



**MEXT**

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

## 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: Sekolah Dasar Negeri 003 Balikpapan Selatan
2. Full address: Jalan Wiluyo Puspyudo Rt 14 No 63 Klandasan Ulu. Balikpapan (Kalimantan Timur)
3. Postcode: 76112
4. Country: Indonesia
5. Telephone number (country code+city code+telephone number): +62 542 7071463
6. Fax number (country code+city code+fax number): +62 542 731214
7. Name of the Head Master/ Principal/ School Director: Hj. Siti Sunarmi, S. Pd.
8. Name of Teacher Coordinator: Tuti Suprapti, S. Pd.
9. Email address: sdn003\_balsel or hendra\_gunawan7@yahoo.com
10. School website (if available): -
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Elementary Level Grade 1 to Grade 6 / Year 6
12. Number of teachers in your school: 39 Teachers + 9 Staffs = 48 people
13. Number of students in your school: 980
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) Tuti Suprapti, S. Pd.
- b) Talpiko Winardi
- c) Hamriah, S. Pd.
- d) Andriana Purwo Prasetyo, S. Pd.
- e) Kasiono, S. Pd.

Students:

- a) Niko
- b) Ridaning Utami
- c) Mariska
- d) Priscella
- e) Winda
- f) Nugroho
- g) Rizal
- h) Fachry
- i) Muzammil
- j) Arbeno Prakas

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

The information of part II from no.1 to 11 should be no longer than **eight** pages long (A4 type, Arial font, size 11 point). A half to one page A4 of the project summary should be included.

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

The Participation of SDN 003 Balikpapan Selatan in Giving Education for Disaster Risk Reduction in Balikpapan City especially and Kalimantan Island generally

2. Summary of the activity/programme (a half to one page A4)

SD Negeri 003 South Balikpapan, East Kalimantan, Indonesia is an Adiwiyata school in Mandiri level which concerns in the environmental programme. Besides, the school also becomes the Piloting Project School of Nations Character and Culture Education, Creative Economy and Entrepreneurship. The school also becomes the ESD School (Education for Sustainable Development) and the nominee of ASEAN ECOSCHOOL 2012 and the winner of Adiwiyata Satya Lencana Sobat Bumi Award in 2012

This narration will describe the summary of the activity in giving the education for disaster risk education.

A. History

Indonesia as a part of southeast Asia, is a country which has a big risk in getting a disaster, whether it is a natural disaster even a human cause disaster. The biggest disaster that Indonesia gets such as Tsunami in 1994 in Maumere, and 2004 in Aceh, earthquake, landslide, flood and fire. Balikpapan is a city in the coastal area that also has a big risk in getting such disaster. This is why, SDN 003 Balikpapan Selatan tries to give the education for disaster risk reduction for its students to be implemented in their daily life. Since the beautiful earth starts from the school.

B. Program

The school has many programs to give disaster risk reduction learning to students so that they know, understand and able to practice it both in their school area and in their daily life of their society. The programs are:

1. Cleaning school and public area  
The students regularly clean the school area. Their activity is named as 'Clean Saturday'. There are some students who are dedicated as Kelompok Siswa Peduli Lingkungan (KSPL) or Students' Group Concerning in Environment. Besides, once in a month the students help to clean the public places that are near from the school such as beach, park, and market. It is to show the people that by cleaning the environment, we could reduce the flood disaster.
2. Separating the rubbish  
The students are taught to put the garbage into the proper place. There are three types of the waste bin. One is for the waste paper, one is for the leaf litter, and one is for the plastic waste. It is to educate the students that by throwing the rubbish in proper place, it could reduce the flood disaster.
3. Saving the energy  
The school also asks all students, teachers, and employees to save the energy by labeling the warning stickers about saving the energy near the electricity in each room.

It is to educate the students about the dangerous of housing glass impact and fire disaster.

4. TOGA and School Garden

There are some areas for family of medicinal plants around the school. In school garden, the school has agricultural crops such as chilies, cucumber, papaya, long bean, mustard, tomato, corn, cassava and eggplant. There is a small rice field in our school, and the irrigation that is used by using the rain water. It is made as the learning for students to respect what they eat. It is to educate the students about the re planting the plants in reducing the landslide disaster.

5. Making Compost and Recycling

The school has a compost house as the center of producing compost, and there is a team of teachers and students who is responsible in it. For paper and plastic waste, the school has a 3R room in recycling it into something new and useful.

6. Having a Safety Visitation

The students get the socialization of safety riding by using the helmet, safety belt and occupying the traffic rules and also how to cross the main road.

7. Giving the material support to the victims of disaster

The school also trains the students to give not only mental support to the victims of natural disaster but also material support by collecting the funds to them.

8. Providing the muster point and fire rescue in school area

School provides the building by the muster point and fire rescue tools to train and hel students how to react if there is any disaster.

9. Giving Safety Induction

School holds the safety induction in the beginning of the event that the school has to the member of the events, so they know how to react if there is any disaster.

10. Inviting the contributors

The school regularly invites the contributor to give the education for disaster risk reduction such as the fire man, the doctor and other competent parties.

11. Visiting Relating Places

The school asks students to visit some public, private or even historical places relating to the education for disaster risk reduction such as BMKG, the coastal area, forests and so on.

C. Implementation and The Result

In realizing and implementing those programs, it needs the great team work from all people in and around the school and also the support from local government and private parties. As the result, the school could give the contribution through our students to the society especially in Balikpapan and generally in Indonesia about the education for disaster risk reduction since the future of the world's beauty starts from the school.

D. Expectation

Through this narration, we do really hope that our school could share the knowledge that we have and learn new things that we still do not know from other parties in this program. Besides, as the only one school in Kalimantan island as the biggest island in Indonesia, we do really hope that we could share this knowledge to other schools in Indonesia by getting this predicate and also the learning tour to Japan about how to reduce the disaster risk.

3. Background information or reasons why the school initiated this activity/programme

Over the past decades, the frequency of natural disasters and the scale of the associated human and material loss have significantly increased around the world. The situation has become more aggravated owing to increased population density, environmental degradation and global warming. Most of all, the effects of natural disasters have been made worse by the low level of public awareness regarding these issues and the fact that many lack the skills necessary to develop resilience to these often-deadly phenomena.

Indonesia as a part in southeast Asia, where the frequency of natural disasters and the level of subsequent damages are significant, is not an exception to this rule. Children represent the most vulnerable category during a disaster. They often times do not have access to information and therefore lack the appropriate knowledge and skills that would enable them to protect themselves

by making correct decisions during an environmental crisis situation.

Prevention starts from the dissemination of information. Achieving increased awareness facilitates the first step made towards positive actions. Taking into account that schools play an important role in the formation of values, students and teachers can make a significant contribution in establishing a prevention culture.

A natural disaster risk arises when hydro- meteorological, geological and other dangers impact physical, social, economic, and environmental vulnerability factors. It has been established that nine-tenths of the natural disasters that occur on earth belong to the following four categories: floods (40%), tropical cyclones (20%), earthquakes (15%), and droughts (15%).

Disasters may be caused by natural phenomena – climate conditions, geological processes, soil, relief or by anthropogenic factors such as human activities.

The main negative consequences of disasters of any type are:

1. Loss of human lives
2. Mass resettlement of populations (eco-emigration)
3. Collapse of mountain slopes
4. Block-up of canyons;
5. Reduction of useful land area
6. Epidemics
7. Death of cattle
8. Destruction of crops
9. Contamination of soil, water and air
10. Increase of underground water level
11. Destruction of communications
12. Destruction of residential houses and other buildings

The main factors causing natural disasters are:

1. Degradation of the environment
2. Uneven distribution of the infrastructure
3. Global climate changes
4. Densely populated territories and territories prone to natural disasters
5. Irrational distribution of the economy
6. Violation of land use rules
7. Lack of information and knowledge
8. Construction of cities and big engineering structures
9. Development of new territories
10. Selection of inappropriate areas for residence
11. Unsustainable extraction of mineral resources
12. Economic development

In parallel to population growth, scientific/technical achievements and complicated social structure, mankind becomes more and more vulnerable to extreme natural disasters- subsequent damages of which depend not only on their propagation area but also the unexpectedness.

Over the last 50 years, human activity has changed the environment much more than during the whole history of mankind. The primary reason for this is population growth. According to calculations, by 2050, the total number of the world's population will reach 8.9 billion. Naturally, population growth increases the demand for natural resources (food, water, timber, fuel).

On the one hand, this intensive and often uncontrolled impact on the environment has promoted economic welfare, but on the other hand, it has given start to the degradation of mostly irreversible environmental processes that pose a real threat to people's social and economic welfare.

#### 4. Objectives/goals of the activity/programme

The objective of this program is to achieve in the future a significant reduction of damages caused by natural disasters- namely to reduce considerably the risk of deaths and the destruction of social, economic and environmental resources.

People living in developing countries such as Indonesia and other countries in Southeast Asia are more vulnerable to natural disaster risks and carry the biggest losses in human lives and livelihood. As of today, the number of deaths resulting from natural disasters in developing countries is 13 times higher when compared with developed states.

This is why it is important to carry out relevant mitigation measures which significantly reduce natural hazards and their associated damages.

Any person can become a victim of a disaster. Nevertheless, damages and significant economic losses can be avoided with the development and implementation of proper risk reduction measures.

For this purpose, the school has undertaken the responsibility of reducing disaster risks. It is important to note that education provides the best instrument for disseminating the information necessary to reduce disaster risks and to facilitate the development of strong social values.

5. Period of time when this activity/programme was/has been implemented

The school has run this programme for about 4 (four) years

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

Knowledge of basic safety measures

1. Learners know of precautionary, safety and self-protection measures to be taken before, during and after a disaster by their family, at community level, and at school
2. Learners know of warning systems in place to alert people to impending hazard
3. Learners know of first aid procedures

Knowledge of disaster management mechanisms and practices

1. Learners know of local, regional, national and international disaster response infrastructures and mechanisms
2. Learners know the roles and responsibilities of local, regional and national government, as well as of private and civil society sectors, before, during and after times of disaster
3. Learners know of locally-valued indigenous disaster risk reduction and disaster coping behaviours and mechanisms

Knowledge of the environment and of the environmental/human society interrelationship

1. Learners understand the idea of an ecosystem, how humans are actors within ecosystems, and that the reverberations of environmentally unfriendly behaviours will work through the system to harm humans
2. Learners understand the specifics of how human behaviours and practices can harm the environment
3. Learners know of environmental issues impacting on their community; their causes, effects and amelioration
4. Learners know of local and global examples, of how damage to the environment aggravates the incidence and severity of hazards
5. Learners understand the meanings and principles of conservation and know of practical conservation measures in their locality
6. Learners understand the concept of sustainable development and know of concrete and practical ways of living sustainably (including sustainable usage of land and natural resources)
7. Learners understand the negative interface between sustainable development and disaster

Knowledge of climate change

1. Learners understand the difference between 'weather' and 'climate'
2. Learners understand the dynamics of climate change
3. Learners understand that climate change is generally human induced and they can identify patterns of behaviour, practices and lifestyles that are causing the climate to change
4. Learners understand that climate change is exacerbating the incidence and severity of disasters

5. Learners know how to apply climate change learning to their own lives and to patterns of behaviour in their community

Knowledge of differential and disproportionate impacts of hazards on people

1. Learners understand how and why disasters can be devastating for some communities while others are left relatively unscathed
2. Learners understand the concept of climate injustice, i.e., that climate change is falling disproportionately on those least responsible, and know and understand proposals for 'climate justice'
3. Learners understand that children are often especially affected by disaster
4. Learners understand that disasters have differential impacts according to gender and socio-cultural status

7. Resources used for implementing the activity/programme

Books, Internet, Newspaper, Magazines, Articles, Human resources, and other speakers who are relating with this kind of education.

8. Monitoring and evaluation mechanism and results

1. The monitoring and evaluation is held from the teachers once a week.
2. The monitoring and evaluation is held from the headmistress once a month.
3. The monitoring and evaluation is held from the contributors once in three months.

The mechanism is from the teachers who involve daily with the students and monitor them in implementing the programme.

After that the teachers make the report to the headmistress and the headmistress monitors them once a month by involving directly.

After three months the headmistress makes the report and normally the school invites the contributors whether they are from local government or public and private parties to measure what the students have done.

The result is running better every month since the students could get many new information from the teachers and contributors, and besides they also like to share the knowledge to their friends and their family.

The evaluation consists of:

Written tests (including a computer-based exam and multiple choice questions)

Written essays

Self/peer assessment

Oral questioning

Simulation

Observations

Artefacts (e.g., drawing)

Questionnaires

Oral/written comments

Homework

Demonstration, miming, singing, storytelling

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

<b>Name of Partners</b>	<b>Roles or contributions</b>
a) Local Government	Moral Support
b) Badan Lingkungan Hidup	Materials, tools, and money support
c) Bank BNI 46	Infrastructure
d) Hypermart	CRS
e) Dancow	Health Support
f) Dinas Kesehatan Kota	Medical Support

## 10. Benefits/impacts of the activity/programme to teaches, students and the community

Children are the most vulnerable members of the population during disaster situations because they often do not have access to information and therefore lack the knowledge and skills that would enable them to protect themselves and make correct decisions during these difficult circumstances.

Schools can play an important role in education for disaster risk reduction because they often are important centers of community life. Therefore, schools directly impact not only the lives of teachers, students, parents and their relatives, but also the community as a whole. The majority of children spend most of their time at school and the school environment can determine their future destiny.

The best way to avoid disaster risk is to change human behavior through the dissemination of knowledge and the obtainment of the skills necessary for personal and collective safety. This is the most effective education for disaster risk reduction tool.

In order to achieve this goal, it is important:

1. to disseminate education for disaster risk reduction information at all levels, especially among populations living in the high risk zones;
2. to develop educational programs in education for disaster risk reduction;
3. to develop a safe behavior model and skills among students.

Society, as well as schools, has a great moral responsibility to create a safe environment for students and their teachers. The greater the level of self-organization that exists within society, the greater its potential becomes to avoid or mitigate the negative consequences of natural or man-made disasters.

All initiatives targeted to increase the level of safety and disaster-preparedness must be implemented by school administrations, teachers and students in close cooperation with the emergency management authorities.

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

Plan for sustainability:

For sustainability, the school gives the assessment of student in this disaster risk reduction learning is thin on the ground. The assessment that does take place tends to be summative and written rather than formative, multi-modality, and designed to inform and improve the learning process.

Exciting ideas for education for disaster risk reduction-appropriate student assessment such as self-assessment, peer assessment and portfolio assessment tend to remain for the most part aspiration with relatively few examples of their concrete implementation.

Assessment tends to signal curriculum status, while shortfalls and shortcomings in assessment of student in this disaster risk reduction learning leave the integration project incomplete.

Teacher professional development in education for disaster risk reduction also needs advancing. In a number of cases, teachers are given a manual for teaching disaster risk reduction but provided with no training. In other cases, the manual is linked to training. Most training described in the case studies is content-focused, i.e., concerned with familiarizing teachers with the new content they are being asked to deliver. In some cases, practice in education for disaster risk reduction facilitation in the classroom through interactive processes is given equal weight in the training alongside the introduction of new content. Across the case studies, however, the training remains of short duration, usually a one-off event, with no evident follow-up, aftercare or learning reinforcement. There is therefore a clear need for more systematized, reinforced and sustained professional development.

Plan for the future:

As plan for the future, the school gives the training to the teachers and also provides the students with the relating material and speakers about education for disaster risk reduction.

12. List of attachments such as a copy of learning/ teaching materials, samples of student worksheet, manual, etc.

Attachment 1) Submission Form  
Attachment 2) Pictures Collection  
Attachment 3) guide lines consultation 1  
Attachment 4) guide lines consultation 2  
Attachment 4) guide lines consultation 3

13. Photos related to the activity/programme (The school can provide the related photos as many as you can)

Photos related to the activity can be found in Power Point Form (file attached)