



Building resilience to Tsunami in Indian Ocean

**Integrating Disaster Management in School Curricula**  
**Masyarakat Penanggulangan Bencana Indonesia (MPBI)**  
**PROGRESS REPORT**

**April to June 2008**



## 1. Description

### 1.1. Name of the beneficiary grants contacts

Masyarakat Penanggulangan Bencana Indonesia (MPBI)

#### Name & Title of the Contact Person

#### Name of partners in action

Masyarakat Penanggulangan Bencana Indonesia (MPBI)

#### Title of the action

Integrating Disaster Management in School Curricula

#### Start Date and End Date of Reporting Period

1<sup>st</sup> April to June 2008

#### Target Countries

Indonesia

#### Final Beneficiaries of Target Group <sup>1</sup>

1. Practitioners of education
2. Member of CDE

#### Activities :

Month	Week	Activity	Output
May 2008	1	Drafting concept paper, Coordinating and networking with CDE	Final draft concept paper.
	2	On going process in provincial and district level	Compiling data, interpreting data
	3	Meeting with task force team	Name of the task force member
	4	Lobbying with national education government and have a linkage program among MPBI, BAKORNAS PB and department of education	Mutual understanding how to integrated DM in Education.

<sup>1</sup> "Target groups" are the groups/entities who will be directly positively affected by the project at the Project Purpose level and "final beneficiaries" are those who will benefit from the project in the long term at the level of the society or sector at large.

## **ACTIVITY 1: DRAFTING CONCEPT PAPER, COORDINATING AND NETWORKING WITH CDE**

During the first quarter (Jan-Mar), MPBI conducted a need assessment and research on the disaster education in Indonesia. Based on this activity, it was agreed in discussions and meetings with partner organizations and CDE that the concept paper on how to synergize disaster management in education need to be developed.



Content of concept paper will include:

1. Background
2. Objective and goal
3. Education Policy in Indonesia:
  - a. The content of the Education Law and its gaps
  - b. General Education and disaster education situation in Indonesia
4. Analysis of Education Law related to DM especially DM education
5. Analysis of DM Law related to education
6. Recommendations.

Following is the summary of Concept paper content:

### **1) Background**

In the learning process, a curriculum is an essential component in addition to teachers, facilities and infrastructure. Curriculum will be an indicator of education quality.

In Indonesia, the education curriculum at primary and middle education level was revised 5 times in 1968, 1975, 1984, 1994 and 2004. It is to form a curriculum that meets a demand and requirement and to give a *guideline* or reference to the learning process in an education unit.

The regulation No. 20 issued in 2003 related to the National Education System includes the national education standards and curriculum in all education levels and types developed by diversification principles and align with education units, local potentials, and students.

Also, the Government Regulation No. 19 issued in 2005 about the National Standard of Education mentioned that the standard directly related to the curriculum is the Standard of Contents and Completion Competence Standard. These are regulated in the Education Minister Regulation No. 22 issued in 2006 about the Standard of Contents (SI) and Education Minister Regulation No. 23 issued in 2006 about Completion Competence Standard (SKL) as well as Education Minister Regulation No. 24 issued in 2006 about the SI Implementation and SKL.<sup>2</sup>

However there is no clear reference on the curriculum of disaster education although Indonesia is one of the most disaster prone countries. Children are flexible to change their own mindset as well as

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<sup>2</sup> Prof. Dr. Bambang Sudibyo, MBA, Minister of National Education, Republic of Indonesia, paper presenting in socialisation of KTSP (Curriculum level education unit) for elementary School.

behaviors to disasters and also can influence their parents and community. The process requires a long-term and the cooperation, understanding and endorsement from various stakeholders. It has to be done in a systematic and sustainable manner.

## **2) Objective and goal**

To incorporate disaster education into the existing school curriculum.

## **3) Education Policy in Indonesia**

- a. The content of the Education Law and its gaps
- b. General education and disaster education situation in Indonesia

### **a. The Content of Education Law and its gaps**

The objective of National Education, according to Law No. 20/2003 on National Education System is to develop the capacity of students into: 1). Religious and faithful to God Almighty; 2). Diligent, healthy, smart, creative, independent, and to become responsible and democratic citizen.

Law No. 20/2003 also regulates education implementation principles, rights and responsibility of students, education and school committee, and curriculum development. According to the Law, curriculum development has to be based on the National Education Standards, and curriculum in all education levels and types, developed by diversification principles and align with education units, local potentials, and students.

For primary and middle, curriculum compulsory contents include: a). religions, b). Citizenship, c). Language, d). Math, e). Science, f). Social science, g). Arts and Culture, h). Physical education and sports, i). Skills, and j). Local contents.

There are other important subjects such as gender issues, environment, HIV/AIDs, drugs and disasters that need to be included in the curriculum, but not yet done.

Taking into account the fact that Indonesia has experienced a number of disasters and suffered heavy damage and losses in the past, in particular, disaster issues should be included as additional curriculum content and positioned as:

1. Local Content (MuLok) such as traditional art, local language, English language, traditional handicraft, knowledge on environment and characters of local regions and areas. These elements are not included into the existing subjects. The substance of local contents will be defined by schools at different levels such as primary, junior high and senior high.
2. Life Skills Education such as vocational competence  
Not a main subject, but it has to be integrated in all subjects. Life skills education is not included into existing curriculum structure. In its implementation, life skills education could be integrated as a special planned module.
3. Local & Global Potentials based education such as economic, culture, language, ecology  
This is an education program that developed by benefiting local potentials and global competition needs. This education could become an integrated part or local content.
4. Self Improvement  
This intends to give students a chance to improve and express themselves based on needs, talents, students' goals and school condition.



#### **b. General Education and disaster education situation in Indonesia**

In Tsunami drills in Banten Province on 26 December 2007, Indonesia's President Susilo Bambang Yudhoyono (SBY) encouraged the Minister of National Education, and the Minister of Internal Affairs to include disaster education into intra and extracurricular activities in all provinces. Thus, a common ground for School Disaster Education is to be established among these ministries.

School is the best occasion to provide and share disaster management knowledge. Community preparedness assessment that has been conducted in some areas shows that school preparedness is still limited compared to the communities and officials. (LIPI, 2006-2007).

#### **4) Analysis of Education Law related to DM especially DM education**

Government of Indonesia issued Law No. 24/2007 on Disaster management. It stresses that DRR should be integrated into development process, including education sectors. Also in few chapters that education becomes a crucial factor in defining DRR. Thus because of education is a main factor in knowledge sharing and understand about disaster management. As the estuary, preparedness will be increased and Disaster Risk reduced.

#### **5) Analysis of DM Law related to education**

Law No. 24 Year 2007 on Disaster Management mandated that the government implement disaster management activities holistically. In addition, Chapter 47 Law No. 24/2007 article (2) point c states that disaster mitigation activity could be implemented through educations, trainings, campaigns conventionally.

Also article 14 point (2) of Government Decree (PP) No. 21 year 2008 says that regarding disaster management implementation, educations and trainings need to be conducted by local government in formal, non-formal, and informal in form of basic trainings, intermediate, technical, simulations and drills.

Furthermore, the educational materials on disaster management to be distributed at schools become more important and urgent. Not only based on the reality that Indonesia is prone to disasters, but also by implementing it, Law UU No. 24 year 2007 that mandates on Disaster Management can be materialized.

#### **6) Recommendations to integrate DM in education.**

Recommendations are:

- To conduct socialization at policy makers level
- To provide educational material & handout on disasters for teachers
- To have a dialogue with the National Education on formalization process

These activities will be coordinated by CDE and MPBI is a member of CDE's Steering Committee. Also in the near future, a discussion on the launch of the concept paper will be conducted.



## ACTIVITY 2 : FOLLOW UP ON RESEARCH ON GOVERNMENT STRATEGY ON DISASTER EDUCATION

The interviews and collection of questionnaires were conducted as follows:

Targets	Random questioner & interview
▪ Middle school teachers	
▪ High School teachers	
▪ Others (Local government, religious affair, Education office, NGO's)	
<b>Distribution area</b>	
• Jakarta Barat	81
• Jakarta Timur	64
• Jogjakarta	63
• Solo	64
• Semarang	63
• Surabaya	64
• Sidoarjo	64
• Nias	69
• Padang	64
• Padang Pariaman	64
• Ciamis	65
• Bandung	In the process of collection.
Total questionnaires	
Analysis	Refer below



### **Below is research analysis:**

#### ▪ **Indonesia's Education Social Politic Condition**

Indonesia's education policy is stated on Education Law No. 20 year 2003 and has been validated since July 8<sup>th</sup>, 2003 as the highest reference in education sector. The law clearly stated that education in Indonesia must use KTSP (*Kurikulum Tingkat Satuan Pendidikan / Curriculum Level Education Unit*) that includes the benchmark for teachers to see how further teachers have to complete the subject in certain period.

The Education Law also stated that school has the authority in developing the curriculums. Department of National Education (Depdiknas) is authorized that in autonomy region, schools have more authority to develop module, syllabus for their students, but at Regency level, the Regency is even more authority given to undertake the curriculum.

This is very positive because several areas include the aspects of local culture in the curriculum and several have included risk reduction in their curriculum. However, the focus, position and portion of disaster management in national education in Indonesia are still weak.

Based on data from the questionnaires collected from 11 areas in Indonesia, most of respondents know about the law itself obtained through internet, socialization, mass media and television.



- **Capacity of Teachers**

Based on the research, the capacity of teachers is analyzed in 1) disaster management knowledge and 2) teaching.

The result showed that in Java, most of teachers/tutors are aware and know about KTSP. Some said that this method is good and applicable because it adjusted to student condition in each school. But some of them responded that student capacity to absorb disaster issues is limited while the subject given is more than enough.

Syllabuses for the subjects are developed by teachers in charge of each subject. They also participate in the training for their capacity building like marking development system, learning media development, KTSP training, and training on their teaching subject.

Overall, the teaching capacity of teachers at middle and high school teacher is adequate level. But in terms of disaster management capacity it is still low. However, in some areas where experienced tremendous damage and impacts by disasters such as Yogyakarta and Padang, teachers' knowledge is better than other areas.

Most of teachers answered that they know about the Disaster Management law and have been trained on the disaster laws. They also have participated in fire drills and in the trainings on trauma healing, how to mitigate floods, volcanoes, Search and Rescue, and boy/girl scouts.

- **Disaster Management materials for Education**

Most of respondents stated that disaster management materials are needed to include in education due to preparedness reason. Some respondent agreed that disaster preparedness is integrated into the current subject such as natural science. It was recommended that disaster preparedness should be included in Local Content because type of disaster is different in regions. On the other hand, there are also suggestions to include it into extra curricular activity such as Scout, Youth Red Cross, etc.

- **Education standardization in Province level.**

Learning materials for teachers on disaster management is highly needed due to lack of knowledge. Teachers feel that disaster management module is practical and easy to understand and better include with pictures. The standardization of disaster education materials is also important to form a similarity.

However, some of the teachers responded that teachers should have more flexibility on what they teach on disasters, not to scandalize the materials. On this matter, the recommendation from the National Education will be required.

### **ACTIVITY 3 : MEETING WITH TASK FORCE TEAM**

The task force has been established and is functioning. The task force consists of ten stakeholders:



No	Name	Institution
1	Bambang Indriyanto Hermana somantri	Center of Curricula (Department of National Education)
2	Dr. Suharsono, MM.,M.Pd.	National Standardization of Education Board, (non-formal education expert)
3	Wisnu Wijaya	Disaster Risk Reduction Director on National Board of Disaster Management/BNPB
4	Barry Adhitya	Muhammadiyah Disaster & Mitigation Center (MDMC)
5	Retno W	PGRI/ Teachers Profession Board or others,
6	Bambang Tetuko	School Committee
7	Dr. Surono	Departement of Energy and Natural Resources/ESDM
8	Dr. Ir. Krisnha S. Pribadi	Disaster Mitigation Center/PMB ITB
9	Hening Parlan Aminuddin Kirom	MPBI

#### **ACTIVITY 4 : LOBBYING NATIONAL EDUCATION GOVERNMENT AND PLANNING A LINKAGE PROGRAM AMONG MPBI, BAKORNAS PB AND DEPARTMENT OF EDUCATION**

Lobbying and sharing the importance of integration of disaster management into the current curriculum with BNPB (Badan National Pennanggulangan Bencana) that previously known as Bakornas PB was conducted.

##### **Linking with Disaster Management National Board (BNPB)**

MPBI conducted intensive discussions with DRR Director of BNPB in May and June. The discussion achieved some understandings on:

- BNPB will endorse the whole process of integrating DRR in education. The political endorsement will be in form of BNPB contact to National Education department.
- In field works, it's possible that BNPB team will involve in, as shown in joining the education task force team.
- In the DRR National Report, BNPB also invited National Education department in hope that they could give the progress in terms of Risk Reduction related to education.
- In MPBI training on upcoming month, BNPB will involve in it as key speakers and also in steering committee.

##### **Linking with Departement of Education**

Communication mechanism with Department of Education was established through Badan Standarisasi Kurikulum dan Pusat Kurikulum (Curriculum Standardization Board and Center of Curricula). This is to find a gap for Risk reduction to be included to curriculum and also to gather information on best way for this issue.



## Updated Work Plan

### INTEGRATING DIASER MANAGEMENT IN SCHOOL CURRICULA

	ACTIVITIES	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
I.	<b>Preparatory Phase</b>												
	Mapping Stakeholder												
	Research on Last Report/other docs												
II.	<b>ESTABLISHMENT OF TASK FORCES</b>												
	Compile List of Expert (SD, SMP, SMU)												
	Preparatory / planning meetings												
	Drafting concept paper												
	Meeting for expert/ Task force meetings												
III.	<b>NEED ASSESSMENT ON DISASTER MANAGEMENT EDUCATION</b>												
	Research for education stakeholders in 8 region												
	Research on school target, by multistage random sampling total 15 districts												
	Need assessment tools (questioner)												
	pre survey + introductory to respondent												
	make appointment to respondent and stakeholder												
	Need assessment to regions												
	Compile results + interpretation data												
	Making report for need assessment + recommendation												
IV	<b>AWARENESS CAMPAING / WORKSHOPS</b>												
	Planning awareness campaign workshop												
	Workshop Awareness Campaign workshop												
	Working group for awareness (3 region)												
IV.	<b>Capacity Building for Government official</b>												
	Planning for workshop												
	Workshops (1,2,3)-->3 Days + TOT --> 2 Days												
	Reports workshop + TOT												
V.	<b>STANDARDIZATION OF DISASTER MANAGEMENT EDUCATION</b>												
	draft recommendation to standardization on DM education (MPBI's Task)												




- 2) How would you assess the relationship between your organization and state authorities in the targeted countries? How has this relationship affected the activity?
- National Department of Education → MPBI has a good relationship in terms. MPBI has received a cooperation and support from them when conducting the assessment.
  - National Department of Religion → MPBI has a good relationship with them although there are not many activities together in the past.
  - Local governments → MPBI has a good relationship with them. MPBI has assisted them in developing the guidance on how to make the local regulation (perda) about DM.
- 3) Pls describe your relationship with any other organizations involved in implementing the activity.
- a. Task force of the project planning and implementation: We have a good cooperation with UNESCO, CDASC/Muhammadiyah, ESDM, ITB, Save The Children and other stakeholders.
  - b. For the assessment, MPBI works in close cooperation with its alliance and the task force affiliation including KOGAMI, KAPALA Jogjakarta, WALHI Jabar, ELSAKA Medan, Pools of DM Facilitators in Nias and MPBI NTT
  - c. Training/workshop activities: the implementing partners of these events have not been identified yet. In general MPBI will work very closely with our affiliations and Indonesian Red Cross volunteers at local level.

**Calendar and Targets for next month  
2008**

Month	Week	Activity	Output
2008 JULY	1	Meetings with Task Force team	Drafting Policy Paper
	2	Making Report for Need assessment and recommendations	Reporting document
	3	Capacity building for government officials on DM through basic Training	Develop DM syllabus and facilitators
	4	Consultations and discussion with task force team	Recommendations

Name of the contact person for the Action:

Signature:  (Hening Parlan)

Location: Jakarta

Date report due: June 2008

Date report sent: June 2008

