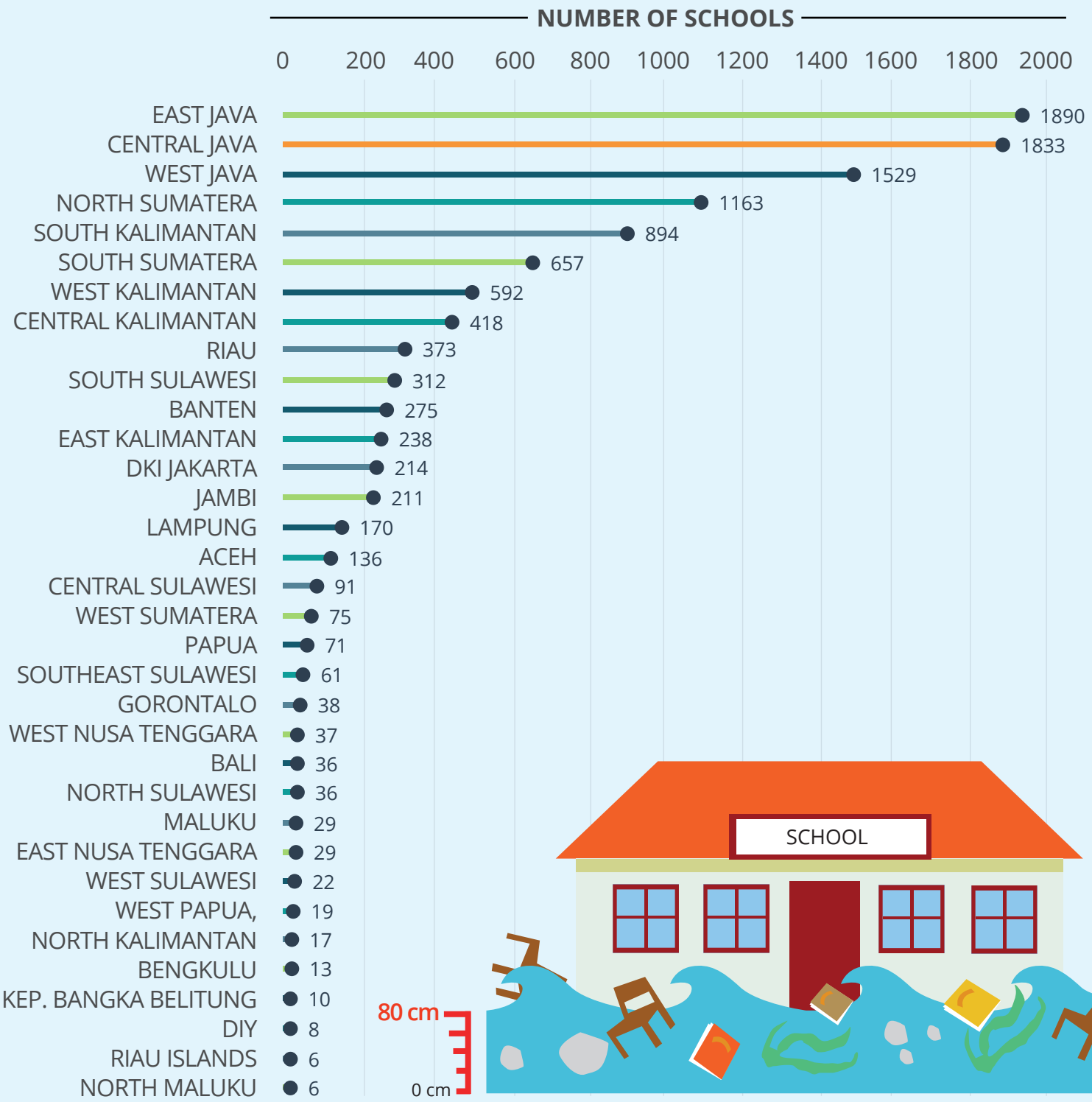
7
Km radius of danger zone

1.49
Trillion losses and damage

185
Schools damaged

6.179
Casualties displaced

2.856
Students evacuated



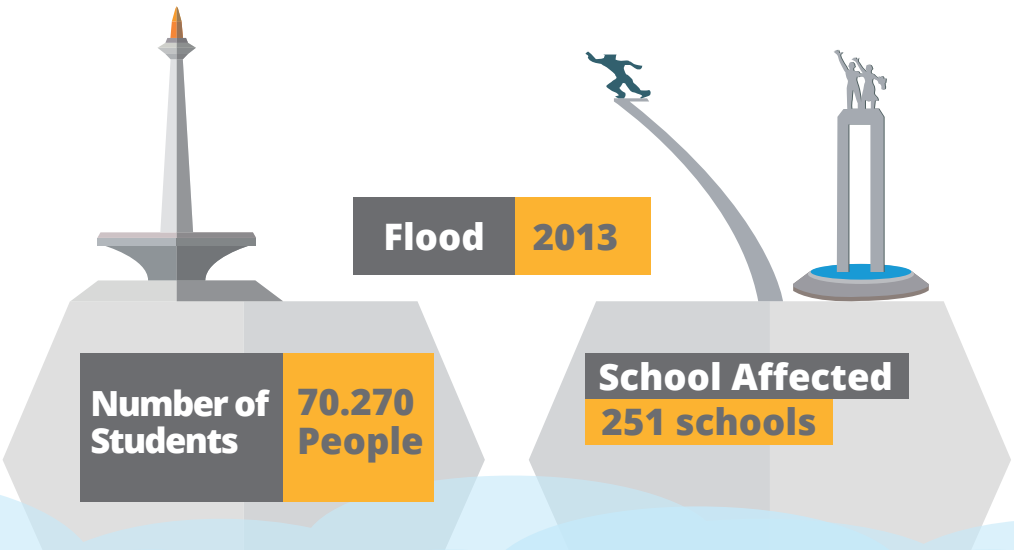
Sources: Ministry of Education and Culture, 2017

The total number of schools in high risk areas (>80cm) prone to flood.

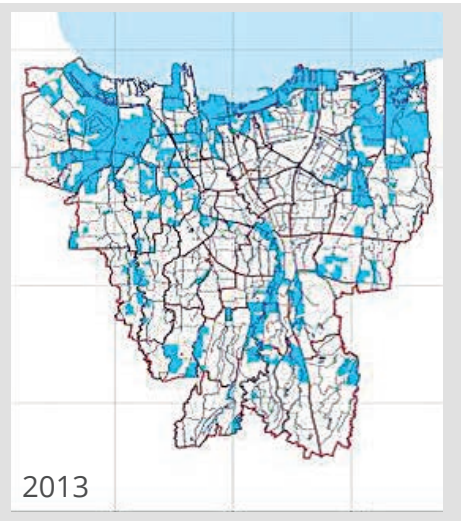
JAKARTA FLOODS

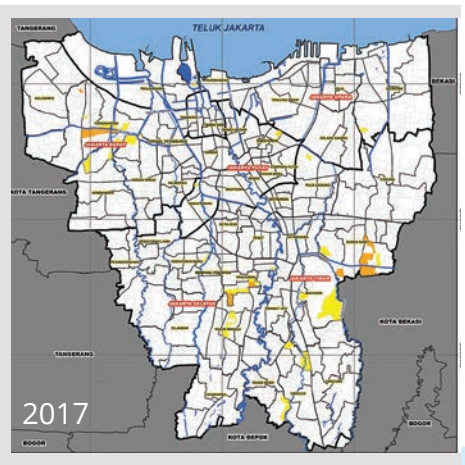
Many areas in Jakarta are prone to flood and exacerbated by high urbanization and rapid land use changes.

The flood that hit in 2013 in Jakarta was one of the largest floods in 15 years period. There were at least 251 schools affected. As a result, 70,270 students cannot access education for more than 2 weeks. This flood caused considerable material losses including damages and/or missing important documents related to education. As a result of DKI Jakarta Provincial Government and community involvement in flood prevention and mitigation program, the flood-affected areas in Jakarta had decreased significantly in 2017.



DKI Jakarta Flooded Area Map





Source: BPBD DKI Jakarta, 2013, 2017

ACEH TSUNAMI





© YUSRA TEBE 2004



© ANTARA 2004



© YUSRA TEBE 2004

© OKEZONE.COM

The Aceh Tsunami in December 2004 was the most catastrophic disaster ever hit Indonesia in the current generation. Approximately, 220 thousands of people died (including missing people) and 2000 schools were destroyed. The damage of the tsunami was so great that it took a long period of time to rebuild damaged schools and children had to study in make-shift schools.

220 Thousands
OF TSUNAMI CASUALTIES FATALITIES (including missing people)

THE MOST
CATASTROPHIC DISASTER
that has ever happened
in Indonesia in the current generation.

2000
SCHOOLS
DESTROYED

YOGYAKARTA EARTHQUAKE, 2006

57
SECONDS

6.000
PEOPLE DIED

5,9
ON THE RICHTER SCALE

2.900
SCHOOLS



A picture of earthquake in Yogyakarta © Yusra Tebe 2006

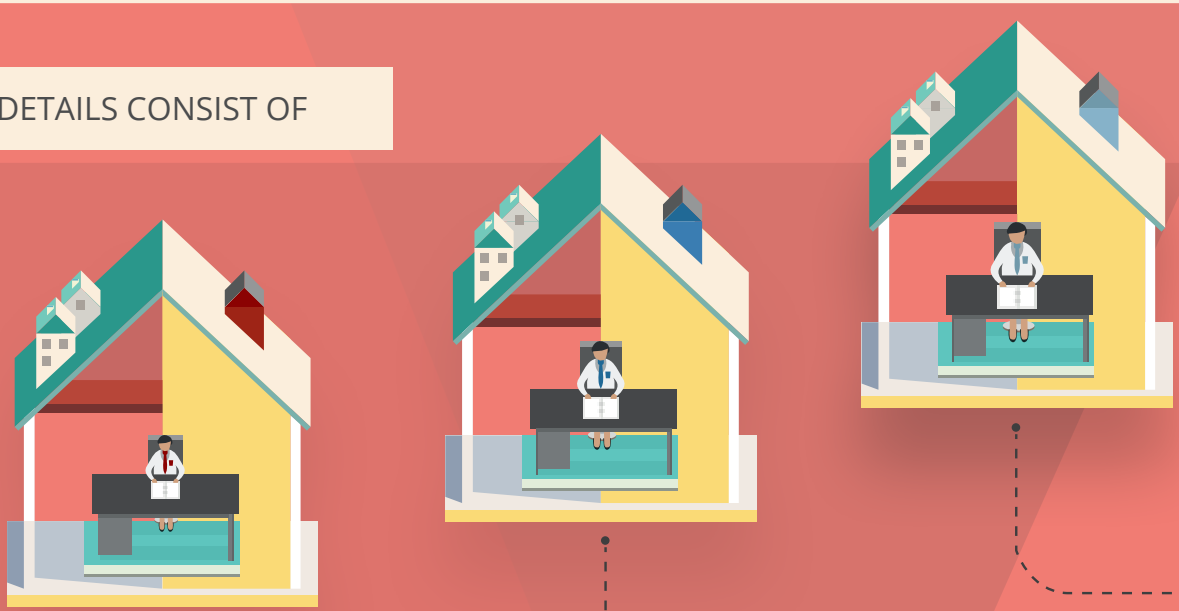
The earthquake in Yogyakarta occurred on May 27, 2006, at 05:55:03 pm. The powerful tectonic earthquake that shook the Special Region of Yogyakarta and Central Java Provinces lasted for approximately 57 seconds with 5.9 on the Richter scale magnitude recorded. In addition to the casualties, the earthquake also damaged 2,900 school buildings.

Although nearly 6,000 people had lost their lives, many argued that the impacts of the earthquake could have been much worse. This is because the earthquake took place in early morning while children were not in school yet. Had the earthquake occurred during school hours, the death toll was likely to be much greater.

SCHOOL MAPPING IN THE DISASTER AREA

THERE ARE **497.576** EDUCATION UNITS IN INDONESIA AND SPREAD OVER IN **34** PROVINCES

THE DETAILS CONSIST OF



229,533
TK/RA/KB/TPA/SPS

174.249
SD/MI

57.499
SMP/MTs

22.439
SMA/MA

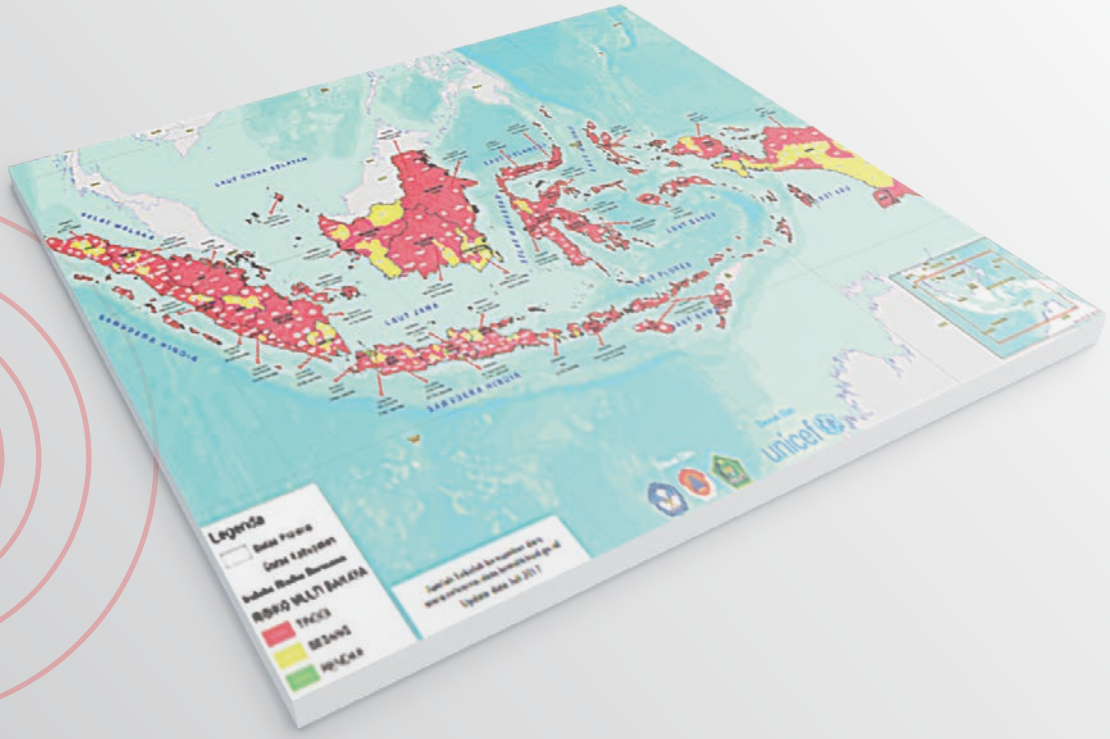
13.856
SMK

This data in 2013 is compared with disaster risk index maps in Indonesia developed by BNPB.

Source: Ministry of Education and Culture, 2017.

DISASTER RISK INDEX MAP IN INDONESIA

UPDATED IN 2013



Currently, the school mapping process located in disaster prone areas is being undertaken by the Ministry of Education and Culture in cooperation with BNPB. Mapping results can be viewed on the website: smab.kemdikbud.go.id

250.000

SCHOOLS OF SD / MI, SMP / MTS, SMA / MA AND SMK THAT ARE IN DISASTER PRONE LOCATIONS

OR

75%

OF ALL THE SCHOOLS IN INDONESIA

Schools in the areas that are prone to medium and high risk of disaster

Source: Worldbank, 2014



NUMBER OF SCHOOLS AND CLASSROOMS THAT ARE SEVERELY DAMAGED, MODERATELY DAMAGED, SLIGHTLY DAMAGED

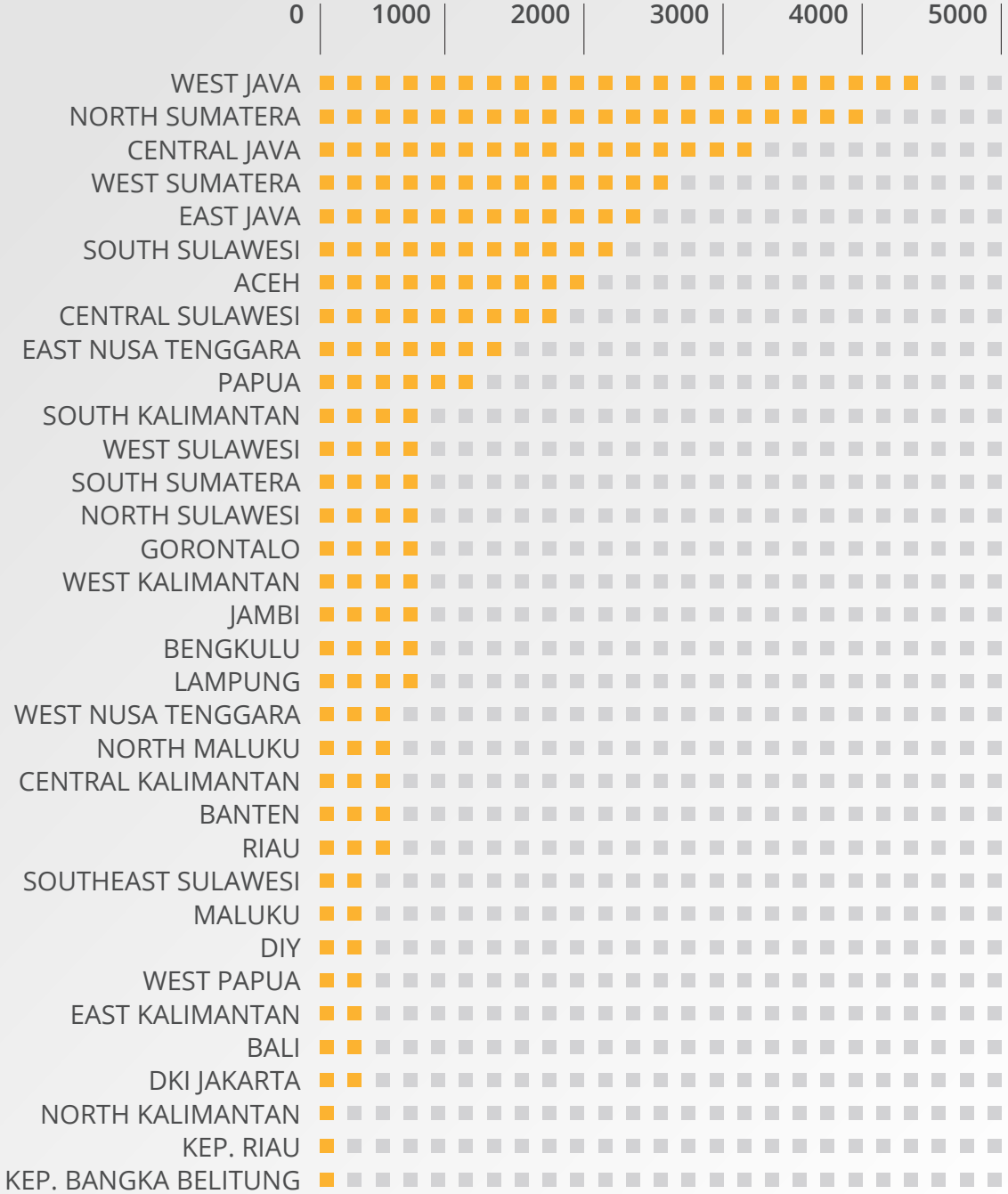
DATA BY THE MINISTRY OF EDUCATION AND CULTURE KEMENDIKBUD

AUGUST 2017

- **266.599** SCHOOLS
- **1.701.302** CLASSROOMS
  - **472.504** ROOMS WITH GOOD AND FAVORABLE CONDITION FOR LEARNING ACTIVITIES
  - **940.993** SLIGHTLY DAMAGED
    - **99.018** MODERATELY DAMAGED
  - **79.526** SEVERELY DAMAGED
    - **74.855** TOTALLY DAMAGED
  - **34.406** UNOWNED ROOMS

This large number is certainly very alarming considering that the disaster hazards could happen in a form of earthquake, landslide, and flood. The affected classes can certainly harm the students and teachers in it.

DISTRIBUTION OF SCHOOLS IN HIGH RISK AREAS





TOTAL OF

250.000

- **SCHOOLS IN LOCATIONS WITH HIGH RISK OF MULTI HAZARDS**

EARTHQUAKE
VOLCANO ERUPTION
TSUNAMI
FLOOD
LANDSLIDE

Source: Ministry of Education and Culture, 2017



KYPA Documentation, 2014

CHAPTER 2

DISASTER
SAFETY EDUCATION
UNIT PROGRAM

A. BASIC CONCEPT

Achieving a resilient education requires comprehensive, **child-centered efforts.**

Child-centered

refers to efforts made by recognizing that children have specific needs in facing disaster hazards and all efforts should be made to encourage children to participate actively according to their capacities and interests.



Documentation of Khadam Foundation in Indonesia, 2013



Documentation of PLAN - LIPI, 2014; Documentation of YSTC, 2017

DISASTER RESILIENT EDUCATION EFFORTS ARE CATEGORISED INTO THREE COMPONENTS



PILLAR 1

Safe learning facilities



PILLAR 2

School disaster management



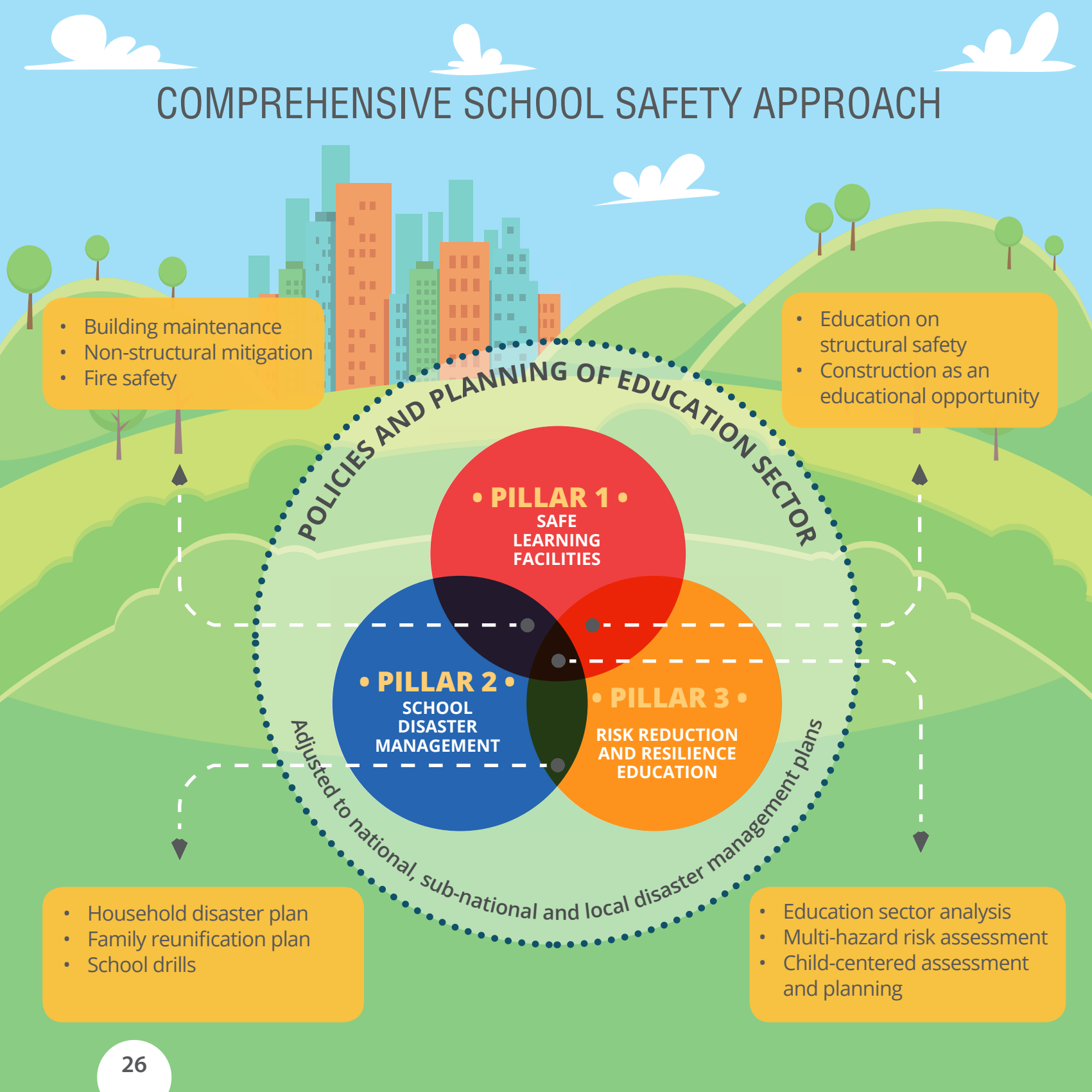
PILLAR 3

Risk reduction and resilience education

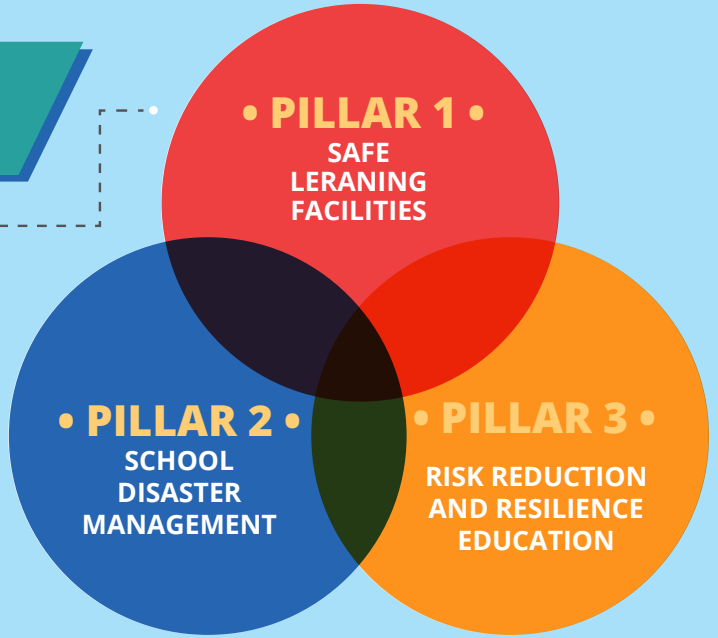
ALL OF THESE EFFORTS SHALL BE ESTABLISHED WITH THE SUPPORT OF

- Education sector policies and plan
- Local disaster management plan

COMPREHENSIVE SCHOOL SAFETY APPROACH



Activities that can be done by schools in the implementation of SPAB :



The activities include :

- Safe-site selection
- Design and construction of school buildings that comply with building codes
- Rehabilitation and reconstruction of school buildings and facilities in post-disaster areas
- Retrofitting of school buildings to ensure safety from disaster hazards
- Conducting maintenance of educational facilities and infrastructure
- Arranging layout of classroom to be ensure safety when disaster hits
- Provision of supporting facilities such as emergency kits in every classroom, fire extinguisher, first aid box and also evacuation alarms
- Regular monitoring on school building safety by relevant agencies
- Education on disaster-safe buildings

The activities include :

- The establishment of disaster preparedness teams in schools
- Development of SPAB policies in schools/*madrasahs*
- Disaster preparedness planning in schools in the form of standard procedures and contingency plan
- Development of teaching and learning strategy during emergencies
- Development of action plans to support SPAB
- Development of family reunification plan in case of disaster

The activities cover :

- Capacity building for school stakeholders (principals, teachers, committees, students and other education personnel) as well as school supervisor
- Practicing self-evacuation simulation on an ongoing basis
- Integration of DRR education in various subjects and extracurricular activities (eg scouts, little doctors, youth red cross)
- Routine campaign on practical key safety messages

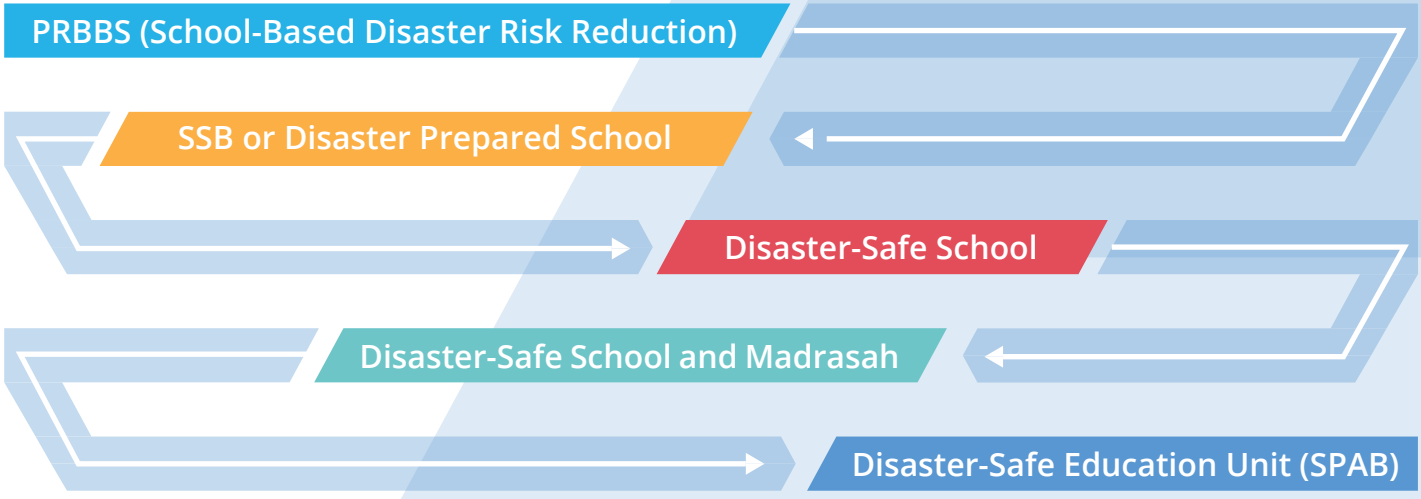
B. HISTORY OF DISASTER RESILIENT EDUCATION IN INDONESIA




2011
Adoption of Minimum Standards of Education in Emergencies within Child-Friendly Schools concept
2011
National Movement on Completion of School Rehabilitation was launched
2011
Special Allocation Fund (DAK) began to be used for school rehabilitation and reconstruction
2011
Pilot testing on the implementation of Safe Schools / Madrasahs from Disasters (SMAB)
2012
Perka BNPB no. 4/2012 on Guidelines for the Implementation of Safe Schools / Madrasahs from Disaster
2012
SMAB Piloting in 210 schools in five provinces
2012
The implementation of SMAB in the rehabilitation and reconstruction of madrasah
2013
Education in Emergencies is officially part of Special Service Education (Permendikbud no.72 / 2013)
2013
Integration of disaster-safe schools with Healthy Schools, Adiwiyata Schools, and Child-Friendly Schools
2013
SMAB Directory was developed. More than 25,000 schools have been exposed to SMAB-related programs
2014
Integration of earthquake resistant buildings into technical guideline of DAK SMP
2014
The Ministry of Education and Culture coordinate the National Secretariat of Safe School from BNPB
2014
Disaster-Safe School / Madrasah become part of Child-Friendly School (Permeneg PPPA No. 8/2014)
2015
The development of safe school roadmap
2017
SPAB National Secretariat formed through the decree of Ministry of Education and Culture
2017
The process of drafting the Permendikbud on Disaster Safe Education Unit begins
2017
The Magelang Declaration was adopted after the National Conference on Disaster Education

C. HISTORY OF TERMINOLOGIES ON DISASTER RISK REDUCTION PROGRAM IN THE EDUCATION SECTOR

The Disaster Risk Reduction program in the education sector has been running for more than a decade. In its journey, there are several terms used by various institutions (government and non-governmental). Despite having a different name, the purpose of the programs remain the same: to save the lives of school community, especially children, from the threat of disaster. Some terms that are used include:



Some terms are still used in relation to the agency's commitment to the ongoing program implementation.

However, the current official term used is the **Disaster-Safe Education Unit (or SPAB in Bahasa acronym)**, which demonstrates the full commitment of the Government of Indonesia, under the coordination of the Ministry of Education and Culture to realize all educational facilities and its community to be safe from the threats of disaster, including PAUD, PG, TK, SD / MI, SMP / MTS, SMA / SMK / MA, and other educational facilities. In this book, there are several old terms which in essence are the same as SPAB.

D.10 STEPS IN REALIZING DISASTER-SAFE EDUCATION UNIT

To build a culture of disaster-prepared, safe and reducing disaster risk at schools is the goal of a disaster-safe school program. In its implementation, disaster-safe school program can be integrated with various sectors engaged in education and disaster management. The following is the scope of the implementation of disaster-safe schools which include ten activities:



E. REGULATION & TECHNICAL GUIDANCE

The legal basis for the implementation of SPAB, in general, has been accommodated in existing policies and regulations, such as:

1 Law no. 20/2003	on National Education System article 32, paragraph 2 on special service education
2 Law no. 24/2007	on Disaster Management article 26, 35, 43 and 47
3 Law no. 23/2002 which is updated to Law no. 35/2014	on Child Protection
4 Law no. 8/2016 Person with Disabilities Chapter Sixteen of Article 20	on the Right to be Protected from Disasters and Article 109 on Public Service Protection from Disasters
5 Government Regulation no. 17/2010	on the Implementation of Education
6 Government Regulation no. 32/2013	on National Education Standards as the second amendment of Government Regulations no. 19/2005

7 Regulation of the Ministry of National Education no. 24/2007	on Standard of Facilities and Infrastructure for Elementary School / Madrasah Ibtidaiyah (SD / MI), Junior High School / Madrasah Tsanawiyah (SMP / MTs), and Senior High School / Madrasah Aliyah (SMA / MA);
8 Circular Letter of Ministry of National Education no. 70a / MPN / SE / 2010	on Mainstreaming Disaster Risk Reduction in Schools
9 BNPB Chief Regulatory no. 4/2012	on Guidelines for the Implementation of Disaster-Safe School / Madrasah
10 Regulation of the Ministry of Education and Culture No.72/2013	on Special Service Education
11 The Decree of the General Secretary of Ministry of Education and Culture no. 8953 / A.A2.1 / KP / 2014	on the Secretariat for Disaster Management of the Ministry of Education and Culture
12 Regulation of Ministry of Education and Culture no. 40 / P / 2017 which was renewed with no. 110 / P / 2017	on National Secretariat of Disaster-Safe Education Unit of Ministry of Education and Culture

F. INSTITUTIONS

- **National Secretariat of Disaster-Safe Education Unit based on the Minister of Education and Culture's Decree**

The National Secretariat of the Disaster-Safe School was established on August 25, 2011, which was originally aimed at achieving the Safe, Healthy, Green, Inclusive and Child-Friendly movement at schools and madrasah involving the participation of stakeholders, education unit administrators, non-governmental organizations, families, businesses, and mass media. The secretariat was also formed by various government and non-government agencies.

Since June 20, 2013, based on the coordination between BNPB, Ministry of Religious Affairs, Ministry of Internal Affairs and Ministry of Public Works and Ministry of Health, it is agreed that the management of SMAB Secretariat is transferred to BNPB with Directorate of Disaster Risk Reduction as the lead. However, on the DRR commemoration month in 2014, the lead is handed over to the Ministry of Education and Culture.

Since 2016, the National Secretariat of SMAB has been managed by the Directorate of Special Education and Special Services (Directorate of PPKLK) in compliance with the Regulation of Ministry of Education and Culture number 11/2015 regarding Organization and Working procedures of the Ministry of Education and Culture on Education of Special Services, or in this case, education in areas prone to natural and social disasters. Then, on May 19, 2017, the National Secretariat was established through Decision Letter Number 40 / P / 2017 regarding the National Secretariat of the Disaster-Safe Education Unit (National Secretariat of SPAB).

National Secretariat of SPAB is an ad-hoc, teamwork-oriented, dynamic, flexible organization which also holds the mandate for the implementation of disaster-safe school/madrasah policy. National Secretariat of SPAB consists of cross-sectoral members (ministries / institutions / agencies) and directly or indirectly involves them both in the capacity of their position or in other inherent function, in order to promote the program and implement every policy to make sure that all schools and madrasahs are safe from disaster. The National Secretariat of SPAB was established based on the principles of basic implementation of disaster.

In particular, the National Secretariat is using three main principles, as follows:

1. **Rights-Based.** The implementation of disaster-safe schools/madrasah should be based on the fulfillment of children's right to education;
2. **Interdisciplinary and Comprehensive.** The implementation of disaster-safe schools/madrasah is integrated into minimum education service standards and implemented in an integrated manner to achieve the national education standards;
3. **Intercultural Approach.** The approach of implementing disaster-safe school/madrasah should prioritize interpersonal communication with different cultural backgrounds (race, ethnicity, or socioeconomic) in accordance with national identity and noble values of humanity.

THE DUTIES OF NATIONAL SECRETARIAT OF SPAB ARE:

1. **Mapping disaster safe school programs** in the absence of disasters, responding to emergency and conducting post-disaster reconstruction and rehabilitation, which is the responsibility of the main unit of the Ministry of Education and Culture as well as external institutions.
2. Coordinating the **implementation of the disaster-safe school program action** plan 2015 - 2019.
3. **Coordinating matters related to disaster-safe school programs and school activities** between the main units of Ministry of Education and Culture and external institutions, among others, other ministries and national/international non-governmental organizations in before, during, and after disaster events.
4. **Providing technical assistance** for the implementation of disaster-safe schools to multi-stakeholders in the form of socialization, training, preparation of technical guidance and so forth
5. Collecting, managing and disseminating **good practices, knowledge resources and communication media information and education** related disaster-safe schools in Indonesia.
6. **Evaluating the implementation** of disaster risk reduction, emergency response and post-disaster programs in the education sector.
7. **Preparing progress reports** on the implementation of disaster-safe schools.

STRATEGY OF NATIONAL SECRETARIAT OF SPAB:

1. To create coordination, cooperation, and collaboration among stakeholders (government, community and private sector).
2. To provide the availability and integration of data, information related to disaster resilience for all education units.
3. To provide the availability of access to qualified information.
4. To strengthen and empower the school community in the implementation of a sustainable disaster-safe education program

Cooperation with Non-Government Institutions

Education Task Force (Satgas)

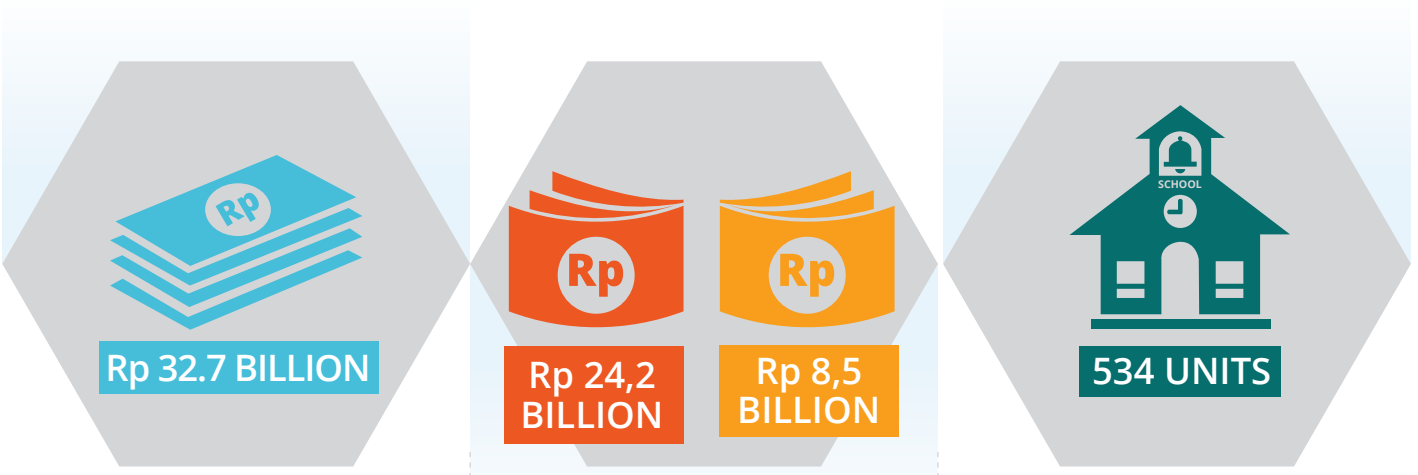
Education Task Force is established to support the government in carrying out activities related to education in emergencies, including strengthening preparedness and coordination for technical capacity building, in the emergency response period. The Education Task Force in Indonesia is chaired by the Ministry of Education and Culture (Kemendikbud), with the support from Unicef. At international level, this task force is better known as the education cluster, which is co-chaired by Unicef and Save the Children.

Overview of Consortium for Disaster Education (KPB)

The Indonesian Consortium for Disaster Education (KPB) was established in October 2006 as a follow-up to the 2006 International Disaster Risk Reduction Day (2006) with the theme of "DRR begins at school". In October 2017, KPB consists of 35 institutions both nationally and internationally. In realizing SPAB's commitment in Indonesia, it should go in line with the implementation of the Sendai Framework for disaster risk reduction in 2015-2030. To do this, the KPB continues to support the development of Disaster Risk Reduction education policies and practices at local, national and international levels that are sustainable both formal, non-formal as well as informal, through the improvement of capacity, coordination, and synergy among stakeholders committed to disaster risk reduction education.

G. THE GOVERNMENT BUDGET

Until now, the government funding commitments, especially from the Ministry of Education and Culture and BNPB for SPAB activities for the period of 2012-2017 are:

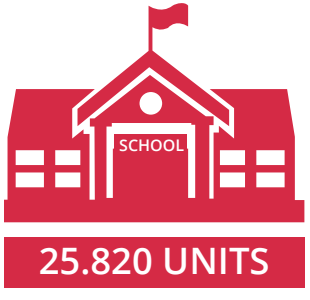


OF TOTAL BUDGETS FROM THE GOVERNMENT ALLOCATED SPECIFICALLY TO MAKE DISASTER-SAFE EDUCATION PROGRAM, WHICH CONTINUES TO INCREASE FROM YEAR TO YEAR.

TOTAL BUDGETS

MINISTRY OF EDUCATION AND CULTURE	BNPB
(2012-2017)	(2015-2017)

OF SCHOOLS



Schools that have taken part in SPAB programs across Indonesia, supported by government and non-government agencies. (Source: BNPB, 2013)

This amount is very small (<5%) compared to the total number of schools in Indonesia. Therefore, it is necessary to involve and cooperate with various parties to ensure that all schools in Indonesia can be safe from disaster risk.

This data is sourced from the data of National Secretariat of SPAB that was obtained from various information. There are also possible contributions from other Ministries or agencies in supporting SPAB program which are not recorded by the National Secretariat and due to the limited time of writing this book, the available data does not include the contribution of non-governmental organizations.



YSTC Documentation, 2017



Documentation of Khadam Foundation of Indonesia, 2013



YSTC Documentation, 2017

CHAPTER 3

IMPLEMENTATION OF DISASTER-SAFE EDUCATION UNIT



THE IMPLEMENTATION OF DISASTER-SAFE EDUCATION UNIT (SPAB)

The implementation of SPAB focuses on the implementation of the three pillars/components of disaster-safe education units. To support the successful implementation of SPAB, SPAB national secretariat is working in partnership with institutions that promotes DRR in implementing the SPAB program. The main principles that should be applied when implementing the SPAB program are:

- Child-centered, where children are involved according to their capacities and interests and all actions are based on the child's specific needs
- Activities begins with a participatory risk assessment involving all school stakeholders, including children.
- Align with education sector policies and plans as well a disaster management plans at the local level.

ACTIVITIES SUPPORTING THE SUCCESSFUL IMPLEMENTATION OF SPAB IN VARIOUS AREAS

Clear policy and regulation implementation at the national, provincial and district/city levels.

The establishment of SPAB National Secretariat at the sub-national level to enhance collaboration and partnership between the parties (government, NGO, academia/university, the private sector, and community).

Strong cooperation between local education offices and local disaster management authorities.

Provision of facilitators for SPAB for training, campaign, and monitoring.

Development of data and information related to risk assessment in schools

Regular campaign activities for awareness and campaigns such as competitions, school drills, seminars, conferences and exhibitions, especially in the activities of the Disaster Risk Reduction Month (every October), National Disaster Preparedness Day (every April 26), National Children's Day (every July 23) , World Disability Day (every 3 December), World Tsunami Awareness Day (every 5 November).

Monitoring and evaluation of SPAB implementation with all implementing partners through regular coordination and monitoring visits.

Facilitating research related to SPAB

ACHIEVEMENTS

The development of standard safety messages at school

Standardized DRR messages are aimed at delivering consistent messages to schools related to DRR as well as to avoid confusion in their implementation. Safety messages are delivered in various forms of information, education, and communication media (e.g. posters, modules, films and other props).

The existence of commitment of school and government institutions

The government's role in monitoring the implementation of DRR related policies is very important. Capacity building in the education sector, both for schools and government are needed to monitor SPAB implementation at the local level. This commitment is in the form of programs, budgets, and allocation of human resources.

There is synergy between the school's DRR practices with community-based DRR

Disasters affect schools and communities at the same time, not separately. Dissemination of information and DRR practices at schools can be transferred to community levels in which school committee representatives can participate in. This has supported the community-based DRR initiatives in the environment surrounding the schools.

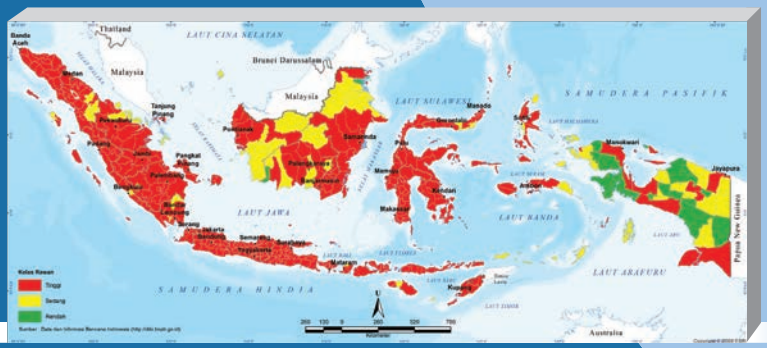
Inclusive DRR program in schools

Inclusive DRR does not focus on the labeling/classification of children and instead on the needs and capacities of children. Schools can adapt to different students' learning abilities and capacities in absorbing DRR knowledge and practices. Therefore, the information provided can be accepted to perform an action.

Development of a practical and realistic DRR Strategy.

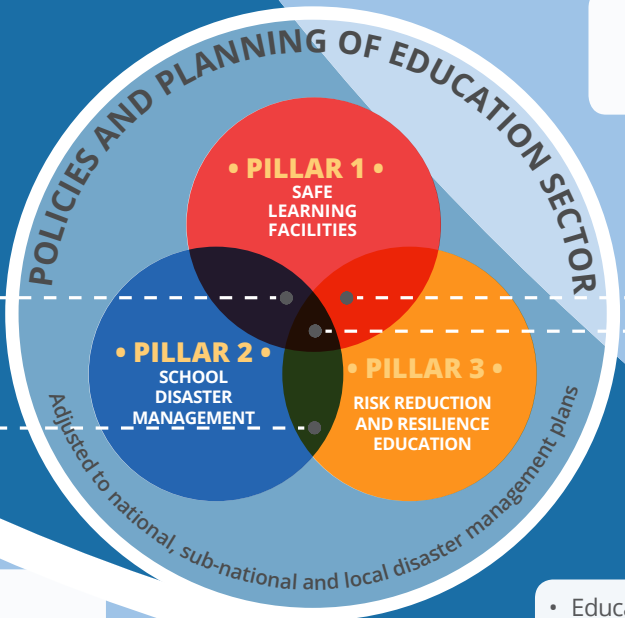
SPAB implementation at schools and relevant activity planning in the education sector takes place at the local level to maintain the sustainability of the program.

DISASTER-PRONE INDEX MAP IN INDONESIA



- Building maintenance
- Non-structural mitigation
- Fire Safety

- Education on structural safety
- Construction as an educational opportunity



- Household disaster plan
- Family reunification plan
- School drills

- Education sector analysis
- Multi-hazard risk assessment
- Child-centered assessment and planning



Yusra Tebe Documentation, 2017



Kerlip Documenatation, 2016

CHAPTER 4

CHALLENGES & OPPORTUNITIES OF SPAB IMPLEMENTATION

Disaster-related education programs in Indonesia have been growing significantly since 2005. Many initiatives have been implemented and various strategies have been applied. The following are some of the challenges that could hinder the implementation of the SPAB program, based on information provided by implementing institutions.

01



There are not many people in the education sector who are aware of SPAB program and are informed about how to implement it. The guidelines for implementing the new SPAB have been prepared and endorsed by the relevant ministries in the last three years and the socialization is only limited to a few regions. Meanwhile, the community, especially in the education sector can receive benefits if they are informed about the guide. This guide can be downloaded on the SPAB website (www.smab.kemdikbud.go.id).

02

There is limited support at the local level, on SPAB implementation, which is initiated by BNPB, BPBD or other stakeholders.

To date, district/ municipalities/ provinces that have high commitments for the implementation of SPAB can still be counted with fingers.

This is reflected by the lack of specific policies that support SPAB program at local level. Below are some district/ municipalities/ provinces that already show strong commitment to the implementation of SPAB :

01 **DI Yogyakarta,** (through Local Regulation number 8/2010 on Disaster Management)

02 **Sikka District, NTT** (through The Decree of the Sikka Regent number 536 / HK / 2013 on Standards of Infrastructure Facility and Educational Implementation of Disaster Risk Reduction at school)

03 **Rembang District, Central Java** (through Head of District Regulation number 44/2014 on Disaster Risk Reduction Education at School)

04 **Klaten District** (through Head of District Regulation number 6/2016 on learning disasters in Klaten D

05 **DKI Jakarta Province** (through Governor Regulation number 187/2016 on the Disaster-Safe School / Madrasah)

06 **Pidie Jaya District, NAD** (through Head of District Regulation number 11/2017 on the Disaster-Safe School / Madrasah)

Aku ikut SMAB dengan teman-teman. Kami Belajar sambil bermain, membuat deklarasi dan belajar tentang sekolah aman. Di rumah aku menceritakannya kepada orang tuaku. Aku senang ikut SMAB

Salam

Putri

KARTU POS

Perangko

Kepada : kepala BNPB
Di Jakarta

Pengirim : Putri Zuliana
Kelas : IV (Empat)
SDN Ende 1
Ende, Flores, NTT

Kegiatan Penerapan Sekolah / Madrasah Aman Bencana - 2016



Documented by Mariana Pardede, 2016

TO : Bupati Minahasa Utara

Nama : Amelia hernowo.

Nama Saya amelia hernowo kelas VIII Sekolah kami mendapat program sekolah madrasah aman bencana, ~~SE~~ dari BNPB.

[redacted], Saya merasa Senang mengikuti Smab, banyak pengalaman yang Saya dapat. Saya berterima kasih kepada pemerintah yang Sudah membuat program ini, untuk Sekolah saya SMP KR yobel. Saya juga merasa bangga bisa mengikuti SMAB, karna hanya orang tertentu saja yang dipilih. Banyak perubahan yang terjadi Selama mengikuti program SMAB Sekarang Saya Sudah tidak takut lagi karna Sudah tau cara-caranya.

1 bulan yang lalu ada gempa Saat itu Saya keluar ruangan & mencari tempat terbuka.

Saya juga berharap Semoga kedepannya program dapat dilakukan disekolah lain Supaya anak-anak yang lain bisa tau apa yang dilakukan Saat ada bencana.

Demikianlah Surat dari Saya. Terima kasih.

Senin, 05 desember 2016

Amel



There is still low public awareness about SPAB. This is also because many parents have not realized that the location of their child's school is prone to disasters.

Ministry of Education and Culture and BNPB are currently making a breakthrough using mapping technology with the integration of Basic Education Data (DAPODIK) and disaster risk maps across Indonesia. Through the website (smab.kemdikbud.go.id), anyone can be informed about the danger of any disaster hazard that threatens any schools in Indonesia.

The available information will be further developed whereby all schools will assess their school buildings and facilities safety against disaster threats so that everyone is aware of what are the risks and the recommendations can be made at each school to ensure the school is safe from disaster.

04

The implementation of the SPAB program is still not being effectively coordinated and its monitoring is still being undertaken ad-hoc by government and non-government agencies.

Since 2017, the government has begun to pioneer every school to report the status of school preparedness to disaster on a regular basis through an integrated monitoring system with the education information management system.



The related data is monitored regularly such as how often schools conduct drills, procurement of school safety support facilities (eg fire extinguishers and first aid kits), and the presence of school procedures in times of emergency. These matters are important for relevant stakeholders to provide interventions in accordance with school conditions.

Limited training for teachers, principals, and other education personnel to understand and implement the SPAB program at their schools.

Currently, training and capacity building programs still rely on funds owned by the government and non-government agencies, and the amount of these funds is very limited. Meanwhile, Indonesia is a country with the largest teacher-student ratio in the world, with more than 360,000 teachers.

Therefore, it is necessary to make a breakthrough so that these teachers can understand and equipped with basic understanding of disaster management skill, such as survival skills.





Disaster risk reduction and first aid training for Teachers, YSTC and ASB documents, 2016



Documentation of YSTC, PLAN, YTBI, LIPI, 2017

06

MONITORING OF INTEGRATED SPAB IMPLEMENTATION WITH THE EDUCATION MONITORING AND INFORMATION SYSTEM

The Indonesian government has started to pilot the integration of monitoring the implementation of SPAB with education information management system. The data inserted independently by each school is collected 2 times a year. The information collected includes:

01 **The allocation of funds to support the implementation of SPAB**

02 **The existence of institutions that assist the school in implementing SPAB**

03 **The location of the school against the potential risk of disaster**

04 **The existence of disaster related facilities from disasters, such as:**

a) Evacuation route map
b) An agreed early warning tool (siren/kentongan/hazard lights)
c) The clasroom door open outward
d) Signs and evacuation routes
e) Accesible safe havens
f) First aid kit
g) Light Fire Extinguisher (APAR)

05 **Periodical safety audits related to school buildings and facilities**

06 **School's disaster preparedness team, involving students**

07 The standard operating procedures for school disaster management signed by the school's principal

08 Action plan on prevention, pitigation and disaster preparedness activities in the school's activity and budget plan (RKAS)

09 Teachers and other education personnel who have participated in SPAB training

10 Disaster awareness campaigns to all students

11 School drills performed routinely

12 Synergy between school preparedness plans and the surrounding community



Documentation of YSTC, 2017

CHAPTER 5

INFORMATION, EDUCATION AND COMMUNICATION MATERIALS

Information, Education, and Communication Materials (IEC) related to disaster education in Indonesia are a lot and have many varieties. This is because it was made by various SPAB stakeholders in Indonesia including government and non-government agencies. Existing IEC materials can be accessed at smab.kemdikbud.go.id.

























Documentation of LPBI NU, Box Breaker, ASB, YSTC, KYPA, Plan International Indonesia, Unesco, Hope Indonesia, UNDP, Macquarie University, BNPB

A POSTER



A Poster of "My Safe and Comfortable School" by Save the Children

Posters can be used as a medium to provide information related to SPAB.

POSTER IS AN ANNOUNCEMENT OR AN ADVERTISEMENT CONTAINING INFORMATION AND PERSUASION IN A FORM OF GRAPHIC OR TEXT ATTACHED ON THE WALLS OR STRATEGIC PUBLIC PLACES TO BE EASILY SPOTTED BY MANY PEOPLE.

A poster contains a short, clear, solid, and straightforward image and text, and it is also relatively easier to understand. Posters are also designed to be able to be read by people who are constantly moving (driving or walking) and to attract attention. The conventional size of the poster is A3 to A0 paper size.

In school environment, posters can be used as a means for students to recognize the types of disasters, the signs of disaster, how to evacuate, etc. Posters can be created independently by students themselves or by other people beside students.

B COMIC

An educational comic is another book genre that is now popular in the society. One of many unique features of this type of comic is, in addition to having the story content and comic narrated in general, it also have educational content and information related to the subject of lesson delivered, so it is suitable for learning media.

A picture story is a suitable media for children to play while learning. When a child sees a picture, the child is trained to play his fine motor for imagination. Comics usually have story characters who convey messages and information which go in line with the storyline.





Comics on Tsunami, Flood, and Fire Preparedness, BNPB, Jakarta Education Office, PLAN and YTBI, 2014, 2015

The storyline should be easy to understand and the message should be clear. If the comic is developed for a certain level of education then language and displayed images should be adjusted to make learning process successful. The accuracy in the use of term and conformity with proper spelling should also be noted.

C BROCHURE



CSS Framework, 2012

Communication media in the form of an A4 or A5 paper size can be folded into 3 or 4 parts. It includes headline, image, and information arrangement. It contains information about safe school concepts. An example is the comprehensive Safe School brochures from 12 institutions in Indonesia. This medium is easy to distribute but has limited reach and is intended for public in general.

D GUIDEBOOK

It contains guidance on how to develop SMAB at school. For example is this Indonesian Red Cross guidebook. It is divided into two parts, namely manual and explanation. In the manual, it contains two module sections and a second guide for the facilitator.

An example is from PMI. Here are 3 books, namely:

1. *Ayo Siaga Bencana* Manual Module
2. *Ayo Siaga Bencana* The Facilitator's Guide
3. Adolescent-based risk reduction



Documentation of PMI, 2008

E FLIPCHARTS



Documentation of YSTC, 2016



Documentation of Plan International Indonesia, 2014

Learning materials that can be used by educators in the socialization and implementation of SPAB activities.

F VIDEO

A video is a medium capable of displaying both images and sound at the same time. BNPB has a Youtube channel that contains videos related to disaster education. The video can be divided into 3 types, namely:

1. DOCUMENTARY VIDEO

In the documentary video, there is a clip about SMAB activities process with statements from various parties related to SMAB activities at school. For most clips, duration is short, typically around 5 minutes. Two examples are the KYPA documentary and the Plan International videos entitled: “Safe Schools, High Achievements”

2. ANIMATION VIDEO/CARTOON

It is a story/drama usually about the condition of a location and recorded activities to improve disaster preparedness of a region / school. There are cartoon characters in these videos and the duration lasts for around 30 minutes. One example is a movie created by MDMC en titled Anak Siaga Bencana which is available at the following link: https://www.youtube.com/watch?v=tDaY52QLj-8

3. FILM

Films usually contains a story of a society that experienced a disaster and how they work to anticipates it. One example is a puppet movie entitled Badu produced by IDEP. The movie series tell a story about disaster in Wanabalu Village. Badu and the people in the movie anticipate disaster to reduce the risk of disaster. The link to The Story of Earthquake Disaster movie is: https://www.youtube.com/watch?v=-NdwLQH2R_M

G GAMES (CONVENTIONAL, ELECTRONIC)



Mariana Pardede, 2017



Plan International Indonesia, 2013



Unesco, 2016

To make it easier to learn about disaster preparedness, climate change adaptation, and SPAB related materials, a number of games, both conventional and electronic games have been developed. These games are:

1. **SNAKES AND LADDERS ABOUT DISASTER PREPAREDNESS**
2. **PICTURE CARDS OF DISASTER-SAFE SCHOOLS / MADRASAH**
3. **PICTURE CARDS**
4. **CARD GAME ON DISASTER-SAFE SCHOOLS / MADRASAH**
5. **BOARD GAME ON DRR AND CCA**
6. **MONOPOLY ON DISASTER-SAFE SCHOOLS / MADRASAH**
7. **DOMINO ON DISASTER-SAFE SCHOOLS / MADRASAH AND DRR**

   Domino card game that is modified by disaster-safe schools and disaster preparedness. It is 4x6 and is made of thick paper. To play the game, a person should be at least at 3rd grade.
8. **DISASTER-SAFE SCHOOLS / MADRASAH PUZZLE**
9. **GAMES IN THE FORM OF MOBILE APPLICATION**

   This game can be downloaded on Playstore (Android) and App Store (IOS) with game titles :

   1. Safe School (luminov/PLAN Internasional Indonesia)
   2. Sai Fah (Opendream/UNESCO)
   3. Tanah the Conqueror of Tsunami dan Earthquake (Opendream/UNESCO)

H PROPS



Documentation of YSTC, 2016



Documentation of Box Breaker, 2017

Props have been used to help children learn about disasters. The props here is, a volcano. It is made of clay to resemble a volcano crater, made from baking soda and water mixed with red dye.



Documentation of LPBI NU, 2015



Documentation of KYPA, 2014

CHAPTER 6

DISASTER RESILIENT EDUCATION

IN THE YEAR 2030

DECLARATION OF MAGELANG 2017

We recommends the central government, local government, and other stakeholders to:

01 Publish regulations of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Research of Technology and Higher Education, and other Ministries/ Institutions related to Disaster Education.

02 Issue Joint Decree by Minister of Education and Culture, Minister of Industry, Minister of Research and Technology and Directorate of State Owned Enterprises on Disaster Education and its financing.

03 Promote secure and accessible school facilities and infrastructure to meet the rights of people with disabilities in accordance with Law Number 8 of 2016 regarding Persons with Disabilities.

04 Establish a Joint Secretariat of Disaster-Safe School/ Madrasah (SMAB) in each district/city.

05 Establish an Integrated Emergency Madrasah in the form of sister schools to work as partner in implementing SMAB program.

06 Encourage private sector to be actively involved in disaster education.

POLICIES AND REGULATIONS ON DISASTER-SAFE EDUCATION UNIT HAVE BEEN ISSUED AND OPTIMALLY APPLIED 01



On September 2017, the Ministry of Education and Culture, together with the Consortium on Disaster Education, have started drafting academic paper and the regulation for Ministry of Education and Culture related to the Disaster-Safe Education Unit. This regulation will replace the existing Circular Letter and encourage schools located in disaster-prone areas to ensure that their schools are safe from disaster risk as a mandatory requirement.

This Regulation will cover various matters, including:

a) The use of educational budget funds (eg BOS, DAK, etc) and/or external (eg NGOs, private, village funds) to support the achievement of disaster-safe education units

b) Disaster-safe education program will become one of many criterias for school accreditation and teacher's competency assessment values.

c) The disaster-safe education unit program covers all aspects in a comprehensive and integrated manner, ie ensuring facilities and infrastructure of disaster-prone education, implementation of disaster-safe education to all students, and the establishment of school disaster management. This will be developed by involving children and other school communities

d) Implementation of disaster education through integrated curriculum and will be applied through existing subjects, as local content, or in extracurricular activities

e) Disaster-safe education unit programs involve the whole school community inclusively, including children and people with disabilities

f) Provision of facilitators for Disaster Resilient Education program

g) The disaster risk education unit program covers every level of education and regulates the involvement of all school's stakeholders, including school committees

h) The Disaster Resilient Education program considers the uniqueness / special circumstances of each region or district

i) Synchronise with existing programs, such as adiwiyata schools, healthy schools, child-friendly schools, etc.

j) The disaster resilient education program is supported by all parties, including from all relevant ministries and institutions, NGOs, and private sector.

02 THE NATIONAL SECRETARIAT OPERATING EFFECTIVELY INCLUDING ESTABLISHING PARTNERSHIP WITH THE PRIVATIVE SECTOR



The national secretariat (Seknas) for disaster-safe education units has been established in 2015, where currently is chaired by the Ministry of Education and Culture alongside BNPB, the Ministry of Religious Affairs, and the State Ministry for Women Empowerment and Child Protection. Coordination and collaboration with the private sector will be stronger especially in supporting program planning, implementation and monitoring/evaluation.

ACCESS TO MATERIAL RELATED TO DISASTER RESILIENT EDUCATION ARE AVAILABLE ON THE SPAB WEBSITE 03



The SPAB website will be a user-friendly information hub to collect teaching materials and gather disaster-safe education practice documentation that is accessible to all people promoting SPAB. Teaching materials and practical documentation can also be accessed and used by people with special needs.

04 KNOWLEDGE AND SKILLS RELATED TO DISASTER RESILIENT EDUCATION ARE INCLUDED IN COMPETENCY OF TEACHERS AND OTHER EDUCATION PERSONNEL. MATERIALS CAN ALSO BE ACCESSED THROUGH E-LEARNING



Unicef, 2015

SPAB materials to be integrated in the training curriculum to teacher, education personnel. SPAB material can be also accessed through an e-learning system (online/ offline) by teachers, education personnel and principals who lack the opportunity to attend face-to-face training. E-learning from other agencies such as fire brigade and SAR can also be a reference. Not only as a competency assessment purposes, e-learning can also be used as a reference for government and SKPD community to know further on SPAB material

1% OF EDUCATIONAL BUDGETS ARE ALLOCATED FOR DISASTER RESILIENT EDUCATION 05



Out of 20% of government budget allocation for education, 1% is to be allocated for disaster resilient education implementation to ensure successful delivery of the program.

06 TECHNICAL GUIDELINE ON SCHOOL OPERATIONAL FUNDING (BOS) IS UNDERSTOOD BY ALL TEACHERS, OTHER EDUCATION PERSONNEL AND SCHOOLS ABLE TO ALLOCATE BUDGET FROM BOS FOR DISASTER RESILIENT EDUCATION PURPOSES



The technical guidelines for BOS 2017 which were published by the Ministry of Education and Culture have included safe school activities. Schools in Banda Aceh have incorporated SPAB programs into RKAS to be funded through BOS funds. However, other schools are not ready and still do not understand how to best use BOS funding for SPAB purposes. In the future, it is expected that all schools can use BOS funds to ensure the SPAB program runs smoothly and effectively.

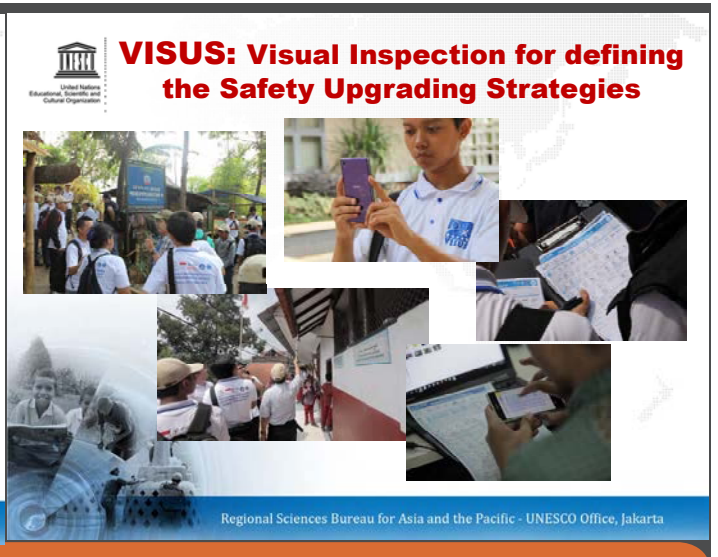
MONITORING THE IMPLEMENTATION OF SPAB IS INTEGRATED IN BASIC DATA FOR EDUCATION (DAPODIK) 07



Currently, progress from SPAB is being monitored periodically in basic data for education (DAPODIK), completed directly by the school. As the result of this integration, the implementation of SPAB can be monitored through the Education Management Information System (EMIS).

08 BUILDING SAFETY AUDITS





Funds are allocated to conduct building safety audits in all schools, especially schools located in disaster-prone areas. Existing audit technologies/applications such as VISUS and earthquake and tsunami preparedness applications, as well as collaborative work with relevant agencies and private sector can contribute to make building safety audit an easier and more affordable process.

REGULAR SCHOOL DRILLS TWO TIMES A YEAR 09



In the future, it is envisioned for all schools, especially those located in disaster-prone areas to conduct a mandatory periodic school drills, at least twice a year because to build a culture of disaster safety needs to be done routinely.

The drills will be more effective if it is done before the “disaster season” starts, especially those which are predictable and regularly take place at a certain period. For example, such drill can be organized before the rainy season starts (for areas prone to flooding) or before dry season starts (for areas prone to forest and land fires).

10 COLLABORATION BETWEEN MINISTRIES AND OTHER STAKEHOLDERS WORKS EFFECTIVELY



All relevant- ministries (Ministry of Education and Culture, Ministry of Religion, Ministry of Research, Technology and Higher Education, BNPB, Ministry of Social, Ministry of Health) issued ministerial-level policies and regulations and hold the capacity to issue other policies which supports the implementation of SPAB at national and sub-national levels.

An example of such policy is how people can access village funds for SPAB's purposes for various education levels.

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