Lessons Learned:

Building Awareness and Education

Making Aceh Safer through Disaster Risk Reduction in Development (DRR-A)

2012
Lessons Learned: Building Public Awareness and Education on Disaster Risk Reduction

Experiences from the Aceh Province

Photo Caption:
School children conducted an earthquake drill at school
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Acronyms

ADEF Aceh Disaster Education Forum

BPPD Badan Pendidikan dan Pembinaan Dayah
Islamic Boarding School Education Agency

CSO Civil society organisation

DRR Disaster risk reduction

DRR-A Making Aceh Safer through Disaster Risk Reduction in Development

DISDIK Dinas Pendidikan
Provincial Education Department

Dishubkomintel Dinas Perhubungan, Komunikasi, Informasi dan Telematika
(Transportation Communication, Information and Telecommunications Department)

FJAPB Forum Jurnalis Aceh Peduli Bencana
(Disaster Concerned Aceh Journalists’ Forum)

GoA Government of Aceh

GoI Government of Indonesia

HFA Hyogo Framework for Action

MoHA Ministry of Home Affairs

NGOs Non-governmental organizations

PACC Public Awareness Coordination Committee

RPJM Mid-term Development Plan

SC-DRR Safer Communities through Disaster Risk Reduction in Development

SSB Sekolah Siaga Bencana (Disaster-Prepared School)

UNDP United Nations Development Programme

UNISDR United Nations International Strategy for Disaster Reduction
Lessons Learned: Building Public Awareness and Education on Disaster Risk Reduction

Summary

The following is a concise summary of the lessons learned captured in this document:

Lesson #1: Curriculum development needs to be government led, and be a participatory process, which engages governmental and non-governmental DRR practitioners. This approach brings diverse perspectives and experiences on how to translate ‘DRR’ into ‘teachable’ curriculum and can allow for the integration of new teaching approaches used by non-governmental actors such as the Boy Scouts when working with children. Without government leadership and the involvement of non-governmental stakeholders, the curriculum is unlikely to be fully implemented, and the content will rely heavily on only one perspective on DRR and miss the opportunity to have complimentary information and ideas from non-governmental stakeholders.

Lesson #2: DRR cannot be taught through books alone. While integrating DRR into curriculum for all school levels will provide a sound basis upon which children can understand the concept of DRR, without practical examples and experiences (i.e.: simulations) that help students apply their knowledge in real-life situations, that knowledge will not ‘stick’ and will be forgotten with the onset of the next academic year. Further, it is impractical to expect teachers who receive only basic introductory training to be able to effectively translate the curriculum into meaningful examples which the students will absorb. In-depth training requires significant human and financial resources and time. It is important that when DRR curriculum is developed that, alongside the technical guidance for implementation, teachers are provided with innovative teaching methods that stimulate the students and facilitate their understanding of DRR as more than another academic subject to be memorized and then later forgotten. Curriculum development teams should thus also be tasked with researching new teaching methods – in their own country or internationally – which will both capture the students’ attention and make the process of teaching a new subject a little bit easier for teachers.

Lesson #3: A cultural approach to teaching DRR is critical. In societies which are particularly religious, as in Aceh, changing mind-sets on issues which are entrenched in traditional values requires more than just introducing and teaching
the subject. It needs an approach that draws on traditional values. By basing DRR on Islamic values first and then bringing in ‘scientific’ information, there is a much higher likelihood of beneficiary acceptance of the new concepts and practices. The Dayah DRR module offers an alternative by demonstrating that it is possible to reach out to education facilities not under the direct supervision of the government. It further provides an example for addressing ‘modern’ problems in traditional societies, and could inspire the development of other modules to address issues such as human rights, the environment, and good governance.

**Lesson #4:** Focus on building strategic partnerships to promote awareness on an issue such as DRR. In traditional societies, this may be with influential religious organisations or leaders. In other societies, it may be a public figure. Messages coming from a ‘moral authority’ will resonate further than more general messages received through mass media. Further, if local values are embedded in the messages, the likelihood of acceptance by the general population is higher.

**Lesson #5:** In order for information coordination among stakeholders to work, there needs to be a commitment from those stakeholders to make it work. While ideally a coordination forum attached to the government provides institutional sustainability, if the government cannot commit to making even the membership of the forum static, then alternative solutions need to be found. Because it is multi-stakeholder in nature, there are other ways to convene forums, such as through an NGO consortium, or even the media. What is important is that members ensure that their representatives will remain the same – at least for a minimum of one year – and that those members ensure that they are lobbying their own institutions to ensure that public awareness remains a priority. The important point is to ensure that however a forum is conceived, whether large or small, there is a commitment to coordinating public awareness activities and maintain public awareness as an institutional priority for each of the members.
Introduction

Lessons learned reports aim to extract lessons and good practices that can help inform practitioners and governments undertaking similar initiatives or processes. This report, focusing on building public awareness for disaster risk reduction and integrating disaster risk reduction into the education system, in the UNDP-supported project ‘Making Aceh Safer through Disaster Risk Reduction in Development’ (DRR-A). The project has focused on supporting the Aceh government to develop the capacities of its related agencies to raise the awareness of Aceh’s population through public campaigns and education for building a culture of safety. The rationale for this approach, rather than focusing on the specific outputs and targets laid out in the UNDP Results Framework, was to ensure that this lessons learned report provided information that was of use to other countries either initiating or currently designing and implementing DRR education and public awareness campaigns whose contexts differ from that of Aceh.

This report has identified several thematic lessons and good practices on DRR education and public awareness. As such, the recommendations are directed at national and local governments, and their respective communities which are undertaking public awareness and education activities to raise the profile of and shift mind-sets on disaster risk reduction in their countries. Other stakeholders, particularly international and local NGOs which focus on public awareness and education, will find the lessons and good practices useful in their support to their beneficiaries.

These lessons can be best incorporated into future projects if they are taken into consideration during the planning stage – identifying approaches and stakeholders, communication strategies and time needed for activities. DRR-A was a well-thought out project with good planning, which allowed it to adjust to incorporate new approaches as they became evident.

They can also form the basis for monitoring and evaluation – thinking ‘outside the box’ and examining the unintended but positive impacts of the development projects and processes. The DRR-A project was not designed specifically to find new approaches for education and raising awareness on DRR, but to actually educate and raise awareness. However, by adjusting to take advantage of opportunities to target new stakeholders and reach more beneficiaries, it not only generated lessons and good practices, it broadened the project’s impact.
Context and Challenges

The earthquake and tsunami of December 2004 attracted worldwide attention and triggered momentum for a global shift on disaster management, from focusing on relief and response to risk reduction. In Indonesia, 2007 is marked as the year in which the national government pushed through legal reforms on disaster management with the endorsement of the National Disaster Management Law No. 24/2007. The law emphasizes the importance of risk reduction measures, decentralized approach, and inclusive partnership in disaster management. The DRR-A project was designed to support the Aceh government to adopt this shifting paradigm within its development planning and practices. It included building the awareness and understanding of its population about the disaster risks and improving their knowledge through awareness and education campaigns.

One of the key challenges to raising awareness on disaster risk reduction in Aceh, as a special province in Indonesia with strong Islamic and cultural values, is the fatalistic perspective and prevailing belief of its large population that disasters are ‘God’s will’. Moreover, awareness on DRR related issues demonstrate that significant awareness raising and education is necessary in order to create a ‘culture of safety’ in Aceh’s communities. For example, respondents to a baseline survey on DRR awareness noted that during a disaster, 29 percent had ‘no idea’ what to do, while 52 percent ‘ran away’ to save themselves, without considering the exposure of the route they were taking.

During the early years of the rehabilitation and reconstruction, a number of international NGOs, such as the Irish Red Cross, were implementing public awareness activities, through radio programmes, bulletins and tabloids. Other organizations such as the German and American Red Cross, focused on education programmes in schools, with teacher training and evacuation drills.

However, standalone public awareness and education activities do not have as far a reach or impact. They cannot be sustained as long, as they could have if they were aligned with on-going government programmes in public awareness and education. Similarly, they will be less effective without engagement and strong partnership with key and important partners who have access to the wider public in Aceh, such as the local media. Further, it is
important that information on DRR targeted to the general public does not overlap or become contradictory in one way or another.

The Response

In 2007, the Government of Aceh made disaster risk reduction one of its seven development priorities. As part of the process to shift the disaster management paradigm, it was imperative that the public at large and those responsible for development planning and implementation in particular are aware of the links between natural disasters and development. DRR-A, therefore, was designed to use the momentum and opportunity of ‘build back better’ principles during the recovery period and its transition to longer term development context in Aceh.

To raise awareness and improve this understanding, DRR-A provided assistance to the Aceh government and key organizations in Aceh to promote and sustain DRR public awareness programmes. With numerous organizations already involved in a number of public awareness and education activities in Aceh, there was also a need to develop a coherent, commonly agreed strategy and approach. Two approaches were adopted to achieve this objective:

• To conduct a series of gender sensitive public awareness programmes or campaigns, implemented during the life of the project; and
• To sustain this effort over the longer term, aiming to embed a culture of safety among the younger population through school curricula and the training of teachers to provide instruction.

The aim was to ensure that government agencies, local communities, families, students and the general public of Aceh were better able to understand disaster risks, what to do to better protect themselves from disasters, and how to apply this knowledge to development. For this purpose, the project worked closely with the Transportation Communication, Information and Telecommunications Department (Dishubkomintel), Provincial Education Department of Aceh, and Islamic Boarding School Education Agency (BPPD) to design the public awareness campaign and develop the disaster risk reduction curriculum for school children from elementary to senior high school levels, including Islamic boarding schools.
The Result

The DRR-A project supported the Government of Aceh to focus its awareness raising and education activities in DRR curriculum development, the creation of a Public Awareness Coordination Committee (PACC) and the development of an information database and public awareness strategies for different target groups.

Led by Education Department with support from DRR-A project, the Aceh Disaster Education Forum (ADEF) - a forum of various NGOs/CSOs working on DRR education - in close cooperation with the Aceh Education Department, developed curricula and teaching materials covering five hazards (landslide, volcanic eruption, storm/cyclone, social conflict and epidemics) for elementary, junior-high, and high school levels. The curriculum was accompanied by guidelines for teacher training, training of trainers, and implementation through teacher working groups. By end of project, 2,460 teachers (57 percent of them are women) were trained to teach DRR in 389 elementary, 368 junior and 244 senior high schools in Aceh. To endorse the implementation of DRR education in Aceh, the Government of Aceh legislated the integration of DRR into the provincial education system through Governor's Instruction No.2/INSTR/2012 building on the initiatives supported by DRR-A. Aceh was the first province to develop and extensively trial such curriculum in Indonesia.

DRR-A also extended DRR curriculum to Islamic boarding schools, which are generally privately owned and accountable to the Ministry of Religious Affairs. The project worked closely with the Islamic Boarding School Education Agency (BPPD), a provincial agency unique to Aceh Province. The partnership with UNDP was the agency’s first-ever collaboration with an international agency since its establishment in 2008. A DRR curriculum was specifically developed and tested in four modern Islamic boarding schools (Dayah) in the district of Aceh Besar.

The Public Awareness Coordination Committee (PACC) was established in June 2010 to coordinate communications on DRR activities in Aceh. Its secretariat sits in and is led by the Department of Transportation, Communication and Information Telecommunications (Dishubkomintel. The PACC’s role is to disseminate information to communities and promote coordination.
to increase productivity and effectiveness, and avoid duplication of activities. Members of the PACC include representatives from local government institutions, local NGOs, media, women’s organizations, schools, and religious organizations.

The PACC developed a public awareness strategy (using baseline data, see below) and appropriate campaign modules. Six hazard-specific modules were developed containing information on prevention, mitigation, preparedness and recovery. These modules were trained to 24 provincial master trainers who replicated the training to 288 community facilitators in four districts and will serve as a reference for use by the local government, NGOs, media and other institutions in conducting public awareness campaigns.

One of the impacts of the creation of the PACC was the set-up of the Disaster Concerned Aceh Journalists’ Forum (Forum Jurnalis Aceh Peduli Bencana – FJAPB), which collaborates closely with PACC. The Forum issued a joint statement on ethical codes for reporting signed by the 43 journalists, and has its own website (www.fjapb.org) without external financial support. The partnership with PACC and the commitment of journalists has been effective in capturing media attention provincially, nationally and internationally.

The PACC commissioned a baseline and end-line study to measure the level of public understanding on DRR and media preference for receiving information of the public in 11 of 23 districts. The baseline study was designed with gender and culturally sensitive elements to ensure vulnerable groups were represented and that the results could contribute toward an effective strategy for Acehnese communities. The surveys show an increase in the people who believe that their family is prepared to face disasters from around 56 percent at the beginning of the project implementation to around 66 percent respondents at the end of the project implementation. The surveys also show an increase in the percentage of people who believe their village is prepared to face natural disasters from 29 percent at the beginning of the project to 47 percent at the end of the project.

A mass communications campaign based on the results of a baseline study in 2011 was coordinated by PACC using various media channels such as local televisions, radio, newspapers, leaflets and booklets. The campaign aimed to increase public awareness on disaster risk by providing information and
education that was both culturally and gender specific. For example, during the month of Ramadan, public service announcements were broadcasted on local radio stations at times when religious sermons were also broadcasted. Campaign activities included photo exhibitions, competitions (music, photo, and others) seminars, and folk performances. Folk performances were conducted in nine sub-districts with substantial interest from the local communities.

The impacts – or results – of the significant efforts made to raise awareness on DRR amongst the general public was evident during the 7.6 magnitude earthquake in January 2012, and the 8.5 and 8.1 magnitude quakes in April 2012. Residents knew which escape routes to take, and what to bring in their emergency bags. In Tabloid *Tabungan Aceh*, DRR-A was credited with significantly raising awareness and understanding within the community on evacuation routes – with media facilitating the dissemination of information and volunteers directing people to the most appropriate evacuation routes (see Tabloid *Tabungan Aceh, Berdamai Dengan Bencana*, May 2012).
Lessons Learned

DRR-A ensured that its efforts were in line with national level regulations and were conducted to compliment these national policies. The national government has endorsed the integration of DRR into education by issuing a circular letter from the Ministry of National Education No.70a/2010 on Mainstreaming DRR in the School System. This was implemented under the national, UNDP-supported project, ‘Safer Communities through Disaster Risk Reduction in Development’ (SC-DRR). As noted above, Aceh was the first province in Indonesia to integrate DRR in the curriculum for all school levels. The process through which the DRR curriculum was developed was in and of itself a good practice – the curriculum development teams and facilitators (one for each primary, secondary and senior high school) were formed consisting of members from various walks of life: teachers, youth organizations (such as scouts) and local Indonesian Red Cross/Red Crescent chapters. The different backgrounds of the team members had both pros and cons: the different experiences of members enriched the process of curriculum development by mutually supporting each other’s knowledge and diverse perspectives, resulting in a more ‘complete’ or comprehensive curriculum. On the other hand, DRR was still a new concept and the different backgrounds of the team members meant that they understood DRR differently. However, with support from the facilitators (trained by DRR-A) the teams were able to come to agreement on the information to be used on each of the eight national competency standards.

Further, after undertaking a study visit to Bengkulu province where DRR curriculum had also been implemented through Disaster Prepared School (Sekolah Siaga Bencana or SSB) pilot project of the UNDP national DRR-supported project - SCDRR. The curriculum development teams and the Government of Aceh decided – and were in agreement – that the teams needed to be led by government officials. Based on the Bengkulu experience, where a non-
governmental academic institution implemented the curriculum, it was noted that the government did not have a vested interest in seeing the curriculum fully implemented. With the government leading and owning the process, there has been a greater prioritization for ensuring that the curriculum is implemented in the pilot schools, and the Department of Education has drafted a regulation to enforce its implementation. One thing that could and should have been done differently, however, in the opinion of the Department of Education, was to ensure that the school superintendents were involved in the process from the beginning – developing the curriculum and assisting in monitoring its implementation in the classroom. Secondly, technical guidance for implementation should be developed alongside the curriculum so that the ideas and experience of the curriculum development teams in teaching new concepts can be fed into the guidelines for teachers.

**Lesson #1:** Curriculum development needs to be government led, and be a participatory process, which engages governmental and non-governmental DRR practitioners. This approach brings diverse perspectives and experiences on how to translate ‘DRR’ into ‘teachable’ curriculum and can allow for the integration of new teaching approaches used by non-governmental actors such as the Boy Scouts when working with children. Without government leadership and the involvement of non-governmental stakeholders, the curriculum is unlikely to be fully implemented, and the content will rely heavily on only one perspective on DRR and miss the opportunity to have complimentary information and ideas from non-governmental stakeholders.

However, with the implementation of the curriculum in selected schools, the Department of Education and the facilitators from the Curriculum Development teams noted that the curriculum was not stimulating enough to keep the attention of the students. More in-depth monitoring needs to be undertaken but the Department of Education feels that part of the problem may lie in how well the material is being taught. Teachers are already overloaded with new subjects and concepts – DRR is just one of many. Secondly, the monitoring that has been done has noted that the existing teaching materials (books) are not conducive to teaching DRR – books do not help students visualize scenarios, and so new tools that can facilitate the teaching of DRR are needed. Thirdly, although integrating DRR into curriculum is a sustained approach to raising awareness amongst school aged children and teenagers, it does not facilitate an
understanding of a ‘culture of safety’ and how that translate into daily activities and is not restricted to the classroom.

**Lesson #2:** DRR cannot be taught through books alone. While integrating DRR into curriculum for all school levels will provide a sound basis upon which children can understand the concept of DRR, without practical examples and experiences (i.e.: simulations) that help students apply their knowledge in real-life situations, that knowledge will not ‘stick’ and will be forgotten with the onset of the next academic year. Further, it is impractical to expect teachers who receive only basic introductory training to be able to effectively translate the curriculum into meaningful examples which the students will absorb. In-depth training requires significant human and financial resources and time. It is important that when DRR curriculum is developed that, alongside the technical guidance for implementation, teachers are provided with innovative teaching methods that stimulate the students and facilitate their understanding of DRR as more than another academic subject to be memorized and then later forgotten. Curriculum development teams should thus also be tasked with researching new teaching methods – in their own country or internationally – which will both capture the students’ attention and make the process of teaching a new subject a little bit easier for teachers.

One of the most notable successes of the DRR-A project was its work with the Islamic Boarding School Education Agency. On top of being the first international development programme to engage with the Agency, the DRR education module developed for the Islamic Boarding Schools (*Dayah*) has been very successful and provided concrete examples on how to apply DRR theories in practice by designing simulations which are specific to life in a *Dayah*. This is particularly important because, in Aceh, *Dayah* are often the only schools accessible to vulnerable and disadvantaged children.

Similar to the process of developing the DRR curriculum for the Department of Education, the process of developing the module of the *Dayah* included a
multi-disciplinary team led by a facilitator with support from DRR-A. However, the difference in the Dayah module is that it needed to integrate teachings from the basic Islamic values and rules: the Koran and Prophet’s acts and expressions (Hadith). This was a big challenge because the teams wanted to find teachings from both sources that were practical – not philosophic – so that the ideas put forth would not be open to interpretation. DRR is ‘something new’ and many believe that the concept is at odds with what is taught in the Koran – that disasters are ‘God’s will’ and as such should not be prevented. It was thus important to concretely demonstrate that DRR values have a place in both the Koran and Hadith.

It must be noted, however, that the module was created by and for modern Dayah. Modern Dayah, as opposed to traditional Dayah (also known as pesantren), teach religion as well as other core subjects such as maths, science, English, and literature. This made the process of accessing the Dayah to develop the module much easier – the staff and students were already learning about scientific ideas on top of the values of the Koran. Working with traditional Dayah will be much more of a challenge, with more resistance to new ‘scientific’ ideas and inexistence of systematic curriculum.

**Lesson #3:** A cultural approach to teaching DRR is critical. In societies which are particularly religious, as in Aceh, changing mind-sets on issues which are entrenched in traditional values requires more than just introducing and teaching the subject. It needs an approach that draws on traditional values. By basing DRR on Islamic values first and then bringing in ‘scientific’ information, there is a much higher likelihood of beneficiary acceptance of the new concepts and practices. The Dayah DRR module offers an alternative by demonstrating that it is possible to reach out to education facilities not under the direct supervision of the government. It further provides an example for addressing ‘modern’ problems in traditional societies, and could inspire the development of other modules to address issues such as human rights, the environment, and good governance.

Similarly, one of the objectives of the broader public awareness strategy was to disseminate information using a communication medium that was accepted by all.

‘Friday prayers are an excellent way to teach and raise awareness about DRR in Aceh. Friday prayers are compulsory for all men, and can reach more people than regular mass media because not everyone watches TV or reads the newspaper. Prayers are ‘soul food’ and it is common for people to turn to their religion following a disaster, so we can help them use their religion to be prepared for one.’

Pak Sukri, local imam and member of the PACC
Acehnese people: prayers. As with the development of the DRR module for the Dayah, members of the Public Awareness Coordination Committee (see below) began to explore what the Koran says about DRR and disasters. They then reached out to local religious leaders about disseminating messages through Friday prayers. This approach was deemed to be more effective than using radio or TV (the public awareness baseline survey noted that only 60 percent of respondents received information through the TV, and only 12 percent through the radio) because Friday prayers are compulsory for all men and thus can reach even the most remote communities.

Moreover, in most societies – although statistics are lacking, but anecdotal evidence suggests – people tend to turn to religion following a disaster, seeking comfort, and, in the words of a local imam in Aceh, ‘soul food’. Messages coming from moral leaders can reach further than the mind and into the soul.

Lesson #4: Focus on building strategic partnerships to promote awareness on an issue such as DRR. In traditional societies, this may be with influential religious organisations or leaders. In other societies, it may be a public figure. Messages coming from a ‘moral authority’ will resonate further than more general messages received through mass media. Further, if local values are embedded in the messages, the likelihood of acceptance by the general population is higher.

One of the critical issues, however, in raising public awareness, is to ensure that the messages being disseminated are not contradictory. To this end, the Government of Aceh created the Public Awareness Coordination Committee (PACC), which, among other things, provides space for stakeholders – particularly those that would not normally interact with each other - to exchange ideas and opinions on how to raise awareness on DRR in Aceh. But the PACC has faced challenges. The first is that members of the PACC from government institutions are constantly changing as individuals are transferred between government departments. As such, the PACC is constantly training new people, and other members, such as NGOs, lose interest in participating in activities. The result is that the PACC has not been very effective, and the government feels that while it is a useful mechanism to reach out to other stakeholders, it is not critical. In the government’s opinion, information coordination and sharing will still take place (through the Department of Transportation, Communication and Information Telecommunications).
This challenge and resulting situation is likely the result of the second challenge: the lack of commitment of the government to prioritize (and thus provide budgetary resources for) public awareness. Public awareness as an activity is unappealing.

Lesson #5: In order for information coordination among stakeholders to work, there needs to be a commitment from those stakeholders to make it work. While ideally a coordination forum attached to the government provides institutional sustainability, if the government cannot commit to making even the membership of the forum static, then alternative solutions need to be found. Because it is multi-stakeholder in nature, there are other ways to convene forums, such as through an NGO consortium, or even the media. What is important is that members ensure that their representatives will remain the same – at least for a minimum of one year – and that those members ensure that they are lobbying their own institutions to ensure that public awareness remains a priority. The important point is to ensure that however a forum is conceived, whether large or small, there is a commitment to coordinating public awareness activities and maintain public awareness as an institutional priority for each of the members.
Follow-up

This lesson learned report will be of interest to development practitioners working in the field of public awareness raising and education. The lessons extracted from this project aim to provide guidance not only for on-going and future DRR programmes, but can also extend to other sectors working on issues that change knowledge and attitudes and challenge traditional approaches and accepted practice. For example, raising awareness and improving education on the impacts of climate change and what can be done to mitigate it; drawing on faith-based practice to address critical human rights issues such as violence against women and rights of children and also conflict prevention; and how to reach the most through awareness raising activities – such as reaching out to Dayah on DRR and using traditional performance to reach the community in rural and remote locations. This lesson learned document can be shared through dissemination of printed version to public, national and local government, and other stakeholders and publish the electronic on UNDP’s website, UNDP knowledge network, etc.

These lessons can be best incorporated into future projects if they are taken into consideration during the planning stage – identifying approaches and stakeholders, communication strategies and time needed for activities. The DRR-A project was a well-thought out project with good planning, which allowed it to adjust to incorporate new approaches (such as reaching out to Dayah and working closely with Islamic leaders and media through the PACC) as they became evident.

They can also form the basis for monitoring and evaluation – thinking ‘outside the box’ and examining the level of awareness also unintended but positive impacts of the development projects and processes. The DRR-A project was not designed specifically to find new approaches for education and awareness raising on DRR, but to actually educate and raise awareness using the existing education system. However, by adjusting to take advantage of opportunities to target new stakeholders and reach more beneficiaries, it not only generated lessons and good practices, it broadened its impact.
Additional Resources

Documents Referenced

- DRR-A Project Document
- DRR-A Inception Report – March 2009
- DRR-A Quarterly Progress Reports 2009-2001
- DRR-A Annual Reports 2009-2011
- DRR-A Mid-Term Review - August 2010
- KARST ‘Knowledge, Attitude and Perceptions Report for Highland Areas', 2010
- DRR-A Community Awareness Baseline Survey - 2010
- TDMRC Strategic Plan 2009-2011
- TDMRC Strategic Plan 2012-2015
- Christian Science Monitor, January 11, 2012

Interviewees

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