



## SEAMEO-Japan ESD Award

Theme for 2012: Education for Disaster Risk Reduction

Supporting Partners:



Bangkok Office  
Asia and Pacific Regional  
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

**Submission Form of SEAMEO-Japan ESD Award**  
The last day for submission of entries: **25 August 2012**

### **PART I: Details of Your School**

1. Name of your school: MIN Jejeran (Jejeran State Islamic Elementary School)
2. Full address: Jati, Wonokromo, Pleret, Bantul, Province Daerah Istimewa Yogyakarta
3. Postcode: 55791
4. Country: Indonesia
5. Telephone number (country code+city code+telephone number): +62 274 4399811
6. Fax number (country code+city code+fax number): +62 274 439981
7. Name of the Head Master/ Principal/ School Director: Drs. Abdul Haris Nufika, M.Pd.
8. Name of Teacher Coordinator: M. Fuad
9. Email address: min\_jejeran@yahoo.co.id
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 1 - 6
12. Number of teachers in your school: 22 teachers
13. Number of students in your school: 388 students
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Education for Disaster Risk Reduction.

Teachers:

- a) Martiningsih
- b) Dra. Hanik Nurul Hidayah
- c) M. Fuad, S.Pd
- d) Ahmad Farid
- e) Titik Faizah, S.Ag
- f) Endang Tisngatun, S.Pd
- g) Fahrul Anam, S.Pd

Students:

- a) Nuur Azizah

- b) Nur Ghiny Khasanah
- c) Fahrina
- d) Dwiwana Diah Nur
- e) Rizky Utami
- f) Reza Umi Rokhana
- g) Saiful Muzaki
- h) M. Nabhan Hakim
- i) M. Baston
- j) Awwaluna Rohmatun Nafisa
- k) Aufa Niamillah
- l) Ahmad Faiq As Sibly

## **PART II: Information about the School's Activities/Programme on Education for Disaster Risk Reduction**

The information in part II – from numbers one to 11 – should be no longer than **eight** pages (A4, Arial font and point size 11). A project summary, between half-a-page and one page in length, should be included.

1. Title of the school's activities/programme on Education for Disaster Risk Reduction

"Disaster is Not Our Enemy" – Mobilizing the School Community to Implement Disaster Risk Reduction Efforts in MIN Jejeran.

2. Summary of the activities/programme (half-to-one page, A4 size)

The implementation of Disaster Risk Reduction (DRR) in MIN Jejeran includes:

- 1) Budget allocation for DRR implementation.  
DRR implementation is financed through: 1) Fund-raising initiatives, by asking parents to give voluntary contributions/donations; and 2) Special allocation for implementing DRR activities, integrated to other programmes carried out by others, such as scouts, the school health unit, and the school safety patrol unit.
- 2) DRR integration into school curricula.  
To ensure optimum DRR implementation, DRR is gradually integrated into all learning subjects. DRR materials are integrated into lesson plans, learning materials, and test instruments.
- 3) Workshop for teachers and stakeholders.  
Teachers, school staff and stakeholders attend training exercises, seminars, and scientific forums related to DRR and actively participate in the implementation of DRR in the school.
- 4) Disaster Simulation.  
Disaster simulation exercises are conducted regularly to instil appropriate responses in students and school staff during real disaster events. With this approach, they are also prepared mentally so they will not panic or be traumatized when a disaster occurs. The disaster simulation exercises are lead by the headmaster as the field coordinator. When the signal is given, teachers lead classes away to take cover and they use their training to keep the students calm. After the signal ends, which means that the earthquake/natural disaster has stopped, teachers lead their students to an evacuation point, or other designated safe place. Three teachers and twelve young doctors will be appointed beforehand to administer first aid to victims. One teacher, assigned as the "Information centre", receives and compiles detailed reports on the students' condition (survivors, casualties, injuries) from information supplied by each classroom teacher. Four teachers are appointed beforehand to be responsible for making sure the students are calm and to accompany survivors to a safe haven. Thirteen teachers are appointed to contact and communicate with parents, especially the parents of injured students. Students are then released to their respective parents under the coordination of the headmaster. School authorities also conduct coordination activities with relevant organizations and agencies.

- 5) Student DRR Campaign.  
Fifth and sixth grade students deliver DRR materials to younger students in classes.
- 6) Installation of Evacuation Maps and Evacuation Signs; procurement of fire extinguishers.

3. Background information or reasons why the school initiated these activities/programme.

- 1) A 6.2-magnitude earthquake that struck Yogyakarta on 27 May 2006 happened without warning and took the local population completely by surprise. The catastrophe traumatized the city of Yogyakarta and therefore these activities were initiated to prepare the city for another disaster.
- 2) It was found that the headmaster, teachers, staff, students and stakeholders of MIN Jejeran were not accustomed to DRR activities.
- 3) Disaster Risk Reduction has become one of the subjects that should be learned and mastered by everyone to be better prepared in terms of psychological and mental awareness, as well as material preparedness.
- 4) Teaching young children DRR earlier is beneficial in developing their awareness for disaster risk and better preparedness for future disaster events.
- 5) Parents fully support this initiative, and the school receives assistance from Perkumpulan Lingkar, a local NGO focused on DRR.

4. Objectives/goals of the activities/programme

Goal:

The establishment of a school community who are well-prepared and well-equipped against disaster and emergency situations.

Short-term Objectives:

- 1) School community members understand the importance of DRR as one of the essential life-skills needed in everyday life.
- 2) School community members are able to at least protect themselves without panicking during a disaster.
- 3) School community members actively campaign DRR initiatives to other people.
- 4) The school is able to coordinate and collaborate with others in implementing DRR.

5. Period of time when these activities/programme were implemented

The long-term period for this programme is five years and it was started in 2009. At the end of the five years project it will be evaluated. The one-year, short-term programme took place during the 2011/2012 school year.

6. Activities (Short-term actions and strategies of implementation of the short-term actions)

During the one-year, short-term programme (July 2011–June 2012), the activities implemented were:

1. Establishment of communication and collaboration with other stakeholders – such as Perkumpulan Lingkar, Bantul Elementary Education Agency, Pleret Health Office, Pleret Governance Forum, and Wonokromo Village Government – to formulate and implement DRR plans and activities. Examples of this activity were regular meetings, DRR training exercises,

mock drills and DRR workshops.

2. Budget allocation for DRR activities in the school. This was reflected in the Annual School Budget Plan and it included a budget for coordination meetings, a School DRR Workshop, disaster simulation exercises, and emergency equipment.
3. DRR Workshop and Campaign for students, teachers and school staff. DRR Workshops were conducted to analyze disaster risks in school. The results were then used as the basis for the following activities: school emergency plan formulation; DRR campaign; and their subsequent integration to curricula. DRR campaigns are also conducted by students through the *Wall Magazine*, posters, and peer-to-peer activities.
4. Integrate DRR into school curricula. Training exercises and workshops on DRR integration were conducted for teachers to provide them with the necessary knowledge and skills to integrate DRR into teaching subjects. Each teacher was required to integrate DRR into their respective teachings, as long as this was feasible. This integration was in compliance with graduation /competency standards.
5. Instil DRR habits into everyday life. For example; check that vehicles are parked neatly and facing outwards in order to facilitate a faster evacuation; shoes/sandals are neatly arranged to enable the wearer to grab them faster in the event of an emergency; and desks in classrooms are set in such an arrangement to facilitate faster emergency evacuation procedures.
6. Create and install evacuation maps and signs, and provide emergency equipment and ensure evacuation maps are installed in every room. Evacuation signs should be installed in strategic and visible places. Emergency equipment, such as first aid kits and fire extinguishers should be placed in visible and accessible places.
7. Conduct disaster simulations/mock drills. Simulation/mock drills should be conducted regularly, (At least three times a year.) Through simulation exercises, disaster preparedness responses are ingrained into school community members. Simulations are also used to evaluate and improve the school emergency plan.
8. Evaluate and formulate recommendation for DRR implementation. At the end of every semester, the school will collect input, ideas and feedback from students, teachers, staff, and parents, related to the implementation of DRR education and simulation exercises. Based on these activities, the programme will be improved and enriched.

#### 7. Resources used for implementing the activities/programme

- 1) Human Resources:
  - MIN Jejeran school community members.
  - Perkumpulan Lingkar.
  - Head of Pleret Sub-district Education Agency, School Superintendent, Islamic Education Superintendent, Head of Community Health Centre, and other stakeholders.
- 2) Facilities and infrastructure already owned by MIN Jejeran.
- 3) Fund:
  - Government regular funding.
  - Parents voluntary contributions.

#### 8. Monitoring and evaluation mechanism and results

The DRR implementation process is monitored/evaluated by the headmaster and DRR implementation results are monitored/evaluated by the school superintendent. Fund usage is monitored/evaluated by financial institutions.

Schedule: The headmaster conducts monitoring/evaluation once every month/two months while the superintendent conducts it once every three/six months. Fund usage monitoring/evaluation is conducted for every activity.

Implementation. Monitoring and evaluation involves students, teachers and staff. Monitoring and evaluation is conducted through school coordination forums and meetings. Students are asked for their impressions, suggestions, and aspirations on DRR implementation in the school. Simple

forms are used to analyze the results and accomplishments, and to identify lessons learned.

Results from Monitoring and evaluation activities:

- 1) Obtain input and feedback on DRR implementation.
- 2) DRR-related fund usage is well-monitored and well-spent.
- 3) Improvement of DRR implementation.
- 4) Rectify flaws and mistakes of DRR implementation.
- 5) Increase awareness and DRR attitude of school community members.

9. List of partners, local government bodies, companies or development agencies who participated in the planning and implementation, including their roles in the activities/programme.

Name of Partners	Roles or contributions
a) Perkumpulan Lingkar (local NGO)	Gives assistance in the implementation of DRR
b) Local community health centre ( <i>puskesmas</i> )	Gives assistance in health services in the school
c) Parent's Committee	Funding and volunteer services
d) TVRI	Broadcast disaster simulation
e) Pleret Sub-District Education Agency	Gives assistance and directives
f) Corporations/private sectors	Sponsorship.

10. Benefits/impacts of the activities/programme for teachers, students and the community

Overall, the benefits of the programme are as follows:

1) School community members (teachers, staff, students) became more knowledgeable and aware about DRR. Through this programme, DRR skills and knowledge are transferred in a simultaneous and systematic manner. This continuous exposure to DRR resulted in students becoming more accustomed to DRR attitudes and they obtained the necessary skills to protect themselves in emergency situations. MIN Jejeran also actively instils DRR attitudes into school community members' daily habits. For example, students, teachers and school staff are required to park their vehicles (motorcycles/bicycles) neatly and facing outwards in order to facilitate a faster evacuation of the site in the event of a natural disaster. Sixth grade students said that they became more accustomed to DRR attitudes and obtained the necessary skills to better protect themselves in an emergency situation.

MIN Jejeran also prepared emergency equipment such as first aid/medicines and fire extinguishers. Evacuation maps and signs were installed, and students were regularly informed about safe places to head to in the event of a disaster, and designated evacuation paths in the school. Parents became aware that they are part of DRR implementation in MIN Jejeran – and through constant exposure to DRR, hopefully they can learn and become more prepared and aware of what to do in a disaster scenario.

2) Teachers now realize the importance of DRR and integrate it into subject areas and they are now actively involved in conveying DRR messages, and increasing students' awareness through incorporating DRR into classroom subjects.

3) Parents have become more aware about the importance of DRR. Parents give feedback and input on previous DRR programme implementation at end of semester meetings. They also provide financial support for the implementation of DRR programmes, such as mock drills. Through constant exposure to DRR, hopefully, they can learn and change their attitudes towards disaster preparedness, and what to do in the event of a disaster and become an important part of the overall DRR programme.

## 11. Plan for sustainability and plans for the future

### Plan for sustainability:

MIN Jejeran will continue to integrate DRR in school policies and in school teaching. In specific, the sustainability plans are as follows:

- Continuous improvement and enhancement to teaching materials. The teacher board will continuously develop and adopt new DRR-integrated teaching materials which allow students to learn about local hazards and risks. These materials will be regularly reviewed and kept up-to date to ensure conformity to current conditions.
- Improvement and rectification will regularly be made to school safety/emergency policies, based on feedback/input from disaster simulations/mock drill practices.
- Provide new DRR facilities and improve existing ones to meet safety and emergency standards. Not only to be used in emergencies, these facilities will also double as learning tools.
- Actively promote the integration of DRR in school policy and curricula. MIN Jejeran will continue to promote and campaign for DRR integration into other schools and organizations by sharing experiences and knowledge with interested parties who come to MIN Jejeran to do comparative studies. To reach a broader target, MIN Jejeran will try to initiate partnerships with related government agencies, the private sector, and NGOs.

### Future Plan:

- Publish the DRR Bulletin.  
MIN Jejeran plans to publish monthly bulletins on DRR-related topics. This bulletin will be managed by students under teacher supervision. The bulletin will provide DRR information to students, school staff and parents.
- Initiate partnerships with local government. MIN Jejeran plans to establish a partnership with local government, especially the village government, in order to prepare the next generation and implement DRR in everyday life. MIN Jejeran will work together with local government in preparing disaster preparedness procedures and participate/contribute to DRR implementation in the village.
- Initiate partnerships with the District and Province level Disaster Management Agency to support and amplify efforts in promoting the integration of disaster risk reduction in school and to campaign for the education of DRR.

## 12. List of attachments such as copies of learning/ teaching materials, samples of student worksheets, manuals, etc.,

- Attachment 1: School Strategic Plan (*Rencana Strategis Sekolah*)  
File: ATT01\_School\_Strategic\_Plan.pdf  
The School Strategic Plan is a document containing the school vision, mission, and programmes for five years. It contains activities and budget plans to achieve the school's goals.
- Attachment 2: School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*)  
File: ATT02\_KTSP2012-2013.pdf  
KTSP/SBC was developed based on the National Education Act 2003 and the Government Decree 19/2005 on National Education Standards. Basically, it is a set of education plans developed and implemented at each education level. KTSP is developed by each school, based on actual needs and conditions of the school, in adherence to standards set by the government. MIN Jejeran's KTSP has integrated DRR and Education for Sustainable Development into the syllabus and lesson plans.

- Attachment 3: Syllabus  
File: ATT03\_Syllabus\_6thGrade.pdf  
The syllabus is an outline and summary of topics to be covered in the syllabus to create more effective learning and teaching processes. DRR has been integrated in indicators and learning activities. Attached is the 6<sup>th</sup> grade syllabus for several subjects.
- Attachment 4: Lesson Plans (*Rencana Pelaksanaan Pembelajaran/RPP*)  
File: ATT04\_Lesson\_Plan.pdf  
Attached are lesson plans for several subjects which contain integrated DRR subject matter such as mathematics, civil education, *fiqh* (Islamic law) and the Indonesian language.
- Attachment 5: School Contingency Plan  
File: ATT05\_School\_Contingency\_Plan.pdf  
The School Contingency Plan is a plan developed by the school community to deal with a crisis situation that happened suddenly, especially during school hours. The formulation of emergency plans involved the entire school community; teachers, school committees, village government, and children. MIN Jejeran has developed a contingency plan for earthquakes and fires. The plan includes evacuation procedures, up to the release of the students to their parents.  
The plan is tested and evaluated through simulation activities carried out three times a year.
- Attachment 6: School/Madrassah Budget (APBM, *Anggaran Pendapatan Belanja Madrasah*)  
File: ATT06\_School\_Budget\_2012.pdf  
The School Budget is devised using a school-based budgeting system approach. This budget has been allocated through a special fund for DRR-related activities.