



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

- To participate in the SEAMEO-Japan ESD Award, please submit the information of your school's activity/programme on Education for Disaster Risk Reduction in English language by using this Submission Form.
- The digital format of this Submission Form can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to the email address: seameojapan.award@seameo.org.
- The guidelines for submission of entries and the judging criteria are detailed in page 13-15 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **25 August 2012**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +662 391 0144, fax number: +662 381 2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school: SD N 1 Balerante
2. Full address: Balerante, Kemalang, Klaten, Jawa Tengah Indoneisa
3. Postcode: 57484
4. Country: Indonesia
5. Telephone number (country code+city code+telephone number): +6281228068574 (cq Mr Surono Ama)
6. Fax number (country code+city code+fax number): +62 271 714057
7. Name of the Head Master/ Principal/ School Director: Harinto, S.Pd
8. Name of Teacher Coordinator: Surono Ama
9. Email address: sdbalerante_1@yahoo.co.id
10. School website (if available): about the balerante can be accessed at website : www.spekham.org
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): primary scool
12. Number of teachers in your school: 13 people (11 daily teacher, two teachers' extracurricular)
13. Number of students in your school: 106 person
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) Surono Ama (Associate Expert of Religion)
 - b) Harinto S.Pd (Bachelor of Education)
 - c) Heru Kustiawan S.Pd
 - d) Maria Sucioningsih S.Pd

Students:

- a) Yulia Agustina
- b) Ahmad Syarifudin
- c) Dwi Novinda
- d) Dewi Ambarwati
- e) Nur Rohman Juliyanto

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 (DRR)

"It is the common lesson but DRR material is the core "

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

Method by integrating Disaster Risk Reduction in general subjects. Each teacher makes learning method that can relate the Disaster Risk Reduction material to the topics relevant especially Merapi eruption and earthquakes. Demands of teachers to be able to make a relationship the topic of Disaster Risk Reduction in general subjects amnestied is a challenge. For example, teachers of religion subject. Like Mr. Surono said *"I am teaching religion subject, when there's a point about doomsday and peoples have to preparing themselves. I can relate this subject to disaster risk reduction. More needs to be prepared, eg Merapi eruption that could potentially be the end of time. We must be ready and do something. If that was like an earthquake, we take refuge under the table."*

Disaster simulation periodically on the agenda for children's learning. Age of the child is bright age and easy to remember of many things, so that schools and learning materials for Disaster Risk Reduction that was held incidentally can be packed. Almost every child in Balerante tell the things that happen in school to their parents. Simulations in this area is not a regular agenda so that children experience on school that told to their parents is very useful.

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

The slopes of Merapi is where people of Balerante spend the time of their life. It could even be said of the early morning return to another resident Balerante always be here. Based on the geographical location, Balerante is 831.1230 ha. On the north, adjacent to Mount Merapi National Park. The south, adjacent to Village Panggang. The east adjacent to Village Sido Rejo. Western border is a different story with the wind direction before, although only separated by a narrow road with no signs, already different cities and even provinces. West boundary is the village of Cangkringan sub-district Glagaharjo, Sleman Jogjakarta.

Merapi volcano is still active. Volcanic activity has the potential to be a disaster at any time for residents who live around it. Merapi eruption in 2010 was the last eruption that felt by residents. Balerante Primary School is in a short distance away from the trim and into the

Disaster Prone Area 2 is also feeling the effects of the eruption of Merapi in 2010. Potential eruption of Merapi can be said to be patent. Teachers and students of Balerante's primary school are realize the importance of disaster risk reduction as a consequence of living area prone to disasters.

These consciousness are stipulated in the form of awareness programs for Disaster Risk Reduction is performed in cooperation with school authorities and other parties. Special programs are not easy to do because these schools are public schools have a strict rule line and its top down. In principle, all of the school curriculum is set by the education office. Balerante's primary school benefit because there are still those who care to make a series of Disaster Risk Reduction though insidental.

The concern from the outside are inspiring the school (teachers) to create a learning method that can be slip Disaster Risk Reduction materials in the subjects they teach. This material inserted always done especially when Merapi activity is still high and perceived by the public Balerante.

SDN 1 Balerante

1. Location.

a. Distance from the mountain

SDN 1 Balerante located on RT 07 RW 04 Balerante, a distance of approximately 4 -5 KM from Mount Merapi. SD's position facing directly south of the volcano so that all activities can be monitored clearly by naked eye from this school.

b. Distance from student's house to the school

This school has 114 students from balerante, besides that there are also students from outside the area around Mount Merapi among others from Kalitengah Lor, Kalitengah Kidul and Srunen that located on Cangkringan Jogjakarta. Student whi live fastest is from Sambung Rejo, it's about 1,5 – 2 kilometers from school. Sambung Rejo is about 2 – 3 kilometers from Mount Merapi and being the highest village in Balerante.

2. Student access to school

Many students go walk to get to school, and some are driven by parents, steep road is extremely dangerous for students to ride a bike. there are some students who ride a motorcycle despite being warned of the dangers and risks are very large.

3. School facilities

a. School environment

SD Balerante has an area of 250 square meters, divided into 6 classes, one room school principals and teachers, first aid room, 1 multipurpose room and library, and some toilet.

b. Supporting facilities for teaching and learning activities

facilities owned by the school is not yet complete, still need a language laboratory and arts facilities. No play area and sports area because of the narrow courtyard, so if they want to

exercise should go as far as 200 meters from the school.

c. disaster risk reduction facilities in schools

Disaster risk reduction facilities primarily associated with information and evacuation assistance is very easy to get there is one central monitoring volcano activity are located near schools, 1 unit Balerante SAR and beside that here is a community radio that also functions as a natural laboratory for students of UGM.

4. Objectives/goals of the activity/programme

- a. Make students aware of the importance of early Disaster Risk Reduction (Disaster Risk Reduction as a lifestyle).
- b. The students can share knowledge gained from school to family and community.

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

During the school year, was first initiated in 2006 after the eruption of Merapi and the earthquake in Jogjakarta.

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

- ✓ Simulation and life safety training cooperate with concerned agencies Mount Merapi
- ✓ Study on Disaster Risk Reduction as an additional material and inserts

7. Resources used for implementing the activity/programme

Teachers, students and surrounding communities as well as village officials and volunteers in monitoring post

8. Monitoring and evaluation mechanism and results

Disaster Risk Reduction activities in the sidelines of these subjects to be discussion subject in the teachers room. And this could be a discussion forum for sharing and complementary as an evaluation materials. For activities outside of school hours there is also analysis of school action plans and standard operating procedures and are equipped with monitoring and evaluation.

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.

Name of Partners	Roles or contributions
a) SPEK HAM	Trauma healing and psikososial
b) Setara Kita	Trauma healing, psikososial and advokasi
c) UPN	simulation of disaster risk reduction
d) Lessan	simulation of disaster risk reduction and healthy
e) village government balerante	support and means of evacuation
f) BPBD (local disaster management agencies)	Information system and location of evacuation
g) volunteers, Central Monitoring 907 Balerante	Information system, voluntary evacuation, health and general kitchen

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

For Students

- a. The children come to understand the ways to act when there is a disaster
- b. Children can discuss or engage in dialogue with the family (eg Family Mbak Barunik)

One story written by a child when asked to outline the benefits of disaster risk reduction, he is Nurrohman Juliyanto (grade 5 Civil Primary School 1 Balerante).

"Apparently a lot of benefits after participating in Disaster Risk Reduction. It is worth all the advantages, because in my area there is also a disaster, catastrophic volcanic eruption. The advantage is when there are catastrophic eruption was so understood that it is dangerous, soul survivor, do not panic, to gather with family when in refugee camps, no trauma and there are very many more. So I am pleased to be following the disaster risk reduction therefore essential to my soul, because if there is a disaster could have survived even though the property did not survive but the important thing are our souls. So I have to always be vigilant in the face of disaster since my area is very prone to disasters. Mountains that in my area are the world's most active volcano and the mountain was named Mount Merapi and very close to my house at only 4 kilo meters. So that makes me always wary because often erupt."

For Family

- a. Parents become understand by their kids's story.
- b. Disaster Risk Reduction subjects become means of communication in household.

Similarly, for a close family Balerante, Primary School students receive the benefits of this Disaster Risk Reduction.

Eg. Mrs. Darso (mother of student grade 5)

"If in any Primary School there's DRR, it's good too to improve the understanding of the child that the child is living in disaster-prone areas, reducing or helping parents to task provide information. My daughter told me that she did DRR practice. The result? She told that the subject on practice are how to do evacuation and took to shelter just like it really happen. "

For the community :

- a) A good knowledge of children about DRR ease the evacuation process, so that when the evacuation is really happening all goes well. Children do not become an obstacle.
- b) Children can help their parents to prepare for evacuation so as to speed up the process of mass evacuation

DRR activity Darwono as a manager of sub-station

Children are taught DRR is a good move considering here is the Disaster Prone Area, so that children also need to know what to do to protect theirsself at least himself and his family, but actually I think these kids need to be strengthened on the psychological. If it is technically bound to obey their parents, parents ran, they ran too, it's impossible when the parents ran but they still survives in accordance with procedures. In addition to

psychological, children should also be introduced to the natural signs of passing sirens and alarms and other sounds.

11. Plan for sustainability and plan for the future

Plan for sustainability:

- a. incorporate DRR into specific subjects
- b. instill in all students that the disaster was very close to people's lives balerante

Plan for the future:

- a. Advocacy for DRR into the education so that local content is valid
- b. There is a network between schools which are to strengthen the slope of Merapi DRR

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

Attachment 1) SOP (standard operating procedures) guide the implementation of DRR activities that have been agreed between schools around the slopes of Merapi is used as a reference by teachers and principals as well as citizens of the school in implementing disaster risk reduction.

Attachment 2) Photos of the DRR activities ranging from children play as usual until he was in the refugee camps to escape and be with his family.and get trauma healing.

Attachment 3) Film of the simulated disaster risk reduction undertaken by schools in collaboration with several institutions concerned with the DRR. More info can be viewed at <http://www.youtube.com/watch?v=0whXuhQx9Wg&feature=youtu.be>

Attachment 4) Fact Sheet/Cerapung (cerita anak pegunungan/ mountain children's story) Is the media psychosocial support to children balerante published each month after the eruption of cooperation with some NGOs concerned about the child. More info can be viewed at <http://www.spekham.org/archives/1182>

Attachment 5) Poster, This media contains the recommended measures during eruption of Merapi. Posters taped to the walls of schools in several versions.

Attachment 6) List of students of Civil Primary School 1 Balerante.



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