

RISK REDUCTION & RESILIENCE EDUCATION: RECOMMENDATIONS FOR SCALING UP VIEWS FROM INDONESIA



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EVIDENCE SHOWS THAT CHILD-CENTRED DRR HAS WORKED EFFECTIVELY AND DELIVERED SIGNIFICANT CHANGE.

NEARLY ONE-THIRD OF THE WORLD'S POPULATION ARE CHILDREN. HOWEVER, MUCH DISASTER MANAGEMENT PROGRAMMING SEES CHILDREN AS PASSIVE PARTICIPANTS LEAVING THEM OUT OF THE PLANNING AND DECISION MAKING PROCESS.



It saved lives

Moved schools to safer places

e.g. high school students of Kamaishi, Japan helped tsunami evacuation (The Asahi Shimbun, 2011)

Influenced the global agenda

e.g. role of children and youth as agents of change (UNISDR, 2015)

Protected people from harm

e.g. closure of illegal mining in the Philippines (Haynes & Tanner, 2015)

e.g. school being relocated to a safer place as a result of the students' campaign (Mitchell et al., 2009)

INDONESIA'S EDUCATION SYSTEM: FOURTH LARGEST IN THE WORLD (WORLD BANK, 2014)

50 million students

4 million teachers

269,000 schools

17,000 islands



DRR has been integrated in the school curriculum since 2009

MAIN FINDINGS

52% of school personnel think DRR is an important and useful subject

But only **39%** think children should be actively involved

Most children (**71%**) think they know how to stay safe

! However, of these children, only **4%** received a high score when tested on DRR knowledge

Nearly all children (**94%**) have a strong interest to learn DRR

Most children (**83%**) want to be involved in making their homes and schools better prepared

POLICY IMPLICATIONS FOR END-USERS

- Build **awareness** of DRR education policy across education stakeholders,
- Use of **standardised and consistent key messages across** all DRR education resources,
- DRR aspects to be integrated in the **school's monitoring system**,
- Incorporate DRR in higher education programs as part of **teacher's professional development**,
- Establishment of a live and online **knowledge hub and discussion platform**,
- Establish a **school competition** at the national level,
- Conduct **joint activities** with local disaster management agencies and councils, such as joint simulation and preparedness planning
- The use of **local funds** (i.e. village funds) to support a more comprehensive school-based DRR program, and
- Promote **children's active participation** in DRR across sectors.

OVERVIEW OF THE STUDY

The study was designed to identify challenges associated with implementing DRR education in Indonesian schools by investigating the perspectives of different stakeholders. Recommendations are made for improvement and promotion to scale up.

A study was undertaken between November 2014 and January 2015, using a mixed method sequential approach, focusing on three distinct groups: school personnel, DRR professionals within child-focused NGOs working in Jakarta and children.

Overall, 44 school personnel from 39 primary schools in Jakarta and 140 students of grades 4 and 5 in one Jakarta primary school completed specifically designed questionnaires. A further five NGO staff took part in a Focus Group Discussion.

84% ...think training is needed



WHAT DO SCHOOL PERSONNEL THINK ARE THE FACTORS INFLUENCING DRR EDUCATION IMPLEMENTATION?

n=44 school personnel

52% ...are not aware that DRR has been integrated in the curriculum

48% ...think that **access to DRR education materials** is a key issue

41% ...think **personal interest** in DRR education is a key facilitating factor

36% ...think **coordination is weak** between schools, the disaster management agency and local councils

30% ...think the **budget is not enough** to do comprehensive safe school measures

While this study focuses specifically on Indonesia, particularly Jakarta, these key issues may well be apparent in many other developing and developed countries, and the suggested recommendations may be applicable beyond Indonesia.



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