Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond
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The pressing threats of climate change, and the increased severity and frequency of natural hazards, hinders poverty reduction and resilience across the globe. For Indonesia, these threats are persistent, as the country suffers frequent and severe disasters. For instance, in 2019, Indonesia experienced 3,622 disasters caused by natural hazards.\(^1\) This context creates an added challenge for the 27.54 million Indonesians living in poverty,\(^2\) given that varied analyses examining the impacts of shocks globally, and in Indonesia, have shown that they disproportionately impact the poor. For instance, the dwellings that poor people live in are more exposed to natural hazards; they lose a larger share of their assets when disasters strike; their livelihoods are often dependent on climate-sensitive sectors such as agriculture; and they lack savings, insurance and other sources of financial protection.\(^3\) Furthermore, disasters and other shocks push millions of non-poor households into poverty each year. Globally, frequently occurring shocks push over 24 million households into poverty yearly.\(^4\) Finally, these impacts are not only limited to climate-related disasters, as the COVID-19 pandemic has shown, pushing approximately 97 million more people into poverty.\(^5\)

Social Protection (SP) benefits and services are critical contributors to poverty reduction. Social Protection, which includes non-contributory social assistance; labor market programs and policies; contributory social insurance; and social services, supported by a range of delivery systems, is increasingly important to country poverty reduction strategies, with proven impacts. For instance, all categories of SP programs globally have contributed to a reduction in the poverty gap by 33.69 percent, while non-contributory social assistance has helped reduced the poverty gap by 12.9 percent.\(^6\)

SP has been increasingly recognized as a crucial tool to help individuals and households prepare for, adapt to, and cope with the impacts of climate shocks and disasters. This recognition has led to countries to move beyond the regular provision of SP benefits and services to ensuring Adaptive Social Protection (ASP). Adaptive Social Protection helps to build the resilience of poor and vulnerable households by investing in their capacity to prepare for, cope with, and adapt to shocks: protecting their wellbeing and ensuring that they do not fall into poverty or become trapped in poverty as a result of the impacts.\(^7\)

In this vein, countries have increasingly recognized the importance of leveraging their SP benefits and services to support disaster preparedness. These can include coping and adaptation of beneficiary households; and particularly for flagship social assistance programs, the routine interface with a large share of

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3 Some of these impacts are summarized in: Hallegatte, Stéphane. et al. 2020. From Poverty to Disaster and Back: a Review of the Literature. Economics of Disasters and Climate Change (2020) 4:223–247
4 Ibid
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

poor households presents an opportunity to foster meaningful behavior change. Although the extent to which this beneficiary interface has been leveraged for these objectives is not extensive, there are several useful country cases where countries have integrated Information, Education and Communications (IEC) tools and materials to improve disaster preparedness, response and resilience among beneficiary households. These include the Philippines’ flagship conditional cash transfer (CCT) Pantawid Pamilyang Pilipino Program (4Ps); IEC tools and materials used by Jamaica’s Ministry of Labor and Social Security; and Mexico’s former Prospera CCT program, among others. These country cases provide various strategies used to leverage the frequent communication between SP programs and beneficiaries to improve disaster preparedness and resilience, including direct training and education, video public service announcements, posters, brochures etc.

Indonesia’s Ministry of Social Affairs (MoSA) has also recognized the importance of leveraging the frequent interaction with poor households through the Family Hope Program (Program Keluarga Harapan - PKH) CCT. PKH is the second-largest conditional cash transfer globally, with around ten million beneficiary families, making it an important tool for poverty reduction and resilience building. Beyond cash transfers, conditional on meeting education and health co-responsibilities; PKH beneficiaries are also required to attend Family Development Sessions (FDS). These sessions promote positive behavior change among beneficiaries by providing information and education on strategic topics including; education and parenting, family health, child protection, financial literacy, tobacco control, access to microfinance, among others. MoSA has plans to expand the topics covered by FDS by developing a Disaster Preparedness Module which is expected to include an e-learning course for PKH facilitators. The module is intended to help PKH beneficiaries increase their awareness of how to prepare for disasters and promote positive behaviors that can reduce disaster risks.⁸

In developing a Disaster Preparedness Module for the PKH Program, there is a wealth of Government-produced IEC tools and materials in Indonesia aimed at disaster preparedness and resilience that can be drawn upon, in addition to MoSA’s experience with developing FDS training content. Institutions such as Indonesia’s National Disaster Management Authority (Badan Nasional Penanggulangan Bencana - BNPB); Local Disaster Management Agencies (Badan Penanggulangan Bencana Daerah – BPBD); the Ministry of Education, Culture, Research and Technology (MoEC); the Ministry of Women’s Empowerment and Child Protection (MoWEC); the Indonesian Agency for Meteorological, Climatological and Geophysics (Badan Meteorologi, Klimatologi dan Geofisika – BMKG); and MoSA, all produce various IEC tools and materials targeted to specific groups or the general public. These include family guides, education content, pocketbooks etc. Most of these materials are available online and accessible, and much of the direct face-to-face interventions take place within the education system.

MoSA’s plans for developing a Disaster Preparedness FDS module is even more critical, as existing IEC tools and materials do not specifically target the needs and constraints of poor households. Despite the availability of various IEC tools and materials, informational interviews have flagged limited measurement of the impact and reach of these materials, and it is not clear the extent to which they are routinely accessed by poor and vulnerable households, nor the extent to which they have facilitated concrete behavior change amongst the poorest. Poor households face unique barriers to communication, including limited internet

⁸ https://projects.worldbank.org/en/projects-operations/project-detail/P172381
connectivity; lack of access to smart devices etc. The concentration of Indonesia’s poor in rural areas\(^9\) also presents an added constraint for ensuring that key IEC messaging is able to reach them, requiring methods adapted to the unique communications contexts in rural and remote areas.

This note aims to help inform the planned development of a Disaster Preparedness FDS Module for Indonesia’s PKH program and to provide lessons for other countries on the development of IEC tools to improve disaster preparedness and climate resilience among social assistance beneficiaries. The note includes four sections which (i) highlight recent approaches to beneficiary education to support Adaptive Social Protection (ASP) goals and provide global experiences of how countries have leveraged their social protection (SP) programs, through beneficiary education and awareness, to improve disaster preparedness and resilience; (ii) outline existing IEC materials and tools used by Government agencies in Indonesia to improve disaster preparedness and resilience among the public; (iii) outline recommended content for Indonesia and other countries to consider including in beneficiary education sessions aimed at improving disaster preparedness and resilience of beneficiaries; and (iv) summarize the procedural steps to develop a new Family Development Session (FDS) module on disaster preparedness, building on lessons learned from previous module development for PKH’s FDS.

While the content of this note is particularly targeted at Indonesia’s PKH program, it is hoped that the messages here can also help inform the integration of IEC tools and materials to support behavior change for disaster preparedness and resilience in other SP programs globally. As such, the recommendations on content and processes are directed broadly to social protection program administrators in Indonesia and other countries as well. A final caveat to this note is that is provides a summary overview of the content of the IEC materials referenced. Readers are therefore advised to explore the referenced documents to review detailed content of the IEC materials and tools referred to in this note.

In developing a new disaster preparedness FDS module or IEC tools, there are important lessons on both processes and content which should be considered. In terms of content, it would be important to ensure that disaster preparedness strategies for various shock types that households are vulnerable to, is included in the content; include information on disaster response processes and actions that are important for households to be aware of; include information and education on climate adaptation and mitigation to help improve climate mitigation and adaptation actions among poor households; and ensure that messages are tailored to the vulnerabilities of particular groups such as persons with disabilities, elderly, women, children, and poor households in remote areas. In terms of processes, it would be important to first carry out a needs assessment to assess the challenges to be addressed, learning needs of the targeted beneficiaries, and required scale of the training program or IEC campaign. This is followed by development of the training program or IEC campaign, including curriculum or content design, assessment of the required materials. In this phase it would be essential to leverage various IEC modalities for delivery, ensure accessibility for those facing barriers to communication, and develop evaluation modalities to assess if behavior change and awareness outcomes are achieved. It is also important to leverage inter-sector coordination for design and delivery, to ensure the technical soundness of the messages and complementarity of disaster and climate-related IEC activities across

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*9 The percentage of the urban poor in March 2021 was 7.89 percent compared to 13.10 percent for rural poor in March 2021. Central Bureau of Statistics (Badan Pusat Statistik) [https://www.bps.go.id/pressrelease/2021/07/15/1843/persentase-penduduk-miskin-maret-2021-turun-menjadi-10-14-persen.html](https://www.bps.go.id/pressrelease/2021/07/15/1843/persentase-penduduk-miskin-maret-2021-turun-menjadi-10-14-persen.html)*
Government agencies. After development, an initial seminar and tests are carried out to assess clarity of training or IEC content, suitability of the learning methodology and IEC tools, alignment with learning objectives, responsiveness to communications constraints, appropriateness of the duration and delivery mechanisms, and methods to assess if learning or awareness objectives are achieved. Following the testing stage, a results seminar is held to present the content to a wider audience beyond the work units directly involved before nationwide roll-out.

**This note finds that IEC tools and materials have the potential to create lasting behavior change impacts on disaster preparedness and resilience among poor households enrolled in social protection programs.** Notably, evidence from the Philippines reveals that the 4Ps beneficiaries’ knowledge and actions on disaster preparedness improved following from FDS sessions.¹⁰ This included improved knowledge of disasters, how to avoid them, and increased planning for future disasters among beneficiaries that participated in FDS sessions. This evidence points to the potential of a disaster preparedness FDS module to create meaningful behavior change impacts among PKH beneficiaries and other SP programs where such tools are being considered for inclusion in program design.

¹⁰ DSWD and University of Philippines Los Baños. Assessment of FDS of the 4Ps: Process Evaluation of FDS; and DSWD and University of Philippines. Assessment of FDS of the 4Ps: Effects of FDS on Family Life.
Section 1

International Experiences in Integrating Information, Education and Communication (IEC) tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries

*Shonali Sen*
Objective

The main objective of this section is to highlight recent approaches to beneficiary education to support Adaptive Social Protection (ASP) goals and provide global experiences of how countries have leveraged their social protection (SP) programs, through beneficiary education and awareness, to improve disaster preparedness and resilience.11

Impact of disasters on the poor and vulnerable & the role of social protection

Disaster shocks are a leading cause of impoverishment globally and in Indonesia. Globally, extreme disasters related to the occurrence of natural hazards caused about US$520 billion losses in consumption and forced some 26 million people into poverty every year. Additionally, if not addressed, climate change is expected to push an additional 100 million people into extreme poverty by 2030.12 The poor are often disproportionately impacted by natural hazards and disasters, due to exposure and vulnerability bias. Indeed, a study of 52 countries found that in most, poor urban households were more exposed to floods than the average urban population.13 More recently, a stocktaking of poor and nonpoor affected by natural hazards in 12 countries, including Bangladesh, Guatemala, Guyana, Haiti, Kenya, El Salvador, Vietnam and the Middle East, found impacts to be greater for the poor as well.14 Similarly, one study in Dar es Salaam, Tanzania found flooding impacted households that were more food insecure and had 14 percent lower per capita expenditure than other affected households.15 Another case of exposure bias was seen across 12 villages in rural Bangladesh, where 25 percent of poor households were exposed to Cyclone Aila, compared to 14 percent of households who were not poor.16 Moreover, when affected, the poor tend to lose a larger fraction of their wealth (“vulnerability bias”). In the Indian metropolis of Mumbai for example, an assessment of the combined losses from income, asset, and repairs due to the 2005 floods showed total losses reached 85 percent of the average annual income of the poorest people17. A similar situation unfolded for the poorest households18 in Nepal's Sindhupalchok District, where losses from the 2014 landslide amounted to up to 14 times their annual income.

Such shocks often force the poor and vulnerable (P&V) to resort to negative coping strategies, such as liquidating savings and assets and/or undermining human capital formation by reducing the quantity and quality of food intake, forcing children to work and consequently miss schooling, and postponing or neglecting health needs. Severe flooding in 2010 in Pakistan, for example, led to a 10 to 20 percent decline in consumption on average,

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11 Using Bowen et al., 2020 a household’s resilience can be thought of as the product of its capacity to prepare for, cope with, and adapt to, a shock in a manner that protects their well-being, ensuring that they do not fall into poverty or become trapped in poverty as a result. Bowen et al. 2020. Adaptive Social Protection: Building Resilience to Shocks (English). International Development in Focus Washington, D.C.: World Bank Group. Bowen, Thomas Vaughan; Del Ninno, Carlo; Andrews, Colin; Coll-Black, Sarah; Gentilini, Ugo; Johnson, Kelly; Kawasoe, Yasuhiro; Kryeziu, Adea; Maher, Barry Patrick; Williams, Asha M.
13 The Shock Waves report by Hallegatte et al. 2016 examined poverty-specific exposure to floods and drought in 52 countries.
16 Hallegatte et al. 2020
17 Hallegatte et al. 2020
which increased to as high as 30 percent in regions where consumption was already at its lowest.\textsuperscript{19} Disasters can also kill, injure or displace working age family members, leading to economic suffering through loss of jobs, livelihoods, and other income sources. For instance, unemployment in Bangladesh skyrocketed after Cyclone Aila from 11 percent in 2009 to 60 percent in 2010.\textsuperscript{20} Moreover, there is enough evidence to show that beyond their immediate impact, natural disasters cause a reduction in household welfare over the medium and long term. In Nepal for example, natural disasters have been estimated to cause a loss of assets (of around 12 percent) in the immediate term, while still continuing to cause losses in the second and third year after the shock (of seven and four percent respectively)\textsuperscript{21}. In post-2005 earthquake-hit Pakistan as well, school aged children who lived near the fault line had lower education outcomes four years after the incident\textsuperscript{22}, although schools were only closed for 14 weeks on average. In fact, while enrolment had recovered by 2009, learning had not, with some children losing the equivalent of about 1.5 years of schooling.\textsuperscript{23} These negative coping strategies led to longer time frames for poor households to recover from disaster impacts. In Dar es Salaam, Tanzania, the surveyed households who were able to recover from previous floods were those with higher average incomes.\textsuperscript{24}

These challenges are pronounced for a severely disaster-prone country such as Indonesia. The country experienced 3,622 total disasters in 2019 alone,\textsuperscript{25} mostly hydrometeorological phenomena, including tornadoes, flooding and landslides. These are expected to worsen due to climate change. Similar to other countries, Indonesia's poor are more exposed to these events and more likely to be negatively impacted. Indonesia is among the ten countries with the highest number of poor people exposed to floods.\textsuperscript{26} Out of the 76 million flood-exposed people in Indonesia, 40 million live in poverty, at less than USD5.50 per day (14.3 percent of the population), and 16 million (5.7 percent) on less than USD3.20 a day. Previous research for Indonesia found that, in the face of weather shocks, rice-farming households reduced their per capita expenditures by 14 percent reduction and protected their food expenditures at the expense of nonfood expenditures such as education and health.\textsuperscript{27} More recently, a Welfare Tracking survey following the 2018 Central Sulawesi earthquake, tsunami and liquefaction, found that households in the bottom 40 percent affected reduced food consumption as a coping mechanism.\textsuperscript{28} Finally, another study found that higher poverty incidence exacerbated the negative impact of disasters on school enrollment.\textsuperscript{29}

Well-designed and well-implemented SP programs have transformative impacts and can significantly enhance human capital and productivity, reduce inequalities, build resilience, and break inter-generational poverty.\textsuperscript{30} Cash transfer programs, for one, are known to promote savings and financial inclusion, which can

\textsuperscript{19} Kurosaki 2010
\textsuperscript{20} Hallegatte et al. 2020
\textsuperscript{23} https://datatopics.worldbank.org/sgdatlas/goal-4-quality-education/#footnote18
\textsuperscript{26} Hallegatte, S. et al. 2017. Unbreakable: Building the Resilience of the Poor in the Face of Natural Disasters. The World Bank. The other countries include India, Bangladesh, Arab Republic of Egypt, Vietnam, Democratic Republic of Congo, Nigeria, Mexico, Iraq, and Sudan.
\textsuperscript{29} Rush, J.V. 2018. The Impact of Natural Disasters on Education in Indonesia. Springer International Publishing AG
directly increase the preparedness of households, enhancing their ability to cope with and adapt to shocks. In Africa, for example, safety net beneficiary households are 4–20 percentage points more likely to save relative to comparable nonbeneficiary households, which, given the initial low savings rate among such households, implies an expansion by a factor of almost two in the incidence of savings. The pronounced ability of safety net programs to build resilience in relation to covariate shocks is also encouraging. Mexico’s former CCT program Oportunidades for example, mitigated the negative impact of natural disaster shocks on basic consumption and family assets, as well as on the school attendance of children and young people. In the case of Ethiopia’s Productive Safety Net Programme, transfers reduced the initial impact of a drought on beneficiaries by 57 percent, eliminating the adverse impact on food security within two years. Households that were already covered by safety nets in Zambia and Fiji were also found to recover more quickly from shocks. Other SP interventions, including those that promote more productive and resilient livelihoods, as well as insurance, can further reduce exposure and vulnerability to disaster shocks. In Nicaragua for instance, the provision of vocational training or a productive investment grant, in addition to a cash transfer to beneficiaries vulnerable to drought, provided full protection against drought shocks for two years. Elsewhere in Pakistan, SP programs restored livelihoods and replaced assets damaged by extremely heavy rainfall and widespread flooding during the 2010 monsoon. Finally, SP delivery systems, especially following the recent emphasis on foundational IDs, social registries, electronic payments, etc. can be invaluable to avert the long-term consequences of shocks, since the speed of assistance is often of “utmost importance.” To illustrate, in Ecuador too, the robust payment system of the SP system allowed a timely response to the 2016 earthquake. Due to program-level delivery systems, top-ups to the Philippines’ cash transfer program (Pantawid Pamilyang Pilipino Program or 4Ps) reached existing beneficiaries within a month of Typhoon Haiyan. In short, SP can play a critical role in addressing the needs of households in preparing for shocks before they occur; coping with shocks once they occur; and adapting to shocks for the future.

The World Bank’s Adaptive Social Protection framework and key building blocks

The potential deleterious impact of disaster shocks and the premium placed on swift response raises the important question of how SP systems can be appropriately adapted to be most effective at such times. Adaptive social protection (ASP) is a focus area within the larger SP sector, dedicated to identifying the ways in which SP can be leveraged and enhanced to build the resilience to shocks, particularly covariate shocks such as disaster shocks. The World Bank’s Adaptive Social Protection framework and key building blocks include the following:

1. **Operational Concerns**: The operational concerns of ASP focus on the rapidity and effectiveness of responses to shocks. This includes the ability of the system to quickly identify and reach affected populations, as well as the mechanisms for distributing aid efficiently.

2. **Coordination and Integration**: ASP recognizes the need for coordination and integration across different sectors and programs to ensure that interventions are complementary and not redundant.

3. **Monitoring and Evaluation**: Regular monitoring and evaluation are crucial to assessing the effectiveness of SP interventions in response to shocks. This includes the use of impact evaluations to measure the outcomes of different approaches.

4. **Innovation and Adaptation**: ASP encourages the adoption of innovative practices and flexible approaches to better respond to changing circumstances and emerging needs.

5. **Participation and Inclusivity**: Inclusive participation in decision-making processes ensures that the needs and perspectives of affected populations are taken into account, enhancing the relevance and effectiveness of interventions.

6. **Financial Sustainability**: Ensuring the financial sustainability of SP systems is critical to maintaining the readiness to respond to shocks, especially in the medium to long term.

7. **Evidence-Based Decision Making**: Building evidence-based decision-making into SP systems can improve the effectiveness and efficiency of responses to shocks.

8. **Learning from Experiences**: Learning from past experiences is essential to improve future responses. This includes the development of case studies and research to understand what works and why.

The World Bank’s Adaptive Social Protection framework and key building blocks offer a unified approach to enhancing the ability of SP systems to respond swiftly and effectively to shocks, thereby improving the resilience of households and communities in the face of adversity.
as natural disasters, economic crises, pandemics, conflicts, and forced displacement. Through the provision of transfers and services directly to individuals/households, ASP supports their capacity to prepare for, cope with, and adapt to the shocks they face—before, during, and after these shocks occur. Over the long term, by developing these three capacities, ASP can provide a pathway to resilience for households that may otherwise lack the resources to move out of chronically vulnerable situations.

The World Bank’s ASP framework consists of four “building blocks” critical for the design and implementation of ASP programs in order to save time and avoid unnecessary delays:

(i) **Finance** which involves understanding how much finance is required for events of different magnitudes, identifying pre-planned financial instruments that release finance when needed, and either establishing distribution mechanisms or linking them to existing ones. Risk financing strategies are a core requirement of proactive response planning to enable funding to be available in case of a shock, limiting delays in response and preventing reliance on negative coping strategies.

(ii) **Institutional arrangements and partnerships** which captures the plethora of existing policies, government and non-government actors, and programs related to DRM and SP, a thorough understanding of which helps streamline coordination through operational partnerships to be leveraged in times of shock.

(iii) **Data and Information** on household vulnerability to shocks and their capacity to cope and recover. This includes databases (e.g., household surveys, satellite or weather information) as well as information systems and the software applications that are used to systemize and transform information (e.g., social registries, early warning systems). Data or data systems can thus encompass the collection, organization, storage, processing, transformation, creation, and distribution of information to support policymakers’ decision-making process.

(iv) **Programs and delivery systems** which requires traditional approaches to be revisited to ensure they are responsive to shocks. For example, beneficiary selection may require different criteria depending on the target groups to be assisted in shock responses, the type, benefit package and duration of assistance and delivery chains (including payment systems) may also need adjustment based on the nature of the shock. As illustrated in the next section, SP programs and delivery systems, with their focus and reach among the poor and vulnerable, their local network of implementers, IEC and behavioural change program components, can provide the means and venue for communicating information on household and community disaster risk, risk reduction, and adaptation measures to beneficiary households and the wider community, that are otherwise hard to reach.

**Beneficiary Education as a Critical Tool for Supporting ASP Objectives: Rationale and Case Studies**

Flagship safety net programs across the world, are increasingly including beneficiary education sessions as a core program component to deliver critical training to beneficiaries (usually on topics related to parenting, financial inclusion, health, etc.). In the case of conditional cash transfer (CCT) programs, these are included as either hard or soft conditions linked to transfer payments. The most commonly cited example in the literature
comes from the Philippines (more details below), which has a disaster preparedness module included in the 4Ps CCT Family Development Session (FDS), that parents must participate in. Something similar can be found in Mexico, El Salvador and Tonga (the latter being only a pilot for now). In other instances, as discussed in the case study on Jamaica below, SP programs might include direct communication campaigns to deliver discreet messages on important topics.

One common feature of the interventions in both the Philippines and Jamaica relate to the institutional arrangements, whereby the lead social agency is also in charge of disaster response. This helps maintain close coordination between SP and DRM. At the national level in Jamaica the main focal agency for SP (the Ministry of Labour and Social Security - MLSS) chairs the Humanitarian Assistance Committee of the National Disaster Risk Management Council and coordinates the response in providing relief assistance to disaster victims. This government agency also chairs the Humanitarian Assistance Committee in each parish, leading the relief response and assistance at the parish and community levels. Similarly in the Philippines, the Department of Social Welfare and Development (DSWD) is the lead on disaster response and also the co-lead of the international humanitarian cluster system designed to coordinate government and humanitarian actors. “Central to this policy coherence and coordination is high-level political commitment, strong legislative and regulatory backing, clear roles and responsibilities, and well-established coordination structures”.

As countries try to leverage their SP programs more deliberately to support ASP objectives, beneficiary education sessions are being increasingly viewed as opportunities to provide targeted messaging on disaster preparedness, resilience and adaptation to a large share of households who are often most vulnerable to related shocks and more likely to engage in negative coping mechanisms when faced with them. However, despite this recognition, the formal integration of shock preparedness and tailored disaster management training in SP beneficiary education appears to be limited and where available, evidence of impact is even more rare. The next section will highlight several case studies of countries that have formally or informally integrated disaster preparedness and resilience training for beneficiaries of government led SP programs.

Philippines

In the Philippines, the country’s flagship CCT Pantawid Familyang Pilipino Program (4Ps) requires beneficiary households to attend a monthly FDS, which includes a module on Participation of the Filipino Family in Community

43 The MLSS is responsible for, among others, coordinating welfare and relief efforts during disasters, the post damage assessment process for households, and ongoing sensitization and training in critical areas such as use of the assessment forms, SP benefits available after disasters etc. There is also a Parish Disaster Committee which operates out of each Municipal Corporation/Parish Council. A Parish Disaster Coordinator (under ODPEM) coordinates activities geared towards disaster awareness, prevention and response. Disaster Responsive Social Protection – Helping People and Communities Bounce Back.

44 The social welfare and development officers at the regional, provincial, and municipal levels are part of the action teams responsible for supporting disaster response. Beyond immediate response, DSWD also plays an important role, during the rehabilitation and recovery phases following a disaster, with interventions and services that contribute to longer-term recovery. Bowen 2015; Smith et al. 2017.

45 This is true of countries in Latin America and the Caribbean as well, which are often seen as the pioneers of safety net programming. Asha Williams and Sarah Berger Gonzalez. 2020. Towards Adaptive Social Protection Systems in Latin America and the Caribbean: A Synthesis Note on using Social Protection to Mitigate and Respond to Disaster Risk.

46 While many countries in the Caribbean for example positively report on the existence of mechanisms for building understanding and raising awareness about risks and risk mitigation and management actions among communities, preparedness arrangements etc. through school curricula and trainings for government officials etc., there is limited evidence relating to the effectiveness of these arrangements, as well as the inclusiveness of their design.

Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

Development, that aims to help participants understand the importance of their participation in society. The module includes three topic areas, including two with relevant information for climate resilience and disaster preparedness; namely Topic 2, “Maintenance and Improvement of the Community,” and Topic 3 “Towards a Safe and Prepared Community.” Each Topic area has three sessions, ranging from 45 minutes to 1.5 hours in duration.

The second topic, Maintenance and Improvement of the Community, aims to help beneficiaries visualize their dream community. The topic includes a session which provides training on bio-intensive gardening, to encourage this biological method of planting crops for maximum yield in a small area of land, while renewing and increasing soil fertility. There is also training on waste management, including education on the differences between biodegradable waste and non-biodegradable waste materials; and methods to reduce, reuse, recycle and segregate waste materials; and education on composting methods.

The third topic, Towards a Safe and Prepared Community, aims to help beneficiaries “(i) determine risks in their community and the effects of such on their family and community; (ii) share different ways to protect the environment; (iii) explain the importance of disaster preparedness; and (iv) determine one’s disaster preparedness through the checklist of a disaster-prepared family and emergency go kit.” This is delivered through three sessions. The first session focuses on understanding basic concepts of hazard, disaster, capacity, vulnerability and risk, as well as what to do when faced with a disaster. This session also explains possible risks and their effects on the family and the community, as well as the identification, learning and application of ways to protect the environment to prevent disasters. The second session is about community preparedness, including practical tasks to protect the environment, waste management, and the need to reduce, reuse and recycle. Session three covers family preparedness, community based and other Early Warning System (EWS), and the need to prepare an emergency ‘go-kit’ and a disaster checklist.

**Picture 1:**
Screen Shot – Training Guide on Filipino Family Development

Source: Department of Social Welfare and Development, Philippines.

The FDS is typically facilitated by trained city/municipal links (C/MLs) who determine the needs of communities, in consultation with beneficiaries and parent leaders. The sessions are dynamic including group exercises and discussions. As of 2020, some FDS modules were available either in English or Tagalog, or both, although the community facilitators who deliver these modules were given the freedom to translate as needed. More recently however, a decision was made to translate all updated materials (including a module on disaster awareness) in the top three most widely used languages in the country (i.e., Tagalog, Ilocano and Bisaya). Information,
education and communication (IEC) materials (flipcharts, calendars, planners/diaries etc.) are produced by the C/MLs and therefore highly dependent on their creativity, resourcefulness and time availability. The same IEC materials created also serve as social marketing materials.

Assessments carried out in 2016 on FDS, including the module on disaster preparedness and management, revealed that beneficiaries appreciated and applied learning from the FDS in their personal, family and community life. A process evaluation of 4Ps’ FDS found parent-beneficiaries mentioned disaster management as one of the topics they could still remember. In fact, 95 percent of beneficiaries that attended 7-12 sessions a year reported a great impact of FDS on disaster awareness and protection. Also, over 60 percent ranked their preparation for disasters, both as a family (65 percent) and as a community (60 percent), as very high by attending FDS. Membership in 4Ps was also associated with an increase, from around 40 percent to 60 percent of beneficiaries, in the share of families who ranked their preparation for disaster as “very high”. Inferential test results also revealed significantly different ranking of a family’s ability to respond to disasters before and after 4Ps membership. Moreover, almost all (96 percent) knew what a disaster is, although only about 76 percent knew how to prevent/avoid them, and a little more than half (54 percent) had knowledge about EWS. A majority also responded that FDS attendance had a very high effect on their active participation on disaster risk reduction and management. Somewhat disappointingly however, more than 61 percent had no knowledge about the emergency go kits. Finally, the share of respondents who participated in the planning for the upcoming disaster before and after attending FDS, increased from about 66 percent to 74 percent.

There is also a supplemental module, Guide and Map for the Ready Family (Gabay at Mapa Para sa Listong Pamilya) in the form of a session guide in PowerPoint which aims to strengthen community-based disaster risk reduction for the most vulnerable communities and households in the Philippines, particularly the 4Ps. This material, developed by the Department of Interior and Local Government, informs and urges the attendees to establish Family Evacuation Plans and prepare emergency go kits.

In 2016, youth development sessions (YDS), a school-based monthly complementary intervention for high school student beneficiaries, which “runs parallel to FDS” and is untied to health or education cash grants, was approved for implementation. The aim of the YDS is to engage with adolescent youth in a constructive manner, develop their strengths and interests, and prepare them for adult life. Surviving with Responsibility (Disaster Risk Reduction) is part of the curriculum in Volume 5 of YDS. YDS is typically delivered in the form of a classroom discussion, but other various forms of media are also sometimes used.

**Mexico**

In Mexico, the former CCT program Prospera (presently discontinued but earlier known as Oportunidades and Progresa before that) and civil protection together provided disaster preparedness training for SP beneficiaries. The cash transfers provided under this program were conditional on a set of co-responsibilities including, among others, participation in educational communication Health Self-Care Workshops (autocuidado de la salud)

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48 DSWD and University of Philippines Los Baños. Assessment of FDS of the 4Ps: Process Evaluation of FDS; and DSWD and University of Philippines. Assessment of FDS of the 4Ps: Effects of FDS on Family Life.
49 A community-based mechanism was also being considered by the DSWD, especially for indigenous population/communities.
50 In Bataan for example, YDS is implemented with the use of audio-visual tools and other creative methods that keep the youth interested.
in which one theme was “Basic Actions in Case of Disasters”\textsuperscript{52}. Indeed, Prospera’s contribution to DRM, through the deployment of field workers and beneficiaries to communicate and educate about possible hazards and risk mitigation strategies, among other things, is well noted.\textsuperscript{53} In fact, in a survey directed with public officials that were either PROSPERA staff or interacted regularly with program beneficiaries (health and education staff), 58 percent of officials assured that they shared information with beneficiaries on how to mitigate damage in emergencies. Although commendable for possibly being a pioneer of sorts (the educational communicational theme on disasters was in operation since at least 2003), an assessment based on discussions with operational personnel of the states with recurring disaster events, suggests there was also room for improvement, including a need to strengthen training on the following aspects: prevention and protection actions to be take in the event of disasters, modifications that may occur in the operation of the program during the contingency (replenishment of documents, advance of support, exemption from co-responsibilities) and how to contact staff operational during an emergency.\textsuperscript{54}

**Jamaica**\textsuperscript{55}

Unlike the Philippines and Mexico, Jamaica uses general communication materials to improve awareness of processes and available SP support after disasters, and to improve disaster preparedness and protection of livelihoods, tailored to poor households. In 2017, Jamaica’s Ministry of Labor and Social Security (MLSS) and Office of Disaster Preparedness and Emergency Management (ODPEM), with support from the World Bank, developed a range of printed, audio-visual information, awareness and communication (IEC) material, to emphasize the need to “plan, prepare and recover” from disasters. The need for such material was informed by a communication needs assessment and subsequent information and education strategy, which highlighted the need to increase awareness among the poor and vulnerable on how to prepare for a disaster and what to do in the event of one. The IEC materials produced includes two (35 second) Public Service Announcement (PSA) videos, designed to address information gaps in existing disaster related PSAs. One PSA focused on livelihood protection before disasters and the importance of having a plan to avoid losses to livelihoods and income sources among the poor and vulnerable in the event of a disaster. The PSA messages included: securing the work environment; keeping work tools safe and stocks dry; harvesting crops and storing them, and ensuring that items needed to earn a living are secured before events occur. The second PSA focused on ensuring that affected households were aware of the processes to receive SP support following a disaster event. Messages included: alerting affected communities to look out for MLSS officials who are tasked with carrying out home visits to assess and verify the extent of damage; the process to be assessed and receive safety net support following disasters etc.

In addition, printed communication materials, including a poster, a booklet, and a brochure (see Picture 2), have also been produced, to be posted and distributed extensively in public spaces, including community centres,

\textsuperscript{52} Iliana Yaschine and Citlalli Hernandez. 2013. Operation of the Opportunities program in the context of natural disasters in Mexico. University of Mexico (PUED-UNAM).


\textsuperscript{54} Iliana Yaschine and Citlalli Hernandez. 2013. Operation of the Opportunities program in the context of natural disasters in Mexico. University of Mexico (PUED-UNAM).

\textsuperscript{55} This case study draws from World Bank. 2017. Strengthening Jamaica’s Social Protection System for Disaster Preparedness and Response-RSR (P159232), Activity Completion Summary and the communication materials produced under that task.
post offices, MLSS offices, Parish/Municipal Councils, constituency offices, schools, clinics and hospitals. Like
the PSA videos, printed materials also stress the need to ensure all important identification documents (birth
certificates, passports, voter and other ID issued by the National Council for Senior Citizens and the Council for
Persons with Disabilities etc.) are always stored securely in a safe place, where they can be found quickly in an
emergency. The printed materials also strongly recommend households identify the relevant key officials who
can help in emergencies (Parish Disaster Coordinator, MLSS officials etc.), while providing detailed contact
information on the same for each Parish. Materials also listed the range of financial and in-kind assistance,
that communities could access in time of need, provided by the MLSS and other government agencies in
charge of relief and recovery. These materials also promote the importance of savings and insurance and
emphasize the need for communities to stay informed about such matters. Finally, three “fact sheets” were
also developed targeted to program implementers, which contain information on available post-disaster SP
assistance, process and procedures, and key partners/stakeholders. These also provide details on how to
“plan, prepare, respond and rebuild”, reinforcing similar messages communicated in other mediums. Most
of the communication material described above is disability sensitive. Both PSA videos include sign language
interpretation for improved accessibility for persons with disabilities and in one video, a disabled person in a
wheelchair demonstrates the need to secure the work environment. Likewise, the brochure highlights the need
to help vulnerable visually impaired person(s) prepare for a natural disaster and the fact sheet for implementers
asks to identify those at particular risk, including the disabled, and ensure communication with them.

**Picture 2:**
Screen Shot of IEC Materials by the Ministry of Labor and Social Security, Jamaica

*Source: World Bank*

**Tonga**

In Tonga, the World Bank supports the Ministry of Internal Affairs (MIA) and the Ministry of Education and
Training in the implementation of the Skills and Employment for Tongans (SET) Project, under which a
Conditional Cash Transfer (CCT) is provided to poor households with lower secondary school aged children,

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56 This includes the following: Rehabilitation Grant (to set up or restart a trade or business), Emergency Grant (to replace personal effects like school uniforms, basic household items, work tools etc.), Education and Social Intervention Grant, Compassionate Grant (to help cover medical expenses, minor housing repairs or funeral expenses) etc.

57 Assistance provided by other government agencies includes short term housing (ODPEM), shelter, emergency relief items (water, food, soap, toothpaste, clothing, blankets and emergency roofing material like tarpaulins etc.), agricultural assistance to farmers who lose crops, animals or tools, counselling and emotional support etc.

on condition they attend school. A pilot explored how this program could be used as a platform to impart knowledge to its beneficiaries on climate change DRM and resilience. The Tonga Red Cross Society was hired to design and develop a DRM training module, carry out training of trainers from the MIA and pilot testing it on SET/CCT beneficiaries who would be trained through the ongoing CCT beneficiary consultations conducted at least twice per year. The training module has three sub-modules on understanding risk, community preparation and household preparation and will be implemented by the MIA in collaboration/coordination with the National Emergency Management Office. Key messages emphasized in the module relate to the importance of ex-ante actions to reduce damage and/or enhance response activities, as well as the need to consider special needs of vulnerable people, especially women and children.

**El Salvador**

Every year prior to the rainy season in El Salvador, program technicians and community leaders from the CCT program, *Comunidades Solidarias*, would implement educational workshops to inform beneficiaries how to better prepare their homes, land, and household members for flood or rain damage. The information provided in these workshops related to protection of documents, location of and what to bring to the shelters, how to store critical medicines, and who to contact should additional support be needed.\(^{59}\) However, these family sessions under *Comunidades Solidarias* have since been discontinued.\(^{60}\)

**Summary**

The country cases outlined in this section of the report highlight various examples of countries leveraging their SP programs for improving beneficiary education and behavior change on disaster preparedness and climate resilience. This includes direct beneficiary training as well as IEC tools and materials including posters, fact sheets, and video PSAs with messaging on disaster preparedness, disaster response processes, and climate resilience. These country cases can serve as useful references for Indonesia and other countries as they embark on developing beneficiary education sessions and IEC materials on disaster preparedness for program beneficiaries. The next section of this report will provide an overview of relevant IEC tools and materials used by Government agencies in Indonesia, to inform relevant content and messaging for PKH’s disaster preparedness FDS module.

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\(^{60}\) Confirmed by country counterparts in May 2021.
Section 2

Existing Information and Education Communications (IEC) Tools on Disaster Preparedness in Indonesia

Ekki Syamsulhakim, Juwita Nirmala Sari, and Rissalwan Habdy Lubis.
Objective

This section outlines existing IEC materials and tools used by Government agencies in Indonesia to improve disaster preparedness and resilience among the public. Specifically the section: (i) provides an overview of the regulations associated with the production of the materials/tools and the agencies which prepared such materials; (ii) summarizes the disaster topics covered, the target audience, and the sharing mechanisms of the IEC materials/tools; and (iii) quickly assesses whether these tools reach poor and vulnerable households and include messages specific to their needs.

Regulations Related to the Production of Information, Education and Communications (IEC) Disaster Preparedness Materials

In 2018 Indonesia’s National Development Planning Agency (Badan Perencanaan Pembangunan Nasional – Bappenas) and the National Disaster Management Authority (Badan Nasional Penanggulangan Bencana - BNPB) published a planning document/academic paper (naskah akademik) entitled “The Disaster Management Master Plan: 2015-2045”61. The document translates the strategy to reduce the vulnerability to disaster of the community into the following operational policies: 1) Encouraging and developing a culture of disaster awareness and increasing public knowledge about disasters; 2) Increasing dissemination of disaster risk reduction information to the public through print, radio and television media; and 3) Providing and disseminating disaster information to the public. The document62 also identifies 12 ministries63 and three government agencies supporting the BNPB to increase dissemination of Disaster Risk Management (DRM) information to the public through printed media, the radio, television and the internet at the national level.

As seen in Table 1 below, the planning document64 elaborates the policy directions related to IEC, as well as the associated strategies and actions. Two IEC-related strategies provide policy direction, where the first strategy including one IEC-related action. The second strategy has two associated actions. the main agency responsible is BNPB, with support from other 19 agencies mentioned in the table.65 The As can be seen in Table 1, different agencies support BNPB with each action.

Building on the planning document,66 the Government then issued The Presidential Decree No. 87/2020 on the Disaster Management Master Plan (RIPB) 2020-2044. This decree, or master plan, is the “…national guideline for disaster management implementation...” and must become “…the reference for ministries/agencies, Indonesian National Armed Forces, Indonesian National Police, and Local Governments in planning and implementing disaster management”.67
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

Table 1. Relevant Information, Education and Communication (IEC) Actions and Responsible Agencies According to Indonesia’s 2015-2045 Disaster Management Planning Document

<table>
<thead>
<tr>
<th>IEC-RELATED POLICY DIRECTION</th>
<th>IEC-RELATED STRATEGY</th>
<th>SELECTED IEC-RELATED ACTION</th>
<th>NATIONAL / SUB-NATIONAL AGENCIES</th>
<th>MAIN</th>
<th>SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing a more comprehensive disaster resilience framework and climate change in planning and program evaluation and activities by integrating disaster risk management with climate change mitigation and adaptation</td>
<td>Developing a culture of disaster awareness and regional and community preparedness, including through education in schools/Islamic School (madrasahs), as well as increasing community participation in disaster management on an ongoing basis.</td>
<td>19. Expanding disaster awareness culture and improving public knowledge</td>
<td>BNPB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building a disaster management knowledge management system as the learning center of disaster management implementation, to obtain new knowledge which can bring out innovation and new ideas in a more effective and efficient way in disaster risk management.</td>
<td>23. Developing disaster management knowledge management systems in Indonesia, which are accessible to the public</td>
<td>BNPB</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Increasing dissemination of Disaster Risk Management to the public through printed media, the radio, television, and the internet</td>
<td>BNPB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The decree also outlines the ideal framework of the role of various ministries and institutions in supporting BNPB to produce and disseminate IEC materials about disasters. In the decree, ‘improving disaster education and knowledge management for the public and stakeholders,’ aims to enhance the community resilience in the face of disasters. The document also aims to develop ‘integrated data, information, and disaster literacy as well as an increase in understanding of disaster risk, landscape, and climate change adaptation, and efforts to strengthen social and public health resilience’.72

68 Only relevant rows and columns are presented in this note.
69 Please see the List of Acronyms at the end of this section for the full names of each agency mentioned here.
70 This presidential decree is the current regulation under the Law No. 24/27 and Government Regulation No. 21/2008.
71 Attachment to the Presidential Decree no. 87/2020 on the Master Plan of Disaster Management 2020-2044, Chapter II, page 9, point 4.g.
72 Id., page 17, point 6.
At a more technical level, BNPB issued the 2020-2044 Disaster Management National Plan (RENAS PB).\textsuperscript{73} RENAS PB provides details for relevant agencies implementing RIPB 2020-2044.\textsuperscript{74} Specific IEC related priority focus, actions, and indicators in the RENAS PB are summarized in Table 2 below.

**Table 2.** IEC-Related Priority Focus, Actions, and Indicators in the Disaster Management National Plan/RENAS PB (2020-2044)

<table>
<thead>
<tr>
<th>Priority Focus</th>
<th>Actions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening disaster management governance that is more professional, transparent, and accountable</td>
<td>Increased access to disaster information dissemination through the completion, updating, and standardization of Disaster Data and Information</td>
<td>The strengthening of data and disaster risk maps in national strategic areas, industrial areas, and priority tourism areas with a microzoning approach while still considering regional integration approaches (e.g., watersheds, regions geopark, etc.)</td>
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<td>Increased database management and disaster information technology that are integrated and connected with the databases of the poor and vulnerable at the national and regional levels</td>
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<td>The Establishment of One Integrated Disaster Data</td>
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<td></td>
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<td>Availability of easy access to information through the disaster data base</td>
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<tr>
<td></td>
<td></td>
<td>Availability of resilient village data base based on village resilience assessment</td>
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<tr>
<td>Completion, updating, and standardization of Disaster Literacy</td>
<td>Data strengthening for improved environmental literacy</td>
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<tr>
<td></td>
<td>Implementation of technical guidance, technical education / training and regional disaster management simulations</td>
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<td></td>
<td>Increasing the capacity of the community and local government in disaster management in disadvantaged areas</td>
<td></td>
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<tr>
<td></td>
<td>The digitization of disaster literacy from all relevant stakeholders for behavior change and disaster risk reduction learning</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Disaster Management National Plan, 2020-2044*

The action plan above is used by relevant agencies in preparing their own action plans disaster management. RENAS PB also generally explains the scope of the role and involvement of each agency in disaster management.

Furthermore, each relevant agency, including BNPB, is required to complete a strategic plan. In its strategic plan for 2020-2024, BNPB, as the coordinator for disaster management in Indonesia, set up a regulation framework to achieve its strategic objectives.\textsuperscript{75} Four regulatory needs are identified in the strategic plan related to strengthening the production and dissemination of IEC materials about disasters:

1. Strengthening Disaster Resilient Family (*Keluarga Tangguh Bencana* / Katana), working with MoSA, Ministry of Health (MoH), Ministry of Communication and Information (MoCI), Ministry of Law and Human Rights (MoLHR), Ministry of Village, Development of Disadvantaged Regions, and Transmigration (MoV), MoWECP, and Ministry of Home Affairs (MoHA), and Universities.

2. Regulations related to the implementation of disaster multi-disaster early warning systems, working with MoSA, MoH, MoCI, MoLHR, MoV, MoHA, MEMR, Ministry of Environment and Forestry (MoEF), and Ministry of Public Works and Housing (MoPW), Universities and other agencies.\textsuperscript{76}

\textsuperscript{73} BNPB (2020), Rencana Nasional Penanggulangan Bencana
\textsuperscript{74} Id., page 38.
\textsuperscript{75} BNPB. 2020. Strategic Plan of the National Disaster Management Agency 2020-2024 (*Rencana Strategis Badan Nasional Penanggulangan Bencana 2020-2024*)
\textsuperscript{76} Including BMKG, BPPT, LIPI, BIG, LAPAN. See Annex 2 for list of acronyms.
3. Disaster emergency data and information management guidelines, working with MoSA, MoH, MoPW, MoLHR, MoHA, MEMR, BMKG, National Search and Rescue Agency (BASARNAS), Indonesian Red Cross (PMI), and Sub-national governments.

4. Norms, Standard, Procedures, and Criteria (NSPK) on one-door disaster information data\(^\text{77}\), working with MoSA, MoH, MoPW, MoLHR, MoH, MoCI, BMKG, MoEF, Central Statistics Office (BPS) and other agencies.\(^\text{78}\)

**An Overview of Relevant Public IEC Tools used in Indonesia**

This note is intended to inform the integration of disaster preparedness in the Family Development Sessions (FDS) of the PKH conditional cash transfer (CCT) program in Indonesia. Given this this section has prioritized the IEC materials most relevant to this topic, including those produced by BNPB, BMKG, MoEC, MoWECP, MoSA, and sub-national agencies. In addition to the materials and tools presented here, there are several other databases with data and information on disasters produced by various agencies. While useful, these are not typically IEC tools accessed used to improve disaster preparedness among the general population. These are included in Annex 1 of this section.

Information, Education, and Communication (IEC) materials and tools about disasters used in Indonesia may cover one, some, or all stages of a disaster event, including the pre-disaster, emergency response, and post-disaster recovery stages. Where relevant, this note also describes the phase for which the material/tool presented is used.

**1. Tools and Materials Used by BNPB**

As the main implementing agency responsible for disaster management,\(^\text{79}\) BNPB produces a variety of materials and tools, some of which are produced with support from other relevant agencies. These materials and tools are targeted at the general for public, and for other agencies/volunteer groups for training purposes.\(^\text{80}\)

**Picture 1.**
Public Information Materials Available from BNPB’s official website

*Source:* BNPB official website, www.bnpb.go.id

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\(^{77}\) According to the Decree of the Head of BNPB Number 7/2012, the policy of “one data, one door” is that data and information issued by BNPB and BPBDs in provincial and districts/cities is provided after a verification and validation process. This Policy carried out to avoid duplication, confusion or confusion of data and disaster information for decision making.

\(^{78}\) Including LAPAN, BASARNAS, BIG, and BRG. See Annex 2 for list of acronyms.

\(^{79}\) Law Number 24 of 2007 on Disaster management

\(^{80}\) For example, BNPB with MoEC and Indonesian Scouts (Gerakan Pramuka) produces Disaster Preparedness Module for Scouts Instructors: https://bnpb.go.id/buku/buku-saku-pramuka-siaga-bencana-2019-1
BNPB produces various knowledge management products on disaster preparedness and resilience. Most can be downloaded from BNPB’s official website, and they contain information in the form of e-books, infographics, posters, etc., as seen in Picture 1. In addition, BNPB’s website also provides learning materials about the basics of disasters, including potential disaster threats, disaster management systems, and disaster preparedness which covers volcanic eruption: pre-disaster, earthquake: pre-disaster, flood: pre-disaster, extreme weather early warning, tornado disaster alert, drought disaster alert, tsunami disaster alert, and tidal wave disaster alert.

One of the most relevant materials for supporting FDS of PKH are the Disaster Preparedness Guidelines for Families (Panduan Kesiapsiagaan Bencana Untuk Keluarga) to guide families in multi-hazard disaster preparedness. The target users of this guideline are the general public, especially families. These guidelines include family preparedness for different hazards (earthquake, tsunami, volcanic eruption, fire, flood and landslide), family preparedness planning form template, minimum standards for family preparedness equipment (3x24 hours), and emergency phone numbers. The guideline covers all phases: pre-, during, and post-disaster.

**Picture 2:**
Example of Disaster Education Materials provided in BNPB’s Guidelines to Disaster Preparedness for Families

Examples of the materials provided in the guidelines can be seen in Picture 2. As seen in image, the guideline provides detailed instructions to readers (and with some pictures) about what to do when earthquake happens, i.e. to drop, cover, and hold on (Picture 2, middle). The guideline also provides information in dealing with fire (Picture 2, right), such as not to panic, shout as loud as one can, call the Fire Department, wear mask, etc.

Based on the interview with BNPB, this guideline is not distributed to the public in print but through electronic or social media such as WhatsApp groups, Instagram, or Twitter. However, a printed version of the book is available at BNPB’s Education and Training Center (Pusdiklat). Apart from distributing the materials online, BNPB also disseminates materials through traditional puppet shows (pertunjukan wayang) to raise public awareness of disaster and preparedness, especially in disaster-prone areas. Most educational materials produced by BNPB are intended for disaster-related officers or volunteers. To date, unfortunately, BNPB has not been able to measure the public’s exposure to and use of their IEC materials.

BNPB also carries out a Program to Create Disaster Resilient Families (Program Ciptakan Keluarga Tangguh Hadapi Bencana, KATANA). The program includes partnership with non-governmental organizations and civil society, and aims to create families who (i) know about threats, risks, and how to avoid and prevent disasters; (ii) are aware that they live in disaster-prone areas and adapt to these risks; (iii) behave in accordance with

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82 Interview with Dr. Marlina Adisty and Mr. Ario Akbar Lomban, staff at Education and Training Center (Pusdiklat), BNPB, May 13, 2022
the principles of disaster risk reduction; and (iv) are resistant by always being ready to face disasters, and are able to avoid and quickly recover from the impact of disasters. KATANA is supported by various modules, including Introduction to Disaster Risk, Introduction to Disaster Safe Houses, Disaster Preparedness Plans, Disaster Early Warning (including disability-friendly early warning) and Self Evacuation. The program has three pillars with distinct stakeholders for each. These include (i) a Champion Pillar, which includes activists, musicians, religious leaders, cultural observers, etc.; (ii) a Central Pillar, including Ministries/Institutions, volunteers from partner organizations, private sector, universities, media etc.; and (iii) Regional pillars, which include state apparatus from the Provincial, Regency/City, Sub-district, and Village levels; as well as Regional Disaster Risk Reduction Forum.\(^{83}\)

In addition to the guidelines and KATANA, a pocketbook published by BNPB titled “Responsive, Agile, Tough in Encountering Disaster”\(^{84}\) is also important. The pocketbook provides general and practical guidance for disaster preparedness and covers all phases of disaster. In addition those covered in the guidelines mentioned above, the pocketbook also covers tornado, drought, bushfire, and the COVID-19 pandemic, as can be seen in Picture 3 below (middle section). The pocketbook also provides disaster mitigation guidance for people with disabilities (Picture 3, right).

As the main disaster management agency in Indonesia, BNPB also collaborates with, and helps, other agencies in producing IEC materials. For example, BNPB has worked with MoEC to develop disaster safe school modules, focusing on disaster management.

Moreover, to strengthen community disaster preparedness capacity at the village (desa/kelurahan) level, as well as to support community-based disaster risk reduction, BNPB has implemented a Disaster Resilience Village Program (Desa Tangguh Bencana / Destana) since 2012.\(^{85}\) Villages listed in Destana are those which are perceived as having self-reliance to adapt and face the threat of disasters, and are able to immediately recover from the impact of disasters. To be included, there needs to be community members or village officials who have been trained by BNPB on disaster preparedness. In addition, BNPB also debriefs facilitators and managers on Disaster Resilient Village activities, which aim to provide knowledge and direction on the process of forming

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84 https://drive.google.com/file/d/1d5A4bATq1VpqSgbS_bWD4JhLzCpXEx/view accessed on April 25, 2022
85 Head of National Disaster Management Authority Regulation No. 1/ 2012 on General Guidelines on Disaster Resilient Village.
and developing Destana activities in the villages. The regulation also lists criteria and indicators that need to be met by villages to be included in Destana. In 2017, BNPB developed a “village toughness self-assessment” (Penilaian Ketangguhan Desa) based on Indonesia’s National Standards on Disaster Resilient Villages (Standar Nasional Indonesia / SNI) No. 8357:2017. In this SNI, there are about 20 indicators divided in 6 categories that need to be fulfilled by villages. BNPB has included 1,116 villages in Destana between 2012-2020.

At the sub-national level, Local Disaster Management Agencies (Badan Penanggulangan Bencana Daerah – BPBD) also produce their own knowledge management products. However, these are not standardized. In its website, BPBD West Java (Jawa Barat), for example, provides public information in the form of infographics containing general information on disasters that have happened in the past. On the website, BPBD West Java also provides links to various videos on disaster education content on their home page, under an Education Content section (Picture 4). Six disaster types are covered in the videos, namely flood (banjir), strong winds/tornado (angin kencang), earthquake (gempa bumi), drought (kekeringan), fire (kebakaran), and the COVID-19 pandemic. The videos provide a short animated information or lecture on what to prepare (including prevention in some videos), how to survive during an emergency, and what to do after a disaster happens.

Picture 4:
Disaster Education Content Available from BPBD West Java

Alternatively, in their infographics, BPBD Jakarta provides a wider range of topics, with a link in their website to a library and disaster education. For instance as illustrated in Picture 5, this includes information on the need to prepare a disaster preparedness bag and examples of items to include in it, such as important documents, change of clothing, food, water, cash, flashlight, first aid kit, power bank, mask and hand sanitizer.
Furthermore, based on an interview with BPBD DKI Jakarta\textsuperscript{95}, it aims to produce one piece of IEC-related content every week, focusing on the needs of the community, or to commemorate certain environmental and disaster-related milestones or days of importance. For example, on Earth Day 2022,\textsuperscript{96} a six-page online brochure uses easy to follow cartoons as in Picture 6, and encourages readers to be aware of, and take part in, protecting and healing the earth. Actions included conserving water; reducing, reusing, and recycling waste; using reusable cloth bags for shopping; and refraining from throwing waste in waterways.

BPBD DKI Jakarta shares information through its website, Instagram, and Twitter accounts, and monitors public access to the materials by observing the visit statistics, or the likes, of each post. The average number of likes in BPBD DKI Jakarta's social media posts is about 50 per post. However, if viewers with higher number of followers repost the content, the average number of likes may exceed 300 likes per post.

There are also instances of collaboration with the private sector. For instance, BPBD DKI Jakarta, in collaboration with Bank DKI, has printed about 40,000 copies of flood education books to be distributed to local offices (\textit{Organisasi Perangkat Daerah - OPDs}\textsuperscript{97}) in the DKI Regional Government and also to neighborhoods (\textit{Rukun Warga or RW} within villages or \textit{kelurahan}) throughout DKI Jakarta to be shared with people who live in flood-prone locations.

\textsuperscript{95} Interview with Mr. Basuki Rahmat, Head of Community Empowerment and Institutions Section, BPBD Jakarta, (accompanied by other staff) on May 12, 2022.

\textsuperscript{96} https://bpbd.jakarta.go.id/perpustakaan/108/apa-yang-dapat-kita-lakukan-agar-bumi-sehat-kembali

\textsuperscript{97} OPDs consists of all local bureaucracy offices/agencies under either district/city or provincial government.
BPBD DKI Jakarta does not specifically provide and distribute disaster IEC materials directly to poor and vulnerable groups, but rather focuses on increasing the capacity of local communities to independently help the poor and vulnerable. In terms of innovation in sharing knowledge on disasters, BPBD East Java utilizes a Disaster Management Educational Car (Mobil Edukasi Penanggulangan Bencana - MOSIPENA) and initiates a “Mosipena Goes to School” Program. Mosipena is a vehicle used for public awareness-raising. This vehicle is equipped with a ‘mobile library’ and a big screen to share disaster information and mitigation through a video. This activity aims to increase the public’s awareness so they can understand more about how to save themselves when a disaster occurs. In December 2021, this vehicle was used to provide information on casualties from Mount Semeru Eruption to those sheltered in emergency tents.

BPBD East Java also operates a Disaster Education Tent (Tenda Pendidikan Bencana - TENPINA). This is a center for disaster information management in Indonesia for the general public. During sessions carried out at the TENPINA, BPBD officers show the tools and instruments used during disasters and explain disaster response, such as emergency tents, emergency toilets, trauma healing areas, and logistics warehouses for storing food and medicine.

2. Tools and Materials Used by the Indonesian Agency for Meteorological, Climatological and Geophysics (Badan Meteorologi, Klimatologi dan Geofisika) - BMKG

BMKG also provides information related to disaster prevention and awareness, including climate shocks (floods, landslides, drought), and geophysical events (earthquakes and tsunamis). This is similar to the Ministry of Energy and Mineral Resources (MEMR), which also provides information on the general situation of Indonesia’s volcanoes, landslides, as well as earthquakes and tsunamis, including an early warning map on landslides which is published monthly, by local governments.

Picture 7:
Example of e-learning Materials by BMKG

Source:
https://iklim.bmkg.go.id/literasi/

98 BMKG’s official website: www.bmkg.go.id
99 Especially the Center for Volcanology and Geological Hazard Mitigation
MEMR also provides analyses, reports and recommendations for relevant stakeholders after a disaster. BMKG provides e-learning materials for the general public, covering disaster preparedness, information on drought and flooding risk as seen on Picture 7. BMKG also maintains official social media accounts providing real-time information on earthquakes and tsunami, to inform those in the affected areas.

3. IEC Tools and Materials Used by the Ministry of Education, Culture, Research and Technology - MoEC

MoEC established the Disaster Safe Education Unit (SPAB) secretariat in 2017. The SPAB program focuses on pre-disaster preparation; provision of education services in disaster emergency situations; and recovery of post-disaster education services. According to the Minister of Education Decree No. 33/2019 on the Implementation of the Disaster Safe Education Unit Program, the Ministry is responsible for integrating materials related to efforts to prevent and mitigate the impact of disasters in the education unit into the national curriculum, to provide materials and information on Disaster Risk Reduction (DRR), and to ensure the dissemination of the materials at both the national and sub-national levels. MoEC collaborates with other stakeholders to provide and disseminate the materials, including BNPB, civil society and international organizations. The materials are available in both hard and soft copy through the SPAB website (Picture 8).

In 2020, MoEC and BNPB prepared a roadmap for the Disaster Safe Education Unit Program, which aims to mainstream Disaster Risk Reduction (DRR) in all education units. The roadmap includes three pillars, (i) Safe Learning Facilities, ensuring that schools are built with disaster-resilient design; (ii) School Disaster Management, setting Standard Operating Procedures in disaster management that can be available and understood at school-level; and (iii) Risk Reduction and Resilience Education, integrating disaster risk prevention into teaching and learning activities. This final pillar helps to deliver education on disaster risk to school children.

102 https://iklim.bmkg.go.id/literasi/
103 BMKG’s official Instagram account: @infobmkg
104 Minister of Education Decree no 33/2019 on The Implementation of Disaster Safe Education Unit Program, Article 4.
105 id., article 5 (h and i) and article 6 (i and k).
106 SPAB National Secretary (2017). Disaster Resilient Education.
107 https://spab.kemdikbud.go.id/media-kie/
The roadmap contains some information on the areas where the program is targeted. From 516,614 education units (schools), 126,681 are in the disaster-prone areas. The document summarizes achievements during the period 2015-2019, including:

1. Technical guidelines (JUKNIS) on SMAB implementation for general and special schools
2. Three pillar modules on Safe School
3. Training module along with ready-to-use exposure materials for trainers
4. Various training materials for teachers and education personnel
5. Teaching materials integrating DRR into subjects
6. Disaster management training in schools
7. Risk maps in assisted schools
8. Technical instructions for the preparation of SOPs/Permanent Procedures for education in disaster situations
9. Safe School Online Training Education (*Pendidikan dan Latihan / Diklat*)
10. Integration of Education Main Data (*Data Pokok Pendidikan / DAPODIK*) with InaRisk
11. The collaboration of Safe School implementation with various parties including Scouts, *TAGANA*[^111], and *Hizbul Wathan*[^112].

The roadmap also includes indicators and targets to be achieved in 2020-2024, aiming to strengthen the capacity of education units and knowledge of disaster risk mitigation in the education sector. In its planning document, BNPB's target of implementing disaster education through the Safe School program is expected to be implemented by up to 50 percent of formal and non-formal education units[^113].

Apart from the IEC materials intended for the public[^114], MoEC also produces modules to guide teachers[^115]. The modules consist of three topics, namely Safe School Facility, Disaster Management in School, and Disaster Risk Prevention and Reduction Education, in collaboration with UNICEF.

### 4. IEC Tools and Materials Used by Ministry of Women’s Empowerment and Child Protection - MoWECP

The Ministry of Women’s Empowerment and Child Protection (MoWECP) developed a Service Standard Guideline for Family Disaster Preparedness Services (*Pedoman Standar Layanan Kesiapan Keluarga Keluarga Hadapi Bencana*) to provide direction to the Child-Friendly Task Forces in districts and cities (*Gugus Tugas Kabupaten/Kota Layak Anak*) to prepare disaster management mechanisms that consider children's needs[^116]. Even though the materials provided and the narration used in this guideline is not for the general public – but only for the officers in the task force – this service standard guideline is developed to ultimately have an impact on

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[^109]: Id., page 16
[^110]: InaRISK is a portal that summarizes the result of disaster risk assessment using ArcGIS server as data services that describe disaster prone areas, impacted population, potential physical loss (in Rp), economic potential loss (in Rp), and potential environmental damage (in ha), https://inarisk.bnpb.go.id/about
[^111]: TAGANA stands for *Taruna Siaga Bencana* (Disaster Preparedness Cadets). According to Ministry of Social Affairs Regulation No. 28 / 2012 on the General Guidance of Disaster Preparedness Cadets, TAGANA is "...volunteers or social workers originated from the community who have concern and is active in disaster management especially related to social protection matters/activities." Moreover, the regulation stated that TAGANA is placed under and reports to the Ministry of Social Affairs through the Director General of Social Protection and Security, specifically the Director of Social Protection of Natural Disaster Victims (PSKBA).
[^112]: Hizbul Wathan is scout movement / organization under Islamic Organization Muhammadiyah in Indonesia
[^113]: Id., page 42
[^114]: In addition, to ensuring that all education units are aware of disaster preparedness and resilience, MoEC shares a video of the Secretary General of the Ministry suggesting all education units to participate in Disaster Preparedness Day 2022 by sounding signs simultaneously, such as sirens, *kentongan* (traditional alarm), etc., as a sign of starting self-evacuation exercises to safe assembly points.
[^115]: https://spab.kemdikbud.go.id/modul/
disaster related knowledge, awareness and preparedness also for communities, schools, parents and other family members, and children\textsuperscript{117}.

The guidelines explain (i) preparedness of family for various types of disasters, including tsunami, volcano eruption, earthquake, and flood; (ii) attention to children with disability; (iii) contents of a disaster supply box/bag; (iv) the cause the disasters; (v) ideas and the media used to inform the public on different types of disasters; (vi) what and how to tell children; (vii) what to do after the disaster. Some interesting and important messages conveyed, for example, in the “what to tell children” section (Picture 9), suggests that parents not to only tell their children about disasters and the consequences, but also to train them for example to call emergency numbers, or to use first aid kit.\textsuperscript{118} Latter chapters contain more specific instructions for different types of disasters, including guidance for children when earthquakes or floods happen.\textsuperscript{119}

### Picture 9:
What to Tell Children, and Assisting Children with Disabilities

The guideline presents comprehensive information on assisting children with disabilities (Picture 9), including ensuring that parents have someone else (for example, neighbors) to help them with children with disabilities in emergency situations. For example, the person needs to know the specific location where the special need items for the disabled children is kept at their home. The parents also need to prepare and then share the list of crucial tools (such as spare battery for hearing aids, or prescriptions, etc.) to the helpers.\textsuperscript{120} The guideline also discusses specific steps to help children with disabilities during disaster. For instance, it strongly suggests prioritizing children (and the elderly) with disabilities for evacuation to shelters.\textsuperscript{121}

Apart from the service standard guideline, MoWECP also produces pamphlets (Picture 10, left), as well as training module for the service standard guideline (Picture 10, right) below. While the content of the standard guideline, pamphlet, and training module is quite similar, the target users of the documents are different. The pamphlet is designed for public use (especially parents), while the training module is developed to provide guidance for trainers or facilitators in relevant trainings for children, parents, social workers, and those working with children, as well as a reference for the members of the Child-Friendly Task Forces in districts and cities. In the training module, some sections require active participation, such as introductions to all participants, pre-tests, and post-tests.

\textsuperscript{117} Id., page 8.
\textsuperscript{118} Id. Page 20.
\textsuperscript{119} Id. Page 62 and 71.
\textsuperscript{120} Id., Page 23.
\textsuperscript{121} Id., Page 43 and 74.
In addition, MoWECP also developed a *Guideline for Psychosocial Support for Child Victims of Disaster*, intended for those who support children impacted by disasters.\(^{122}\) This book “…is intended to serve as technical guide for individuals or groups involved in helping children affected by natural disasters, especially in psychosocial aspects in carrying out activities to provide psychosocial support for children affected by disaster to increase the resilience of children and reduce the risk negative impacts on their mental health.”\(^{123}\) This psychosocial guideline highlights what may or may not be done when working with children in disaster situation (Picture 11).\(^{124}\) For example, the guideline recommends *inter-alia* treating children with respect, setting up safe spaces for children’s activities, engaging activities that help children return to normality, listening to children and adults before acting, respecting cultural norms, requesting permission before taking photos of children etc. Additionally, the guideline advises volunteers or facilitators against threatening, ridiculing, and touching children inappropriately; smoking or consuming alcohol while carrying out activities with the child; showing preferences and favoritism; doing any activities that put children at risk; and forcing them to do any activities (e.g. drawing) which express their traumatic feelings related to the disaster, as it may trigger early emotional stress.

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**Picture 10:** Pamphlet and Training Module for Family Disaster Preparedness

*Source: Ministry of Women’s Empowerment and Child Protection*

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**Picture 11:** Summary of what to do with children during disasters

**A.9. Pedoman Berperilaku Ketika Bekerja dengan Anak-Anak dalam Situasi Bencana Alam**

Dalam bekerja dengan anak-anak, relawan dan organisasi tempat relawan berfakultas terikat pada pedoman atau kode etik berperilaku.

**BOLEH DALAMAKAN**

- Melakukan intervensi yang sesuai dengan fokus perempat pertambukan anak.
- Berikan pujian yang lisan dan/atau dalam bentuk memberikan tanda atau hadiah sebagai simbol kepuasan akibat kebijakan yang diterapkan. Mungkin jika anak sudah siap.
- Memberikan ruang bebas berekspresi, misalnya mengalami kelelahan.

**TIDAK BOLEH DALAMAKAN**

- Menghukum anak atau benda baik dibawa atau dibuang tanda kekerasan fisik kecil atau besar yang dapat membahayakan atau meningkatkan risiko cedera.
- Menelantarkan atau melakukan intervensi yang dapat membahayakan atau menurunkan kapasitas anak.

**B.9. Pedoman Berperilaku Ketika Bekerja dengan Anak-Anak dalam Situasi Bencana Alam**

Dalam bekerja dengan anak-anak, relawan dan organisasi tempat relawan berfakultas terikat pada pedoman atau kode etik berperilaku.

**BOLEH DALAMAKAN**

- Menunjukkan sikap pilih kasih diantara anak-anak.
- Memberikan ruang bebas berekspresi. Selain itu, melakukan intervensi yang sesuai dengan kebutuhan anak.
- Memberikan tanda atau hadiah sebagai simbol kepuasan akibat kebijakan yang diterapkan.
- Memberikan ruang bebas berekspresi, misalnya mengalami kelelahan.

**TIDAK BOLEH DALAMAKAN**

- Menghukum anak atau benda baik dibawa atau dibuang tanda kekerasan fisik kecil atau besar yang dapat membahayakan atau menurunkan kapasitas anak. Mungkin jika anak sudah siap.
- Mempermalukan, memukul, menampar, atau menarik anak untuk mengontrol atau memberi tanda atau hadiah.
- Memberikan tanda atau hadiah sebagai simbol kepuasan akibat kebijakan yang diterapkan.
- Memberikan ruang bebas berekspresi, misalnya mengalami kelelahan.

**Source: Ministry of Women’s Empowerment and Child Protection**

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123 Id., page 11.
124 Id., page 21.
The volunteers are also forbidden from smoking or consuming alcohol during activities with children. The guidelines include basic knowledge and skills necessary for the volunteers, such as active listening, body language, how to develop individual connections children.

MoWECP holds dissemination and training related to family preparedness for disaster, especially through the officers of Child-Friendly Task Forces in districts and cities, as well as relevant volunteers. Information on these activities is shared on the ministry’s official website and through social media.

5. IEC Tools and Materials Used by the Ministry of Social Affairs - MoSA

MoSA has been operating as a supporting technical ministry for disaster management since its establishment, with two directorates under the Directorate General of Social Protection and Security that manage disaster victims, namely: the Directorate for Social Protection of Natural Disaster Victims (Perlindungan Sosial Korban Bencana Alam - PSKBA) and the Directorate for Social Protection for Social Disaster Victims (Perlindungan Sosial Korban Bencana Sosial - PSKBS). In this role, MoSA also provides IEC materials about disasters, as it has an important role in providing social protection in both emergency and post-disaster situations.

MoSA, in collaboration with MoEC, also produces disaster education posters for distribution to schools. These provide practical tips for students, teachers, as well as parents, in dealing with various disasters: earthquakes, tsunamis, droughts, tornados, landslides, heatwave, volcanic ash clouds and eruptions, bad weather, and floods. Selected posters – on earthquake, tornado, and bad weather, are shown in Picture 12 below.

According to MoSA, MoSA’s TAGANA cadets are deployed regularly to the schools through the “TAGANA goes to school” program to deliver the materials for disaster preparedness to teachers, school management, parents, as well as students. The TAGANA school program is regulated by a joint circular letter between the Minister of Social Affairs and the Minister of Education and Culture No. 4/2019 and No. 1/2019 on Disaster Mitigation in Education Units Through the TAGANA Goes to School Program. The program targets 130,000 individuals per year. The program shares information for children, teachers, and parents on disaster preparedness and is delivered through schools. The topics covered in the program are:

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126 Short interview with Mr. Dika Yudhistira Rizqi of Directorate PSKBA, MoSA.
127 Ibid.
128 MoSA and MoEC, “Tagana Goes To School”, presentation material
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

- Introduction of disaster types and disaster risk reduction models;
- Disaster preparedness and mitigation strategies;
- Organizing disaster management in the education unit;
- Determining the red flags that are agreed upon and understood by all stakeholders in education units;
- Determining and installing evacuation route signs and gathering/evacuation points;
- Submission of information / reports and requests for help;
- Technical training in first aid;
- Provision of psychosocial services;
- Organizing disaster preparedness simulation activities regularly

In addition, MoSA produces IEC materials for the general public, posted on their social media, for example on emergency preparedness bags as seen in Picture 13 below.

**Picture 13:**
Example of MoSA’s Use of Social Media for Sharing Public Information on Disasters

Source: [https://twitter.com/kemensosri/status/1225334052959309824?lang=en](https://twitter.com/kemensosri/status/1225334052959309824?lang=en)

In addition to providing materials, MoSA initiated The Disaster Preparedness Villages/Kampung Siaga Bencana (KSB) in 2011, guided by the Minister of Social Affairs Regulation No. 128/2011. KSB is defined as a community-based program to coordinate disaster management activities. To be eligible to form a KSB, the area must be prone to certain disasters, and there must be active participation from the community.

According to the Technical Guidance of Disaster Preparedness Villages (Petunjuk Teknis Kampung Siaga Bencana)\(^{129}\), KSB is formed by community/community leader in a village meeting certain eligibility criteria. Once KSB is formed:

- MoSA or Sub-National Government provides counseling/lectures on disaster management for the KSB community;
- KSB community selects management of KSB;
- TAGANA cadets provide training and conduct simulations.

The establishment of KSB aims to, *inter-alia*:

- Provide understanding and public awareness about disaster hazards and risks;
- Establish a community-based disaster preparedness network and strengthen social interaction among community members;
- Organize a community to be trained in disaster preparedness;
- Ensure the implementation of sustainable community-based disaster preparedness, and
- Optimize potential and resources for disaster management.

KSB activities are outlined, and include several IEC-related activities which include, among others:

1) dissemination, counselling, or public awareness activities about disaster hazards;
2) implementation of local disaster manpower training in collaboration with related agencies or parties;
3) performance of simulations (disaster rehearsals) according to the type and vulnerability of disasters periodically, as needed;
4) implementation of local disaster preparedness meetings.

Based on data from PSKBA, as of December 2021, KSB has been applied in 34 provinces in a total of 854 locations.

In addition to the Disaster Preparedness Village program, the Ministry of Social Affairs has initiated the Disaster Preparedness Areas (*Kawasan Siaga Bencana*, which has applied the same acronym ‘KSB’ since August 2019). Disaster Preparedness Areas were developed in areas with the potential for Megathrust earthquakes, to increase community preparedness and mitigation. Disaster Preparedness Areas focus on the Sub-district (*Kecamatan*) level,³⁰ across districts and/or provinces. So far, it has been implemented in Central Java and West Java.

³⁰ https://kemensos.go.id/kemensos-kembangkan-kawasan-siaga-bencana-di-wilayah-berpotensi-mega
Summary

This Section has confirmed that various Government agencies in Indonesia produce relevant IEC tools, materials, and activities to educate and inform the public on preparedness for various types of disasters and shock events. This includes efforts at the central levels by BNPB, BMKG, MoWECP, MoEC, MoSA among others, as well as local-level efforts, primarily by BPBD offices. Most of the IEC materials covered in this section are available online, accessible to all who are aware of them. There are also various initiatives in school led by MoEC and in collaboration with BNPB and MoSA. These efforts are also supported by a sound policy-level framework.

Despite the availability of various IEC tools and materials, informational interviews carried out to inform this note\(^\text{131}\) have flagged limited measurement of the impact and reach of these materials. Furthermore, it is not clear the extent to which these materials are routinely accessed by poor and vulnerable households, nor the extent to which they have facilitated concrete behavior change amongst the poorest. Poor households face unique barriers to communication, including limited internet connectivity; lack of access to smart devices etc. The concentration of Indonesia’s poor in rural areas\(^\text{132}\) also presents an added constraint for ensuring that key IEC messaging is able to reach them, requiring methods adapted to the unique communications contexts in rural and remote areas.

These gaps confirm that MoSA’s plans to develop a Disaster Preparedness FDS module remains a critical need, as existing IEC tools and materials are not specifically targeted to the needs and constraints of poor households. By developing a Disaster Preparedness FDS module, MoSA can ensure provision of sound information and education messages on disaster preparedness and climate resilience to the 10 million poor households enrolled in the PKH program. There is also a wealth of relevant IEC tools and materials readily available, as summarized in this section, which MoSA can draw on to develop comprehensive content tailored to the needs of PKH beneficiaries. The following section will provide a summary of the optimal topics to be included in disaster preparedness IEC content for social protection beneficiaries, based on the country cases and Indonesia specific experiences highlighted in this section and the previous section of this report.

\(^{131}\) Including with BNPB and MoSA

\(^{132}\) The percentage of the urban poor in March 2021 was 7.89 percent compared to 13.10 percent in rural areas. March 2021. Central Bureau of Statistics (Badan Pusat Statistik) https://www.bps.go.id/pressrelease/2021/07/15/1843/persentase-penduduk-miskin-maret-2021-turun-menjadi-10-14-persen.html
Annexes

Annex 1: Additional Manuals, Guidelines and Data Systems on Disasters In Indonesia.

While not primarily IEC-focused, this review also encountered other manuals, guidelines and data systems which could inform the development of a disaster preparedness FDS module in Indonesia. These are briefly noted in this annex.

1. MoSA Guidelines and Manuals on Disaster Preparedness and Response

MoSA produces a variety of guidelines intended for internal use, some of which are illustrated in Picture A.1 below. These include:

- **Guidelines on Displacement and Protection Cluster** (*Pedoman Klaster Pengungsian dan Perlindungan*), with BNPB, targeting all members of the Displacement and Protection Cluster133, with guidance on coordination between relevant agencies in the provision of shelter, water, child protection, etc.

- **Guidelines for Disaster Management Psychosocial Support** (*Pedoman Dukungan Psikososial Penanggulangan Bencana*), targeting all stakeholders conducting post-disaster psychosocial support including MoSA and local social affairs offices, social workers, TAGANA cadets, and social facilitators / volunteers, with general information on psychosocial support, human resource requirements, as well as relevant activities and indicators.

- **Technical Guidance for Disaster Preparedness Villages** (*Petunjuk Teknis Kampung Siaga Bencana*), intended for MoSA officers, local social affairs officers, and relevant stakeholders134. The document provides guidance on the formation and implementation of Disaster Preparedness Villages, including eligibility conditions and mechanism for establishment.

- **Manual for the Use of Rice and Side Dishes for Disaster Victims** (*Buku Pedoman Penggunaan Beras Dan Lauk Pauk Untuk Korban Bencana*). This book is a reference for distributing rice and side dishes to people living in disaster-prone areas and victims of disasters, both natural and social.135

**Picture A.1:**
Some of MoSA’s Internal Disaster Management Materials

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133 MoSA and BNPB (2015), Guidelines on Displacement and Protection Cluster, page ii
134 MoSA (2016), Technical Guidance of Disaster Preparedness Village, page 5
• **Community-Based Disaster Mitigation (Mitigasi Bencana Berbasis Komunitas).** This document is MoSA’s presentation material for a discussion (“Diskusi Media Forum Merdeka Barat 9 (FMB9)”). The content of the material includes the role of MoSA in disaster management, achievements in delivering assistance to disaster victims, role of TAGANA cadets, as well as Disaster Preparedness Villages in community-based disaster mitigation.136

• **Disaster Management Implementation Instructions (Petunjuk Pelaksanaan Penanggulangan Bencana).** This book was published in 1997, and is available in hard copy. The book is intended as a guideline for social workers in carrying out disaster management in the field.137

• **Temporary Shelter Social Assistance for Victims of Natural Disasters (Shelter atau Hunian Sementara Bantuan Sosial Korban Bencana Alam).** This book explains the types of shelters and their parts, as well as the organization and the management of shelters.138

• **Disaster Management Social Assistance Officer Module (Modul Petugas Pendamping Sosial Penanggulangan Bencana).** This module is intended as a guidance for disaster management social assistance officers to prepare for disasters.139

• **Shelter Officer Module (Modul Petugas Shelter).** This module is an intended to equip and improve the competence of TAGANA cadets and KSB managers working in shelters.140

• **Technical Instructions of Inventory Management for Strategic Purposes / Guarding in the Framework of Disaster Management (Petunjuk Teknis Penatausahaan Persediaan Untuk Tujuan Strategis / Berjaga Jaga Dalam Rangka Penanggulangan Bencana).** This book contains general and specific guidance on inventory management, warehouse inventory management, inventory management mechanisms and elimination of side dish supplies. This book is intended as a guideline for relevant officers within the Directorate of Social Protection of Natural Disaster Victims (PSKBA).141

• **General Guidelines for Social Assistance for Victims of Natural Disasters (Pedoman Umum Bantuan Sosial Korban Bencana Alam).**142

• **Community-Based Natural Disaster Management Study (Kajian Penanggulangan Bencana Alam Berbasis Masyarakat).**143

• **Disaster Risk Reduction Strategy (Strategi Pengurangan Risiko Bencana).**144

1. **BNPB: Indonesia Disaster Data Geoportal**

BNPB is responsible for the Indonesia Disaster Data Geoportal, a publicly accessible database containing area maps and disaster data, including locations of past disasters, the number of events as well as other important statistics related to the events. The database contains most recent information145 and may be used by other stakeholders.

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136 [https://bppps.kemensos.go.id/bahan_bacaan/file_materi/91303puP4m1kaEng.pdf](https://bppps.kemensos.go.id/bahan_bacaan/file_materi/91303puP4m1kaEng.pdf)
144 [https://perpustakaan.kemensos.go.id/portfolio/strategi-pengurangan-risiko-bencana/](https://perpustakaan.kemensos.go.id/portfolio/strategi-pengurangan-risiko-bencana/)
145 The map is accessed on April 25, 2022, and the latest information available is disasters happened on April 23, 2022.
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2. Tools and Materials Used by the Ministry of Public Works and Housing (Kemen-PUPR) - MoPW

MoPW has developed IEC materials intended for staff training. However, some of these materials are still on the official website of the Ministry, so it is accessible and can be downloaded by anyone interested. In addition, MoPW developed the Emergency Response Information System (SITABA) which is also publicly available. Similar to BNPB’s Geoportal, the SITABA includes information on near-real time disaster statistics and summaries including the impact of the event, as can be seen in Picture A.3.

Picture A.3:
Emergency Response Information System (SITABA)

Source: https://sitaba2.pu.go.id/?expand=b-c0be23b-c619-47fd-ag40-3d741b58d238 accessed on July 11, 2022

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146 Some of the examples from PUPR are training materials for staffs in flooding management, such as: https://bpsdm.pu.go.id/center/pelatihan/uploads/edok/2018/02/6cbb0_11_Modul_11_Penanggulangan_Bencana_Banjir.pdf and https://bpsdm.pu.go.id/center/pelatihan/uploads/edok/2018/03/6e01a_02_Modul_2_Manajemen_Penanggulangan_Bencana.pdf

147 https://sitaba2.pu.go.id/
Annex 2: List of Acronyms (alphabetical order)

<table>
<thead>
<tr>
<th>Acronyms Used in Document</th>
<th>Meaning (Bahasa Indonesia)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASARNAS</td>
<td>Badan Search and Rescue Nasional</td>
<td>National Search and Rescue Agency</td>
</tr>
<tr>
<td>BATAN</td>
<td>Badan Tenaga Atom Nasional</td>
<td>National Nuclear Agency of Indonesia</td>
</tr>
<tr>
<td>BIG</td>
<td>Badan Informasi Geospasial</td>
<td>Geospatial Information Agency</td>
</tr>
<tr>
<td>BNPB</td>
<td>Badan Nasional Penanggulangan Bencana</td>
<td>National Disaster Management Authority</td>
</tr>
<tr>
<td>BNPP</td>
<td>Badan Nasional Pengelola Perbatasan</td>
<td>National Agency for Border Management</td>
</tr>
<tr>
<td>BMKG</td>
<td>Badan Meteorologi, Klimatologi dan Geofisika</td>
<td>Agency for Meteorological, Climatological and Geophysics</td>
</tr>
<tr>
<td>BPBD</td>
<td>Badan Penanggulangan Bencana Daerah</td>
<td>Regional Disaster Management Agency</td>
</tr>
<tr>
<td>BPPT&lt;sup&gt;148&lt;/sup&gt;</td>
<td>Badan Pengkajian dan Penerapan Teknologi</td>
<td>Assessment and Application of Technology Agency</td>
</tr>
<tr>
<td>BPS</td>
<td>Badan Pusat Statistik</td>
<td>Central Statistics Office</td>
</tr>
<tr>
<td>BRS</td>
<td>Badan Restorasi Gambut</td>
<td>Peat and Mangrove Restoration Agency</td>
</tr>
<tr>
<td>LAPAN&lt;sup&gt;149&lt;/sup&gt;</td>
<td>Lembaga Penerbangan dan Antariksa Nasional</td>
<td>National Institute of Aeronautics and Space</td>
</tr>
<tr>
<td>LIPI&lt;sup&gt;150&lt;/sup&gt;</td>
<td>Lembaga Ilmu Pengetahuan Indonesia</td>
<td>Indonesian Institute of Science</td>
</tr>
<tr>
<td>OPD</td>
<td>Organisasi Perangkat Daerah</td>
<td>Local Bureaucracy / Local offices</td>
</tr>
<tr>
<td>PMI</td>
<td>Palang Merah Indonesia</td>
<td>Indonesian Red Cross</td>
</tr>
<tr>
<td>Polri</td>
<td>Ke polisian Negara Republik Indonesia</td>
<td>Republic of Indonesia State Police</td>
</tr>
<tr>
<td>TNI</td>
<td>Tentara Nasional Indonesia</td>
<td>Indonesian National Armed Forces</td>
</tr>
<tr>
<td><strong>Ministries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAASP</td>
<td>Ministry of Agrarian Affairs and Spatial Planning / National Land Agency</td>
<td>Kemen ATR-BPN</td>
</tr>
<tr>
<td>MoCI</td>
<td>Ministry of Communication and Information</td>
<td>Kemenkominfo</td>
</tr>
<tr>
<td>MoEC</td>
<td>Ministry of Education, Culture, Research and Technology</td>
<td>Kemendikbud</td>
</tr>
<tr>
<td>MoEF</td>
<td>Ministry of Environment and Forestry</td>
<td>KLHK</td>
</tr>
<tr>
<td>MEMR</td>
<td>Ministry of Energy and Mineral Resources</td>
<td>Kemen-ESDM</td>
</tr>
<tr>
<td>MoH</td>
<td>Ministry of Health</td>
<td>Kemenkes</td>
</tr>
<tr>
<td>MoHA</td>
<td>Ministry of Home Affairs</td>
<td>Kemendagri</td>
</tr>
</tbody>
</table>

<sup>148</sup> Now under Ministry of Research and Technology / National Research and Innovation Agency (Kemenristek / Badan Riset dan Inovasi Nasional (BRIN))

<sup>149</sup> Now under Ministry of Research and Technology / National Research and Innovation Agency (Kemenristek / Badan Riset dan Inovasi Nasional (BRIN))

<sup>150</sup> id.
<table>
<thead>
<tr>
<th>Ministry</th>
<th>Full Name</th>
<th>Short Name</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoLHR</td>
<td>Ministry of Law and Human Rights</td>
<td>Kemkumham</td>
<td>Kementerian Hukum dan Hak Asasi Manusia</td>
</tr>
<tr>
<td>MMF</td>
<td>Ministry of Marine Affairs and Fisheries</td>
<td>KKP</td>
<td>Kementerian Kelautan dan Perikanan</td>
</tr>
<tr>
<td>MoPW</td>
<td>Ministry of Public Works and Housing</td>
<td>Kemen-PUPR, also known as Kemen-pupera</td>
<td>Kementerian Pekerjaan Umum dan Perumahan Rakyat</td>
</tr>
<tr>
<td>MoRA</td>
<td>Ministry of Religious Affairs</td>
<td>Kemenag</td>
<td>Kementerian Agama</td>
</tr>
<tr>
<td>MoRTHE</td>
<td>Ministry of Research, Technology, and Higher Education</td>
<td>Kemenristekdikti</td>
<td>Kementerian Riset, Teknologi dan Pendidikan Tinggi</td>
</tr>
<tr>
<td>MoSA</td>
<td>Ministry of Social Affairs</td>
<td>Kemensos</td>
<td>Kementerian Sosial</td>
</tr>
<tr>
<td>MoV</td>
<td>Ministry of Village, Development of Disadvantaged Regions, and Transmigration</td>
<td>Kemendes-PDTT</td>
<td>Kementerian Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi</td>
</tr>
<tr>
<td>MoWECP</td>
<td>Ministry of Women’s Empowerment and Child Protection</td>
<td>KP3A or KPPPA</td>
<td>Kementerian Pemberdayaan Perempuan dan Perlindungan Anak</td>
</tr>
</tbody>
</table>

151 Since 2021, Higher Education was returned to MoEC
Section 3

Key Content Considerations for Beneficiary Education and IEC Tools to Improve Disaster Preparedness of Social Assistance Beneficiaries.

Asha Williams
Suggested Topics for Comprehensive Beneficiary Education and IEC Tools and Materials

The country cases and Indonesia-specific materials outlined in the previous sections of this report provide important lessons for Government ministries and agencies exploring how to leverage their Social Protection programs to improve beneficiary education and behavior change related to disaster preparedness and resilience. Several important topics are covered in most of these materials which illustrate common messaging for ensuring disaster preparedness and resilience. The examples outlined in the previous sections of the report also illustrate useful delivery mechanisms for conveying these messages and IEC content. These are summarized below.

- **Ensure appropriate content and messaging on disaster preparedness strategies**: Lessons from the country cases and Indonesia-specific IEC materials referenced in this report highlight recurring topics and cross-cutting messaging in the content of the referenced IEC materials. These include, explaining the importance of disaster preparedness; developing a family disaster preparedness checklist and emergency kit (including essential items such as phones, identification documents, health cards etc.); locations of evacuation routes and emergency shelters; and guidance on how to secure belongings, tools, and livelihoods etc. These critical messages will help ensure that beneficiary families are better prepared for disasters before they strike, thereby reducing possible losses that may be experienced during disaster events. This type of content is well-outlined in several of the country cases referenced in Section 1 of this report and Indonesia-specific IEC tools referenced in Section 2 of this report. These include the messaging on disaster preparedness in the Philippines 4Ps FDS sessions, and Jamaica's use of video PSAs to note how informal sector workers can prepare and protect their livelihoods before disasters strike etc. For Indonesia relevant disaster preparedness messaging included BNPB’s Disaster Preparedness Guidelines for Families; BNPB’s pocketbook titled ‘Responsive, Agile, Tough in Encountering Disaster;’ the Ministry of Women’s Empowerment and Child Protection (MoWECP) Service Standard Guideline for Family Disaster Preparedness Services; BPBD West Java’s disaster education videos; and MoSA’s disaster education posters that are distributed in schools.

- **Ensure content is relevant to various shock types**: Although there are several common disaster preparedness principles, it is important to ensure that beneficiary education and IEC materials explain specific strategies for various types of shocks that households may face. Optimally, this should take into account the specific shocks that households in an area are vulnerable to, through using hazard maps and historical shock data. These messages can be adapted to both rapid onset shocks like storms and slow onset shocks...
such as drought. For instance, for those prone to drought, programs can share preparedness strategies such as crop rotation and water storage mechanisms before seasonal drought. For Indonesia, BNPB’s Disaster Preparedness Guidelines for Families includes disaster preparedness strategies for earthquakes, tsunamis, volcanic eruptions, fires, floods and landslides; while the pocketbook includes information on drought, bush fires, and COVID-19. Additionally, MoWECP’s Service Standard Guideline for Family Disaster Preparedness Services includes information on tsunamis, volcano eruption, earthquakes, and floods. Finally, MoSA is also well-versed in preparing materials relevant to various shocks. For instance, MoSA’s disaster education posters which are distributed in schools includes information on earthquakes, tsunamis, droughts, tornados, landslides, heatwave, volcanic ash clouds and eruptions, bad weather, and floods. These all provide a comprehensive library of references for developing content and messaging on various shock types.

- **Include information on disaster response**: Beyond helping households prepare for disasters, IEC content and beneficiary education can help households understand who they should contact, what they need to do, where they need to go after the disaster event. This could also include information on the social protection benefits that may be available to victims of disasters, how their existing social assistance benefits will be delivered in the emergency phase, and any adjustments to program conditions during this period. In Jamaica’s case, the tailoring of the content to ensure that the public was also aware of contact points for the Ministry of Labour and Social Security as well as the processes for being assessed and receiving post-disaster support. In El Salvador, training also included providing contact details, information on the location of shelters, and items to be brought there. For Indonesia, BNPB’s Disaster Preparedness Guidelines for Families also included emergency phone numbers, while local offices such as BPBD West Java’s disaster education videos also included information on what to do after a disaster. Delivering this information ex-ante is useful to help avoid situations of confusion and misinformation in post-disaster contexts, which can often be chaotic and stressful for disaster victims.

- **Include information and education on climate adaptation and mitigation**: Poor households often rely on climate sensitive sectors (e.g. agriculture), and reside in areas vulnerable to the impacts of climate shocks, so often feel the brunt of climate change impacts. Given this, the poor also have an important role to play in adaptation and mitigation. While the focus of this note is on disaster preparedness, there are useful examples of how climate-related messaging can also be integrated into beneficiary education and IEC tools. For instance, the FDS sessions for the Philippines’ 4Ps CCT included training on bio-intensive gardening, composting methods; waste management; and methods to reduce, reuse, recycle and segregate waste materials. For Indonesia, the BPBD Jakarta case noted in Section 2 of this report, highlighted succinct messaging on the importance of reducing, reusing, and recycling waste; conserving water; using reusable cloth bags for shopping; and refraining from throwing waste in waterways. Education on these topics has the potential to increase climate awareness among beneficiary households and can help embed greener household and livelihood practices.
Leverage various modalities for delivery: The cases referenced in this report leverage various IEC tools and materials to improve beneficiary awareness and behavior change related to disaster preparedness and resilience. It may be useful for PKH and SP programs in other countries to consider combining these methods to ensure effective messaging to beneficiaries and non-beneficiary households as well. This can include direct training through FDS sessions targeted at program beneficiaries, as is the case for the Philippines, Mexico, El Salvador and Tonga; as well as IEC materials tailored to poor and vulnerable households such as those produced by Jamaica. For Indonesia, BNPB uses a range of IEC tools, including posters, infographics, puppet shows etc. BPBD East Java’s Disaster Management Educational Car (MOSIPENA) and Disaster Education Tent (TENPIN) described in Section 2 of this report are also useful examples of innovative mechanisms for IEC delivery. Jamaica’s use of posters, fact sheets and video public service announcements (PSAs) for instance demonstrated the use of multiple IEC tools and these are located in various points of contact such as local offices and schools.

Ensure accessibility in delivery: The delivery of IEC content to poor and vulnerable households should take into account the unique accessibility constraints faced by the poor and other vulnerable groups such as the elderly and persons with disabilities. For Indonesia, there are several disaster-related IEC materials that include specific messaging for persons with disabilities. These should be referenced when developing any new IEC content via a PKH disaster preparedness module. This includes BNPB’s pocketbook titled ‘Responsive, Agile, Tough in Encountering Disaster;’ and MoWECP’s Service Standard Guideline for Family Disaster Preparedness Services which outlines special considerations for evacuating children and persons with disabilities, and ensuring that the assistive aids and special needs for the disabled family member are prepared and communicated. For Jamaica, accessibility was addressed by including sign-language interpretation in video PSAs. In Tonga, special attention was provided to the needs of women and children. Additionally, given that the poor face numerous communication barriers, including limited internet access, residence in remote areas, low literacy etc., it will also be important to ensure that IEC materials are adjusted to address these constraints. This can include using simple language and easy to understand text in the materials; using creative methods for delivery, such as jingles or puppet shows such as those used by BNPB; ensuring adaptation to local cultural and religious contexts, and including translation to local languages and dialects where necessary; leveraging SMS or WhatsApp messaging and other delivery modalities tailored to remote areas etc.

Leverage inter-sector coordination for delivery: The topics of disaster risk management and climate resilience are inherently inter-sectoral topics that require coordination to be effective. Several of the country cases referenced here demonstrate collaboration between social protection ministries with other ministries and agencies in the delivery of IEC content. For instance in Mexico’s case, training was delivered by staff from the former Prospera CCT program and civil protection staff. This kind of collaboration is important both in the design of the IEC content as well as its delivery, and can help ensure technical soundness in the materials. Furthermore, such coordination can help ensure that disaster and climate-related IEC targeted to social protection beneficiaries complements IEC delivered by the agencies responsible for disaster risk management and environmental management, rather than duplicate efforts. This will help ensure that this critical audience of poor and vulnerable households is reached effectively.
• **Solicit beneficiary feedback on design of the content and relevance of the modalities.** It would be essential to assess whether the planned content resonates with the beneficiaries and addresses their learning needs and communications barriers. This can be done through training needs assessments (described in the subsequent section). This will help ensure that the content developed is appropriately tailored to the needs of this population.

**Summary:**

The country cases and IEC materials outlined in this note have illustrated that there is a wealth of resources from which Indonesia and other countries can develop tailored IEC content for beneficiaries of social protection programs, particularly flagship social safety nets like the PKH CCT program. Countries should ensure that the developing of training content and IEC tools and materials is developed after a comprehensive stocktaking of the training, tools and materials already available on these topics; ensure that the messaging covers all phases of the disaster cycle; include messaging on climate resilience; and ensure that the content addresses the specific learning and accessibility constraints that are faced by poor households and other vulnerable populations. Finally, inter-sectoral coordination on the development of the content and its delivery is essential to ensuring the technical soundness of the messaging in beneficiary education and IEC materials. The following and final section of this guidance note will illustrate the steps that need to be taken to develop a beneficiary education module through a review of the processes used by Indonesia’s PKH program for its Family Development Sessions (FDS).
Section 4

Key Process Considerations for Preparing a Family Development Session Module on Disaster Preparedness – Lessons from Indonesia’s Family Hope Program (PKH)

Atin Parihatin
Objective

The objective of this section is to summarize the steps needed to prepare a Family Development Session (FDS) module on disaster preparedness, building on the experience of Indonesia’s Family Hope Program (Program Keluarga Harapan - PKH). While the previous sections outline the content of beneficiary education and IEC tools used in Indonesia and in other countries, this section illustrates the operational processes used by Indonesia’s PKH program to develop new FDS modules. These experiences will help summarize the recommended procedural steps for introducing new training content in beneficiary education, which can be leveraged in Indonesia or by social protection programs in other countries to develop new training modules on disaster preparedness targeting program beneficiaries.

Brief Description of PKH and the Program’s Family Development Sessions

Indonesia’s Family Hope Program (PKH) is the second-largest conditional cash transfer globally, with around ten million beneficiary families, making it an important tool for poverty reduction and resilience building. A key design aspect of the program is the implementation of monthly Family Development Sessions (FDS) that provide beneficiaries with information and education on strategic topics including; education and parenting, health and nutrition for mother and child, child protection, and financial literacy. In recent years, new topics on family health, tobacco control, access to microfinance, and using digital platforms for small business, have been developed to support the PKH’s vision on graduation.

Family Development Sessions for PKH were introduced between 2013-14. Today, PKH’s FDS has six modules including: Child Education and Parenting, Family Financial Management, Health and Nutrition, Child Protection, Social Welfare (Disability and Elderly), Stunting Prevention, and Independent Prosperous Family (a new module finalized in 2020 that is still pending national roll-out). The modules focus on various messages ranging from stunting to financial management and starting a business. FDS meetings are held each month and led by PKH facilitators, who number over 35,000 nationally. In fact, conducting FDS is one of the performance measures of PKH facilitators. The obligation for beneficiaries to attend monthly FDS meetings has recently been implemented as a soft conditionality for PKH beneficiaries.152

The FDS materials are based on the need to achieve program objectives in the form of behavioral changes among PKH beneficiaries, including increased utilization of education, health and other social services, particularly targeted to mothers and children along with other positive behaviors that support improving the quality of beneficiary families. The ultimate goal of FDS is to increase the capacity of beneficiaries through mentoring by competent PKH facilitators to deliver FDS materials. PKH facilitators are trained in the FDS education materials to ensure that they have the skills to convey messages in FDS meetings to beneficiaries.

The following sections will describe the procedural steps to develop and implement FDS sessions. The section concludes by summarizing the recommended processes to introduce a new module on disaster preparedness.

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for PKH's FDS. These recommendations can also be considered by other countries exploring the introduction of such beneficiary education tools to improve disaster preparedness among social safety net beneficiaries.

**Institutional and Human Resource Arrangements for PKH Family Development Sessions**

In the organizational structure of human resources at the Ministry of Social Affairs (MoSA), PKH Facilitators are categorized as community-based Social Welfare Personnel and are commonly referred to as Social Assistants. As Social Welfare Personnel, they are expected to have the ability and capacity (competence) to carry out tasks in the field of social welfare activities, including to help beneficiaries achieve desired behavior change objectives. Increasing the competence of PKH Facilitators is carried out through competency training to increase understanding of the application of knowledge, skills, and attitudes in the implementation of Social Welfare.

Capacity building for PKH facilitators is the responsibility of the Directorate of Social Security (Direktorat Jaminan Sosial), but other work units within the Ministry of Social Affairs are also involved, including the Center for Education, Training, and Professional Development (Pusdiklat), which is responsible to the Minister through MoSA's Secretariat General. These capacity building initiatives are also usually supported by technical assistance from development partner organizations.

Improving FDS implementation and outcomes is part of MoSA's PKH strategy for 2020-2024, and therefore is a critical element of the programs’ overall policy objectives.

**Processes and Steps to Develop PKH Family Development Sessions**

There are currently no formal manuals or technical guidelines that specifically regulate the process to develop FDS modules. However, based on previous experience, the steps for preparing the FDS training program include a combination of the preparatory steps to develop competency improvement programs for human resources within the Ministry of Social Affairs, and social behavior change interventions.

The subsequent sections describe the steps for developing FDS training modules based on MoSA's past experiences with developing other FDS modules.

**1. Training Needs Assessment (TNA)**

This is the first step in the preparation of an FDS training program. The TNA aims to provide information on the problems and learning needs desired by the targeted trainees and assesses the potential required scale of the training program. Several identification methods have been applied to increase the capacity of PKH beneficiaries, among others:

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153 Regulation of the Minister of Social Affairs (Permenos) No. 16 2017. However for the purpose of this report, they will be referred to as Facilitators to align to previous reports and documents on PKH FDS delivery.

154 Previously called the Directorate of Family Social Security (Jaminan Sosial Keluarga - JSK)

155 Regulation of the Minister of Social Affairs (Permenos) No. 1 2022


157 Regulation of the Minister of Social Affairs of the Republic of Indonesia No.6 2015 About the Standardization of Social Welfare Education and Training (Peraturan Menteri Sosial Republik Indonesia Nomor 06 Tahun 2015 Tentang Standardisasi Pendidikan Dan Pelatihan Kesejahteraan Sosial)
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

Table 1: Training Needs Assessment Methods used in Past FDS Module Development

<table>
<thead>
<tr>
<th>Methods</th>
<th>Description</th>
<th>Examples of the Method’s Application for Module Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Direct observation of beneficiary performance/practices on the issue of concern – e.g. parenting, use of banking services etc.</td>
<td>Used in preparing economic module material in the form of field visits to the Bantul District</td>
</tr>
<tr>
<td>Interviews</td>
<td>Information about beneficiary knowledge is obtained through direct question and answer interviews</td>
<td>Used in developing the tobacco control session in the Independent Prosperous Family (Keluarga Sejahtera Mandiri) FDS module</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>To obtain information from a relatively large number of beneficiaries or other stakeholders on issues of concern</td>
<td>Used by the Education and Training Center (Pusdiklat) in developing the Social Entrepreneurship module, through a questionnaire for business facilitators that support PKH beneficiaries with economic inclusion capacity building.</td>
</tr>
<tr>
<td>Focus Group</td>
<td>To obtain information about beneficiary opinions on an issue of concern through a moderated group meeting</td>
<td>Used in the preparation of FDS materials regarding the use of the internet to develop a business by conducting focus group discussions with beneficiaries who have a home business in Bogor Regency under the Independent Prosperous Family (Keluarga Sejahtera Mandiri) module</td>
</tr>
<tr>
<td>Document Review</td>
<td>Reports, and research results, are used as a basis for determining capacity building needs</td>
<td>Applied for all FDS modules</td>
</tr>
</tbody>
</table>

Source: Author’s Elaboration

In more detail, efforts to identify the capacity building needs for beneficiaries related to disaster preparedness can use the framework of a social behavior determinant below:

Table 2: Key Exploratory Questions for Training Needs Assessment

<table>
<thead>
<tr>
<th>Determinant</th>
<th>Element</th>
<th>Question to explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Knowledge</td>
<td>What is beneficiary’s knowledge about the issues of concern?</td>
</tr>
<tr>
<td></td>
<td>Risk Perception</td>
<td>The extent to which the beneficiary considers an issue is important to consider, because it has the potential to threaten their personal well-being</td>
</tr>
<tr>
<td></td>
<td>Understanding of Rational Benefit</td>
<td>How does the beneficiary assess the benefits of the recommended behavior to address the risks posed by an issue of concern?</td>
</tr>
<tr>
<td>Habit</td>
<td>Current practices</td>
<td>What are the current habits of the beneficiary, directly or indirectly, related to the issues of concern?</td>
</tr>
<tr>
<td></td>
<td>Moving from initiation to maintenance</td>
<td>What does the beneficiary need to initiate a behavior to more permanent adoption?</td>
</tr>
<tr>
<td></td>
<td>Sustaining new practices</td>
<td>What does the beneficiary need to do to maintain the recommended behavior?</td>
</tr>
<tr>
<td>Motivation</td>
<td>Attitude/Beliefs</td>
<td>What beliefs do the beneficiary have on the issue of concern?</td>
</tr>
<tr>
<td></td>
<td>Intention/Goals</td>
<td>What are the significant things that are the beneficiary’s life goals and how are they related to the issues of concern?</td>
</tr>
<tr>
<td></td>
<td>Emotional Response</td>
<td>What is the beneficiary’s emotional reaction to the issue of concern (consequences, risks they have, recommended behavior)?</td>
</tr>
</tbody>
</table>
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

<table>
<thead>
<tr>
<th>Determinant</th>
<th>Element</th>
<th>Question to explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Act</td>
<td>Access</td>
<td>Does the beneficiary have access to what is needed to be able to perform the recommended behavior?</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>What are the beneficiary’s current skills related to the skills needed to perform the recommended behavior (performance gap)?</td>
</tr>
<tr>
<td></td>
<td>Self-Efficacy</td>
<td>Does the beneficiary believe and have confidence that they will be able to perform the recommended behavior to achieve the goal or reduce/avoid risk?</td>
</tr>
<tr>
<td>Norms</td>
<td>Perceived subjective norms</td>
<td>What is the beneficiary’s perception of the beliefs of the people around them on the issue of concern and recommended behaviors?</td>
</tr>
<tr>
<td></td>
<td>Socio-cultural Norms</td>
<td>What is the shared belief that the beneficiary’s community has on the issues of concern and the recommended behaviors?</td>
</tr>
<tr>
<td></td>
<td>Gender Norms</td>
<td>What are the applicable social principles regarding the appropriateness of behavior of women and men in society that can prevent/limit the beneficiary from adopting recommended behaviors?</td>
</tr>
</tbody>
</table>

Source: Source: Adopted from McKee, 2010.

Lessons for a Disaster Preparedness FDS Module

When preparing a disaster preparedness training module targeting PKH beneficiaries (or beneficiaries of any social protection program), the assessment of training needs must provide information on the underlying learning needs to better equip beneficiaries with knowledge and skills on disaster preparedness and climate resilience. This can be obtained by looking at how much information beneficiaries currently have on disaster preparedness; resources and emergency contacts needed in times of disaster response; climate change and its impacts; how households prepared for or dealt with disasters in the past; and what could further motivate them to adopt recommended disaster preparedness and climate resilient behaviors. As beneficiaries in different areas are vulnerable to different types of disaster shocks, it is also important for the TNA to ensure that major hazard risks for specific geographic areas are also covered. Additionally, it is important to assess the barriers families face at the personal, interpersonal, community, environmental, and policy levels that may prevent them from taking actions related to disaster preparedness and climate resilience. Any, or a combination of, the TNA methods outlined above, can provide a more detailed understanding of these learning needs and barriers and thereby ensure that module development contains contextually relevant information for more effective behavior change outcomes. Finally, and importantly, the TNA provides a useful opportunity for meaningful consultation with beneficiaries on the topic of disaster preparedness and resilience, providing them with an opportunity to share their opinions, existing knowledge, and their specific learning interests on the subject.
2. Development of the Training Program

It is possible that the TNA findings may reveal that training is not the only way or most appropriate method to change behavior. The TNA may in fact reveal that other information, education and communication (IEC) interventions or tools may be needed, particularly if there are barriers in terms of access, community norms, or policies.

However, with the assumption that training is needed for capacity building, the information derived from the TNA can help develop behavioral targets at the individual and family level for beneficiaries, which also take into account the socio-cultural context and the enabling environment available for beneficiaries to perform these behaviors.

In the case of PKH’s FDS, following the implementation of the TNA, MoSA’s Education and Training Center (Pusdiklat), collaborating with the work units involved, develops a curriculum, module, and training guideline based on the applicable education and training standards.

Curriculum design includes multiple components, among others: (1) aims and objectives of the training; (2) subject matter for the training delivery including main messages and course content; (3) method and organizations for training delivery, including relevant roles and responsibilities; and (4) evaluation of training facilitators and participants158.

The training aims to support PKH’s objectives. These are then translated into instructional learning objectives that are more concrete and operational in the aspect of expected behavior change. The behavioral change objectives of the training can be targeted in the cognitive, affective, or psychomotor domains159.

The course content includes all activities and experiences developed and structured to achieve educational goals, in accordance with the agreed hierarchy of educational goals. The content of the relevant curriculum material must meet the following criteria:

- The content must be valid and significant, which means it describes the latest knowledge; relevant to the social and cultural realities of the participants, balanced between breadth and depth, and
- The material must be in accordance with the needs and interests of the participants.

The learning method is a plan or pattern used in delivering learning materials. In FDS, the method that is generally used is a social interaction model such as group work, group discussions, role playing, and social inquiry.

Evaluation of FDS includes efforts to assess the achievement of predetermined curriculum goals, whether the methods used in the curriculum are effective or not, so that they can facilitate the achievement of learning objectives, to see how far the curriculum affects learner achievement and attitudes, is there any improvement, no influence, or even decrease.

159 This refers to the infamous Bloom Taxonomy, Taxonomy of Educational Objectives,1965.
Lessons for a Disaster Preparedness FDS Module

The previous sections of this report have highlighted recommended content for beneficiary education training on disaster preparedness and climate resilience. However, learning from MoSA's previous experience with developing previous FDS modules, it is important that the content to be included in any beneficiary training module to be informed by a comprehensive training needs assessment of beneficiary learning needs and adjusted to their needs and interests accordingly. It is also useful to review and examine existing training materials and IEC tools used by other Ministries and agencies as they could be a relevant reference for training material and content. Additionally, assessing what delivery method works best to convey the messaging and ensure effective behavior change outcomes is also important. As the previous sections of this report have highlighted, using multiple IEC tools and materials for communications can help address some of the learning and accessibility constraints uniquely faced by poor households and vulnerable populations. Finally, developing the module, curriculum and IEC materials requires collaboration across sectoral agencies responsible for social protection, disaster risk management and climate change. In Indonesia's case, this should optimally include internal partnership across relevant MoSA units – for instance, Pusdiklat, the Directorate for Social Protection of Natural Disaster Victims (Perlindungan Sosial Korban Bencana Alam or PSKBA) and the Directorate for Social Protection for Social Disaster Victims (Perlindungan Sosial Korban Bencana Sosial or PSKBS); as well as relevant external agencies, such as the National Disaster Management Authority (Badan Nasional Penanggulangan Bencana - BNPB). These stakeholders are subject matter experts and are important contributors to the technical content of the training modules.

3. Initial Module Seminar

The modules that have been written and the initial design of the learning tools that will be used, can then be presented to an audience limited to work units that are directly involved in the training. During this stage, module content can be revised and sharpened to ensure that it is sufficient to achieve its behavior change objectives.

Lessons for a Disaster Preparedness FDS Module

Programs like the PKH program or any other social protection program considering developing beneficiary education and training on disaster preparedness and climate resilience optimally should replicate this initial module seminar to carry-out an initial vetting of the training content and to adjust it before it the training module is tested. Similarly to the curriculum development stage, it is essential for work units involved in this initial module seminar to include ministries and/or agencies responsible for disaster risk management and climate resilience – particularly if these agencies also have communications and education divisions. In Indonesia’s case, a disaster preparedness module for the PKH program, should optimally include PSKBA and PSKBS as MoSA’s primary responsible units for response to various disasters and BNPB as the leading agency responsible for disaster risk management.

4. Testing the module

In the development of previous FDS modules, MoSA has carried out testing of draft modules in two different ways, depending on time and resource availability, namely, Cascading and Direct testing. These are described below.
a. **Cascading:**
   i. **First stage:** The core drafting team consisting of Pusdiklat’s trainers (called Widyaiswara) provides training on the modules to PKH Facilitators in the location selected for module testing (this could be expanded to 2-3 locations if desired)
   ii. **Second stage:** PKH facilitators who have been trained by Pusdiklat deliver training on the modules to PKH beneficiaries in the selected location.

b. **Direct:**
   i. The core drafting team consisting of Pusdiklat trainers, directly deliver and test the module with the PKH beneficiaries

The Subject Matter Expert (SME), who acts as an external contributor or technical assistant, acts as an observer and note taker in the delivery of content in the training process. If needed, the SME could also participate in the delivery process as a test run to elaborate the content to the participant. Other observers and notetakers are also included among PKH facilitators involved in the test run. Using a prepared evaluation instrument, PKH facilitators can share their opinions and experiences of the module test.

Some of the training aspects that are observed and assessed during this phase are:

- **Clarity of the module by the trainer:** This aspect assesses whether the written module has sufficient clear instructions without the possibility of multiple interpretations.

- **The alignment of the learning methodology with the learning objectives.** Does each learning step contribute significantly to efforts to achieve the learning objectives? Are there steps that must be removed, added, or sharpened?

- **Suitability of learning tools:** Whether the tools used have been effective and efficient in helping the achievement of learning objectives.

- ** Appropriateness of the time allocated for implementation of the module:** Training is arranged in a certain period of time to achieve learning objectives. The module test will provide information on whether the time allocated for delivery of the module and the learning steps is realistic in accordance with the training needs. Based on the result, there can be an adjustment to the method, or an adjustment to time allocated.

- **Achievement of learning objectives:** Do the modules taught provide a significant difference in terms of the knowledge and competency of participants in the specified area after the module delivery? These can be cognitive (viz knowledge, comprehension, application, analysis, synthesis, and evaluation); affective (viz acceptance, positive response); and psychomotor (viz practicing, doing).

Evaluation tools in module trials must be well prepared to record every input, as these notes will be the basis for the module improvements made after the test run.

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**Lessons for a Disaster Preparedness FDS Module**

Testing the module content with facilitators and beneficiaries is essential to assess how to deliver the training and is an opportunity to assess whether the materials are clear, appropriate, sufficient in terms of the time for delivery and effectively enable desired learning outcomes. For a disaster preparedness module, module testing must balance the specific vulnerabilities to certain shocks that beneficiaries in a particular area versus general principles of disaster preparedness.
Integrating Information Education and Communication tools to Strengthen Disaster Preparedness and Resilience among Social Assistance Beneficiaries. Lessons for Indonesia and Beyond

and resilience. As such it is useful for the module test to explore methods through which facilitators who will deliver the training can adapt the content to the local context in which the training will be delivered. It is also important to engage appropriate external sector experts on disaster risk management and climate resilience to serve as subject matter experts to observe the delivery of the training content. These can be done jointly with social protection program staff. In Indonesia's case, this could include MoSA's PSKBA and PSKBS. It may also be recommended for BNPB to participate in this process.

5. Results Seminar

This can be referred to as the final stage of developing the FDS module, where the modules that have been improved based on the testing phase are presented to a wider audience beyond the work units directly involved. In this results seminar, other stakeholders that need to be involved are the Widyaiswara (trainers) of the Regional Education and Training Center from the six regions. At this stage, the seminar is expected to be more of a clarification and consolidation and no more fundamental changes should be made to the curriculum, modules, and learning methods.

Currently, FDS is a training program at MoSA, and all modules have an e-learning version used in regional training centers and by PKH facilitators. If there is an agreement to use e-learning, then the next step is to convert the conventional modules that have been seminars into e-learning formats. Conversion from conventional modules to e-learning will require time for preparing learning designs and adjustments of the training curriculum. E-learning is currently only used by Regional Education and Training Centers in training for PKH Facilitators, but not by PKH Facilitators for training beneficiaries.

6. Nationwide Roll-Out

The FDS training program that has been tested and conducted in seminars can then be rolled out by organizing training of trainers for all trainers in six regional education and training centers. In accordance with budget availability, the Education and Training Center, the Training Center and the Directorate of Social Security can determine the target participants, the number of participants, and the possible time available for training for PKH facilitators. For other countries considering development of such a module, this step will also logically follow from the previous processes outlined in this section of the report.
Summary

MoSA has strong capacity in developing and delivering FDS training content to PKH beneficiaries, which follow the steps summarized in this section of this note. MoSA has also routinely added modules and content to respond to emerging behavior change challenges and needs faced by households enrolled in the PKH program. The addition of an FDS module on Disaster Preparedness will be a useful addition to the existing training content, particularly given that there is likely a gap in the tailoring of IEC tools and materials to the specific and unique information and communications constraints faced by poor households.

For other countries considering introducing beneficiary education on disaster preparedness, the procedural steps to develop FDS modules undertaken in Indonesia’s PKH program provide a useful reference on how the content outlined in sections 1-3 of this report, can then be converted into a deliverable training module for beneficiaries of social protection programs. This includes ensuring an assessment of training needs, and piloting and testing the modules so that revisions can be made before nationwide roll-out.

Collaboration is imperative when developing a Disaster Preparedness FDS module in Indonesia or any other country, as there are several ministries and agencies responsible for disaster risk management and climate resilience that usually develop their own IEC tools, materials and activities, which could help inform the curriculum design and content. Engaging these external agencies and internal partners (such as PSKBA and PSKBS in MoSA’s case) from the start of the process is critical to ensure that the content is technically sound and relevant. Finally, the design and implementation strategy for a new Disaster Preparedness FDS module, should consider the workload of the program facilitators who will be ultimately responsible for delivering the content. It is important to ensure that they are able to devote sufficient time and attention to the delivery of the module to facilitate meaningful behavior change among beneficiaries. These lessons are also applicable to the development of broader IEC materials.
Concluding Messages

Asha Williams

This note has provided lessons to Indonesia and other countries on the development of Information, Education and Communications (IEC) tools to improve disaster preparedness and climate resilience among social assistance beneficiaries. Importantly, the note highlights that when developing IEC content or beneficiary education training content, there are important lessons on both content and processes which should be considered to ensure that the training is responsive to beneficiary learning needs; addresses the disaster and climate change risks faced by beneficiary households; and is responsive to the unique learning and accessibility constraints of poor households.

In terms of content, it is important to:

- **Ensure appropriate content and messaging on disaster preparedness strategies, to prevent loss of life, livelihoods, and assets before the disaster.** These include education on the importance of preparing before disasters strike; developing a family disaster preparedness checklist; preparing an emergency kit with important items for evacuation; locations of evacuation routes and emergency shelters; crop rotation and water storage mechanisms before seasonal drought; and guidance on how to secure belongings, tools, livestock, and livelihoods.

- **Ensure that messaging on disaster preparedness covers various shock types that households are vulnerable to, such as drought, earthquakes, floods, landslides, storms, tsunamis, volcanoes etc., which could differ depending on where the household lives.**

- **Include information on disaster response actions that households should be aware of following the disaster, such as who to contact for assistance, where to go after the disaster strikes, how their existing social assistance benefits will be delivered and any adjustments to program conditions, and what emergency social assistance may be available to those affected.**

- **Include information and education on climate adaptation and mitigation to help improve climate mitigation and adaptation actions among poor households, including waste management, sustainable agricultural practices, housing design and construction practices to mitigate flood and seismic risk, and livelihood diversification to green jobs, etc.**

- **Ensure that messages are tailored to the vulnerabilities of particular groups such as persons with disabilities, elderly, women, children, and poor households in remote areas; ensure accessibility in delivery to address their communications constraints; and adapt messaging to local cultural and religious contexts.**

In terms of processes, it is important to:

- **First carry out a needs assessment to assess the challenge to be addressed, learning needs of the beneficiaries, human, financial and technical capacity for delivery, and required scale of the training program or IEC campaign.**
• **Develop the training program or IEC content**, informed by the priorities identified during needs assessment phase and with evaluation modalities to assess if behavior change or awareness outcomes are achieved. For training, this includes curriculum or module design, training guidelines, and assessment of the required training materials and modalities.

  It would also be important to:
  
  o **Leverage various IEC modalities for delivery** and help ensure accessibility, particularly for vulnerable groups such as persons with disabilities, elderly, women, children, and poor households in remote areas.
  
  o **Ensure adaptation for delivery of messages in post-disaster contexts**, as delivery modalities would need to be adjusted in disaster contexts including radio communications, mobile communications vehicles etc.
  
  o **Leverage inter-sector coordination for delivery**, to ensure the technical soundness of the messaging included in training content.

• **Conduct an initial seminar and tests with a sample group of facilitators and beneficiaries** to assess the clarity of the training or IEC content, suitability of the learning methodology and IEC tools, alignment with learning objectives, responsiveness to communications constraints, appropriateness of the duration and delivery mechanisms, and methods to assess the if behavior change or awareness objectives are achieved.

• **Implement a results seminar to present the training or IEC content to a wider audience** beyond the work units directly involved, and assess suitability for different geographic contexts.

• **Roll-out the designed and tested training and IEC campaign nationally to all beneficiaries nationwide.**

This note finds that IEC tools and materials have the potential to create lasting behavior change impacts on disaster preparedness and resilience among the poor households enrolled in social protection programs. Notably, evidence from the Philippines reveals that the 4Ps beneficiaries actively applied the disaster preparedness learning from FDS sessions following the training.¹⁶⁰ This included improved knowledge of disasters, how to avoid them, and increased in planning for future disasters among beneficiaries that participated in FDS sessions. This evidence points to the potential of a disaster preparedness FDS module and IEC tools to create meaningful behavior change impacts among PKH beneficiaries and other social protection programs where such tools are being considered for inclusion in program design.

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¹⁶⁰ DSWD and University of Philippines Los Baños. Assessment of FDS of the 4Ps: Process Evaluation of FDS; and DSWD and University of Philippines. Assessment of FDS of the 4Ps: Effects of FDS on Family Life.