

DISASTER PREVENTION FOR THE EDUCATION STAKEHOLDERS IN BANDUNG, WEST JAVA, INDONESIA

Evi HAERANI^{1*}, Fauzan N MUSLIM², Ghazi O MUSLIM³, Dicky MUSLIM³

¹Departemen of Mining, Indonesia Institute of Mineral Technology STTMI, Bandung, INDONESIA.

²Faculty of Cultural Science, Universitas Padjadjaran, INDONESIA.

³Faculty of Geological Engineering, Universitas Padjadjaran, INDONESIA

*Corresponding Author: evi.haerani@sttmibdg.ac.id & haeranie11@gmail.com

ABSTRACT

The Ministry of Education and Culture of Indonesia since 2010 had decided to implement the knowledge of disaster prevention into the school curriculum. It had been stipulated into national policy through a circular letter on **Mainstreaming Disaster Risk Reduction at School**. The circular letter was addressed to all Governors, Regents and Mayors throughout the country mentioning the calls for the implementation of disaster management at schools. Although higher schools or universities could not be exempted from this important policy but the effort to implement this policy is still far away from it should be. This study aims to highlight the importance of mainstreaming disaster risk reduction into higher education curriculum. The methodology consists of curriculum review and survey of students' knowledge in the compulsory English classroom. Results show that in the intra-curricular program there is no specific subject of disaster risk reduction, while some activities of extra-curricular program do exist among students. The participating students in the survey generally express their concern about disaster prevention education in higher school premises which consist of many stakeholders. It can be concluded that empowerment of institutional role and development capacity of its stakeholders are important factors in mainstreaming disaster prevention education.

Keywords: Disaster management, prevention, mainstreaming, higher education, English

1. INTRODUCTION

Background

The Ministry of Education and Culture of Indonesia since 2010 had decided to implement the knowledge of disaster prevention into the school curriculum. It had been stipulated into national policy through a circular letter on **Mainstreaming Disaster Risk Reduction at School**. The circular letter was addressed to all Governors, Regents and Mayors throughout the country mentioning the calls for the implementation of disaster management at schools.

In Indonesia, research on disaster management and prevention education for the geological disaster at school level is very important to conduct. This is because, in many areas of Indonesia are prone to disaster and when people are not well-prepared to face such kind of

natural disaster, they will be getting bad impacts of the disaster. School communities are one of the vulnerable groups to natural disaster; while, in other side, school communities have an important role as a communicator to the society regarding the disaster prevention.

Haerani et al (2015) mentioned that higher schools or universities are also part of the education stakeholders on disaster issues. Therefore the higher schools or universities could not be exempted from this important policy but the effort to mainstream the DRR activities into curriculum is still far away from it should be.

Purpose of Paper

This study aims to highlight the importance of mainstreaming disaster risk reduction into higher education curriculum.

2. LITERATURE REVIEW

Indonesia as the most populated country in Southeast Asia is very vulnerable to many kinds of natural disasters. Its geographical and geological location are prone to the confluence of Eurasian, Indian-Australian, and Pacific active tectonic plates. This biggest Muslim populated country of the world is often stricken by natural disasters, such as earthquakes, volcanic eruptions, floods, landslides, and tsunami.

Muslim *et al.* (2015) and Shibayama et al (2012) had revealed the activities on disaster awareness and preparedness education especially for elementary to high school students in Indonesia and Japan.

Anonymous (2010) stated that learning materials in Indonesian schools that included in disaster prevention curricula cover issues of earthquake, tsunami, volcanic eruption, floods, droughts, and fires, which are integrated into each appropriate major school subjects in primary and secondary schools such as Natural Science, Social Studies, Geography, Indonesian Language, Mathematics, and Religion.

UNSIDR (2002) mentioned that Disaster Risk Reduction is a systematic development and application of policies, strategies and practices to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) adverse impact of hazards, within the broad context of sustainable development. Meanwhile, Disaster Prevention Education is defined as education to facilitate and contribute to the creation of a culture of prevention and for the population and communities to take action to prepare for disasters. From the school perspective, education for disaster prevention is through curricular and non-curricular activities which are expected to newly built upon the principle of integration, that facilitate the process of developing educational work in order to introduce variables and issues related to disaster prevention.

Shaw et al. (2004) maintain that it is widely acknowledged that schools play an important role in awareness amongst students, teachers and parents because the more a child is aware of hazards and realistic risks, the more potential there is for the adults to be educated through the child sharing that knowledge at home.

Vickery (2005) mentioned that there are two aspects of natural disasters which are uniquely related to school buildings. The first aspect is location. Schools are generally distributed within the population center and there is usually a school in every large village of rural areas. The school is often the largest building in the community. Thus, in places subject to recurring disaster, a school, which is designated to be disaster-resistant, may provide the focus for relief activities and even temporary shelter during evacuation. The second aspect is that, school buildings which are occupied during school day, have within them a concentration of human beings. Thus, a disaster which destroys an occupied school can kill or injure the entire school students and teachers from a village and the area around it. Considering the cases above, it is very important for each school in a disaster-prone area to have a well-organized disaster management and prevention education in order to minimize the disasters' impacts.

UN-OCHA defined school preparedness as the pre-disaster activities by the schools within the context of disaster risk management and is based on a good risk analysis. This covers development of the whole strategy of preparedness, policy, institutional structure, warning and predicting ability, as well as plans that will determine relevant steps to assist the community at risk in saving their lives and assets by being cautious to disaster and to take the correct steps in alleviating threats that would happen or the actual disaster itself. In short, we can simply define that school preparedness for disasters as a capacity of school to manage disaster risks in its community.

3. METHODOLOGY

The methodology consists of curriculum review and survey of students' knowledge in the compulsory English classroom

4. RESULT AND DISCUSSION

Results show that in the intra-curricular program there is no specific subject of disaster risk reduction, while some activities of extra-curricular program do exist among students. The subjects of intra-curriculum are mainly related to department interest to develop the skills of students, such as in the Faculty of Geological Engineering of UNPAD or in the Department of Mining of STTMI Bandung. This study used English subject to discuss about disaster awareness as one of the topics during lectures. Survey of disaster knowledge and awareness are conducted during question and answer sessions, mainly related to natural hazards around the campus.

The participating students in the survey generally express their concern about disaster prevention education in higher school premises which consist of many stakeholders. The survey was conducted during group discussion, where every group should present its knowledge and findings from the news about disaster issue around the campus.



Figure 1. Participants of survey in English classroom



Figure 2. Group discussion in English for participant in the English classroom



Figure 3. English classroom in Utsunomiya University as comparison for the survey

5. CONCLUSION

During English classroom, the knowledge of disaster issues are discussed among students and each group should present their result in front of other students. This method is effective to develop the capacity of student as stakeholder of disaster issue in higher schools or university. Thus it can be used as empowerment of institution to face the emergency when disasters happen. It can be concluded that empowerment of institutional role and development capacity of its stakeholders are important factors in mainstreaming disaster prevention education.

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