



MEXT

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

SEAMEO-Japan ESD Award

Theme for 2012: Education for Disaster Risk Reduction

Supporting Partners:



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: SD Muhammadiyah Pandes (Muhammadiyah Pandes Elementary School)
2. Full address: Pandes, Wonokromo Village, Pleret Sub-District, Bantul District, Yogyakarta Province
3. Postcode: 55791
4. Country: Indonesia
5. Telephone number (country code+city code+telephone number): +62 274 7437969
6. Fax number (country code+city code+fax number): N/A
7. Name of the Head Master/ Principal/ School Director: Paryanto, S.Pd
8. Name of Teacher Coordinator: Daryanto, S.Pd.I
9. Email address: sdmuh_pandes@yahoo.co.id
10. School website (if available):
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Elementary School, Grade 1-6
12. Number of teachers in your school: 10
13. Number of students in your school: 116
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) Wartilah, S.Si
- b) Ulfah Marwiyati, S.Ag
- c) Karyati, SE
- d) Siti Halimah, S.Pd.I
- e) Hariyani, S.Ag

Students:

- a) Sumayah Fahrunita
- b) Bima Nur Pratama
- c) Astari

- d) Devi
- e) Ilyas Affandi

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

School Based Disaster Risk Reduction

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

School has programmed disaster risk reduction activities, as outlined in School Program Plan (RKS, Rencana Kerja Sekolah) for short, medium, and long term. In School Budget (RKAS, Rencana Kerja dan Anggaran Sekolah), some fund were allocated to support those activities. Programmed DRR activities in SD Muhammadiyah Pandes are:

1. Dissemination of disaster risk, conducted every year in the beginning of new school year. This activity involves students, teachers, school staffs, stakeholders and surrounding community.
2. Develop Earthquake Risk Map, Evacuation Map, and Evacuation Sign in school. Evacuation signs are posted in classes and school corridors.
3. Integrate DRR education in school curriculum. It includes the development of curriculum for disaster education, syllabus, annual program (*Program Tahunan/Prota*), semester program (*Program Semester/Promes*) and lesson plan.
4. Integrate DRR education campaign in local cultural performances, namely wayang (leather puppet show). However, unlike ordinary wayang, which is made of leather, this wayang set is made of cardboard, and played by students.
5. Earthquake Disaster Simulation Exercise/Mock Drill, conducted once every two months. Every school community members (students, teachers, school staffs) participate in this activity.
6. Create earthquake preparedness and information sheets, to remind everyone that such disaster can happen anytime, anywhere and to anyone.

Hopefully with these activities will help minimize casualties/injuries/damage following sudden and unexpected disaster such as earthquake. Knowledge about hazard and disaster potential, how to mitigate/prevent, how to prepare oneself, and what to react in disaster, will help reducing one's risks and better prepare him/her if a disaster (earthquake) do occurs.

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

Disaster Risk Reduction education was initiated after Yogyakarta 27 May 2006 earthquake. The earthquake stroke early in the morning, and claimed more than 6000 casualties. Among all Muhammadiyah Pandes students (total at that time 133 students), two died and 20 injured.

Based on rough investigation, we found that most of the victims did not have enough knowledge on disaster and how to protect themselves if disaster occurs. When the earthquake happened, people did not know what to do and panic. Many people were crushed under collapsed buildings. If only they know how to prepare themselves against earthquake and what to do during earthquake, the casualties will probably be lower.

From this experience, we concluded that disaster education should be introduced to children as early as possible. As an educational institution, we felt obliged to facilitate the students to learn about disaster, its characteristics, and how to prepare themselves for future disasters.

4. Objectives/goals of the activity/programme

Objectives:

Give basic/practical knowledge about earthquake to students so they know how to prepare against it and what to do to protect themselves during earthquake.

Goal:

Cultivating disaster preparedness and risk reduction culture among students so they can cope better and be ready for future disaster, especially earthquake.

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

No	Program Activity	Target	Period	Person in Charge
1	Disaster Risk Reduction Dissemination	Students and teachers To increase knowledge and awareness of students, staffs and stakeholders on disaster risk reduction in school.	Once a year, in the beginning of new school year (during student orientation period)	Team* (teacher, school committee, local community figures)
2	Develop Earthquake Risk Map and Evacuation Route.	Students and teachers Students and staffs know where the safe place and gathering points are.	Once every four years; the first was on May 2011, assisted by Perkumpulan Lingkar.	Team* (teacher, school committee, local community figures)
3	Develop syllabus, annual program, semester program and lesson plans, with disaster risk reduction integrated into them.	Teachers. Teachers able to develop teaching tools, such as syllabus, annual program, semester program and lesson plans, to convey DRR messages and knowledge to students.	Annually. Before the new school year begins.	Team* (teacher, school committee, local community figures)
4	DRR Campaign using local culture performances (cardboard puppet).	Students and teachers Students recognize signs of impending disaster, and understand how to protect/save themselves during disaster.	Once in four year. The first was at June 2011, assisted by Perkumpulan Lingkar	Team* (teacher, school committee, local community figures)
5	Earthquake Disaster Simulation Exercise	Students and teachers Students and staff fully understand and	Quarterly. Every June, September, December, and March.	Team* (teacher, school committee, local community figures)

		able to practice the procedures when earthquake strikes, to minimize damage.		
6	Create earthquake preparedness and information sheets	Students and teachers Constantly reminds students and teachers that disaster (earthquake) can struck anytime without warnings, and therefore, they must always be ready and aware.	Once every three years. 3 The first was at May 2011, assisted by Perkumpulan Lingkar	Team* (teacher, school committee, local community figures)

*) Refers to School Development Team (TPS, Tim Pengembangan Sekolah)

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

Short-term Actions:

1. Develop disaster-related syllabus and lesson plans, and deliver them to students, 4 class-hours a week.
2. Earthquake Simulation Exercise, involves all students and staffs.
3. Provide emergency equipments.
4. Creating disaster awareness materials such as brochure, leaflets and stickers.

Implementation Strategy:

1. DRR materials are integrated into school subjects.
2. Earthquake simulation is conducted once every two months, at first Saturday of the month.
3. Allocate budget in RKAS to purchase necessary equipments.
4. Allocate budget in RKAS to create campaign media.

7. Resources used for implementing the activity/programme

Human Resources:

1. Teacher
2. Student
3. School Committee
4. Local villagers
5. Local (Village/Sub-District) Government
6. Facilitator, resourceperson

Other resources:

1. Emergency Equipment (megaphone, emergency ladder, first aid kit)
2. Disaster Books/References
3. Disaster-integrated documents (Syllabus, lesson plans, etc).
4. Open field
5. School building (classroom, school clinic, etc)
6. School furniture (desk, cupboard, etc)

8. Monitoring and evaluation mechanism and results

Monitoring and evaluation was conducted by school principal and Head of School Development

Team (TPS), every six months. Monitoring was conducted by examining teaching reports and simulation reports; and physical examinations to emergency equipments. The results will be used to improve subsequent short-term programs.

No	Program Monitoring	Result	Person in Charge	Recommendation
1	Disaster Risk Reduction Dissemination	Disaster materials are still limited, and delivered in an uninteresting way.	Team* (teacher, school committee, local community figures)	Resource person who master the topic of DRR is essential.
2	Develop Earthquake Risk Map and Evacuation Route.	Many evacuation route signs are missing	Team* (teacher, school committee, local community figures)	New evacuation signs should be created and installed.
3	Develop syllabus, annual program, semester program and lesson plans, with disaster risk reduction integrated into them.	Some teachers have not finished developing disaster-integrated syllabus and lesson plans.	School Principal	Conduct internal school workshop to refine and improve DRR-integrated syllabus/lesson plans.
4	DRR Campaign using local culture performances (cardboard puppet).	DRR campaign using cardboard puppet performance are not maximum because the performer still lacks performing skills.	Team* (teacher, school committee, local community figures)	Get a mentor to improve and enhance performing art skills.
5	Earthquake Disaster Simulation Exercise	Some staffs still lacking the enthusiasm.	Team* (teacher, school committee, local community figures)	Improve motivation through disaster preparedness training

*) Refers to School Development Team (TPS, Tim Pengembangan Sekolah)

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) Plan Indonesia	School building construction; provide school furniture/equipment, such as desk, cupboard, schoolbooks, computers, etc.
b) MDMC (Muhammadiyah Disaster Management Center)	Schoolbooks about disaster; syllabus, lesson plan, worksheet, etc
c) Perkumpulan Lingkar	Providing knowledge and insight to disasters, as well as mindset and actions against disaster; by integrating them into school curriculum

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

1. The most perceived benefit of DRR education is the increased knowledge and insight on

natural hazard such as earthquake. Attitude and behaviours influenced by the understanding of disaster risk reduction leads to significant changes in responses towards disaster. For example, students and teachers no longer frightened and panic during earthquake, but keep calm and take shelter under their table. After the shake stopped, they quietly marched out of the class into designated safe places, all the while protecting their head with schoolbag.

2. School now has some basic emergency equipment, such as megaphone, emergency ladder, flashlight and first aid kit. And also, various disaster-related books/references.

11. Plan for sustainability and plan for the future

Plan for sustainability:

- School has planned to conduct regular earthquake simulation every two months. Also, to provide equipments not yet owned, such as emergency tents, fire extinguisher, emergency cooking kit, etc.
- School will constantly evaluate the implementation of DRR-integrated curriculum to ensure its compliance with minimum passing standard. Furthermore, school will constantly evaluate and improve DRR-related material in syllabus, lesson plans, etc.
- Conduct DRR campaign through brochures, stickers, and other medium.

Plan for the future:

- Continuously promote disaster awareness culture through learning media, to instill understanding that earthquake (and other phenomenon) is a natural event that should not be responded with excessive fear.
- Establish cooperation with local village government to synchronize school emergency procedures with those of the village's.

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

- Attachment 1: School Development Plan (Rencana Pengembangan Sekolah)
File: ATT01_MPandes_School_Dev_Plan.pdf
School Development Plan is a document containing school vision, mission, and programs for five years. Contains activities and budget plans to achieve school goal.
- Attachment 2: School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*)
File: ATT02_MPandes_KTSP.pdf
KTSP/SBC is developed based on National Education Act 2003 and Government Decree 19/2005 on National Education Standard. Basically, it is a set of education plan developed and implemented in each education level. KTSP is developed by each school based on actual needs and conditions of the school, in adherence to standards provided by Government. SD Muhammadiyah Pandes' KTSP has integrated disaster risk reduction and education for sustainable development, as elaborated in syllabus and lesson plans.
- Attachment 3: Syllabus
File: ATT03_MPandes_Syllabus.pdf
Syllabus is is an outline and summary of topics to be covered in teachings, to create more effective learning and teaching process. DRR has been integrated in indicators and learning activities. Attached is example of syllabus in SD Muhammadiyah Pandes.
- Attachment 4: Lesson Plans (*Rencana Pelaksanaan Pembelajaran/RPP*)
File: ATT04_MPandes_RPP.pdf
Attached are lesson plans for Indonesian Language and Social Science which has integrated DRR.
- Attachment 5: School Contingency Plan
File: ATT05_Mpandes_Contingency_Plan.pdf

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. SD Muhammadiyah Pandes has developed contingency plan for earthquake. The plan includes evacuation process up to the release of students to parents. The plan is tested and evaluated through simulation activities carried out regularly.

- Attachment 6: School Budget (RKAS, Rencana Kerja dan Anggaran Sekolah)
File: ATT06_MPandes_Budget.pdf
School Budget is devised using school-based budgetting system approach. This budget has allocated a special fund for DRR-related activities.

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

Photo 1.

Finished earthquake evacuation map (left). The map is based on hazard, vulnerability, capacity, risk analysis, which conducted with active participation of children. In the right photo, children were discussed risks of their school.



Photo 2.
The process of formulating school contingency plan, facilitated by facilitators from Perkumpulan Lingkar.



Photo 3.
Earthquake simulation in SD Muhammadiyah Pandes.



Photo 4.
Children create puppet from cardboard. Finished puppet then played in the performance for DRR campaign



Photo 5.
Poster is used as DRR campaign medium. The design is based on children suggestions and drawings. In left photo, the poster is used to disseminate DRR information to new students.

