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# Lessons Learned from SPAB Program Indonesia, the Integration of Community-Based Disaster Risk Management (CBDRM) in the Education Sector

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As one of the most vulnerable countries to disasters, educating and empowering the communities on how to face and mitigate disasters and their impacts are crucial for Indonesia. All members of communities need to have a high awareness of disaster risk reduction to prevent more life and material losses. For this, schools are identified as an important medium to disseminate information, knowledge and capacity building to the students and all school members about disaster mitigation and risk reduction. Therefore, the Disaster Safe Education Unit (Satuan Pendidikan Aman Bencana/SPAB) program initiated by the Ministry of Education, Culture, Research and Technology is crucial in Indonesia to increase schools and other education units' resilience against disasters.

Moreover, the COVID-19 pandemic has disrupted and affected approximately 500,000 schools in Indonesia. The pandemic has become a challenge for every individual in the educational sector to utilize technology to maintain the continuity of teaching and learning activities. However, difficulties in adapting to the online learning system and limited access to the internet have emerged as two of the biggest challenges for the education sector during this pandemic time. The SPAB program guides the education unit in Indonesia to prevent and mitigate the impacts of disasters on education. If implemented effectively, this program can help the education unit withstand the impacts of disasters; hence, the teaching and learning activities will not be disrupted too much. Therefore, identifying best practices of the SPAB implementation is crucial, along with identifying rooms for improvements so that all relevant stakeholders can get insights on how to improve the SPAB program implementation.

## Policy for the Implementation of the Disaster Safe Education Unit Program (SPAB)

Regulated through the Ministry of Education, Culture, Research and Technology Regulation No. 33 of 2019 on the Implementation of the SPAB Program, the SPAB program is done during the normal situation, pre-disaster, emergency situation, and post-disaster. The SPAB program aims to: improve the capacity of resources in tackling and reducing disaster risk; improve infrastructure to be safe against disasters; ensure protection and safety for all academics from the impact of disasters; ensure continuity of education services in accordance with disaster risk characteristics and needs; recover from disaster impacts; and build the independence of the education unit on the implementation of the SPAB program.

For the budget, the Ministry of Education, Culture, Research and Technology do not provide all the funds. However, the budget can be provided from other sources, such as BOS, DAK, APBN (state budget), APBD (regional budget), international donors or organizations, village funds, and non-governmental organizations. Community participation in the SPAB Program is also important, which includes, among others: assistance to the SPAB program; facilitating funding, rehabilitation and reconstruction; support by experts; and facilitating emergency education facilities and infrastructure which are coordinated by the National Secretariat of SPAB and/or the Regional Secretariat of SPAB in accordance with their respective authorities.

## Findings and Recommendations based on the National Evaluation of the Disaster Safe Education Unit Program in Indonesia

The purpose of the SPAB program evaluation is to analyze existing challenges and identify the achievements that have been achieved, conduct critical analysis to look for scientific evidence related to the implementation of SPAB in Indonesia, and formulate strategic recommendations for a sustainable and widespread SPAB program throughout Indonesia. The research methodologies used for this evaluation are: three mini-workshops for each pillar (disaster safe school facilities, disaster management in schools, and risk reduction and prevention education); FGDs in four provinces (Aceh, DKI Jakarta, Central Sulawesi and NTT); online survey using U-Report; video testimonials of children; and national workshops.

The key findings from the research were that 7 out of 10 children at schools did not know school procedures in the event of a disaster, and 7 out of 10 children had tried to seek information/knowledge about disaster preparedness. There have been efforts to find out about disaster preparedness even though they do not know the procedures. The results also showed that the topic of survival strategies when a disaster occurs is the most popular among more than 1,200 children; thus, this topic can be used as a focus in the SPAB program. Summary of findings from the results includes disproportionate achievements between pillars 1, 2, and 3, the dominance of the central government and NGO/UN, the existence of innovation and the lack of inclusiveness of the program.

Based on the results and findings, several recommendations are formulated: relocation of schools located in areas with a high risk of disaster; maximizing the leadership from regional heads, school principals and teachers; providing data collection and developing a monitoring and evaluation system on a regular basis; integrating disaster resilience programs with SPAB to maximize impact; and strengthening the implementation of pillars 1, 2, and 3. These recommendations have included aspects of disaster risks, government's roles, and the importance of the pillars; therefore, these recommendations can be helpful in the efforts to improve the implementation of the SPAB program in Indonesia.

### **Disaster Safe Education Unit, An Effort for National Resilience**

52,902 (24.05%) schools are located in earthquake-prone areas, 2,417 (1.10%) schools are in tsunami-prone areas, 1,686 (0.77%) schools are in volcanic eruption areas, 54,080 (24.59) schools are in flood-prone areas, and 15,597 (7.09%) are in landslide-prone areas. From this data, it can become quite challenging 'homework' if we intend to protect the education unit, and there must be strategies carried out and synergized with each other. For the first pillar, regarding safe school facilities, attention must be paid to school buildings and other educational units can contribute as a protector of all parties who are active in the education unit. For the second pillar, which is related to disaster management carried out in schools, the entire academic community must understand very well what to do during an emergency situation, whether pre-disaster, during a disaster or post-disaster. For the third pillar, schools have to integrate disaster-related studies or socialization into the curriculum.

To achieve stronger national resilience, the proposed priorities for the 2020 – 2024 SPAM program are: 1) encouraging the implementation of strengthening physical facilities at least 30% of the prioritized educational units; 2) acceleration of integration and harmonization of subjects related to disasters at all levels of education; and 3) scaling up the SPAB program in quality and quantity with a target of 100% units occupation implements SPAB in 2024. In all of these proposed priorities, the active involvement and participation of the community, especially educational unit members, are highly important. Their active participation is crucial so that they can get proper and adequate information on how to prepare for disasters, and they can also give input or suggestions to the stakeholders, since they are the ones who know their community and area's potential best.

### **What's next?**

The discussion above has highlighted the importance of SPAB program implementation in Indonesia, given the vulnerability of the country towards disasters and how there are many schools located in disaster-prone areas. However, the evaluation of the SPAB program implementation showed that there is still room for improvements,

especially in giving proper and adequate education to all individuals in the education unit and also in maximizing the distribution of roles and cooperation between the government and other relevant stakeholders, such as international organizations, non-governmental organizations, and civil society. Furthermore, the SPAB program is not only the responsibility of the central or national government, but also it needs commitment from the local government, along with active participation and contribution from academicians, NGOs, and the private sector. The active involvement and participation of the community are especially crucial so that they can be adequately educated and informed about disaster management and, at the same time, give input based on their knowledge of their community and area's capabilities and potentials. The recommendations stated in this article are expected to be followed up and implemented by relevant ministries or other parties related to the SPAB program.

# Acknowledgement

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\*) For further reference, all presentation materials by the speakers can be accessed [here](#), and the recorded video of the webinar [here](#).

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