

**EDUCATION SECTOR SNAPSHOT for
COMPREHENSIVE SCHOOL SAFETY and
EDUCATION IN EMERGENCIES**

Indonesia



School activity at Elementary School in North Jakarta after floods in January 2013. Source: Save the Children

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Using and Updating this Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

This Education Sector Snapshot template was developed to provide consistent background and orientation for the many national and international stakeholders in comprehensive school safety and education in emergencies. It has been prepared in English with the intention of providing it in parallel, in the national language as needed.

It is intended that the template be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and be less than 20 pages. Additional information should be organized in the Appendices. Ideally the different sections and annexes are kept up to date at least annually by members of the **Education Sector / DRM in Education / Disaster Preparedness and Response / Disaster Risk Reduction - Consultative Group / Working Group / Task Force, or Education Cluster** (or whatever your multi-stakeholder coordination mechanism is called).

Where there is already a country-level Education Sector Analysis provided by the Ministry of Education, UNESCO, or UNICEF, this document can summarise those highlights, and provide the additional insights into the three pillars of Comprehensive School Safety: safe school facilities, school disaster management (including educational continuity planning), and risk reduction education. Where such an analysis does not exist, this will provide a brief overview of the context.

At the end of each section or appendix add the following information:

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First edition produced by Save The Children Indonesia, Nihil Miftahul Jannah (Consultant). Contributors: Consortium for Disaster Education – Indonesia; Lingkar Association, Education Cluster – Indonesia.



Acronyms and Abbreviations

BMKG	Badan Meteorologi, Klimatologi, dan Geofisika (Meteorology, Climatology and Geophysic Agency)
BNPB	Badan Nasional Penanggulangan Bencana (National Disaster Management Agency)
BPBD	Badan Penanggulangan Bencana Daerah (Provincial/District/City Disaster Management Agency)
BPS	Badan Pusat Statistik (Statistics Indonesia)
BOS	Bantuan Operasional Sekolah-School Operational Assistance Program
CBO	Community-Based Organization
CCA	Climate Change Adaptation
CDE	Consortium for Disaster Education - Indonesia
CRS	Catholic Relief Services
DAK	Dana Alokasi Khusus (Special Allocation Fund)
DIPECHO	The Disaster Preparedness Programme for the European Commission's Humanitarian Aid Department
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
Gol	Government of Republic of Indonesia
ICW	Indonesia Corruption Watch
IDP	Internally Displaced Persons
IEC	Information, Education and Communications
JRS	Jesuit Relief Services
IMDFF-DRR	Indonesia multi-donor Fund Facility for Disaster Recovery
INEE	Inter-Agency Network for Education in Emergencies
IRBI	Indeks Rawan Bencana Indonesia (Disaster Risk Index of Indonesia)
MDMC	The Muhammadiyah Disaster Management Centre
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
MoF	Ministry of Finance
MoH	Ministry of Health
MoRA	Ministry of Religious Affairs
NAR	National Assessment Report on Disaster Risk Reduction 2013
NGO	Non-government organization
PVMBG	Pusat Vulkanologi dan Mitigasi Bencana Geologi (Centre of Volcanology and Geological Hazard Mitigation)
RENAKSI	Rehabilitation and Reconstruction Action Plan
RPJMN	Rencana Pembangunan Jangka Menengah Nasional (The National Medium Term Development Plan)
SNP	Standar Nasional Pendidikan (National Education Standards)
SSB	Sekolah Siaga Bencana (School-Based Disaster Preparedness)
TES/TEA	Tempat Evakuasi Sementara/Tempat Evakuasi Akhir (Temporary Evacuation Place/ Evacuation Place)
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific, and Cultural Organization

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I. INTRODUCTORY DEMOGRAPHICS

Geography and population overview: Describe geography of country and population.

Indonesia is situated in one of the most active disaster hot spots in the world and its inhabitants are regularly under threat from flooding, tsunamis, landslides, earthquakes, and volcanic eruptions (2009 UN Global Assessment Report on Disaster Risk Reduction). Data from the Center for Data, Information and Public Relations of BNPB, show that in the past 30 years (1982-2012) there were a total of 10,817 disaster events. The largest number of which were floods with 4,121 events (38%), followed by landslides with 1,983 events (18%), strong winds with 1,903 events (18%), drought with 1,414 events (13%) and other disasters standing at 1,397 events (13%). Disasters in this period have claimed the lives of 225,509 people. Earthquake and tsunamis have claimed 174,101 people; earthquakes 15,250 flood and landslides 7,555; and other disasters 28,603 people (National Assessment Report on Disaster Risk Reduction 2013, Government of Republic of Indonesia). This complex and challenging landscape is further complicated by the impacts of climate change. Climate change will continue to have considerable implications for humanitarian and development interventions and continue to challenge the development and delivery of education. This educational snapshot attempts to further our understanding of the basic education sector in Indonesia and analyse the role of comprehensive school safety. As Indonesia emerges as a middle income country and funding across the education sector increases (The World Bank, 2011), the importance of ensuring that lessons learned from the education in emergencies programme and positioning of disaster risk reduction and climate change adaptation within the curriculum will be key over the coming months and years.

FACTS and FIGURES OVERVIEW

Indonesia is an archipelagic country consisting of 17,508 islands, of which 6000 are uninhabited. Indonesia lies in Southeast Asia between the Pacific and Indian Oceans. Due to its geographical positioning it is exposed to a large number of natural hazards, but in particular, the southern island of Java and Sumatra are particularly vulnerable to droughts, earthquakes, floods, landslides and volcanoes (Indonesia Natural Hazard Disaster Profile, Columbia University).

Total area is 5,180,053 km², consists of 1,922,570km² land (37,1%) and 3,257,483 km² sea (62,9%). Total coastline is 81,000 km. Its geographical positioning along a series of tectonic plates; Australasia, the Pacific, Eurasia and the Philippines has made Indonesia particularly vulnerable to geological transformations.

The 5,590 watersheds that are located between Sabang and Merauke have helped shape the area.

The climate is heavily influenced by its geographical location and characteristics. Stretched across 6,400 km between the Pacific and Indian Ocean, Indonesia has primary 3 climate patterns: monsoonal, equatorial and a localized climate system. This has led to dramatic differences in rainfall patterns across the regions.

The population of Indonesia in 2012 was estimated at 246.9 million and ranked as the 4th most populous country behind China, India and the United States (World Bank). Of the 246.9 million people approximately 50.21% reside in urban areas and 49.79% reside in rural areas. Sumatra covers approximately 25.2% of the Indonesian territory and is inhabited by 21.3% of the population, Java covers 6.8% and is inhabited by 57.5% of the population and Papua which covers 21.8% is inhabited by 1.5 % of the population. According to the World Health Organization, life expectancy in 2011 stood at 69.5.

SOCIO-ECONOMIC OVERVIEW

Poverty is a significant challenge in Indonesia. Poverty rates are higher in rural areas than in urban areas. Poverty rates increased slightly between 2010 and 2011 both relatively and nominally, as indicated in the following table.

Table I. Rural/Urban Poverty Rates in Indonesia

Year	Poor population in urban areas (millions)	Poor population in rural areas (millions)	Total (millions)
2010	11.047 (9.23%)	18.972 (15.72%)	30.019 (12.49%)
2011	11.098 (9.87%)	19.926 (16.56%)	31.024 (13.33%)

Poverty contributes to the under-5 mortality rate. In 2012, the child mortality rate was 32 per 10,000 children and the under-five mortality rate was 40 per 10,000 children (BPS-BKKBN-MoH, 2012).

Poverty accounts for the primary reason why children are not in school. Of those students that do not attend school, 70% are unable to attend due to economic hardships. Deprived families are often unable to pay for those expenses associated with sending children to school (e.g. transportation, textbooks, and uniforms). These expenses are unfortunately not included within the government subsidised School Operation Assistance (Bantuan Operasional Sekolah or BOS).

2. EDUCATION SECTOR OVERVIEW

Structure of the Education System: Briefly describe divisions, grade levels (e.g. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay?

Academic Year

The school year runs from the middle of July to the middle of June. The school year finishes in mid-June with a break in December and during the Muslim Eid Holiday which differs from year to year. This is decided by the Ministry of Religious Affairs, after deliberating with Muslim religious leaders. The Ministry of Education, however, sets the remaining school calendar for both public and some private schools.

The average number of effective school days per year is between 247-265 days. Provincial government's issue an official school calendar and all provinces have roughly the same school holiday period. There is no difference in the number of effective school days between levels of education. Provincial governments can assign days when government offices and schools are closed.

The school week lasts five or six days, from Monday to Friday/Saturday. The school day hours vary depending on the regions but generally start at around 07:00 and finish at around 13:00, with two breaks lasting fifteen minutes to half an hour each.

Education Types and Levels

Under Government Regulation, education in Indonesia is compulsory for children aged seven to fifteen across all public schools.¹

Formal Education

For children aged seven to fifteen years, basic education is compulsory. National and local Government guarantees free education for every citizen aged from seven to fifteen. Public schools are free of charge and parents/families only pay the cost of students transportation and school supplies such as school uniforms. Basic education is carried out in the following institutions:

- Elementary School (Sekolah Dasar/SD) and the Islamic Elementary School (Madrasah Ibtida'iyah/MI) or other equivalent schools;
- Junior High School (Sekolah Menengah Pertama/SMP) and Islamic Junior High School (Madrasah Tsanawiyah/MTs), or other equivalent schools.

Secondary education consists of general secondary education and vocational secondary education and takes place within the following institutions:

- Senior High School (Sekolah Menengah Atas/SMA);
- Madrasah Aliyah/MA);
- Vocational School (Sekolah Menengah Kejuruan/SMK);
- Vocational Madrasah Aliyah (Madrasah Aliyah Kejuruan/MAK), or any other equivalent form.

¹ The Law Article 6 Number 20 in 2003.

Non-formal Education

Non-formal education is available to citizens requiring educational services that serve as a substitute, additional, and/or complementary to formal education in order to support the lifelong education. It includes: 1) life skills education; 2) early education; 3) youth education; 4) education for women empowerment; 5) literacy education; 6) education and skills training; 7) educational equality; as well as 8) other education aimed to develop skills of learners.²

Non-formal education units consist of: 1) courses institutions; 2) training institutions; 3) group of study; 4) learning centres; and 5) Quran recital or majelis taklim, and similar educational units.

Equivalency assessments are conducted by Government agencies and are aligned with national education standards.

Informal Education

Informal education is carried out within the home and across the community through independent and self-directed learning activities. Equivalency assessments are conducted by Government agencies (Ministry of Education and BSNP³) and are aligned with national education standards.

Early Childhood Education/Early Education

Early Education in formal education is provided within the following types of institutions: 1) Kindergarten (Taman Kanak-kanak/TK); 2) Islamic kindergarten (Raudatul Athfal/RA), or any other equivalent. Early non-formal education may be found within: 1) Playgroups (Kelompok Bermain/KB); 2) Child Care or Taman Penitipan Anak/TPA), or other equivalent forms. Informal early education may take place within the family or organised at the community level.

Other

Other forms of education include in-service Education provided by the Ministry of Education and Culture, and religious education (formal, non-formal and in-formal): 1) Diniyah education; 2) pesantren; 3) pasraman; 4) pabhaja novice or pabhaja sramanera, and other similar forms; and Distance Learning in various forms and modes to provide services to those who cannot attend face-to-face. An evaluation system has been set-up to ensure that students graduating from these systems have reached the equivalent national education standard.

Under the supervision of BSNP, the Research and Division Agency within the Ministry of Education and Culture has developed a monitoring system and administered an education evaluation in accordance to national standards. BNSP was supported and worked closely with the Ministry of Education and Culture, Ministry of Religion (who responsible for religious matter), and Education Offices in provinces/districts/cities⁴.

Table 2. Number of Schools in Indonesia

Level	School		Madrasah/Religious		TOTAL
	Public	Private	Public	Private	
Kindergarten	2.083	68.834	0	25.435	96.352
Special School	496	1.428	-	-	1.924
Elementary School	133.597	13.229	1.686	21.385	169.897
Junior High School	20.594	13.074	1.437	13.807	48.912
Senior High School	8.267	13.643	758	5.906	28.574
Higher Education	92	3.078	52	593	3.815

Source: Data from Ministry of Education and Culture, 2011/2012, analysed.

² The Law Article 26, No. 20 Year 2003

³ Ministry of Education and Culture Regulation No. 35 Year 2012 on the Implementation of National Examination for Equivalent Education.

⁴ Ministry of National Education Regulation No. 20 Year 2007 on Education Examination Standard.

(For a breakdown of schools by level by province, see Appendix 1).

Education Enrolment and Completion

There are more than 41 million school-age children (aged 7-15), more than 22 million pre-schoolers (under 4 years old,) 9 million kindergarteners (5-6 year olds) and 12.5 million high school-age children (16-18 years old).

The 2010 Population Census indicated that 40.93% of the population aged 15 years and above completed their junior high school education. That same year, 62% of eligible kindergarteners were in attendance at school, 95% were in primary school, 83% in junior high school and 52% of high schoolers were enrolled.

(For a breakdown of school enrolment of age level per province, see Appendix 2)

Tabel 3. Teacher-Pupil Ratios in Indonesia

School Level	Number of teachers	Number of pupils	Teacher : Pupil ratio
Kindergarten	128950	3056377	1:24
Elementary School	1759973	30662441	1:17
Junior High School	1888923	33718818	1:18
Senior High School	546319	8844295	1:16

Source: BPS, 2012 data

Early Childhood Care and Development:

Based on the 2010 National Census, the population will reach 237,6 million people in 2015. Thirty four percent of the projected population (82,54 million) will be children under 18 years old. Based on the Susenas BPS 2011, young children (0-6 years old attending Early Childhood Care/PAUD) represented 11,84% of the total population and children in care-based Day Care (Taman Penitipan Anak) was 1,34%⁵.

As of 2011, there are 2,066 care-based Day Care (TPA) institutions in Indonesia. In 2013, the Ministry of Education and Culture noted that the number of TPA institutions has grown to 3,136 (20% increase)⁶.

Related to ECCD teacher resources, PAUDNI Directorate stated that currently the number of ECCD teacher is 252,000. However, only 15,7% of them held S-I degree, regardless the major. Twenty four percent held D-I and D-3 degree, while the rest (60,6%) had lower education qualification. Regardless, by 2015 Indonesia will need 727,000 ECCD teachers.⁷

Education Personnel:

A professional body or organisation for teachers does not yet exist within Indonesia, however a wide range of teacher associations have been established by the government, such as: the Persatuan Guru Republik Indonesia, the United Federation of Teachers of Indonesia, the Indonesian Independent Teachers Federation and the Teachers Association of Indonesia.

Literacy

⁵ Indonesian Children Profile 2012, Ministry of Woman Empowerment and Child Protection, 2012

⁶ <http://www.paudni.kemdikbud.go.id/dpn/index.php/data2013>

⁷ <http://www.dikti.go.id/?p=3628>

The 2010 Population Census indicates that 92.37% of the population aged 15 years and above are literate.

The 2012 UNESCO on Global EFA Report stated that Indonesia has successfully improved its literacy rate from 82% to 93% and reduced the number of illiterate adults by almost 9 million (2005-2010).

Inclusion of Vulnerable Groups

“Presidential Instruction Number 9/2000 on Gender Mainstreaming in National Development is the main policy and strategy introduced to reduce the gender gap and eliminate discrimination against women. The decree requires all relevant government sectors to mainstream gender in their respective mandates, from the planning to monitoring and evaluation stages, to reduce the gender gap and to eliminate discrimination against women” (UNDP).

Government regulations state that education units (school and madrasah) are required to provide educational services to prospective students and learners regardless of their religious background, race, ethnicity, gender, social status, and or socio-economic standing.

A special education service is provided for those children that make-up the following categories (Education Law No. 20/2003, Article 32 paragraph 2):

- Children in remote and less-developed areas;
- Children of Indonesian Workers (TKI);
- Indonesian Schools Abroad (SILN);
- Ethnic minority children;
- Child labor, child prostitutes, victims of child trafficking, child prisoners, scavengers and street children;
- Internally displaced person (victims of disaster); and
- Children in extreme/absolute poverty.

Children with disabilities can attend schools that specifically cater to their needs or attend public schools that are meant to cater to their distinctive needs. Based on data from 2011, the number of children with disabilities in Indonesia was 356,192. This is just 0.7% of the population, as compared with the normally expected rate of identification that is 10 times this, internationally⁸ 85,645 children acquired education services in 1,600 schools for children with disabilities.

Language of Instruction

All schools instruct in the Bahasa Indonesia/Indonesian language as the official language. Mother tongue/local language might still be used in remote areas.

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⁸ This suggests that less than 10% of the population of children with disabilities are enrolled in school - similar to figures quoted for 1993. <http://www.unescobkk.org/education/inclusive-education/what-is-inclusive-education/disabilities-in-asia-pacific/>

EDUCATION SECTOR POLICY & MANAGEMENT OVERVIEW

Organisational Structure

The education sector falls within the Ministry of Education and Culture (MoEC). The key directorates and agencies of the MoEC under the Minister are:

- Deputy Minister of Education and Culture of Education Field
- Deputy Minister of Education and Culture of Culture Field Secretary General
- Directorate General of Culture
- Inspector General
- National Agency for Research and Development
- National Agency for Language Development

(For an Organizational chart of the MoEC, see Appendix 3).

Key Responsibilities

- School Facilities are the responsibility of the Directorate General;
- Curriculum Development lies under the auspices of the Deputy Minister of Education and Culture of Education Field; and
- School Disaster Management sits with Local Government (provincial/district/City) through the Education Office.

Description of responsibilities of each ministry:

- 1) The Ministry of Public Works (Kementerian Pekerjaan Umum) compile policy and the standards of safe building schools / madrasah, particularly earthquakes and tsunamis, and completion of such other standards relating to the standard space and a safe area away from the disaster layout;
- 2) The Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan) organize policy and allocate budget for planning, maintenance, monitoring and evaluation of the safe school application;
- 3) The Ministry of Religion (Kementerian Agama) compile policy and allocate budget planning, maintenance, monitoring and evaluation of the implementation of safe madrasah;
- 4) Ministry of Finance (Kementerian Keuangan) compile policy planning, monitoring and evaluation of budget allocation in the implementation of safe school/madrasah;
- 5) The Ministry of Home Affairs (Kementerian Dalam Negeri) compile policy as reference implementation, monitoring and evaluation by the Regional Government .
- 6) The National Agency for Disaster Management (Badan Nasional Penanggulangan Bencana) compile guidelines for the implementation of safe school/madrasah, coordinate the monitoring, evaluation and reporting in implementing safe school/madrasah at the national level.

National Level

The Minister of Education and Culture is responsible for the management of the national education system⁹. The Government establishes national policies and national education standards to ensure the quality of national education.

Every Directorate General is responsible for formulating and implementing policies and technical standardization in the area under its control, as stipulated in the Ministerial Regulation (Regulation of the Minister of Education No. 1 in 2012).

Provincial Level

Thirty-three provincial governments coordinate the implementation of education, the development of education personnel, and the provision of education facilities across districts/cities for primary and secondary education levels. The provincial government also initiates and/or facilitates quality assurance of education in their areas based on the national policy of education and National Education Standards.

At the provincial level, the official name of the education office may differ from one region to another. Most of these offices are not just responsible for education affairs, but also for youth and sports. However, the typical organizational structure of the Department of Education at the provincial level is set out in Appendix 5

District/City Level

The district/city government manages primary and secondary education. Greater authority is given to districts/cities to manage education in accordance with the potential and needs of the region. Each district/city government is in charge of directing, guiding, supervising, coordinating, monitoring, evaluating, and controlling all organizers, units, lines, levels and types of education in its district/city.

Each Governor/District Head/City Major is responsible for managing the national system of education within their region, including formulating and establishing local policies on education based on their respective authorities. They are also responsible for ensuring that students have access to educational services, particularly students whose parents/guardians cannot afford education, students with special needs and students in special areas.

Similar to the provincial level, education offices at the district/city level have different names and scopes. However, the typical organizational structure of the Department of Education at the district/city level is set out in Appendix 6

Laws and regulations in the education sector are often incompatible. Further, the issuance of sub-regulations is behind schedule. This issue does not only affect education, but also affects most other sectors, including disaster management. Political bureaucracy issues hamper the application of nationally set standards.

Another issue is the lack of expertise in the education sector. For example, the head of education in the district level appointed by the district head (Bupati) may not have the appropriate background and expertise in the field of education. (For further information regarding the Indonesian National Education system refer to Appendix 4).

⁹ Law No. 20/2003 on the National Education System

Education Standards

The National Education Standards (SNP) was established by Gol and serves as guidance for the planning, implementation and monitoring of education programmes. SNP is essentially a minimum standards document for the entire education system throughout the country and consists of a set of standard components, competency, educational personnel, facilities and infrastructure, management, budgeting and educational assessment procedures.

The implementation of basic education (SD/MI, SMP/MTs) is the responsibility of the district/city government (Regulation of the Minister of Education No. 15/2010 on the Minimum Service Standards for Basic Education in City-District).

At the school level (education unit), School-based management provides parents and the community with an opportunity to participate in policy and operational decision-making through school committees. The implementation of school-based management has until now been poorly executed. Despite these committees, the government has maintained a business as usual approach and continues to implement processes and policies in a top-down fashion. See Appendix 7 for further information about school-based management in Indonesia.

Types of Education Pathways

Education pathways can be formal, non-formal and informal. Within these pathways there are a number of different types of schooling including, general, vocational, academic, professional, religious, and schools that address disabilities.

The types of education include general, vocational, academic, professional, religious, and schools that manage disabilities.

Religious education is organised by the government and/or religious community groups in accordance with the respective laws and regulations. The responsibility to foster religious education lies with the Ministry of Religious Affairs and the Directorate General of Islamic Education (Madrasah under the Directorate of Madrasah, and Pesantren under the Directorate of Islamic School [58.228 Madrasah: 6.874.503 Madrasah student; and 21.521 Pesantren: 3.818.469 *Santri*]). This form of education may be arranged through formal, non-formal, and informal education and can vary between: a) Diniyah education; b) pesantren; c) pasraman; d) pabhaja novice or pabhaja sramanera, and other similar forms. See Appendix 8 for further information on religious education.

Budget and Funding

The national constitution states that the government should assign at least 20% of the national and regional budgets to education. Government Regulation No. 48/2008 on education funding describes the distribution of responsibility for funding for basic, secondary and higher education between the national government, local government, and community, including education units. See Appendix 9 for further information on education funding responsibilities.

A shared commitment has been made to meet at least 20% of education funding from the national and regional budgets, which will provide an opportunity for educational equity throughout all regions. However, some frontline, remote and disaster-prone areas are still experiencing teacher shortages as there is no special incentive for teachers to work in these areas. The quality of public education in these regions is therefore incredibly low. And whilst budget plans and allocations for education in a particular region may be sufficient, staff capacity is often too low to ensure an effective and efficient disbursement of these funds.

At the regional level, education subsidies are given to local governments through the mechanism of School Operational Assistance Program (BOS) and the Special Allocation Fund (DAK). See Appendix 10 for further information about the BOS and DAK mechanisms. However corruption has often hampered these efforts and meant that funds have not always trickled down to the school level. According to the Indonesia Corruption Watch (ICW) Report (2012), the DAK and BOS funds are considered top targets for corruption and fraudulent practices. Their wide distribution to various institutions (education offices and schools), poor management and lack of monitoring systems made them easy targets for corruption. From 2002-2011, 87 out of the 233 corruption cases dealt by ICW were in relation to DAK misuses, with a total loss of IDR 138.2 billion (approximately USD 13.820.000). During the same period, BOS misuses accounted for 44 cases with a total loss of IDR 10.5 billion (approximately USD 1.050.000).

Schools in Indonesia are run either by [the government](#) (*negeri*) or [private sectors](#) (*swasta*). Public schools are fully funded by the government, while private schools rely on their own resources and only receive small assistance from the government. Government control over private schools is limited to the curriculum and final evaluation.

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DISASTER RISK MANAGEMENT OVERVIEW

Disaster Risk Reduction

To encourage DRR integration and DRR education, the Ministry of National Education issued circular no. 70a/MPN/Se/2010 on mainstreaming DRR at school. This policy provides the founding building blocks for national advocacy of safe school implementation in Indonesia and is intended as a guideline for decision makers and school managers at the education unit level (headmasters, teachers and school committees) to prepare DRR programs in their schools. Preparatory work for the implementation of DRR is carried out by:

- Empowering institutional roles and the capacity of school communities;
- Integrating DRR into formal education unit curriculum, both intra-curricular and extracurricular; and
- Building multi-stakeholder partnerships and networks to support DRR implementation in schools.

Conceptually, mainstreaming DRR into the education system is the process of incorporating various DRR considerations into the education system, which includes addressing the planning, development and implementation of activities across institutions. These activities address both structural and curricular needs.

Geospatial information in general and in relation to disasters can be obtained at <http://geospasial.bnpb.go.id>. In addition to the base map with the scale-maps option, a web-based geospatial information is also available which includes: (1) the latest report of disasters events throughout Indonesia (describing the recent catastrophic events up to 30 days ago), (2) interactive maps for disaster preparedness and disaster risk reduction (indicating hazard, vulnerability and risk levels for provinces and districts), and (3) a disaster response interactive map which is only activated when large-scale disasters occur.

Disaster Management

The government has supported a number of measures and policies that have led to the creation of a positive enabling environment conducive to the reduction of disaster risks. The enactment of Law No. 24 in 2007 on disaster management and the establishment of the National Disaster Management Agency (BNPB) have been instrumental in setting in motion disaster management reform in Indonesia, and both have placed much greater emphasis on the importance of preparedness and mitigation rather than simply addressing response measures.

The Disaster Management Law was followed by a number of ancillary regulations, including: the Presidential Decree Number 8/2008 on BNPB, Government Regulation Number 21/2008 on the Conduct of Disaster Management, Government Regulation Number 22/2008 on Financing, Government Regulation Number 23/2008 on the Roles of Foreign Organizations and International NGOs, Ministry of Home Affairs Regulation Number 38/2008 on the Mechanism of International Support, Ministry of Home Affairs Regulation Number 03/2008 on the Mechanism of Collaboration between Local Governments and International Organizations, Ministry of Home Affairs Regulation Number 46/2008 on the Guideline for Local DM Agency Organization and Administration, and Chief of BNPB Number 3/2008 on the Guideline for the Establishment of Local DM Agencies.

BNPB was established by the National Government (Article 10, paragraph 1 Law Number 24/2007) as a non-departmental government body at the ministerial level (Article 10, paragraph 2 Law Number 24/2007). It is expected that local governments will establish local DM Agencies with equally strong legal instruments, which in the context of local government is the Local Regulation. Establishment of Local DM Agency/BPBD will need to be stipulated under Local Regulations. Until now, there have been 436 Local DM Agencies/BPBD, 33 at the provincial level and 403 at the district/city level (81% of 497 districts/cities in Indonesia) (NAR on DRR 2013, Gol)

For the first time, the National Medium Term Development Plan (2010-2014) addressed disaster management as one of its nine national priorities and stressed the importance of mainstreaming DRR as an integral element of development at both the national and local levels.

Key targets are:

- 1) Strengthen disaster management capacity in terms of policy framework, and institutional and community capability to cope with current and future crises;
- 2) Reduce emissions from peat fires and peat land degradation; and
- 3) Manage industrial waste, river basin rehabilitation and sustainable forest management.

The functions of BNPB are to coordinate disaster management efforts at the national and local level, to encourage community involvement in efforts to increase preparedness against disasters, to build public awareness on mainstreaming DRR in all aspects of life, to optimise land use control instruments for DRR, to increase resources for emergency responses and humanitarian aid and, together with other government institutions, to accelerate the recovery processes for disaster affected areas.

One unit of BNPB is the Deputy of Prevention and Preparedness, whose main duties are to coordinate and implement general policies on disaster management during the pre-disaster phase, community development and disaster preparedness – at national level. The Prevention and Preparedness unit also exists at the regional level (Province/District/City BPBD).

The task of the Deputy of Prevention and Preparedness during a pre-disaster phase is to: formulate general policy on disaster management; coordinate and implement general policies on disaster management; conduct partnership work in disaster management; and monitor, evaluate and analyse reports on the implementation of general policies on disaster management.

One component under the Deputy of Prevention and Preparedness is the Directorate of Disaster Risk Reduction, whose tasks are to coordinate the formulation of disaster prevention plans and policies, to provide technical guidance in disaster prevention, to monitor, evaluate and analyse reports on the implementation of general policies on DRR.

The 2010-2014 National Disaster Management Plan is the embodiment of the government's commitment to disaster management. Ratified by the Head of BNPB Regulation No. 3 in 2010, the cross-sectoral five-year plan serves as the basis for the formulation of Strategic Planning across Ministries and Government organisations, the National DRR Action Plan (RAN PRB, Rencana Aksi Nasional Pengurangan Risiko Bencana), the Regional Disaster Management Plans, and Medium-Term Development Plans at the regional level.

Appendix II sets out the disaster management components at the national, provincial and district/city levels.

The National Disaster Management Plan (Renas PB) is integrated into the National Medium-term Development Plan (RPJMN), which contains development policies and programs, as well as a government work-plan (RKP, Rencana Kerja Pemerintah). Renas PB provides direction in mainstreaming disaster risk reduction. The Disaster Management Law states that disaster risk management must be integrated into development processes, including the education sector. In formulating their strategic plans, each ministry/government organization is required to refer to Renas PB.

Four out of seven priorities of program number 3 in the National Disaster Management Plan (Research, Education and Training) are closely related to capacity development for schools. They are: 1) Integrating disaster management knowledge into school curriculum; 2) Implementing disaster preparedness programs in schools; 3) Capacity building for disaster education; and 4) Learning and knowledge sharing between region and with other countries. Focus priorities and their indicative budget are as follows:

Table 4. Focus Priorities and Indicative Budget for Disaster Education in Indonesia

PRIORITIES	TARGET	MAIN INSTITUTIONS	INDICATIVE BUDGET (RP)
3.3. Integrating disaster management knowledge into school curriculum	School curriculum in national and regional level incorporate disaster management materials.	Ministry of National Education	5 billion
3.4. Implementing disaster preparedness program in schools.	275 disaster-prepared schools in 275 districts/cities implement disaster preparedness programs.	Ministry of National Education	5.5 billion
3.5. Capacity building for disaster education	Training for 4000 teachers and community figures in 33 provinces	Ministry of National Education	20 billion
3.6. Learning and knowledge sharing between region and with other countries	Five annual National CBDRM Workshops; International Workshops (once every two years)	BNPB	10 billion

(Source: Annex – National Disaster Management Plan 2010-2014, BNPB 2010)

The MoEC plays an important role in the planning and management of emergency education in disaster-affected areas, as well as the rebuilding of education infrastructure and coordination of disaster awareness across schools.

Ministries/Agencies that have special disaster units are:

1. Coordinating Ministry for People's Welfare
Disaster Risk Reduction Unit, Deputy Assistant of Disaster, Deputy of Coordination of Environmental and Social Vulnerability.
2. National Disaster Management Agency (Badan Nasional Penanggulangan Bencana/BNPB)
Directorate of Disaster Risk Reduction, Deputy of Prevention and Preparedness
3. Ministry of Home Affairs
Directorate of Disaster Prevention and Management, Directorate General of Public Administration
4. Ministry of Energy and Mineral Resources
Center for Volcanology and Geological Hazard Mitigation, Geological Agency
5. Ministry of Health
Health Crisis Management Center, General Secretariat
6. Ministry of Development of Disadvantaged Regions
Deputy Assistant For Disaster And Conflict Prone Areas, Deputy of Development of Special Regions

7.	Ministry of Social Affairs	Directorate of Social Assistance for Victims of Natural Disasters, Directorate General of Social Protection and Social Insurance,
8.	Meteorological, Climatology and Geophysical Agency (Badan Meteorologi, Klimatologi dan Geofisika/BMKG)	Center for Earthquake and Tsunami, Deputy of Geophysics
9.	Agency for Assessment and Application of Technology (Badan Pengkajian dan Penerapan Teknologi/BPPT)	Center of Technology for Land Resources, Region and Disaster Mitigation, Deputy of Technology for Natural Resource Development
10.	National Development Planning Agency (Badan Perencanaan Pembangunan Nasional/Bappenas)	Sub-Directorate Disaster Prone Areas, Directorate of Special and Underdeveloped Region, Deputy for Local Autonomy and Regional Development

Provincial governments are responsible for the development of a Provincial Disaster Management Plan which will become the basis for formulating a Strategic Plan of SKPD (local government working unit); and for guaranteeing the consistency of the National Disaster Management Plans with Provincial Disaster Management Plans as well as Mid-Term Development Plan at the sub-national level (RPJMD).

An evaluative study conducted by BAPPENAS mentions that few ministries/agency are allocating investments in DRR in 2010-2011 and the reason is that DRR is not included in the Strategic Plan or Workplan. However, they are willing to perform DRR activities when instruction from the President/Ministry of Finance (MoF) and BAPPENAS and guidelines are available.

Across the government there is still a lack of understanding around what DRR actually means and how it should best be supported and implemented. Too often, terms such as DRR and Disaster Management are confused and liberally inter-changed. There is often more emphasis on response rather than preparedness measures. It is important that for DRR to be comprehensively integrated and mainstreamed both across the government and schools that such terminology and associated activities be understood.

It is argued that the House (DPR) does not approve the proposed budget of Ministry/Agency for disaster management because it has been allocated to BNPB.

Appendix 12 contains further information in relation to the Disaster Management Fund.

Unlike education sector, disaster sector is not compulsory for regional government; also it is not a matter of choice but it is a support program, so BPBD is still a local government unit that is 'hastily' established (and even forced to be set up in order to access disaster emergency fund). The organization is not equipped with adequate basic facilities; its staff/officers are considered 'unwanted person' (political opponent or an outsider/a support group of elected regional head) and 'laggard' public-servants in local area. (Source: Proceeding of 8th National Conference of Community Based Disaster Risk Management, MPBI-BNPB, 2012).

Last Updated: March 2014

By: Save the Children Australia

Next Update Due:

By:

HAZARDS AND RISKS OVERVIEW

Multi-Hazard Risk Analysis to Education Sector

Indonesia is located at the intersection of three active tectonic plates and is home to 500 volcanoes-129 of which are active. The islands' formation and the high seismic activity in Indonesia mean that the risk of tsunamis resulting from earthquakes is higher than any other country.

Indonesia is regularly affected by floods, earthquakes, tsunamis, landslides and volcanic eruptions, causing loss of life, destruction of property, setbacks to the economy and damage to the environment. The incidence of disasters has increased significantly in the last decade. The frequency of climate-related incidents is increasing, with more frequent floods and landslides, indicating that the country is more vulnerable to recent climate variability and change (source: BNPB-BAPENAS 2010).

Large-scale disaster types that have struck Indonesia in the last seven years are:

- 1) The 2004 earthquake and tsunami that hit Aceh and North Sumatra, which killed 165,708 people and resulted in property loss of Rp4.45 trillion;
- 2) The earthquake that struck Yogyakarta and Central Java in May 2006, which killed 5,667 people, damaged 156,662 houses, and caused asset loss of Rp3.134 trillion;
- 3) The Pangandaran earthquake and tsunami in July 2006, which killed 658 people and caused property loss of Rp137.8 billion; and
- 4) The 2007 Jakarta floods in February 2007, which inundated over 145,774 houses and caused loss of Rp967 billion.

Three major disasters occurred in 2010:

- 1) Wasior floods (October 5) – 161 dead, 9,016 displaced and Rp280,584.51 million in loss and damage;
- 2) Mentawai Earthquake and Tsunami (October 25) – 509 dead, 11,425 displaced and Rp348,584.51 million in loss and damage; and
- 3) Merapi eruption (October 26) – 386 dead, 15,366 displaced and Rp3,628,710.61 in loss and damage.

Indonesia's location makes it vulnerable to a number of different natural and human-made hazards. Unfortunately, to date, BNPB do not have human-made hazard risk mapping and study (social conflict and industrial disaster). Hence, we have no regional data.

Table 5. Hazard and High Risk Areas in Indonesia

Hazard	Risk Level	Areas most at risk	Remarks
Tsunami	High	1. Kota Banda Aceh 2. Sikka 3. Ciamis 4. Cilacap 5. Tasikmalaya 6. Sumbawa 7. Aceh-Timur 8. Aeh Besar 9. Banyuwangi 10. Klungkung	High level: 25 Districts/Cities Middle level: 16 Districts/Cities
Flood	High	1. Langkat 2. Pasuruan 3. Tangerang	High level: 236 Districts/Cities Middle level: 133 Districts/Cities

Hazard	Risk Level	Areas most at risk	Remarks
		<ol style="list-style-type: none"> 4. Banyumas 5. Kota Jakarta Utara 6. Kota Jakarta Timur 7. Kerinci 8. Karawang 9. Situbondo 10. Wajo 	
Landslide	High	<ol style="list-style-type: none"> 1. Garut 2. Cianjur 3. Bandung 4. Bogor 5. Wonosobo 6. Banjarnegara 7. Brebes 8. Banyumas 9. Majalengka 10. Semarang 	High level: 64 Districts/Cities Middle level: 105 Districts/Cities
Tidal Wave/Abration	High	<ol style="list-style-type: none"> 1. Kota Padang 2. Sikka 3. Kota Jakarta Utara 4. Kota Langsa 5. Lampung Selatan 6. Garut 7. Kota Ambon 8. Sukabumi 9. Indramayu 10. Kota Medan 	High level: 90 Districts/Cities Middle level: 9 Districts/Cities
Landslide and Flood	High	<ol style="list-style-type: none"> 1. Kota Manado 2. Bogor 3. Cianjur 4. Trenggalek 5. Wonogiri 6. Karanganyar 7. Kota Gorontalo 8. Mojokerto 9. Kota Balikpapan 10. Bandung 	High level: 142 Districts/Cities Middle level: 0 District/City
Wildfire	High	<ol style="list-style-type: none"> 1. Pontianak 2. Kota Palangkaraya 3. Kota Samarinda 4. Kota Balikpapan 5. Bungo 6. Aceh Utara 7. Labuhan Batu 8. Kota Padang 9. Kota Pekanbaru 10. Kota Batam 	High level: 17 Districts/Cities Middle level: 24 Districts/Cities
Drought	High	<ol style="list-style-type: none"> 1. Lombok Tengah 2. Lamongan 3. Gresik 4. Cilacap 5. Banyumas 6. Banjarnegara 7. Kebumen 8. Magelang 9. Klaten 10. Sukoharjo 	High level: 144 Districts/Cities Middle level: 70 Districts/Cities
Earthquake	High	<ol style="list-style-type: none"> 1. Kota Padang 2. Klaten 	High level: 94 Districts/Cities Middle level: 69 Districts/Cities

Hazard	Risk Level	Areas most at risk	Remarks
		3. Bantul 4. Nabire 5. Tasikmalaya 6. Kota Yogyakarta 7. Kota Gunung Sitoli 8. Bandung 9. Kulon Progo 10. Sleman	
Cyclone	High	1. Banyumas 2. Kota Yogyakarta 3. Bandung 4. Cilacap 5. Kupang 6. Bogor 7. Boyolali 8. Kediri 9. Klaten 10. Sidoarjo	High level: 247 Districts/Cities Middle level: 4 Districts/Cities
Volcanic Eruption	High	1. Tanar Datar 2. Magelang 3. Tasikmalaya 4. Kediri 5. Kota Cilegon 6. Kepulauan Talaud 7. Sleman 8. Banjarnegara 9. Rejang Lebong 10. Kota Kediri	High level: 32 Districts/Cities Middle level: 13 Districts/Cities
Earthquake and Tsunami	High	1. Kota Banda Aceh 2. Sikka 3. Ciamis 4. Cilacap 5. Tasikmalaya 6. Sumbawa 7. Aceh Timur 8. Aceh Besar 9. Banyuwangi 10. Klungkung	High level: 25 Districts/Cities Middle level: 16 Districts/Cities
Wind Cylone	High	1. Banyumas 2. Kota Yogyakarta 3. Bandung 4. Cilacap 5. Kupang 6. Bogor 7. Boyolali 8. Kediri 9. Klaten 10. Sidoarjo	High level: 247 Districts/Cities Middle level: 4 Districts/Cities
Outbreaks	High	1. Bandung 2. Banyumas 3. Bekasi 4. Belu 5. Cianjur 6. Cilacap 7. Cirebon 8. Demak 9. Indragiri Hulu 10. Indramayu	High level: 21 Districts/Cities Middle level: 37 Districts/Cities I.I
Social Conflict	High	1. Kota Ambon	High level: 22 Districts/Cities

Hazard	Risk Level	Areas most at risk	Remarks
		2. Kota Jakarta Barat 3. Poso 4. Lombok Tengah 5. Aceh Timur 6. Timor Tengah Utara 7. Sambas 8. Sumedang 9. Kota Waringin Timur 10. Banggai	Middle level: 18 Districts/Cities 1.2
Industrial Disaster	High	1. Sidoarjo 2. Gresik 3. Kota Sawahlunto 4. Bojonegoro 5. Bekasi 6. Deli Serdang 7. Cilacap 8. Kebumen 9. Serang	High level: 9 Districts/Cities Middle level: 8 Districts/Cities 1.3

Adapted from IRBI 2011, BNPB,

Tsunami

Indonesia-a country whose coastal line is ranked fourth longest in the world-lies above several active tectonic plates. This geological position counts as the main factor or cause of tsunami occurrence in Indonesia. Historically, tsunamis have caused extensive damage and high casualties. In the last few decades, Indonesia has experienced several tsunamis, including the 2004 Tsunami in Aceh and Nias, Pangandaran Tsunami (2006), and Mentawai Island Tsunami (2010). At least 41 Districts/Cities are situated in tsunami-prone areas. Among them, 25 Districts/Cities are situated in High risk zones and 16 lie in medium Level zones. (IRDI, BNPB, 2011).

Flood

Flooding is a yearly occurrence in Indonesia and was once welcome as it heralded the creation of fertile lands for rice crops. However, floods are now violent, random, and more frequent and have had deleterious impacts on people's lives and livelihoods. Floods primarily occur during the monsoon season and affect the majority of the regions across the country. However, human activities have also contributed to flooding (i.e. deforestation, littering, rapid development and watershed management failure).

From 5,590 major rivers in Indonesia, 600 are considered to have a high flood potential. Vast agricultural areas are also commonly situated on or along floodplains (e.g. Bengawan Solo/Brantas River in Java) which make them particularly vulnerable to incidences of flooding that occurs on an annual basis. According to BNPB, 369 Districts/Cities in Indonesia are at risk of flooding, with 236 considered high risk and 133 of medium risk.

Landslide

BNPB identified 169 Districts/Cities that are at risk of experiencing landslides. Sixty-four of these districts are in high risk zones while 105 are considered to be of medium risk. Almost all major islands in Indonesia are prone to experiencing landslides.

Generally, landslides occur in areas with steep slopes and thick soil. Apart from the usual high rainfall and change in land-use, earthquakes may landslides may occur as a result of an earthquake. According to the BNPB, landslides frequently occur on the islands of Java and Sumatra, whilst rarely taking place on the island of Nusa Tenggara.

Tidal Wave/Abrasion

Tidal/extreme waves commonly take place after a tropical cyclone and their frequency and intensity seems to be increasing as a result of climate change. Highly vulnerable areas are located on the north coast of Java, Nusa Tenggara Barat and Nusa Tenggara Timur (south of equator); and North Sulawesi coasts, Maluku and Irian (north of equator).

Fire

Most forest fires are ignited as a result of land clearing activities as well as the El Nino phenomenon that caused prolonged drought. Forest fires, whilst devastating land and livelihoods have also had severe impacts on people's health (e.g. respiratory tract infections) as well as on aviation.

Drought

The El Nino phenomenon has brought with it increasing levels of drought which have had a severe impact on people's livelihoods (e.g. agricultural, forest, fishing and others). Drought is the dominant hazard in Sumatera, Kalimantan and Java. In drier parts in Nusa Tenggara Timur, drought are considered to be of medium risk. According to BNPB, 144 Districts/Cities in Indonesia are at high risk of drought, while 70 are at a medium level.

Earthquake

Situated across four major tectonic plates (Eurasia, Indo-Australia, Pacific, and Philippines), Indonesia is highly vulnerable to earthquakes. Active fault lines can be found in the sea and lands alike. Some of them are Sumatera Fault, Palu-Koro Fault, Maluku Fault, and Sorong Fault. Great earthquakes in recent years have a devastating and deadly impact for populations and buildings.

Volcanic Eruption

Indonesia has more than 500 volcanoes – 129 are considered active – scattered across Sumatera, Java, Bali, Nusa Tenggara, Sulawesi and Maluku Islands. Over the next 70 years, particular attention will be concentrated across 70 volcanoes (e.g. Merapi, Soputan, Lokon, Ijen, and Dempo). In particular, the following volcanoes will need to be placed under high alert: Ijen and Dempo (Renas PB 2010-2014).

Cyclone

Cyclones commonly take place during the monsoon period. All provinces in Indonesia are equally vulnerable to cyclones. According to BNPB, Central Java is considered to be one of the provinces that has experienced the most cyclone events (1997-2013) followed closely by East Java and West Java. South Sulawesi and Nusa Tenggara Timur are also regarded as provinces with significant exposure to cyclone events.

Disease Outbreaks

Indonesia is highly vulnerable to the outbreak of epidemics and disease outbreaks. Outbreaks may threaten animals and humans in resulting in both death and severe economic disruptions. BNPB and the Ministry of Health has declared that HIV/AIDS, measles, dengue, and malaria will become the main priority area over the next year.

Social Conflicts

Although cultural, ethnic and religious diversity is considered to be a considerable resource for a country, they can also contribute to considerable levels of tension, particularly when exploitation of certain groups takes place. Prolonged conflicts have often ensued in the lead up to an election existing tensions often exploited by majority groups.

Industrial Disaster

Processing industries such as economy and goods and services industry are the major contributor (25,4%) of Indonesia economic development and growth (MoF, 2013). High economic growth rate has contributed to an increase in employment opportunities, rise of industrial exports and increase in the creation of companies. However, rapid industrial growth has also contributed to an increase in industrial disasters. An increase in fires, chemical or radioactive contamination, environmental degradation, loss of lives and materials has occurred in parallel to this industrial growth. In recent years, one of the most catastrophic industrial disasters was the mudflow into Sidoarjo. To date, the mud is still flowing and efforts to resolve this catastrophe are still underway.

Natural Hazards

BNPB data indicates that there were a total of 6,401 disaster events that occurred in Indonesia between 2004 and 2012. This includes 11 categories of natural hazards shown in the table below. The three most frequent events (floods, cyclones and landslides) are annual hazards triggered by fluctuating seasonal patterns and are closely connected with changes to rainfall patterns and levels of intensity.

Table 6. Natural Hazards and Assigned Agency

Hazard	Authoritative Agency
Earthquake	Meteorology, Climatology and Geophysic Agency (BMKG)
Tsunami	BMKG – Ina-TEWS
Flood	BMKG (Coverage area is limited to Jakarta - based on rainfall prediction and flood potential for Jakarta area)
Tidal Wave/Abration	BMKG
Wildfire	BMKG
Drought	BMKG
Earthquake	BMKG
Cyclone	BMKG
Volcanic Eruption	Centre of Volcanology and Geological Hazard Mitigation/Pusat Vulkanologi dan Mitigasi Bencana Geologi (PVMBG)
Wind Cylone	BMKG
Outbreak	Ministry of Health
Climate Risk	BMKG – CEWS

BMKG is a non-department government agency on meteorology, climatology and geophysics. Ina-TEWS is a comprehensive early warning system for tsunami utilizing DSS (Decision Support System) new technology. DSS is a system capable of collecting all related information, ranging from earthquake monitoring, tsunami simulation, tsunami monitoring, to post-earthquake crust deformation. This collective information is used as supporting evidence for the broadcasting of tsunami early warning. Ina-TEWS is capable of issuing a tsunami early warning system just 5 minutes after an earthquake has taken place that may be considered a high risk of producing a tsunami.

PVMBG is a unit of the Geological Agency that was based on the Minister of Energy and Mineral Resource Regulation on Organisation and Work Order of Department of Energy and Mineral Resources. Main tasks of this agency include policy development, standardization, technical support and evaluation on vulcanology and mitigation of geological hazard. PVMBG has the authority to manage volcanic potential information and geological hazard mitigation. Its main mission is to minimize loss of life and material from geological disasters.

According to UNISDR, there are four key areas that need to be addressed in order to assess the efficiency of an early warning system:

- 1) Knowledge on risks;
- 2) Monitoring and warning service;
- 3) Communication and dissemination; and
- 4) Ability to respond (of the informed community).

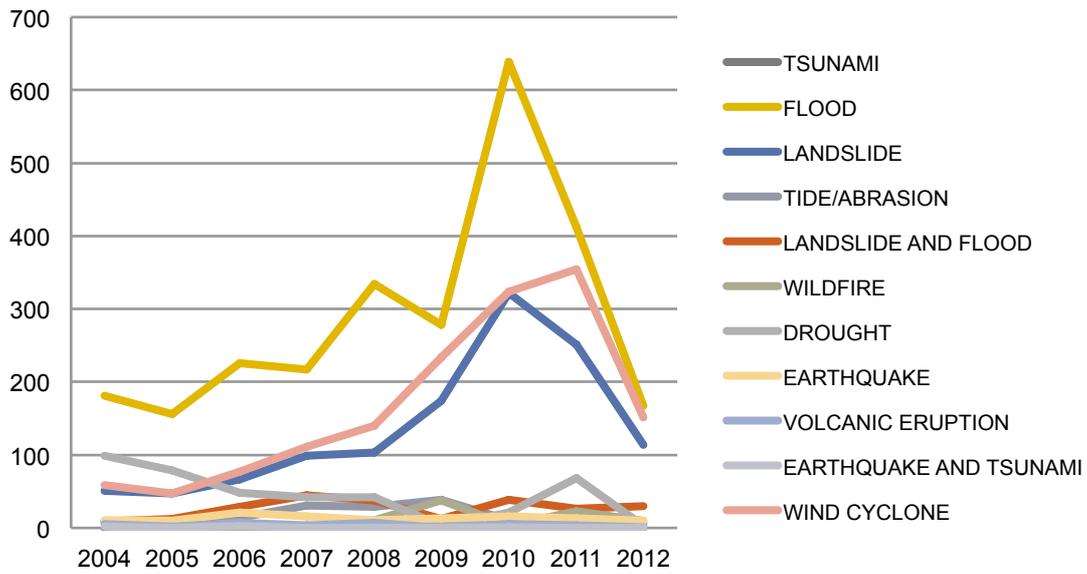
Measured against these four parameters, Indonesia still fails to meet these standards. The country has only just started developing a more robust early warning system in the context of earthquake/tsunami and volcanic eruptions.

Tabel 7. Natural Hazard Event 2004-2012 (Province based)

No	NATURAL DISASTER	EVENT
1	TSUNAMI	1
2	FLOOD	2,610
3	LANDSLIDE	1,228
4	TIDAL WAVE/ABRASION	161
5	LANDSLIDE AND FLOOD	240
6	WILDFIRE	97
7	DROUGHT	405
8	EARTHQUAKE	121
9	VOLCANIC ERUPTION	35
10	EARTHQUAKE AND TSUNAMI	6
11	WIND CYCLONE	1,497

Adapted from Data analysis base on district disaster event 2004 – 2012, BNPB, www.dibi.bnppb.go.id

Natural Disaster Trend 2004 - 2012



For details of natural disasters by province, see Appendix 13

Human-Made Disasters

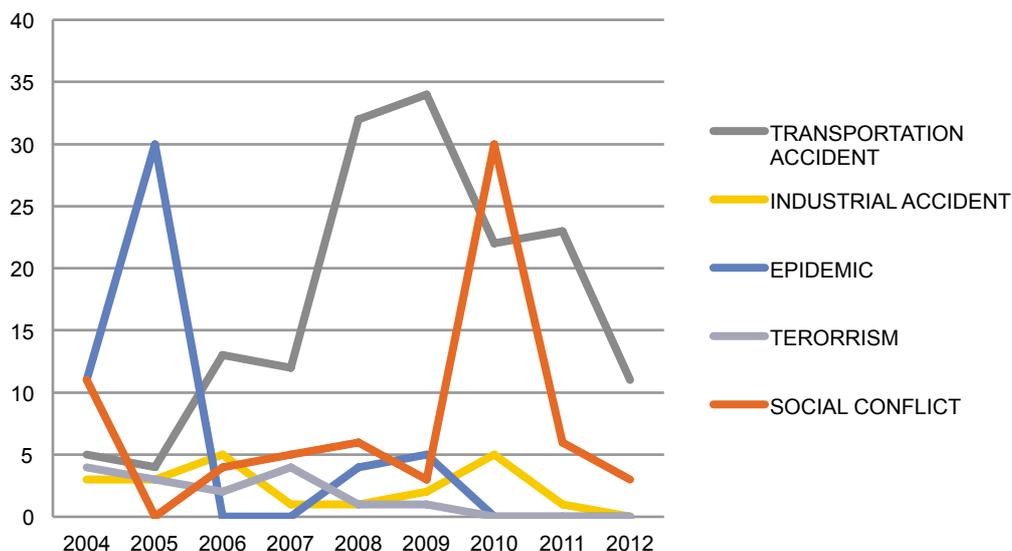
310 human-made disaster events occurred between 2004 and 2012. This includes 5 categories of human-made disaster shown in the table below:

Table 8. Human-made Disaster Event 2004-2012 (Province based)

NO	HUMAN-MADE DISASTER	EVENT
1	TRANSPORTATION ACCIDENT	156
2	INDUSTRIAL ACCIDENT	21
3	EPIDEMIC	50
4	TERRORISM	15
5	SOCIAL CONFLICT	68

Adapted from Data analysis base on district disaster event 2004 – 2012, BNPB, www.dibi.bnppb.go.id

Human-made Disaster 2004 - 2012



For details of human-made disasters by province, see Appendix 13

Damage to Educational Facilities

Disasters often cause significant damage to school facilities and infrastructure. The Yogyakarta Earthquake (2006) destroyed 2,900 Schools. The Padang Earthquake (2009) destroyed 1,606 classrooms (241 schools) and killed 60 students. The Mentawai Earthquake and Tsunami (2010) destroyed 7 schools.

The following tables show the number of educational facilities damaged by types of natural and human-made hazards:

Table 9. Natural Disaster 2005-2011

NO	NATURAL HAZARD	EDUCATION FACILITY DAMAGE
1	FLOOD	4,327
2	LANDSLIDE	54
3	LANDSLIDE AND FLOOD	834
4	TIDE/ABRASION	10
5	EARTHQUAKE	19,438
6	VOLCANIC ERUPTION	366
7	EARTHQUAKE AND TSUNAMI	14
8	WIND CYCLONE	357

Adapted from Data analysis base on district disaster event 2005 – 2011, BNPB, www.dibi.bnppb.go.id

Table 10. Human-Made Disaster 2005-2011

NO	HUMAN-MADE HAZARDS	EDUCATION FACILITY DAMAGE
1	SOCIAL CONFLICT/CHAOS	3
2	INDUSTRIAL ACCIDENT	23

Adapted from Data analysis base on district disaster event 2005 – 2011, BNPB, www.dibi.bnpb.go.id

Impacts on the Education Sector

Due to the severity of certain hazards and the resulting disasters, schools are often closed for a significant amount of time. At other times however, the schools may remain open but classes are not able to operate effectively for the following reasons:

- 1) Students/teachers taking refuge with their family;
- 2) Unsafe conditions for travelling to school;
- 3) School buildings are damaged and not safe to be used for classes
- 4) Students/teachers may be victims;
- 5) Many schools are used as evacuation points;
- 6) Local governments may have collapsed.

The lack of data on the number of children affected by disaster indicates the limited awareness of the importance of disaggregated data, a lack of cross-sectoral coordination, and limited statistical data (disaster statistics, statistics on women and children, as well as educational statistics). Data and information on disasters that exist in Indonesia are mostly derived from the victims and data loss assessments. Data collection-post-disaster-does not take into account matters that do not directly relate to the economy (e.g. human welfare and development). When assessing loss and damage, sectors such as education are often integrated or subsumed within another sector such as health. (See Appendix 14 for a case study on the impact of the Merapi eruption 2010 and its effects on the Education Sector).

Total school facilities damaged by the eruption of Merapi in 2010 are 64 schools (33 Kindergartens; 22 Elementary Schools; 6 Junior High Schools; 3 Senior High Schools). When educational facilities have been damaged or destroyed during a disaster, children cannot immediately return to school as a result of reconstruction efforts. Government and local governments mainly focus on providing housing for disaster-affected communities rather than repairing school buildings-which is considered a secondary priority. Reconstruction and rehabilitation also raises issues of cost, both in terms of reconstruction costs and the cost of providing education services in alternative locations until reconstruction is complete. After the Merapi Eruption destroyed several villages and education facilities in 2010, the Department of Education (through the Regional Head of Sleman) implemented 'school regrouping' whereby two or more schools were merged and assigned a new name. By 2012, 54 schools have been built (26 Kindergartens; 19 Elementary Schools; 6 Junior High Schools; 3 Senior High Schools) (Source: Longitudinal Studies, 2012).

Psycho-Social Impacts

Save the Children reports have observed that psycho-social impacts of disasters on children tend to be more severe than on adults. This observation comes from a multitude of reviews, monitoring and evaluation exercises and interviews of families from a across a number of regions. Children are greatly affected by traumatic events (e.g. witnessing deaths, separation from parents, becoming orphaned). Impacts on children can include:

- Children and teenagers may be abandoned and become vulnerable to exploitation;
- Psychosocial impact/effects, such as child stress;
- Cognitive needs and growth of the child become neglected;
- More likely to engage in dangerous activity;
- More likely to drop out of school;
- Children and teenagers become vulnerable to recruitment by armed groups.¹⁰

Traumatized parents become less capable of supporting and protecting their children emotionally. Normally, they deny and abandon their children's feelings. Children tend to find difficulties describing what they feel. Severe disturbance experienced by parents, such as the violence, may also be traumatic for the children.¹¹

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By: Save the Children Australia

Next Update Due:

By:

¹⁰ Dicky Palupessi, Crisis Center Faculty of Psychology University of Indonesia, lecture on CDE Learning Session: Basic Psychosocial, 2012.

¹¹ ibid

PILLAR I: SCHOOL FACILITIES: Policies, Practices & Current Programs

Relevant Policies and Standards

School facilities must conform to the Regulation of National Education Minister No. 24 Year 2007 on School Facilities and Infrastructure Standards. Some of the requirements are:

- 1) Conformity to building standards issued by the Ministry of Public Works, regional government regulation, and other standards;
- 2) Conformity to safety requirements, such as stable and robust building, ability to withstand earthquake and other hazard (in some areas), and passive and/or active protection system to prevent and manage fire and lightning hazard;
- 3) Health requirements, for example, adequate facilities for ventilation and lighting, sanitation, and preference for healthy building materials;
- 4) Schools must provide ease of access, safe and comfortable buildings – including for the disabled; vibration and noise reduction, temperature and humidity control, and must not exceed three floors;
- 5) Security systems, including hazard warning, emergency exits, and evacuation paths for fire and/or other disaster, which must be highly accessible and equipped with clear signs;
- 6) School sites must be far from potential hazard (including rivers and railway lines) and have emergency evacuation access, terrain slope must be less than 15%, schools must be built in allocated site and comply with Regional Land Use Plans, or other detailed and binding regulations, and schools must obtain land use permit from the local government;
- 7) Schools should arrange for routine maintenance. Minor maintenance should be carried out at least once every five years. Major maintenance, including roof replacement (roof truss, ceiling, ceiling frames, and other parts), should be carried out at least once every 20 years.

In general, building code aspects have been embedded in the Building Construction Permit requirement. However, similar to residential buildings, this regulation is not duly enforced. The construction of school buildings, both in public schools and private schools, is self-governed. All of the construction phases, from the planning phase to monitoring and evaluation, are carried out by school committees and teacher boards without supervision from the education office or other related government office such as the public works office.

There are a number of problems related to the quality of school buildings including:

- 1) Overlapping authority between local government and National Education Ministry, especially related to the renovation and construction of damaged school buildings;
- 2) Many damaged classrooms and school buildings are left unrepaired;
- 3) Local government (provincial and district/city level) do not have regular maintenance programs to minimize damage to school buildings;
- 4) There is no data on the capacity of any province/district/city to renovate classrooms and school building in all education levels in particular province/district/city;
- 5) There is no data on regular sources of funds allocated from province/district/city for the renovation and construction of all school building (primary and secondary).

In some poor, rural areas, families have limited school options and cannot choose schools with secure construction (including school position/location). Donations from parents for school operations are also

very limited. As a result, school maintenance/renovation cannot be initiated. In the event of a disaster, there are no alternative schools that can provide emergency education.

The Circular of the Ministry of Education on mainstreaming DRR at school does not provide the necessary structural mitigation guidelines. Some initiatives were undertaken in order to provide the structural mitigation aspects - quality of safe school buildings - which are then added into BOS module in a DRR Supplement (World Bank Education Program initiation). In regards to DAK (Special Allocation Fund), BNPB (together with stakeholders such as the Ministry of Education, Ministry of Public Works, BAPPENAS, BPPT, as well as the World Bank, UNESCO, Plan International Indonesia, ITB, and Perkumpulan Kerlip) has developed a Technical Guidelines document for Safe Schools Rehabilitation through the Education Special Allocation Fund (DAK) 2011.

The first opportunity to develop Safe School construction through School-Based and Rehabilitation may come from BOS (School Operational Assistance) Program. Through this program, DRR can be integrated into school planning activities, for example: a) School Self-Evaluation; b) School Development Plan (Rencana Pengembangan Sekolah/RPS) and School Workplan (Rencana Kerja Sekolah/RKS). The second opportunity is through the Special Allocation Fund (Dana Alokasi Khusus/DAK). This program is an opportunity to implement a disaster-resistant construction standards in the rehabilitation of school buildings through a) adding disaster risk criteria as one of the determining variable for the allocation of DAK ; b) modify the allocation proportion for building rehabilitation, and c) adding up disaster-resistant technical building and infrastructure requirements.

Technically, BNPB also endorses the implementation of the School Safety program through the BNPB regulation No. 4/2012 on Implementation Guidelines to Safe School and Madrasahs. Although still prioritized around earthquake and tsunami risk, both programs and guidelines comprehensively fill the gaps of policy implementation coverage and strategy of mainstreaming DRR at school (which is more focused on the integration of DRR into school curricula). It also offers new mechanism of monitoring and evaluation, as a catalyst - scaling up through other channels (not through education sector).

The purpose of developing Implementation Guidelines for Safe Schools and Madrasahs are: 1) to identify a suitable location for schools and madrasahs in earthquake and tsunami-prone areas; 2) provide guidance to schools and madrasahs on structural and non-structural needs.

The Structural framework includes: safe location, safe and strong building construction, safe class design and arrangement, and secure supporting facilities and infrastructure. The Non-Structural framework includes: improved knowledge, attitudes and behaviour, safe school/madrasah policies, preparedness planning, and resource mobilization.

(Pillar I is defined in annex I5 of the Comprehensive School Safety Framework)

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PILLAR 2: SCHOOL DISASTER MANAGEMENT & EDUCATIONAL CONTINUITY: Policies, Practices & Current Programs

Law No. 20 (2003) on National Education System; Law No. 23 (2002) on Child Protection, and Law No. 24 (2007) on Disaster Management are the foundation for government and civil societies to ensure that children always have access to their rights to education and protection by conducting education services in times of emergency and crisis.

Law No. 24 (2007) on Disaster Management also guarantees the fulfilment of disaster-affected community's rights in accordance with the minimum standards. Schools are also obliged to conduct disaster management initiatives. The minimum standard widely used by humanitarian organisations is the Sphere Standard, but BNPB and BPBD use the BNPB Head Regulation No.7 (2008) on Guidelines for Fulfilment of the Basic Needs.

The circular of the Minister of National Education on Mainstreaming of Disaster Risk Reduction at School (circular of Minister of National Education No 70a/MPN/Se/2010 on National Strategy on Mainstreaming of Disaster Risk Reduction at School) is the foundation for national advocacy of Safe School implementation in Indonesia.

Prior to the issuance of the (above) circulars, various initiatives and activities had been undertaken by a number of stakeholders and educational institution/schools in order to achieve the targets set by the Ministry of National Education circular. The Consortium for Disaster Education (CDE) developed a Sekolah Siaga Bencana (SSB) framework (terminology used in English is "School-Based Disaster Preparedness") as a reference for stakeholders developing and conducting further comprehensive SSB programs. See Appendix 16 for further information in relation to School-Based Disaster Preparedness Framework CDE.

The School-Based Disaster Preparedness Framework CDE underwent a number of consultations with government agencies and NGOs before the framework was included in the module training on Integration of Disaster Risk Reduction into School System (published by PUSBUKKUR or Curriculum and Book Center-formerly PUSKUR or Curriculum Center-of MoEC). The framework is implemented in Pilot Projects 'School Disaster Preparedness' by the DRR Project/UNDP in Bantul District (Yogyakarta), Bengkulu City, and Kendari City (Southeast Sulawesi). There are many school preparedness projects, such as 'Safe School', 'Safer and Disaster Preparedness School' or 'School-based DRR'. For example, Plan International with Perkumpulan Lingkar adopted and modified this framework for 6 Elementary Schools in Bantul (Yogyakarta) by integrating a child-centred and child-participatory approach.

'School disaster management' including 'School Contingency Planning' has not become a part of the education service standard in Indonesia. Normally in the system of Disaster Management in Indonesia, school disaster management is a part of the disaster management plan in the local area, which is guided by, for example, the local disaster management plan, emergency plan, or disaster contingency plans. Thus, it is highly dependent on the consciousness of the duty bearers and local stakeholders, in particular the education sector. Specific to the emergency situation/emergency response/early recovery through contingency planning mechanism (impending disaster, single hazard), this contingency plan document will be the basis of emergency response operations at the time of the disaster. There are no disaster management contingency models for the education sector that have been agreed and formalized.

The impact of the above projects in some regions is quite remarkable. The Bantul District Government, for example, urges all schools in Bantul to conduct simulations once a month. In general, it was noted that it is recommended at least once every 3 months. A national provision about this does not exist yet.

Humanitarian Forum Indonesia (NGO) and UNESCO together with the Directorate Management of Primary and Secondary Education of Ministry of National Education have developed the Post-Disaster Assessment Tool for the Education Sector (2010). The tool considers education minimum standards in times of emergency, crisis, as well as early recovery - The Inter-agency Network for Education in Emergencies 2004 (INEE); and the Joint Need Assessment Toolkit for Education in Emergencies 2009 and Joint Rapid Assessment 2008. It consists of a number of activities for each stage: Rapid Assessment, Early Recovery, and Rehabilitation and Reconstruction. There is no record of how these tools are being institutionalised by the MoE, BNPB, and Local Government.

It is still conducted because of the project-based disaster management schools intervention in Indonesia, that is not necessarily implemented if external resources are not available; included in projects that link with the CDE SSB Framework (for example, supported by UNDP and Plan International Indonesia as mentioned above). Perkumpulan Lingkar, for example, is still assisting schools (within its project sites or assistance) to conduct multi-hazard disaster risk assessment (including done by/with children), set priorities for disaster risk to be managed; mapping safe and unsafe areas, developing evacuation routes; developing contingency/emergency plans (applicable to all/several disaster risk), and simulation exercise (evacuation drills, as well as survival training), and also developing necessary Procedures/ Standard Operating Procedure (i.e. SOP of returning children to parents/families).

The awareness and knowledge around how to conduct teaching activities post-disaster is still lacking-even amongst NGOs. Regular training is not yet available. And whilst a book published by INEE has been translated into Indonesian it has only been distributed to a small set of stakeholders (UNESCO 2004 version issued in 2006, Plan International Indonesia 2010 version issued in 2011, and Save the Children 2010 version issued in 2012).

Adequate policies and plans for the implementation of educational continuity are not yet available. At the national level, such as in the National Disaster Management Plan and the Disaster Management Plan at the regional level, the following is mentioned: initiatives to build school preparedness, education in emergencies, and disaster risk reduction. Regional contingency plans in social sector planning (where education is usually incorporated into the sub-sectors of the social sector) provide that educational continuity should be included in the early-recovery phase, and as such can be embedded in an operational plan.

Standard operating procedures for buildings and other components such as evacuation areas, lockdown, shelter-in-place, and family reunification are only available in schools that have received school disaster preparedness or school-based DRR program interventions; either as an individual standard operating procedure or as part of the school emergency/ contingency plan.

IDP Camps or Evacuation Center

A relatively new approach in IDP management in Indonesia is the establishment of Temporary Evacuation Centres (TES) and Evacuation Centres (TEA). For instance, in Aceh and Padang, BNPB and local government have built various facilities that can be dedicated for TES and TEA after a tsunami. Aside from building new evacuation centres, new government facilities are specifically built to function as a TES/TEA.

In relation to flooding, frequently affected areas have built permanent structures that can become temporary safe places if the need to evacuate arises. Kebumen is one such district that has this

arrangement. They have constructed buildings that are placed in an elevated position and serve as safe points and are designed to accommodate IDPs whilst they await further evacuation instructions.

Established 'permanent' IDP camps can be found in areas near Mount Merapi, the Magelang District, Central Java Province and Sleman District, and the Yogyakarta Special Region. Unfortunately, those camps do not have adequate space inside for emergency/temporary schools. Temporary schools are usually set up in either neighbouring areas or public/government spaces to ensure that distances between the camps and the schools are not too far.

During 2010 Merapi eruption, IDPs were accommodated in camps, sport stadiums, university campuses, government offices, schools, mosques and churches. The large IDP camps and refugee centres were managed directly by the government whilst the smaller camps were managed by NGOs, local communities, village governments or the relevant caretaker of a particular area.

Whilst developing the contingency plans during the emergency planning phase, emergency response stakeholders determine the location of all TES/TEA centres. Contingency plans are drafted during the pre-disaster phase (when a potential disaster situation exists) to prepare against emergency situations. During an emergency response, contingency plans will be activated and become operational.

(Pillar 2 is defined in annex 15 of the Comprehensive School Safety Framework)

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PILLAR 3: CLIMATE-SMART DRR IN CURRICULUM: Policies, Practices & Current Programs

Climate-Smart DRR Education

National Education System Law, No. 20 (2003), chapter 38 article 2, requires that the curriculum for basic and secondary education levels be developed in accordance with their relevant educational clusters or unit and school/madrasah committee under the coordination and supervision of the MoEC or the Ministry of Religious Affairs at the district/city levels for basic education, and at the provincial level for secondary education. Government Regulation no 19 (2005) states that curriculum development is the responsibility of each educational unit (school and madrasah). At the national level, the MoEC only provides content standards (not national curriculum) to be referenced by each school/madrasah when drafting the curriculum.

In 2013, the government will implement the new Model Curriculum 2013. Trials will be conducted in 5 cities (Jakarta, Yogyakarta, Medan, Makassar, and Denpasar). There are also 33 districts/cities that have been designated for public trials to cover a wider area. A substantial change that may occur due to the implementation of Model Curriculum 2013 is the increase of lesson hours at school and fewer number of schools subjects. The Model Curriculum 2013 will provide teachers with further rigid teaching guidance and media teaching materials. In previous formulations of the curriculum, syllabus development was under the authority of the education unit (school/madrasah), but in 2013 the development of the curriculum syllabus will be the responsibility of the government authority.

The National Education and Culture Minister Circular on DRR mainstreaming in schools provides the foundation for the implementation of DRR integration in schools. Topics address the various components of DRR (including human-made disasters), climate change adaptation, health, hygiene, peace education and conflict prevention. These topics are all integrated into the curriculum (both intra-curricular and extracurricular) across elementary and secondary schools.

In 2009, the MoEC, through the Curriculum Development Centre, published a series of DRR Integration Modules (flood, urban fire, earthquake, tsunami, landslide) for SD/SMP/SMA/SMK. The series consists of a total of 15 modules and is aimed at teachers or curriculum development teams. The modules provide a step-by-step guidance on how to integrate DRR content into Indonesian language lesson, science, social science, civics, and extracurricular programs, including how to develop a special local curriculum on DRR. These modules provide enriching materials for each hazard and possible DRR efforts.

The Curriculum Development Centre also published a training module for DRR integration into the education system for elementary and secondary schools. This module was aimed at training facilitators/trainers for DRR mainstreaming in schools. Both modules were part of a School Preparedness Project, funded by SCDRR-UNDP, 2009-2010.

Between 2009-2010, in cooperation with Save the Children, the Curriculum Development Centre published “Samples of Lesson Plans on Integrating Disaster Preparedness into Elementary School Subjects“. The lesson plans were distinctive by grade level and were fully integrated into the curriculum providing a model that can be used across a number of subject areas. As a follow-up to this document, the Curriculum Development Centre (now the Curriculum and Book Centre) together with Save the Children conducted teacher training on curriculum development and structured lesson planning using the active learning method.

The Indonesian Red Cross (Palang Merah Indonesia/PMI) published the Disaster Preparedness Module for Junior Red Cross. The modules were provided for each level in Junior Red Cross (Wira, Madya and Mula), and for volunteer/elders. Each book explains various disaster types in Indonesia and necessary actions before/during/after each disaster. The Muhammadiyah Disaster Management Centre (MDMC) published similar modules, aimed at elementary school students. The modules are divided into six books-one for each level. Both types of products are modules for use by students.

Meanwhile the Lingkar Association, based on Yogyakarta Special Province, assisted several schools to develop and formulate DRR-integrated curriculum (multi-hazard, adjusted to major local hazard). They also assisted and facilitated teachers in preparing syllabi's, learning plans, and learning materials. Arbeiter-Samariter Bund Indonesia or (ASB) is also headquartered in Yogyakarta, specifically provided disaster preparedness materials for students with disabilities; they have been providing services to the various regions in Indonesia.

The Yogyakarta Education Office published contextual DRR Teaching Material, adapted for specific hazards in the region. The books were aimed at students at all school levels. The same office also published a DRR Guide Book for teachers working in schools that specialised in teaching children with disabilities and kindergartens.

The Grobogan District, in Central Java Province, published DRR integration modules for elementary school teachers (multi-hazard, adjusted to major hazard in the district, for grade 4, grade 5, and grade 6).

The Consortium of Disaster Education regularly published catalogues of IEC (information, education, and communication) materials produced by its members. In 2011, UNESCO Jakarta published "Depositories of Awareness, Preparedness, and Education Materials in Indonesia – Thailand – The Philippines".

Some regions, previously impacted by major disasters, already have regulations for the integration of DRR into school curriculum. However, most schools face challenges in the implementation due to an already bloated education curriculum at each educational level.

The education office and related government working units in a particular district/city are instrumental in the implementation of DRR integration in schools. The table below provides examples for elementary education level in District/City.

Table 11. Elementary Education Level by District/City

Actor	Mandate
Regional Secretary	Coordinating local government working units (SKPD, Satuan Kerja Perangkat Daerah) in District/City. Instrumental in determining regional management policies, including policies related to disaster.
BPBD	Provide community protection, including against disaster. Provide inputs on technical aspects or content for DRR education.
Education Office	Responsible for the continuity of education in District/City, and issue regulations on education if necessary
Basic Education Technical Implementation Unit (UPT Pendidikan Dasar)	Technical Implementation Unit for elementary education in each sub-district. Oversee all Kindergarten/Elementary Schools/Islamic Elementary Schools in a sub-district.

Based on recommendations and implementation results, the local Government Secretary can instruct officers under his/her jurisdiction to enact regulations on the importance of DRR education and regular disaster simulation practice. Each school should provide reports to its District/City Education Office through the local Basic Education Technical Implementation Unit (*UPT Pendidikan Dasar*). BPBD, local disaster management agency, as the leading sector of disaster, can monitor the implementation.

Teachers and Headmasters have an important role to play in the integration of DRR materials into teaching and learning activities. DRR Training for all teachers and headmasters in districts/city is a must.

To ensure that schools actually implement DRR integration and practice disaster simulation, the involvement of the School Supervisor is critical. Supervisor monitoring reports provide input for local education agencies to assess and evaluate the implementation of DRR mainstreaming in schools.

Peace Education

Issues of 'peace education' and 'peace building' are included in DRR education on 'social conflict' (social conflict or public riots is a mass movement that is damaging the existing social order and caused by social, cultural, and economic jealousy, usually associated with conflicts between ethnic, religious or racial groups). Several institutions that have developed IEC specific to these issues are the Catholic Relief Services (CRS), the Jesuit Relief Service (JRS), and the IDEP Foundation.

(Pillar 3 is defined in annex 15 of the Comprehensive School Safety Framework)

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KEY STAKEHOLDERS AND RESPONSIBILITIES

To ensure that funding is allocated for school safety activities and education in emergencies, it is imperative that such programs and activities not become simply project based or ad hoc within the government but rather completely integrated and embedded across a number of policies, frameworks and Ministries.

Allocations of 10% of the Disaster Management Fund to the national/sub-national budget for DRR (not emergency response) and allocations of 30% of the climate change adaptation fund from international 'Climate Change' for DRR are also essential in ensuring that both climate change and disaster risk reduction are integrated across schools. Advocacy at both the local and national levels of government continues to be necessary. And as the private sector often has a hand in supporting schools during the rehabilitation process, it may become necessary to further involve the private sector in providing funding support towards a wider range of DRR activities.

The Consortium for Disaster Education (CDE) and The Indonesian Education Cluster (Education Cluster) run a joint advocacy program to ensure that the existing umbrella policies for school safety initiatives and education in Emergencies affairs are considered and implemented by local governments in Indonesia (33 provinces and more than 360 cities/districts).

The CDE (or KPB) was established in October 2006. It is a network that consists of representatives from universities, government institutions, scout organisations, teacher associations/organisations, the Red Cross and Red Crescent Movement, NGOs and UN agencies. The main aim of the CDE is to support the development of sustainable policy and DRR education practices at national and local levels through formal, non-formal, and informal approaches by improving the capacity, coordination, and synergy among parties and making the commitment to drive DRR education. Activities across the network include: advocacy and building the capacity of members.

As a networked organization it allows members to share and disseminate teaching-learning materials and attend and jointly conduct learning sessions and information exchange forums. As of 2012, the CDE had 62 member organizations. The CDE has become the primary advocating body for DRR education in Indonesia.

The CDE aims to reduce disaster risks in Indonesia by improving the capacity of community members and relevant stakeholders to better respond to and manage disaster risks and by supporting the development and implementation of policies that have comprehensively integrated DRR into education policies and practice. Additionally the CDE hopes to support the development of sustainable policy and DRR education practices at national and levels through formal, non-formal, as well as informal approaches by improving the capacity, coordination, and synergy among parties and making the commitment in DRR education.

There have been many processes and activities conducted by the CDE, both individually by its members and institutionally, to mainstream DRR education into the national development agenda. The table below summarizes various outputs that have been produced by the CDE.

Table 12. CDE Collaborative and Members Outputs

Public Policy Advocacy	<ul style="list-style-type: none">Minister of National Education's Circular Letter No. 79a/SE/MPN/2010 on the Mainstreaming of Disaster Risk Reduction into SchoolNational and local public policies on disaster management (Renas-PB, RAN-PRB, Perda-PB, RPB Daerah, RAD-PRB, etc.) that contain School preparedness "Sekolah Siaga Bencana" and integrate education for DRR
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Conceptual Framework	<ul style="list-style-type: none"> ▪ Academic Draft: National Strategy on Mainstreaming Disaster Risk Reduction into Education System (published document) ▪ Framework on Education for DRR objectives (published on 15 DRR Integration Modules, published by PUSKUR/MoEC's Curriculum and Research Center) ▪ Framework on Disaster-Prepared School (published document)
Educational Materials	<ul style="list-style-type: none"> ▪ Series of curricula modules on DRR education mainstreaming for teachers of various levels ▪ DRR-integrated and contextualized educational materials for students of various levels
Capacity Building	<ul style="list-style-type: none"> ▪ Trainings for DRR education facilitators ▪ Trainings for teachers on DRR mainstreaming (elementary, junior secondary and senior secondary levels)
Community Projects	<ul style="list-style-type: none"> ▪ Safer School/Disaster Preparedness School Models Development (school's multi-hazard risk analysis, integration of DRR into school's educational curriculum, capacity building for school's stakeholders, disaster preparedness drills for students, etc.) ▪ Community-based disaster management (Multi-hazard Risk analysis as educational elements)
Networking	<ul style="list-style-type: none"> ▪ BNPB and BPBDs ▪ National and Local DRR Platforms ▪ International DRR community
Global Campaigns	<ul style="list-style-type: none"> ▪ International day on DRR ▪ Safe Schools and Hospitals campaign, etc.

On the other hand; the Indonesian Education Cluster provides a more formal framework and consists of organizations working on education preparedness and response in emergencies and early recovery. UNICEF and Save The Children as co-leads of the education cluster works to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies including the early recovery phase, and to ensure greater predictability and more effective inter-agency responses in education in the main areas of standards and policy setting, building response capacity, and operational support. NGOs that work in the disaster management education sector are obligated to coordinate efforts in this cluster when the system is activated (such as the emergency response and early recovery of Merapi Eruption 2010).

The Education Cluster actively runs a coordination mechanism for school safety and education in emergencies in Indonesia, either when there is no disaster event or during the emergency response, and when education cluster is activated. See Appendix 17 for more about education cluster in Indonesia.

The MoEC is yet to take a leadership role, and the position is still carried out by the Coordinating Ministry of Social Welfare. However, in emergency situation, as demonstrated in the Yogyakarta earthquake 2006 and Padang earthquake 2009, the provincial Department of Education chaired the coordination forum together with the education cluster. Other government institutions under the coordination of Coordinating Ministry of Social Welfare are the Ministry of Health, Ministry of Education and Culture, Ministry of Social Affairs, Ministry of Religious Affairs, Ministry of Tourism, Ministry of Environment, Ministry of Women Empowerment and Child Protection, Ministry of Public Housing, Ministry of Youth and Sport, and the National Disaster Management Agency (BNPB). Disaster management is handled by several ministries/agencies according to their function. In the Coordinating Ministry of Social Welfare structure, disaster matters are handled by the Deputy Assistant of Disaster, an echelon II unit under the Coordinating Deputy of Environmental and Social Unrest. The Deputy Assistant of Disaster provides recommendations on cross-sectoral issues of disaster to the Coordinating Deputy of Environmental and Social Unrest.

Together with Plan International Indonesia, the Education Cluster established a core-team cluster to promote the development of minimum education standards in the critical-emergency phase from Inter-Agency Network for Education in Emergencies (INEE). The establishment of this core-team was intended

to encourage the development of minimum education standards in critical-emergency phase based on the Inter-Agency Network for Education in Emergencies (INEE) minimum standards. Plan International Indonesia is the focal point of INEE in Indonesia.

The acceleration of capacity building efforts has been identified as a priority by the Cluster for 2012 and 8 front-line responder trainings and other capacity-building exercises will be further developed. In addition, the emergency response and preparedness component of the Education programme will continue to focus on building the capacity of key stakeholders to ensure the inclusion of emergency preparedness and contingency plans in education sector plans at the national and sub-national levels.

In 2011, in conjunction with the publication of Technical Guidelines of Safe School Rehabilitation Using Special Allocation Fund (Dana Alokasi Khusus/DAK) 2011, the Safe School Secretariat was established by BNPB and other stakeholders, such as the Ministry of Education and Culture, Ministry of Public Works, BAPENAS, BPPT, World Bank, UNESCO, Plan International Indonesia, ITB and Perkumpulan Kerlip. Safe School Secretariat implements pilot programmes in five provinces; West Sumatera (Padang and Pariaman), West Java (Bandung City and Bandung District), West Nusa Tenggara, East Nusa Tenggara (Sikka), and Central Java (Rembang and Grobogan).

In conclusion, it is the local entities such as CBOs, NGOs and Disaster Study Centres (Universities) that ensure that regional education offices, schools and school communities are implementing school-based disaster risk reduction activities. The agencies primarily work through donor-funded projects (AusAid, DIPECHO-EU, GIZ, UNDP, UNESCO, GFDRR/World Bank, etc.) but are at times self-funded. They work to assist the schools and education agencies integrate concepts around disaster risk reduction and disaster management. For the most part, the agencies are all members of the CDE. For a comprehensive list of [assisted schools](#), please see [Appendix 18](#)

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APPENDICES

Appendix 1: Number of Schools by Level by Province

Appendix 2: Table School Enrolment of Age Level per Province

Appendix 3: Organization Chart of the Ministry of Education and Culture

Appendix 4: Indonesian National Educational System

Appendix 5: Typical Organizational Structure of the Department of Education at the Provincial Level

Appendix 6: Typical Organizational Structure of the Department of Education at the District/City Level

Appendix 7: School-Based Management in Indonesia

Appendix 8: Explanation for Formats of Religious Education

Appendix 9: Education Funding Responsibilities

Appendix 10: School Operational Assistance Program (BOS) and Special Allocation Fund (DAK)

Appendix 11: Disaster Management Component at National-Provincial-District/City Level

Appendix 12: Disaster Management Fund

Appendix 13: Map of Indonesia and Table of Disaster per Province

Appendix 14: Case Study on Impact of Merapi Eruption 2010 and its Derivatives on Education Sector

Appendix 15: Comprehensive School Safety Framework

Appendix 16: School-Based Disaster Preparedness Framework CDE Indonesia; Parameter, Indicator, and Verification

Appendix 17: Education Cluster in Indonesia

Appendix 18: NGO/Organization and Assisted Schools