

# PROMOTING INNOVATIVE LITERACY EDUCATION IN COPING WITH NATURAL DISASTERS

(Strategy for The Development of Natural Disaster Literacy Program)



by  
ADE KUSMIADI

Delivered in Kominkan-CLC International Conference on ESD

**CENTRE FOR THE DEVELOPMENT OF EARLY CHILDHOOD, NON FORMAL AND  
INFORMAL EDUCATION REGION II  
CENTRAL JAVA-INDONESIA**



PP-PAUDNI REGIONAL II SEMARANG  
*Ing Madya Mangun Karsa*

# OUTLINE :

1. **BACKGROUND**
2. **OBJECTIVES**
3. **OUTREACH**
4. **PROGRAM DELIVERY**
5. **PROGRAM RESULT**
6. **MONITORING AND EVALUATION**
7. **SUSTAINABILITY**
8. **INNOVATIVE FEATURES**
9. **CHALLENGES**



# BACKGROUND

Indonesia is a country that is mostly affected by natural disaster

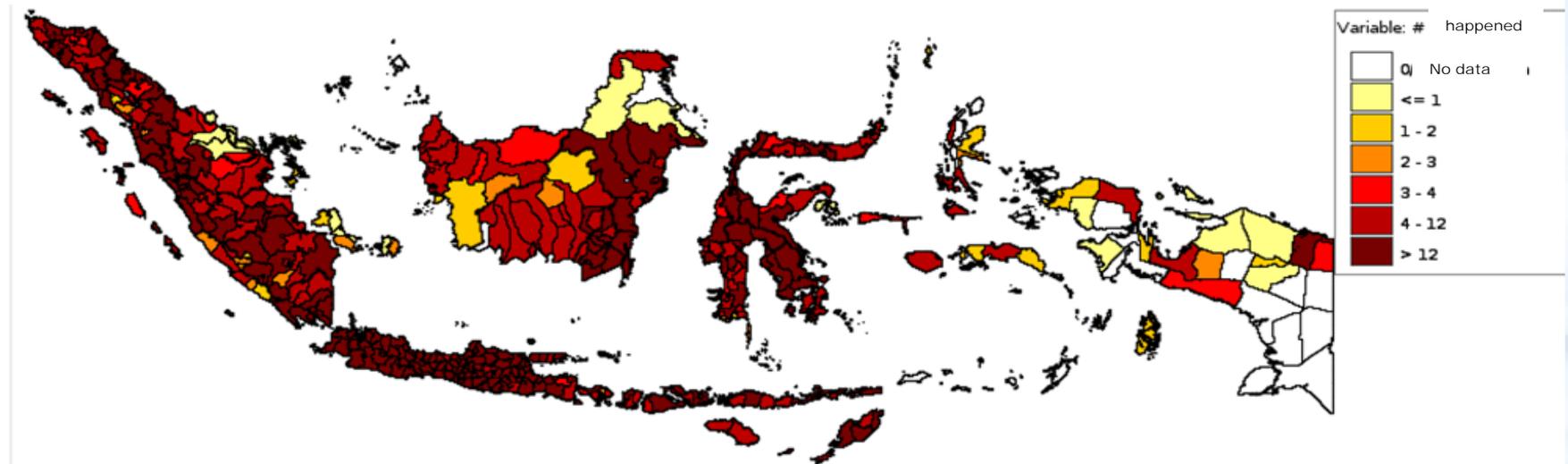
**Some natural disasters in Indonesia; kind of disaster (land slide, volcanoes eruption, flood, fire, tsunami, earthquake, dry season, storm) frequency, and spreading.**

Recommendation from International Seminar on Empowering CLC in Enhancing Learning Society through Education for Sustainable Development, Jakarta-Indonesia 2014



# BACKGROUND

Disaster Distribution Graph Year 2004 - 2013 based on area

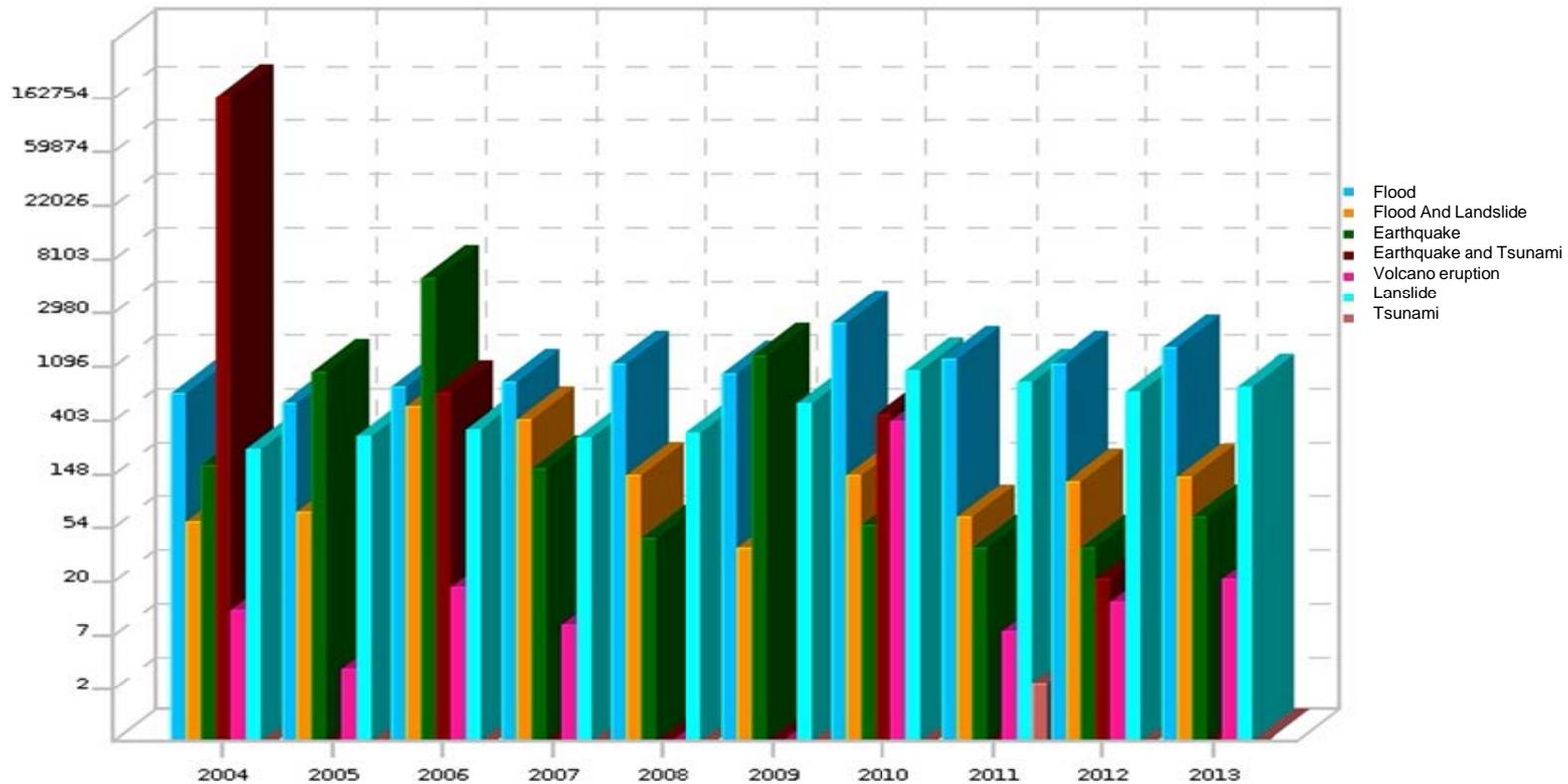


source : <http://dibi.bnpp.go.id/DesInventar/dashboard.jsp>



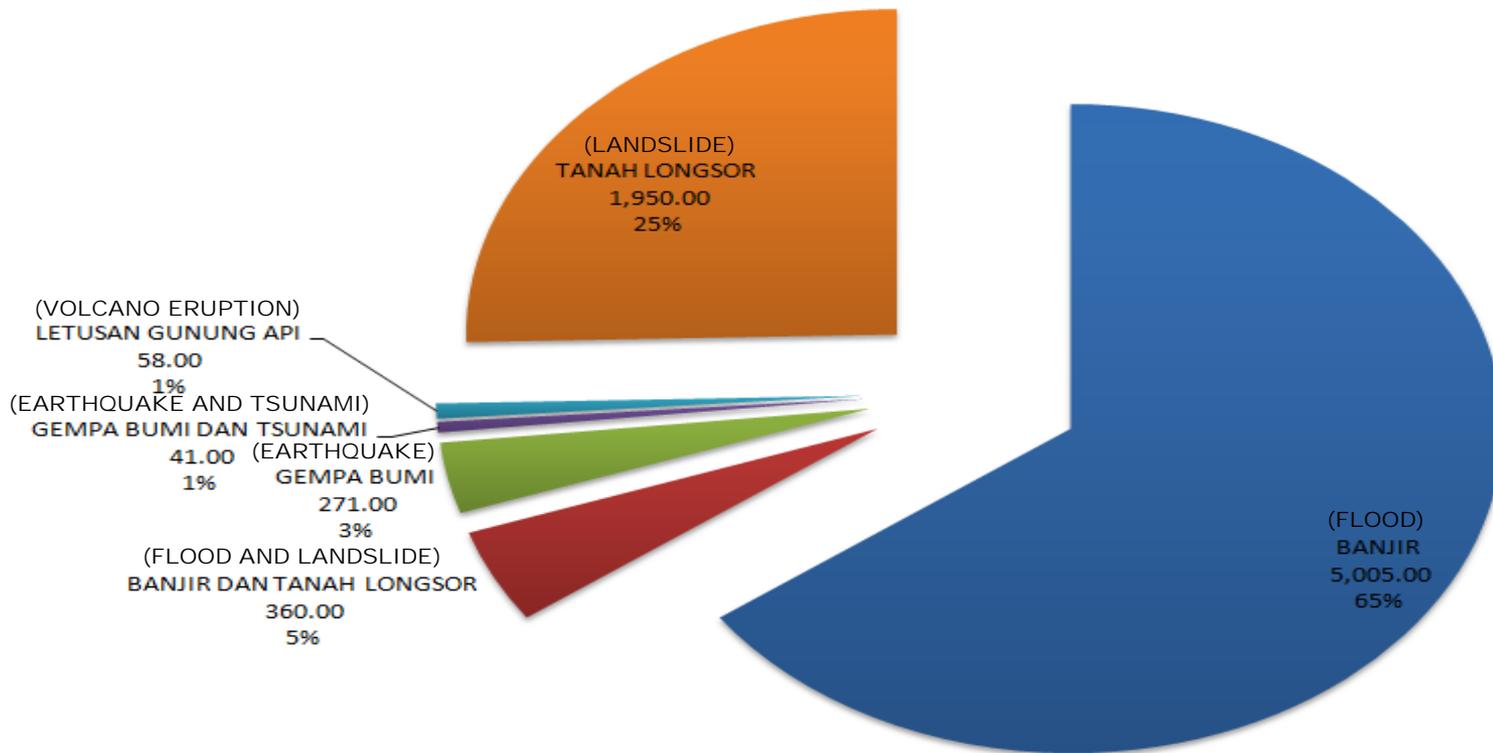
# BACKGROUND

Graphics of Natural Disasters and The Victims In Indonesia 2004 - 2013



# BACKGROUND

## Comparison Graph Disaster Year 2004 - 2013

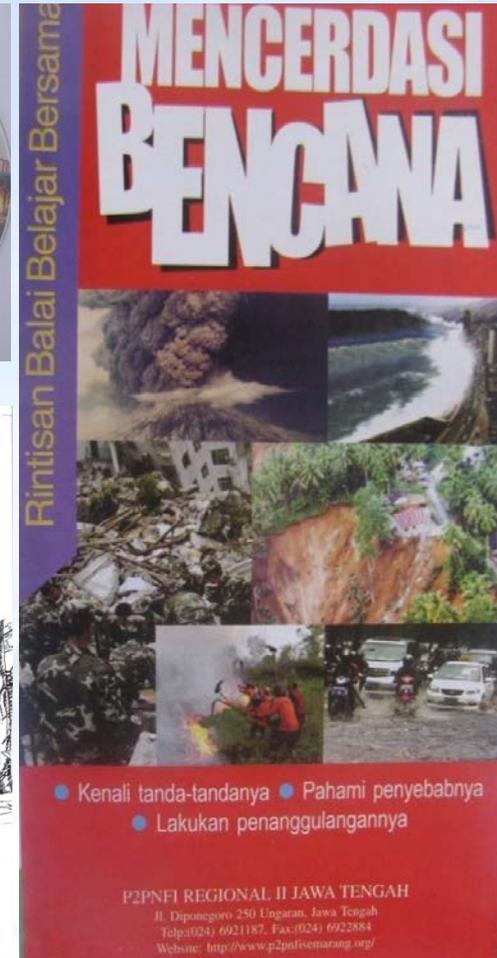
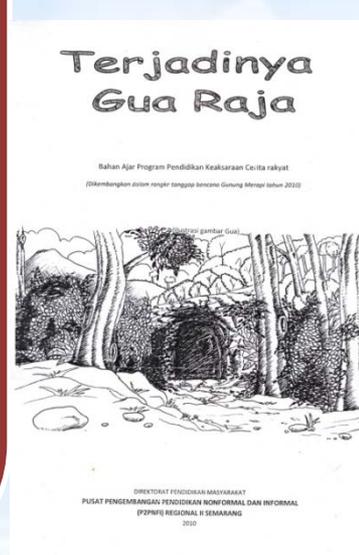


# BACKGROUND

It needs some strategies to prevent and to ward off the disaster.

Natural Disaster Literacy Program is developed by including:

1. Promotion of disaster risk reduction knowledge in community learning centers (CLCs);
2. Integration of disaster risk reduction in literacy learning materials;
3. Implementation of disaster mitigation in CLCs;
4. Development of training and learning programs in disaster risk reduction targeted at specific areas, and community-based;
5. Improvement the role of volunteers as appropriate to enhance local capacities.
6. This program integrated in promoting ESD.



# OBJECTIVES

1

Developing curriculum of literacy competence

2

Implementing literacy acceleration

3

Expanding access of literacy education through the establishment of Community Learning Centre (CLC) and Community Reading Centre (CRC).

4

Providing training of Quick Disaster Response for the committee of CLC and other non-formal education units.

5

Establishing Community Learning Hub for the natural disaster mitigation.

6

Producing learning materials which is integrated in promoting ESD

7

Providing literacy service for disaster refugees.

8

Establishing the First Provider of Emergency Response Service



# OUTREACH

## Main Target Group

- The group of illiterate people, lower and middle class society, school dropout and woman or girls who don't have chance to get the higher school

## The Location of the Project

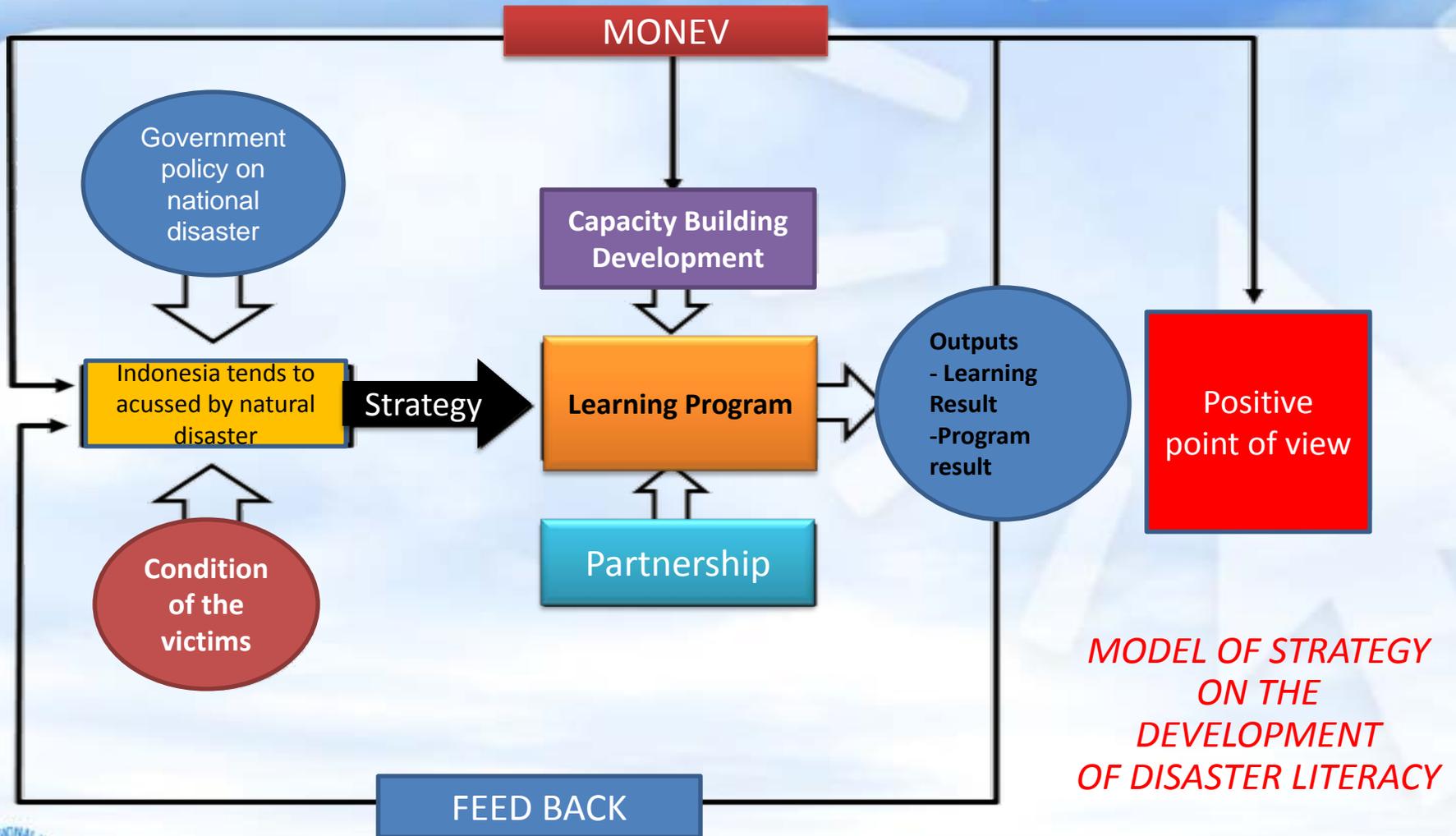
- MERAPI mountain in Central Java and Jogjakarta. Then, the project expanded to other area and provinces

## Number of Participant Reached Annually.

No	Year	Natural Disaster Literacy (people)	Budget (USD)	Basic Literacy (people)	Budget (USD)	Entrepreneurship Literacy (people)	Budget (USD)
1.	2008	15,720	565,920	8,000	288,000		
2.	2009	3,598	129,528	33,760	1,215,360		
3.	2010	14,016	504,576	19,750	711,000	1,000	450,00
4.	2011	8,817	317,412	15,000	540,000	6,500	299,000
5.	2012	916	32,976	8,000	288,000	9,500	437,000
6.	2013	382	13,752	12,000	432,000	16,400	755,400
	TOTAL	43,449	1,564,164	371,150	2,215,800	102,220	5,418,300

# PROGRAM DELIVERY

## 1. Structure and Mechanism



# PROGRAM DELIVERY

## 2. Teaching-Learning Methodology

1. Participatory approach by integrating life skills into literacy program

2. Mother tongue based approach.

3. Joyful learning approach.

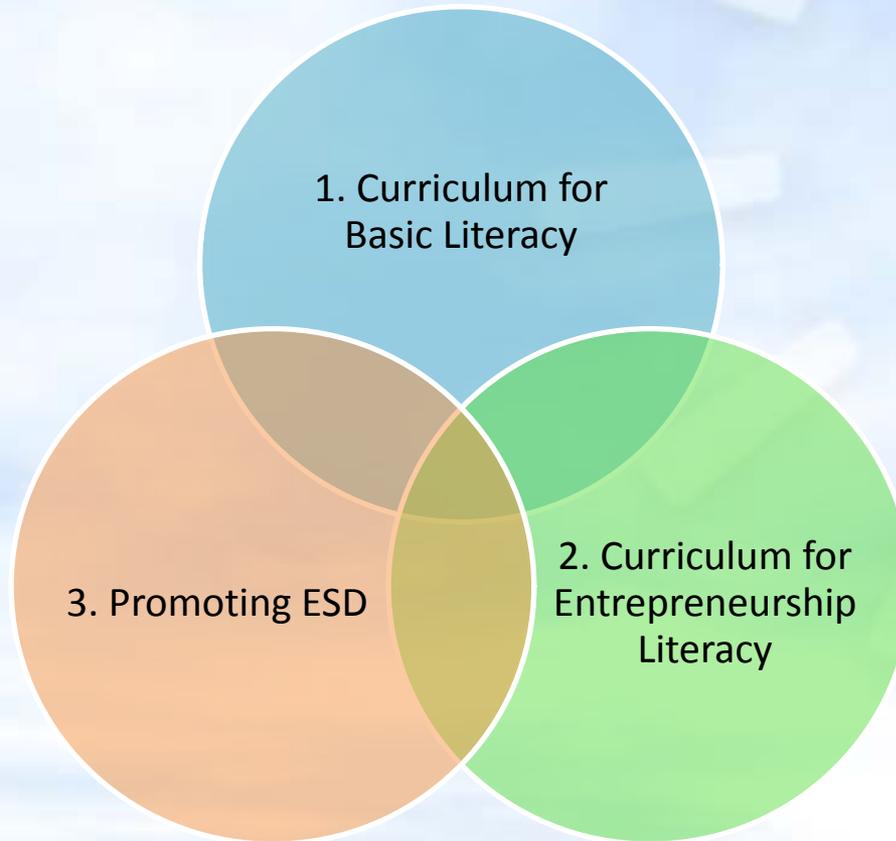
4. Empowerment approach

5. Promoting ESD



# PROGRAM DELIVERY

## 3. Teaching-Learning Materials



# PROGRAM DELIVERY

## 3. Teaching-Learning Materials

### 1. Curriculum for Basic Literacy

STAGE 1	<ul style="list-style-type: none"><li>a. Understanding short text with simple repetitive language pattern on natural disaster, climate change and promoting ESD topic.</li><li>b. Able to gain information from general signs and symbols of natural disaster , climate change and promoting ESD topic.</li></ul>
STAGE 2	<ul style="list-style-type: none"><li>a. Understanding simple and correct independent sentences on natural disaster, climate change and promoting ESD topic.</li><li>b. Able to gain information from known or previously recognized short documents, sources, signs, and symbols.</li><li>c. Able to gain information from various everyday sources.</li></ul>
STAGE 3	<ul style="list-style-type: none"><li>a. Understanding simple short and long text correctly and independently on a natural disaster, climate change and promoting ESD topics.</li><li>b. Able to gain information from various sources.</li></ul>
STAGE 4	<ul style="list-style-type: none"><li>a. Understanding more complicated text correctly and independently on natural disaster , climate change and promoting ESD topic.</li><li>b. Able to gain information on various depth and details from assorted sources.</li></ul>



# PROGRAM DELIVERY

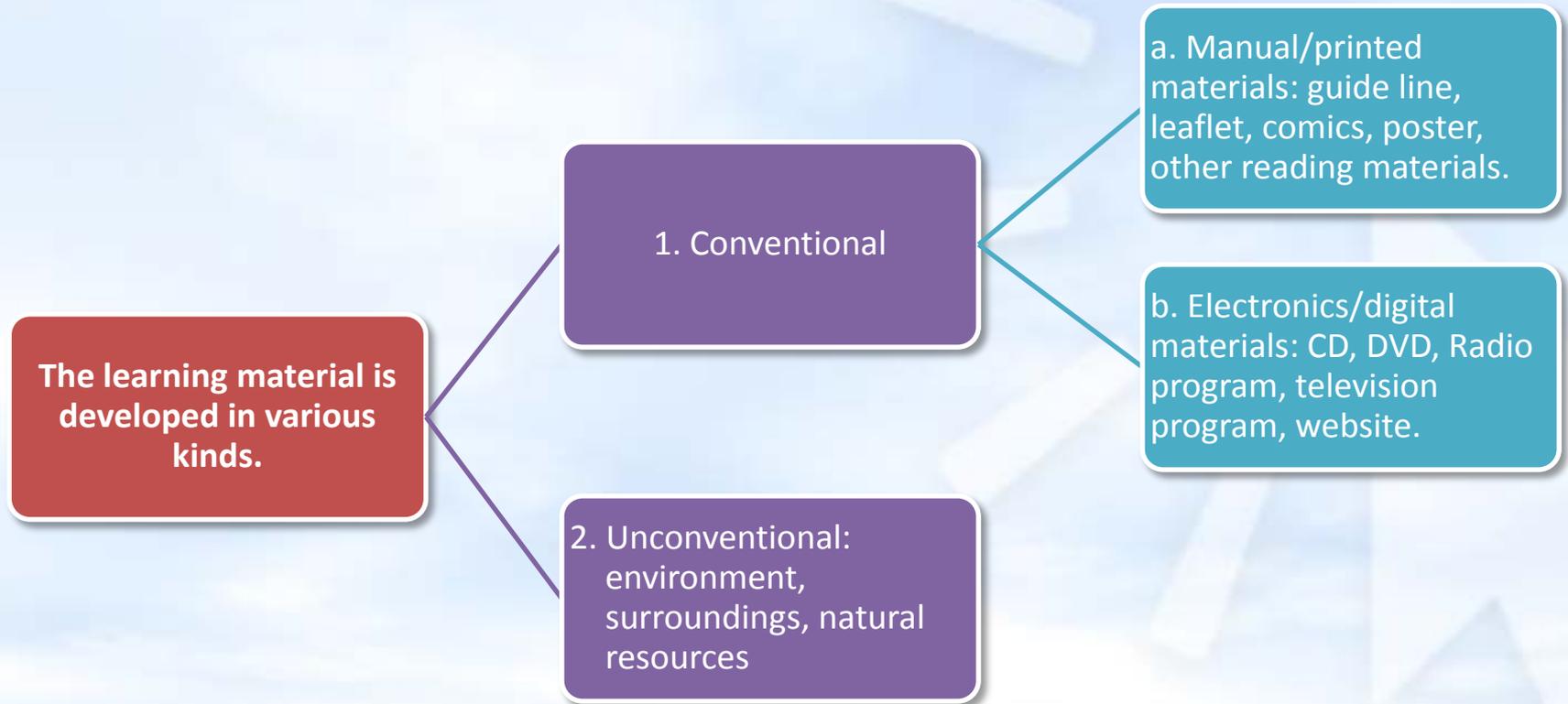
## 3. Teaching-Learning Materials

### 2. Curriculum for Entrepreneurship Literacy

STAGE 1	<ul style="list-style-type: none"><li>a. Identifying the types of enterprise with potential to be developed appropriate in the condition of natural disaster, climate change and promoting ESD.</li><li>b. Writing and communicating of self-enterprise to be developed.</li></ul>
STAGE 2	<ul style="list-style-type: none"><li>a. Mastering a particular skill to be developed as self-enterprise.</li><li>b. Marketing the product.</li></ul>
STAGE 3	<ul style="list-style-type: none"><li>a. Conducting analysis for enterprise profit.</li><li>b. Establishing partnership for the development and sustainability.</li></ul>
STAGE 4	Maintaining the basic literacy competency while running the enterprise.



# LEARNING MATERIAL DEVELOPMENT



# PROGRAM DELIVERY

## 4. Training for the Teachers (tutors)



- The CDECNIE provides the Training of Trainer (ToT) for Literacy Education and life skills tutors. The Centre invites the facilitators with high competence and capability as the trainers to deliver some training



# CAPACITY BUILDING DEVELOPMENT

Field based Capacity building

Development of Capacity Building in CDECNIE (PPPAUDNI) Regional II Semarang

1. Social Mobilization (partnership and local stakeholders)

2. Field technical orientations.

1. Workshop on development of program design.

2. Workshop on Learning material development

3. Workshop on training design

4. Model Finalization.

5. Disemination of Literacy disaster program.

# PROGRAM DELIVERY

## 5. Use of the ICT



- The programs use Information and Communication Technologies (ICTs) media such communication radio, computer utility, and TV as the learning media. Some materials are also created in digital versions. In order to have adequate electricity in the location of the disasters, we also provide Electric Generator



# PROGRAM RESULT

There are three provinces as the location of the program, in which the villages of are hit by natural disasters.

The Natural Disaster Literacy program has served 43,449 people, Basic Literacy 371,150 people and Entrepreneurship Literacy 102,220 people.

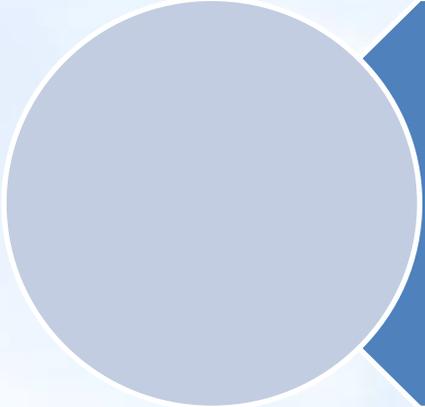
Learning Process Result: The learners have the competence of literacy based on The Standard of Literacy Competence.

Program result: minimize the effect or trauma caused by the disasters.

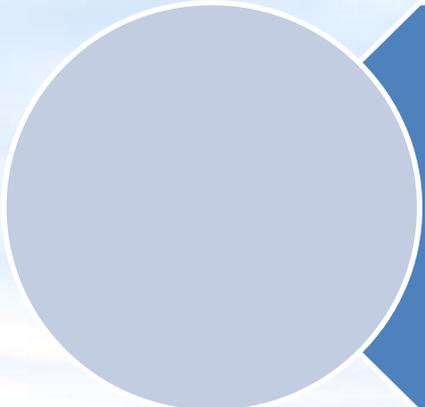
The community and the learners (victims) are be kind and responsible toward their environment.



# MONITORING AND EVALUATION



providing facilitators with information about learners' knowledge, understanding and skills;



participation of educational authorities to monitor the performance of Natural Disaster Literacy.



# SUSTAINABILITY

1. Sustainability of the institution is developed by providing entrepreneurship program for Community Learning Centres to equip them with financial independency. There are two CLC of natural disaster project in two districts.



2. Sustainability of the literacy achievements are designed by expanding access for reading materials through the provision Community Reading Centres (CRC) in public areas. In the project area the number of community reading centres are about 11 reading centres spread in 11 villages.



3. Sustainability of partnership and facilitator competencies is implemented by providing capacity building for CLCs' and CRCs' facilitators.



4. Sustainability of laboratory specifically designed for natural disaster literacy program by expanding and providing electronic devices in the laboratory, located in the Centre



# INNOVATIVE FEATURES

- **Idea**
- **Teaching learning content**
- **Learning materials**
- **Learning process**
- **Evaluation**
  - Basically, the literacy competency refers to the national standard, but the evaluation is done by considering the situation and condition of the place of teaching and learning.
  - Reading, writing, and counting competencies are evaluated by considering the learners' skills, stressing more on their self-evaluation.
- **Some superior achievements of this model** are a). Very specific, focused on natural disaster literacy (Merapi volcano eruption), b) generic model, can be adapted on other natural disasters such as flood, slide of hills, storm, in the long time life at the refugee camp



# CHALLENGES



The lack of comprehension of the community toward the modern equipment for minimizing the disaster impact.



Villagers commonly belief in myth and tradition.





**PP-PAUDNI  
REGIONAL II SEMARANG**  
*Ing Madya Mangun Karsa*

**TERIMA KASIH  
THANK YOU  
Arigato Hozaimatsu**

