

Building Safer and Resilient Schools

The Indonesian Red Cross Society Central Java Province

Case Study



BACKGROUND

Indonesia is a country archipelago of 17,508 islands scattered over an area of 5.2 million square kilo metres, with 80,000 coastlines and a population of 210 million people. The Indonesian archipelago is also located where 3 tectonic plates meet (the Eurasian Continental Plate, the India-Australian Oceanic Plate, and the Pacific Oceanic Plate) along the "ring of fire". This makes Indonesia vulnerable to geological hazards including volcanic eruptions, earthquakes, tsunami and landslides. Other potential natural disasters are floods, droughts, tidal waves, and tropical cyclones. According to the Centre for Research on the Epidemiology of Disasters (CRED), over 19 million people were affected these disasters from 1980 through 2009.

In the central part of Java with an area of 32,548 square kilometres and a population of 32,177,730 people, there were 979 disasters occurring in the period of 1998 - 2008. According to the National Disaster Management Agency (BNPB), there were five main types of disasters that could affect large numbers of victims in Central Java, namely, floods, landslides, climate change, earthquakes and tsunami. The southern part of Central Java where tectonic plates meet makes this area especially vulnerable to earthquakes. The analysis of potential earthquakes shows 5 primary districts in the area that are very close to the plates on the south sea that caused widespread destruction, namely, the Districts of Cilacap, Kebumen, Purworejo, Wonogiri and Klaten. Though no exact data is available regarding the impact of the 2006 earthquake, 2007 tsunami and 2009 earthquake, it has been widely publicized that most of the victims - deaths or injuries - were women and children.

The impact of these earthquakes and tsunami were also felt by the school communities situated along the south sea. In the 2006 tsunami the schools with large compounds and located in higher levels served as temporary shelters. The experience showed that if a school was affected by a disaster, those who had to give first aid and rescue activities were naturally the people in the school themselves (students, and teachers). In anticipating the various threats of disasters, it is imperative that the schools be made prepared by increasing their resilience and self-help spirit.



PROGRAMME OVERVIEW

Disaster Preparedness in School is part of the many Indonesian Red Cross (PMI) Disaster Preparedness programmes. The programme aims to increase the safety and resilience of schools in the event of a disaster. The PMI Central Java Chapter undertook this programme in 30 Junior High Schools and Senior High Schools in Cilacap and Kebumen districts targeting 24,395 beneficiaries comprising of 22,915 members of Youth Red Cross, 1,340 teachers, 60 Volunteers Corps and 80 members of Community Based Action Teams (CBAT). In fact, the impact of the Disaster Preparedness in School Programme was not only benefited by the target group but also by the community members as well as children. Disaster Preparedness in School programme has 4 components:

1. Capacity building in disaster risk reduction for the teachers who are in charge of Youth Red Cross and PMI Volunteer Corps
2. Training and assistance for Youth Red Cross members,
3. Awareness raising activities for teachers, students, parents and community members.
4. Mitigation of disasters risk and impact.

In general, the implementation of the Disaster Preparedness in School Programme is adopting strategies that could be described as follows:

1. Assessing and Addressing Disaster Preparedness in School at the National Level

Since 2006, the training of Youth Red Cross was mainly directed to supporting emergency response activities such as assisting the field kitchen, erecting tents, doing evacuations, etc. However, during the National Youth Red Cross Gathering (Jumbara) in Palembang attended by representative from 33 provinces, PMI identified that this type of training is not totally in line with the objectives of improving the quality of Youth Red Cross. It was decided during Jumbara 2006 that Youth Red Cross should also be involved in health services and disaster risk reduction activities.

The Framework for the Disaster Preparedness in School Programme was initiated in 2006 and focused on raising awareness of youngsters and children. Activities were implemented as a 'try out' in North Sumatra, Bali and Java. The workshop taught approaches and strategies of Disaster Preparedness in School as a part of Youth Red Cross management. It also covered capacity building of young people, providing social support from teachers and volunteers, conducting advocacy and the disseminating information to the decision makers such as principles, School Foundations and other Education agencies.

The PMI board has a responsibility to formulate strategies and policies so it was very important for PMI board members to have a complete understanding of Disaster Preparedness in School concepts and strategies, otherwise it will be difficult to integrate this programme into the strategic plan of PMI so a workshop was held in 2008 and was attended by board members of 35 PMI branches in Central Java provinces. The workshop was designed to increase the understanding of the relevance between the Disaster

Preparedness in School programme and the mission of PMI, as well as its concept and strategies. The involvement of PMI board members at the initial phase had become the key to attaining safer and resilient schools and sustainability.

2. Capacity building for Supporting Teachers of Red Cross Youth and Volunteers Corps

A child's development will be highly influenced by their environment and how they interact within it. To promote behavioural change concerning disaster risk reduction, it is necessary to provide and/or increase the social support for teachers. Teachers will not only take the lead role during disaster risk reduction training in schools, but will also to serve as role models children in promoting the maintaining of a healthy life style and in conducting disaster preparedness measures.

PMI Central Java Chapter conducted training on disaster risk reduction for facilitators and was attended by 120 teachers. By observing young people's character and the local culture during training, teachers learned methods of delivering the message on disaster risk reduction effectively. This process also can assist the Volunteer Corps.

After completing the training, the teachers and Volunteers Corps will prepare extracurricular lesson plans for Youth Red Cross. It is a process of delivering training for 30-50 students in each school, and conducting the dissemination of information on Disaster Risk Reduction to Youth Red Cross. By using the Vulnerability and Capacity Assessment (VCA) tools, teachers and Volunteers Corps will help school members identify hazards, risks, vulnerability, and their capacities. They then will also develop risk reduction plans in these schools. School members are expected to be able develop their management capacity to conduct emergency response such as skills involving evacuations, first aid, etc. School members should be able to formulate their Standard Operating Procedure (SOP) of emergency response, risk mapping, contingency planning, and evacuation routes in coordination with the local community and the local government.

PMI Disaster Risk Reduction Framework

In 2007, the International Federation of the Red Cross and Red Crescent Society (IFRC) launched the Global Alliance for Disaster Risk Reduction (GADRR) which marked the commitment of the International Federation in supporting the National Society particularly in developing areas which are vulnerable to disasters and need to conduct Disaster Risk Reduction.

Since joining the GADRR in 2009, PMI has developed the Disaster Risk Reduction Framework in which Disaster Preparedness in School became an activity prioritized by PMI to scale up the development of safer and more resilient communities.



3. Establishing Youth Red Cross as Peer Educators on Disaster Risk Reduction

The Child Protection Law No. 23 of 2002 emphasized the importance of providing special education and protection for Indonesian children. And it is government's task, the relevant authorities and the organisations with the required competence and concern, to ensure the attainment of such special education. In line to the UN Convention on Rights of Child (UN-CRC) 1989, which state that children entitle to be involved in the aspects of development, including its planning, implementation, monitoring and evaluation activities. Since 1996, PMI Central Java Chapter has initiated Youth Peer Education. Through this approach, the life skills education process is applied to facilitate members of Youth Red Cross to develop positive qualities to fulfil their needs and face the daily challenges of life as defined in the 7 principles of Red Cross movement.

Through the Disaster Preparedness in School Programme, Youth Red Cross members will receive training on disaster risk reduction. The training will provide them with life skills education involves 4 aspects: Head (marked by increased knowledge on hazards, risks, vulnerability and capacity), Hand (marked by increased skills to identifying priorities of their vulnerability to be reduced by their own capacity), Health (marked by their ability to develop mental, physical, and social health in managing disaster risks) and Heart (marked by the actions to mitigate the disaster risks and impacts). Various methods are applied in the effort to give them knowledge and skills as well as develop their positive characters through the fun learning, learning by doing, discussions, and practice. Their knowledge and skills are applied through the service principle 'Tri Bhakti' of Youth Red Cross. As Youth Red Cross members, they develop strong characters, healthy lifestyles, show leadership, are creative, and are cooperative, friendly and charming.

The ideas, opinions and proposals of Youth Red Cross members should be recognise. It is a part of their development to be involved in Disaster Preparedness in School programme. They should be involved in various activities such as developing risk mapping, determining evacuation routes, preparing school mock-up plans and preparing risk reduction plans. These activities are designed to improve knowledge, skills, attitudes and behaviour on disaster risk reduction of their peer groups.

"Video participatory" is one approach in the Disaster Preparedness in School Programme. Youth Red Cross members have an important role in promoting disaster risk reduction. After receiving some film making lessons, Youth Red Cross members prepare a scenario then do the filming. The video shows various messages on behavioural change. The important messages for youth focus on disaster preparedness, climate change adaptation, hand-washing campaigns or environmental issues.

Youth Red Cross members and PMI Volunteers can also conduct joint activities such as panel exhibitions in business venues, screening movies, playing games and develop talk shows on disasters as media promotion. The promotion should not only focus on Junior High and Senior High School students, but also Elementary School students who have the same needs concerning disaster risk reduction promotion.

Youth Red Cross members also play an important role as bridges between schools, families and the community members in implementing the disaster reduction programme. A series of campaigns on disaster risk reduction have been conducted by Youth Red Cross members in their schools. Tree planting and environmental sanitation activities are the most popular campaign activities, since the hazards in their area often include landslides and vector borne diseases.

4. Advocacy and Socialisation of the Disaster Preparedness in School Programme

In the implementation of disaster risk reduction in Indonesia, schools have a definite role in promoting community resilience. Schools also have the responsibility to conduct lessons on developing awareness and how to plan activities carefully while aiming to create a fun learning atmosphere that give students an opportunity to be active and develop their potential, to acquire spiritual power in religion, self control, personality, competence, noble morals and skills required by themselves, their community and country.

During the initial stage of the programme, coordination meetings were arranged between district governments, school principals, teachers, parents and Education officials. In this meeting all participants stated their commitment to implementing the Disaster Preparedness in School Programme and came out with a number of recommendations including school principals encouraging their students to become Youth Red Cross members, and teachers improving the quality of their training methodology for the Youth Red Cross members, specifically the need to prepare activities adjusted to the education calendar.

The Disaster Preparedness in School Programme information has been disseminated during quarterly meetings, attended by school principals and Education officials. These meetings raised awareness of the importance of disaster preparedness and disaster risk reduction. Schools that have not adopted the Disaster Preparedness in School Programme have

Youth Red Cross

Youth Red Cross Youth is PMI's backbone in doing humanitarian activities in the field such as health care services and disaster preparedness, promoting the Fundamental Principles of the International Red Cross and Red Crescent Movements, and including developing PMI organisation capacity.

The development of Youth Red Cross aims: (1) to strengthen the quality of the character building, (2) to be role models in maintaining a healthy life to their peer groups, (3) to motivate their peer group to maintain a healthy life, (4) to act as peer educators, and (5) to become future volunteers corps.

The PMI core activities are based on the Tri Bhakti (Three Services) of Youth Red Cross which comprise of: (1) Increase the knowledge of healthy living; (2) Dedicating and serving the community and (3) Establishing and maintaining national and international friendship.

since decided to start the programme. As a follow up to those meetings, the Education Officials issued a recommendation letter for all schools to have a Youth Red Cross group. PMI also assisted the school principals on disseminating the information on the Disaster Preparedness in School programme. At least 30 teachers received the information. For schools that already have Youth Red Cross group, the school principals should continue to encourage their students to join Youth Red Cross. Meanwhile, the schools without Youth Red Cross groups are interested in promoting it in line with their Boy Scout activities or other extracurricular activities.

All schools receive funds for School Health Unit (UKS) from the Health Official annually in the efforts to promote health in schools. Since the Disaster Preparedness in School Programme does the same, the integration of the Disaster Preparedness in School activities with the UKS programme is expected to ensure the programme's sustainability. Meanwhile, there have been a series of negotiations between PMI, school principals, education and health officials in Kebumen and Cilacap districts to fund the implementation of the Disaster Preparedness in School Programme.



5. Partnership and networks

Effective and efficient cooperation needs to be improved regardless of the limited resources (human, financial and time) on the implementing the programme. PMI finds it necessary to increase cooperation with other stakeholders such as the community members, regional and national governments, NGOs, the private sector and the education sector.

In 2008, the Government of Indonesia, under the leadership of the National Development Planning Agency (Bappenas), the Ministry of Interior, the National Disaster Management Agency (BNPB) and funding support from the United Nations Development Program (UNDP), conducted the Safer Community Disaster Risk reduction (SC-DRR) programme. The important component of the programme is promoting community understanding of Disaster Risk Reduction through education and public awareness. In 2009, under the coordination of the Consortium for Disaster Education (CDE), 35 PMI Branches in Central Java province were involved in the preparation of the draft of the National Strategy for Disaster Risk Reduction mainstreaming it in the Education System and in advocacy efforts and campaigns to related stakeholders.

PMI were also involved in disaster risk reduction activities held by education officials, Save the Children, LIPI, Plan International, Arbeiter Samariter Bund (ASB-Germany) in workshops and on the preparation of the disaster risk reduction manual for Red Cross Youth in 2008. Each of these organizations gave information and shared their experiences doing

Safe Place Project

This project aims to improve the conditions of 4 schools selected as a safe place during an emergency. The criteria of selecting the schools were based on the disaster history of these schools (SMPN 2 Ayah and SMPN 1 Pertanahan in Kebumen district and SMPN 8 Cilacap and SMPN 1 Binangun in Cilacap district) emergency shelters for disaster victims. Besides, referring to the assessment results of the German Indonesia Tsunami Early Warning System (GI-TEWS) Program, it was found that based on the 2006 experience, the location of these schools were safe from tsunami. A CBAT was established from the communities around these schools to bridge the school communities and surrounding communities to conduct disaster preparedness and risk reduction activities

The retrofitting of 4 schools was done based on the needs assessment and evaluation by the professional contractor and consultation with the School Committee and the Regional Disaster Management Agency (BPBD). Repairs were also made to the sanitation system, latrines and other facilities including washing facilities, water storage, etc. This project is expected to support to the continuing of education activities even in the event of a disaster.

Ida's mother, Nuriyahsaid, "The siren sound and the screaming people reminded her when all villagers were panic during tsunami occurred and swept the Widarapayung beach near their village. But with this exercise, we will always remember and be alert of the threat of tsunami."

disaster preparedness activities in schools serving as valuable input for workshop participants; it also shows the importance of coordination and cooperation in the efficiency and effectiveness of sharing resources.

To empower schools and community members to act as first responders when they are facing a disaster, PMI has facilitated the community to prepare a scenario of resource mobilization as required for the various types of disasters that threaten their area. As a follow up to this, with the support of the GTZ, the Regional Disaster Management Agency (BPBD) and other government agencies, PMI facilitated 30 schools and community members near the school, in Kebumen and Cilacap districts to exercise emergency drills. These activities did not only build emergency response capacity, but also developed cooperation and coordination between the school communities and the government agencies engaged in disaster management.

6. Integrating Disaster Preparedness in School Programme into other PMI Programmes

In an effort to integrate the Disaster Preparedness in School Programme with other PMI programmes, PMI Central Java Chapter initiated the integration of this programme into the Integrated Community Based Risk Reduction (ICBRR) programme in 4 villages. The ICBRR programme is a community based programme which empowers community capacity to reduce their vulnerabilities to cope with disaster risk and impact. Through the ICBRR program, recruitment has been made and training has been conducted for 80 Community Based Action Team (CBAT) members in the respective villages. The CBAT members come from various backgrounds including teachers, hamlet chiefs, youth and Women Groups. At practice, the CBAT supported the Red Cross Youth in transferring skills and knowledge in promoting disaster preparedness and disaster risk reduction at school level. Red Cross Youth and CBAT members cooperated in mobilizing the community members in doing VCA, preparing risk reduction plan and implementing mitigation projects. This relationship between CBAT and Red Cross Youth has proven to be a successful approach in promoting the community participation in disaster risk reduction.

In line with Disaster Preparedness School Programme activities, PMI Central Java Chapter also developed a Disaster Management Command Post that included radio communications in 35 PMI branches throughout Central Java province. The Command Post which provided safe radio communications on disasters is integrated with the Disaster Preparedness in School Programme who helped with the installing of these

radio communications, especially in the most vulnerable areas. These allowed PMI easily and in a timely manner, provide early warning systems. Based on the SOP prepared by PMI Central Java Chapter, a disaster warning from the meteorology, climatology and geophysics agency (BMKG), will be forwarded to the Command Post at branch level and finally transmitted through radio communication to the schools at the community level. Additionally, the Command Posts in Kebumen and Cilacap branches have also developed the Short Message Service (SMS) system where the school principles and teachers in tsunami prone areas will receive early warnings through SMS. After receiving an early warning message, following prepared contingency plans, the school members will be able to identify choices for safe measures, do evacuations if required and avoid damage and loss of property.

PROGRAMME OUTCOME

The Disaster Preparedness in School Programme period ended in 2009 and successfully supported the PMI approach in disaster education through Red Cross Youth development in schools. Red Cross Youth did not only acquire knowledge on disaster preparedness and disaster risk reduction but also effectively served as peer educators of their school friends. The support from education officials and school committees for the Disaster Preparedness in School Programme also brought more students to become Red Cross Youth members in Central Java province, where PMI initially targeted to 900 members. The result was 1,457 members. By having the support of school principles willing to implement the Disaster Preparedness in School Programmes, 643 teachers received valuable information on disaster preparedness and disaster risk reduction. Communities around the schools also were also assisted by CBAT who were actively involved in Disaster Preparedness and Risk Reduction activities.

Besides the development of risk reduction plan in schools, there were 30 Red Cross Youth groups in high schools in Kebumen and Cilacap districts that were renovated and equipped with 90 fire extinguishers, 60 stretchers, and 60 first aid kits. Through this programme, 4 schools in Kebumen and Cilacap have been prepared as Safe Places in case of emergency.

LESSONS LEARNED

- ◆ Increasing Youth Red Cross capacity as peer educators proved effective to develop positive characters for their peers groups in developing life skills in the efforts to reduce disaster risks. Though the Disaster Preparedness in School Programme is not focused on Elementary School, elementary school members and communities near them also have the same needs as the Junior and Senior High Schools.
- ◆ Mainstreaming and institutionalizing Disaster Preparedness in School Programme was not only applied with emphasis on physical aspects, such as the

development of Youth Red Cross facilities and emergency response equipment, but also on non-physical aspects such as support for capacity building of school children, teachers as well as the schools' support for the Red Cross Youth development.

- ◆ One innovative approach of this program was getting the communities around the schools connected with the Red Cross Youth activities which proved to have made it easier to get commitment of the communities on disaster risk reduction.
- ◆ The experience in implementing the Disaster Preparedness in School Programme in Central Java has proven that these activities should not only be applied following the mandate of PMI, but if possible it should be integrated with other PMI programmes or be incorporated in the long term development plan of PMI.
- ◆ No single organization can fulfil all the needs in disaster preparedness and risk reduction at the school level by itself. Various organizations as well as government agencies have their strengths and weaknesses in implementing these programmes. In this regard, PMI should develop its cooperation strategy to tap the opportunity in developing its activities.

WAY FORWARD

The Disaster Preparedness in School Programme in Central Java was successfully implemented. While there were constraints and challenges in the initial stage of the activities, all these were overcome by opportunities and available resources. Consistency and continuity of the capacity building efforts of students gave social support to the supporting teachers and PMI volunteers. The activities which included advocacy and socialization of decision makers such as school principles, school foundations and the education officials with the development of networks and cooperation were believed to be the keys to the success of the program.

In order to scale up the capacity of PMI in implementing the Disaster Preparedness in School Programme, the following activities should be considered:

- ◆ To continue dissemination of PMI work plans and policies on the Disaster Preparedness in School Programme to the PMI board, staff and volunteers at all levels.
- ◆ To develop PMI capacity in implementing Disaster Preparedness in School Programme and integrating other PMI programmes which have similar objectives, to achieve a safer and more resilient community.
- ◆ To conduct training on disaster risk reduction for Volunteer Corps, teachers, and Red Cross Youth members.
- ◆ To develop concepts and strategies of the Disaster Preparedness in School Programme for Elementary Schools through Red Cross Youth development as the peer models of their school friends.
- ◆ To disseminate the success stories and lessons learned from other PMI Chapters and Branches, National societies, IFRC and other stakeholders.
- ◆ To adopt and adapt best practices from other organisations that have experience in implementing disaster risk reduction programmes in schools.

Indonesian Red Cross National Headquarters

Jl. Jend Gatot Subroto.Kav 96
Jakarta 12790 - Indonesia
Telp.+62 21 7992325
Fax. +62 21 7995188
Email : dmdivision@pmi.or.id
website : www.pmi.or.id



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of Red Cross and Red Crescent Societies**



PMI