

**EDUCATION IN EMERGENCIES
(NATURAL DISASTERS AND CONFLICT)**

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I. THE HISTORY OF EDUCATION DURING CONFLICT IN ACEH

Aceh has been in conflict for 132 years. The first and the longest conflict started when the Dutch Colonial Government proclaimed an official war with Aceh in 1873. This war ended when Japanese occupied Indonesia in 1942. The war continued with Japanese troops and ended when Nagasaki and Hiroshima were devastated by atomic bombs in 1945.

When the Allied Forces were trying to come back to Indonesia, Aceh sent many troops to block the expansion of the Allied Forces in North Sumatera. It was calm for only three years from 1945 to 1948. Another conflict started again when a civil war broke out in 1948 and ended in 1950. It was quiet again for three years before another Indonesian civil war between groups of religious leaders in West Java, Aceh and South Sulawesi and the central government took place. This war ended in 1961. Aceh enjoyed a secure situation for almost 16 years before another rebellion started again in 1977 when a group of Acehnese, proclaiming themselves as the Aceh Freedom Movement, rebelled against the central government.

During the conflict between 1945 to 1961 many wealthy Acehnese who viewed education as the key to progress sent their sons and daughters to other provinces in Indonesia to get better education, especially to Yogyakarta, Jakarta, Bandung, Malang and Surabaya. Others who had lower economic status sent their children to Medan and Padang. Some returned back to Aceh and rebuilt devastated Aceh. Many stayed wherever they were sent by their parents and prospered economically, politically and socially. A few were even sent overseas; Australia, USA, England and Holland. Many of these overseas graduate, never returned to Aceh.

In 1957 a higher learning program was initiated by both, the late Prof. Ali Hasymi and the late Brig. Gen. Syama'un Gaharu (the first military commander of Aceh). With the strong support from the military in Aceh to secure education development, they established Syiah Kuala University, the first higher education systems in Aceh.

Acehnese traders outside of Aceh and in Aceh provided strong support for improving education in Aceh. Wealthy Acehnese in other provinces in Indonesia and overseas (Medan, Jakarta, Bandung, Penang, Singapore, Kuala Lumpur) sent a part of their earnings to Aceh to establish Syiah Kuala University, followed by several model schools (mostly senior high schools) in several strategic locations in Aceh. The University of Indonesia in Jakarta and the Bandung Institute of Teacher Training in Bandung were the first two higher learning institutions that helped Syiah Kuala University to proceed.

The Ministry of Education of Indonesia assisted the war-battered region by sending hundreds of university graduates from Jogjakarta, Bandung and Jakarta to Aceh to teach at new established high schools and teacher training schools (for primary and junior high schools). This program was co-funded by the Ministry of National Education and Gasida (Gabungan Saudagar Aceh). Gasida had branches in Jakarta, Medan, Penang, Singapore, Kuala Lumpur, Hong Kong and Tokyo.

These groups of Acehnese traders also had a big bank in Medan, Lhokseumawe and Banda Aceh. The name of the bank was BOS (Bank of Sumatera). Some of these traders are still living in Kuala Lumpur, Singapore, Penang, Germany, Holland and in several big cities in Indonesia today.

These are the people, from whom we should learn, on how education should be carried out during emergencies.

II. PHILOSOPHICAL TENETS FOR EDUCATION IN EMERGENCIES

2.1 Never look back

One of the key philosophical tenets that was given to us by this older generation is “never look back”. If you look back to what has happened, you will lose your enthusiasm to rebuild and you will be uncertain where and how to move and step forwards. Education is a long-life process. This philosophical tenet has been a saying of Mohammad and other prophets, by world and Indonesian educators and by Muslim and other religions’ philosophers. Therefore, it should never be halted and must never be ended. Education continues as long as humans continue to breathe on this earth.

2.2 Use Whatever Resources are Available

2.2.1 Political Conflicts

Aceh is one of the provinces in Indonesia that has long experience on how to carry out education in emergencies. This experience, should and must be our past experience and we hope that it will never be experienced by any other provinces in Indonesia or elsewhere in the world. It was a bitter experience for educators, for teachers, for parents and for our pupils.

Now there is a dimlight shining after Helsinki negotiations have taken placed. We do hope that our politicians will act wisely and give chances for us as teachers to educate better citizens, democratic citizens that can share and views differences as diversity. Only through education and democratization, a united and democratic Indonesia can survive.

During political conflict, almost all the doors to foreign, international and world organizational aid were closed. The National Department of Education, UNICEF and other specific World Organizations are the partners with whom we share such bitter and sad experiences on how to carry out education in emergencies; disasters and conflicts. The following is a table showing education infrastructures, human resources and pupils that were lost during the most recent conflict (1999 to 2003). The data was collected from various sources in the province.

No.	Education Infrastructures	1st Conflict (98-99)	2nd Conflict (2002-2003)	Total	Remarks
1.	Schools	601	547	1148	
2.	Laboratories	162	158	320	
3.	Teachers houses	89	63	152	
4.	Libraries	520	301	821	
5.	Pupils	5	4	9	
6.	Teachers	15	25	40	

When thousands of schools were burned down during political conflict in Aceh we almost lost our enthusiasm to progress. However, education is the responsible of all of us, us in Aceh, us in Indonesia and us on earth. When 601 schools were burned down in Aceh between 1999 to 2000, we used any public buildings (multi purpose halls, mosques or prayer houses) as schools. Another 547 schools were set on fire between 2002 to 2003.

Rebuilding of the ruined schools were made with help from the community, the central government and provincial government. When about 800 schools were being rebuilt, earthquake and tsunami came and destroyed more that we could built. The difference was that during the political

conflict, we were alone in facing such a conflict. At that time only the National Department of Education and the public helped us.

When teachers were killed, tortured and intimidated they fled away and left the province with their love and tears, we cried and we were deeply sad. That was the saddest part of our experiences. Teachers, and even more pupils, are pure souls that should never be touched, with a brutal touch, either with a purpose or unintentionally. However, such visual memories of deaths of many of our teachers, will never fade. They were innocent creatures and not involved in the politics of either side.

As education should never be halted, we replaced the missing and dead teachers with final-year university students. We also requested retired teachers to return and resume whatever learning and teaching tasks they could to help. When spirit of teaching and learning are degraded, we said that it is required by our religion, belief and philosophy that education is a "must" for everyone, for community leaders, parents, teachers and learners themselves.

2.2.2 Natural Disasters

a. First Simeulue Quake

There have also been many disasters in Aceh, small, medium and even large ones. There was an earthquake at the scale of 8,2 Richter Scale (RS) in Simeulu Island, some 650 km to the south of Banda Aceh, the capital city of the province in 2002. This quake destroyed almost 70% of schools on the island. Tents and school in boxes were sent to the island and education was carried out just days after the quake. The National Department of Education, with assistance from other international organizations, played a key role in the devastated district. In just two years, almost all schools that were flattened by the quake were rebuilt.

b. Second Quake to Simeulu

When the schools that were flattened by the 2002 quake were almost all being rebuilt, another quake of 9.0 RS rocked the island on December 26th, 2004 and destroyed 95% of schools in the island. The earthquake was followed by high tide and tsunami. The schools were not only devastated by earthquake but also by the tsunami.

c. Earthquake and Tsunami in 14 districts

The morning of December 26, 2004 marked the saddest day in the history of Aceh and Indonesia. At 8,05, when most people were dreaming that peace would come again to Aceh, when fishermen were fishing to earn a humble living, when traders were opening their shops, when parents and children were jogging and playing sports or games, when families were gathering at beautiful beaches and when farmers were tending their paddy fields and animals, the earth that lies between Indian Ocean and Malacca Strait rocked at the scale of 9.0 SR. It was only 9 minutes of three waves of shakes. Many high buildings were falling apart, some sank into the soil underneath them and many were cracking and not safe for anyone to use.

People were shocking. They all went outside the buildings, out of their houses, their shops and their schools. It was the biggest earthquake and the longest the people in this country have ever experienced, even those who were in their 90's. Earthquakes frequently shake the province. Magnitudes between 5 to 6 are common, but these two (December 26th 2004 and March 28, 2005) were the biggest and the most devastating.

Just minutes after the quake, the coasts were dry in seconds. Even the fastest fish could not compete with the speed of the tsunami. This tsunami is called by the Acehnese living on the mainland "ie beuna --- the water that comes by a sudden" or "smong --- a high tide and high speed wave" by the people of Simeulue Island. Many kinds of fish were lying crippled on the beach.

Minutes after, a very loud sound came from the ocean. In just minutes, a spur of water spread out from the middle of the sea followed by high wave. The wave moved towards the mainland. The witnesses and the survivors said that the wave was higher than any trees along the beaches. In just minutes, the wave approached the land and with the high speed that it had, the tsunami, the smong or ie beuna, swept everything and dumped it inland as far as 6 to 7 kilometers, depending on the level and steepness of the land. It swept anything that it could take, tankers, a floating power plant with 40,000 tons of fuel in it, a 40 x 80 meters tanker with full load of coal and many other huge human made machines.

This tsunami flattened 1,156 schools, 14 traditional boarding school campuses, 2,650 teachers (including teachers of traditional boarding schools) dead or missing, displaced almost 42,000 pupils, disturbed teaching and learning activities of more than 150,000 pupils, and made more than 3,000 teachers homeless. This tsunami has also made more than 1000 teachers traumatized and unable to function properly in his or her classrooms.

The tsunami also destroyed almost 400 laboratories, 225 small and medium libraries with hundreds of thousands books, destroyed almost all education records of students in 14 districts, devastated 14 out of 68 learning resources centers of teachers and hundreds of four or two-wheel means of transportations for education offices and the teachers'.

III. APPROACHES THAT WE USED TO HANDLE THE DISASTERS

3.1 *Share grief and losses*

On the second day of tsunami, the only available shelter facilities that we had was Wisma Handayani, an old small training center. We opened the center to share sadness and loss. There was no food, restaurants or shops were not opened in Banda Aceh. With whatever sources that we had, we opened the first public kitchen after the tsunami. The unaffected employees, teachers and even students brought whatever clothes and food they had at home to share with the survivors.

There was only one hospital opened on that day, that was the Kuta Alam Military Hospital. This hospital could not cope and handle thousands of patients. This hospital, however, saved a lot of people. On the third day in the morning, a plane with 200 doctors and full load of medicine provided by the Government of South Sumatera landed, followed by Malaysian Navy and Malaysian Mercy. The next days, US Army, Australian Army and other armies came followed by many other domestic and foreign NGOs. They cleaned roads and provided medical cares, shelters and other necessary assistance.

The Indonesian army trucks and personnels, though not many, were active just hours after tsunami. They cleaned roads to enable people to move and identified dead family members. The number of trucks was not enough. On the fourth day, many foreign army trucks, heavy equipment and personnel arrived along with many NGOs and provided non-stop evacuation and clean ups everywhere in tsunami affected areas in Aceh.

We communicated the situation with The National Education Department (NED) and UNICEF Office in Jakarta. The NED quickly sent staff and opened its representative office in Banda Aceh. This office communicated our needs to the rest of the world. The world community came and asked us what we needed.

3.2 *Field Visits and Heart to Heart Communication.*

On the fifth day after tsunami, we borrowed a generator from a worker in our office to start our radio station. Our radio was the best, the newest and the most modern one in Sumatera. It was the first radio that entertained the displaced people and children in tents and devastated houses in the city.

An NGO came and brought flashlights and thousands of portable radios and batteries. Information were sent and education programs on air were started. The radio could cover only 150 km to the east and west of Banda Aceh. However, it helped a lot.

Communication is very important in any emergency situation. We informed NED the newest situations of education in Aceh by on daily basis. We did the same for NGOs that we are familiar with. Prof. Arief Rahman sent money in bags to cope with emergency needs of food and medicine for displaced teachers and pupils. NED provided us with basic needs that we need, computers and cars. Many of our cars were damaged by tsunami.

In addition to that, we also sent a team from the Provincial Department of Education (PDE) to visit all affected districts in NAD. In this fact finding mission, the team identified the most urgent needs to restart education in the districts. The reports from locations were then sent to NED and other NGOs specializing themselves in education.

3.3 Provide Shelter and in Emergency Schooling

We informed NED NGOs that arrived in Aceh on the 7th day after tsunami. With the coordination of NED, tents were sent to the affected areas. The priority was to pupils and parents whose houses were washed out and damaged by tsunami. UNICEF and other NGOs in education provided and set up emergency shelters. Tent schools and school in boxes were provided by NED and UNICEF and started to arrive on the 14th day after tsunami.

3.4 Set up policies on how to continue education in emergency

The NED responded to our request within a short time that any parents who plan to send their children to any school in Indonesia and even to Indonesian schools overseas can do so without having any documents. Just within 2 weeks, all schools in Aceh that were not affected by tsunami in Aceh and elsewhere in Indonesia admitted any displaced students from Aceh, including Indonesian schools in Kuala Lumpur and Singapore. We had to take that decision, otherwise pupils would lose time on national school calendar. In the seventh week, all pupils were registered, between 55 to 65 per class.

Another policy is that all vocational school students (457) whose schools have been flattened by tsunami were sent to other provinces in Indonesia with the fund provided by NED. With tears and broken heart to living their loved ones in NAD, they left Aceh and study at different vocational schools in Indonesia. In the last National Examination, only 2 of them failed in the test. They had a strong motivation to learn.

3.5 Psychosocial Training (First Trauma Counseling)

To assist the surviving teachers, psychosocial and religious approaches were used. During the first week, religious scholars were selected and invited to help pupils and teachers cope with the trauma. In the second week, Save the Children arrived and assisted us with psychosocial training and approach. Then, local NGOs and foreign NGOs also arrived. In the third week, UNICEF also played a major role in providing similar assistance.

3.6 Providing volunteer teachers

We called for help in providing education to displaced pupils. Assistance came from many religious and educational organizations from Aceh and all over Indonesia. They came to Aceh to help and opened academic and nonacademic classes to displaced pupils, in tents, in mosques, in prayer houses, in public halls, and a few classes were held under the trees. Volunteers came in groups and

associated with their own organizations with fund provided by domestic and foreign NGOs. The PLS (Non-Formal Education) Division of NED played a major role in these programs.

3.7 *Non-Formal and Outdoor Education*

School in tents started in the third week after tsunami with programs designed by both PDE and PLS of NED. Mr. Fasli Jalal and his groups were very active in providing non-formal education to our children in all affected areas. He himself went to all tents using all foreign military, UNICEF, WFP, UNESCO, USAID, JICA and many other international NGOs helicopters. He sent hundreds of university students (most of them from leading universities in Java) to come and help set up non-formal education. The purposes were to make students happy and try to forget the trauma that they had faced. Students were brought outside and many outdoor activities were also provided. These outdoor activities were divided into two: nonreligious activities and activities related to religion.

It is based on the advice of our education advisors to have and combine both approaches and we found that it worked really well. The dai' or religious speakers were invited on voluntarily basis and they entertained our pupils as well as parents and teachers in tents. Handicrafts activities were also designed. Religious approaches are found as one of the best cures for Acehnese in coping with grief and losses. Mr. Fasli Jalal, Mr. Joko, and Mr. Gatot from NED were very active and they are known by many parents and teachers who lived in tents.

3.8 *Set up the Date of Schooling and Collect the Newest Data.*

We informed the public that education should never be stopped and it is an unending process, either through our radio, through Medan newspapers (there was no local newspaper) at that time and or through our staff that tour the province. We set up a date for returning to school, that was January 26th, 2005. This set up date was to have all teachers and students return to school and it was one of the ways to collect data on the impacts of tsunami on education sector. We failed to have all students and teachers return to schools.

Most teachers, however, returned to schools. They patiently waited for their students to start studying. With bruises, scars and trauma that they had, almost all surviving teachers returned to schools and were ready to resume teaching. However, only 12% of students returned. One of the main reasons is that many parents have taken their children to non-affected areas in Aceh and elsewhere in Indonesia.

Because of transfers from affected to non-affected schools, all schools in Aceh now can not effectively facilitate teaching and learning activities since the size of classes is between 55 - 65 students, almost everywhere in NAD. The purposes of having all students returned to schools were:

- a. To develop new basic database of education after disasters
- b. To share grieves and losses.
- c. To provide trauma counseling to all parents and pupils after disasters
- d. To set up plans for carrying out education in emergency
- e. To find out who have passed away or lost during tsunami

We failed on all aims that we have planned. Then, a rapid analysis was made on why and how to conduct education in such a huge emergency situations. The first step was to conduct RAL (Rapid Assessment on Learning) with the fund and equipment provided by UNICEF. All primary schools in the 14 affected districts have had complete database that can now be retrieved and accessed at anytime.

3.9 The Second Psychosocial Training (Trauma Counseling)

The grief and loss are not only for those who are directly affected by tsunami, but also for those who have seen the tragedy, either students, teachers or parents. We set up a plan by ourselves here in PDE in the first week of tsunami. Our decision was to send hundreds of da'i (religious teachers) to tents and provided guidance on how to face such a huge calamity. In this revised programs, PDE programs, NED Programs, Save the Children, UNICEF and other local and international NGOs were combined. We requested that Save the Children take the lead and UNICEF led coordination meeting for all NGOs working in education sector. Since the scope is so huge, training of trainers was needed and UNICEF and Save the Children trained 1,000 trainers. The trainers were selected from all over NAD, then they returned to their respective schools to train their peers and pupils. The fund for these were provided by Save the Children, UNICEF and PT. Arun. Other NGOs also conducted similar training but reported to us weeks after the trainings have been provided (Coordination).

3.10 Coordinate the assistance

Everything was in such a panic. There were so many NGOs, local and international, who came to NAD and provided help. In the second week, we requested that Save the Children take the lead. In the third week, Save the Children was kindly requested to lead psychosocial and UNICEF led all NGOs working in education sectors. All meetings were scheduled by UNICEF. UNICEF and Save the Childrens' representatives in all affected districts became our representative in knowing the latest conditions in the districts. Why? Some districts did not provide us with needed data since many of their staff, especially those who were well-trained and knew about the data have passed away. Regular data supplied by these two NGOs were very helpful.

3.11 Evaluate the Loss of Education Sector

It was a shocking moment when data from all affected areas arrived at our office. As many as 3,256 teachers were reported dead or missing by the Education Department of Districts (EDD). It was also reported that more than 2,000 schools were damaged or destroyed, more than 5,000 houses of teachers houses (survived, dead or missing) were destroyed. More than 60,000 students died. It was the saddest moment for all of us at PDE. On the 21th day after tsunami, we conducted a special prayer for those who died in tsunami, especially those in education sector.

We were confused whether the data was correct or not. We kept asking of district offices to check the data. The data were revising on the daily basis. Some NGOs said that we manipulated the data. The fact is that there was no special team to check in the devastated areas. Many of well-trained staff at the PDE and the District Department of Education (DDE) were also dead or missing. Then, we requested that all DDE conduct a complete survey with whatever means they had since having data is important in any situation. The following is the most updated data provided to us by the BKD (August 2005). The number of personnels who were dead or missing in tsunami is 4,182. The following is the data provided by Provincial Employee Management Board (BKD):

No.	Individual/Groups of Government Employee	Number	Remarks
1.	Government Employee		
	a. Dead	2,992	
	b. Missing	2,274	
	(2,485 of them are teachers)		
2.	The Mayor of Banda Aceh	1	
3.	The Regent of Aceh Barat Daya	1	
4.	Members of Provincial Parliament	3	
5.	Members of West Aceh Parliament	1	
6.	Arm Forces 365		
7.	Police s	1,122	
8.	State and private university lecturers	312	
9.	Dayah or Trad. Boarding school teachers/instructors	467	
10.	Non-Formal Education Instructors/tutors	918	
	Total	8,450	

From the above number of teachers who were dead or missing in tsunami, there are as many 450 were trained at various domestic universities or training centers with the fund provided by NED and 325 teachers were trained overseas with the fund provided by the Provincial Government. As many as 31 of them were trained in Arabic in Egypt, 65 were trained in English in Australia, 4 were trained in Singapore, 5 were trained in Japan (JICA), 2 were trained in Germany (NED), and the rest were trained in Penang, Malaysia at RECSAM (Regional Education Centre for Science and Mathematics), a training center for math and sciences belongs to SEAMEO. These is the biggest loss for NAD and NED. It takes years to have well-trained and experienced teachers and Aceh was in process of establishing SSN (National Standard Schools) as directed by NED.

3.12 Coordinate Meetings with Friends and Colleagues in Education

On the third week after tsunami, PDE and NED (staff assigned to work in Aceh) designed a plan on how to reconstruct education in NAD. Since most of the assistance to rebuild and reconstruct education sectors in Aceh has been pledged by large world NGOs and various governments from many parts of the world, we coordinate regular meetings with all NGOs working in education sectors.

UNICEF was requested to coordinate all NGOs working in education. The meetings are conducted on every Wednesdays and Fridays at the Office of PDE, beginning by the second week of January until today. In early January 2005, the meeting was coordinated by Save the Children. Then the meetings were led by UNICEF. Therefore, we know whos and whos in reconstructing education sector. Mapping of development plans are made and information are sent to other NGOs that assist us in education through computer - electronic message system. HIC (Human Information Center) was asked by UNICEF to process our information and can be retrieved by all NGOs interested in reconstructing education.

Resource persons in areas of reconstruction are brought in to these regular meetings. The persons could be from PDE, NED, from Public Work Office or other departments and institutions. The purposes are to inform all NGOs the procedures on how to reconstruct education sectors. Since the data (especially in the early months were changing on weekly basis), this coordinating meeting is important. Now the final data is available, either at UNICEF, HIC or other NGOs who facilitated and participated in meetings. NGOs are sharing information and in many ways are providing the most up-to-date information to our department and this information, then can be sent to NED in Jakarta.

3.13. Decide the priority

After having sound coordination with all friends and colleagues in education, we discussed and informed them of our priority. The priority could be changed with advice and considerations provided by the colleagues. We communicated any changes that we made with others, especially, those who were not attending certain meetings.

3.14 Don't Wait and Do whatever is necessary and according to the Plan

Improving quality of education is the primary focus for us in NAD. The quality of education in NAD is one of the lowest nationwide. SSN is one of the primary focused in NAD in coping with low quality of education. Preparing better quality teachers is one of important priorities. To cope and replace the dead and missing teachers, we have to retrain some of best selected teachers.

With the fund provided by NGOs who care for the loss of teachers, we started conducted training. The first formal teacher training started in April 2005 with the fund provided by UNICEF, Save the Children and PT Arun NGL Co. As many as 1,500 teachers were trained in the areas of counseling. Training on methodology, materials development and media was conducted to 200 teachers with the fund provided by Save the Children. These teachers were recruited from the freshly university graduates, most of whom are not the graduates of The Teacher Training and Education Faculties (FKIP).

The second phase of training was to prepare science and math teachers for Elementary SSN with the fund provided by RECSAM. The training covers the areas of mathematics and sciences, material developments, media, codes of conducts, and syllabus design and was held here in NAD. The training was provided to 84 science and math teachers. This training was conducted last June 2005.

The third phase is the training was for English, Arabic, mathematics, physics, biology and chemistry teachers. They were sent to RECSAM - SEAMEO, Penang, Malaysia with the fund which was allocated for the year 2004. As many as 140 teachers have been sent to University Islam Antarabangsa (Kuala Lumpur) for English and Arabic and to RECSAM for math and sciences. The training is for a period between 6 weeks to 2 months. The training started in July and will end in October.

3.15 Revise and Adjust the Plan

Since the reconstruction will be not only to rebuild but also to modernize education sector in Aceh, NAD should revise the already made plan. The Master Plan of Education for Aceh was designed with experts from NED, ITB Bandung, UI in Jakarta, University of Malaya in Kuala Lumpur, the Ministry of Education of Malaysia and other experts from Jakarta. It was made in 2003. Inputs have been receiving from various sources for the improvement of the plans.

The second Master Plan was made by the BRR (The Board for Rehabilitation and Reconstruction of Aceh and Nias). This plan is actually a combination between the earlier Master Plan and the new plan made by the BRR. However, there are sectors that can or should be revised. Therefore, discussions should be conducted to find out the best format of rebuilding education in Aceh.

A Vocational School Plan are now being made between GTZ, NED and PDE. Experts from Germany, PDE and NED are working together on how to develop better vocational schools. Similar plans are being made for elementary with UNICEF, Cordaid, Save the Children, AMURT and other NGOs. Plans to develop traditional Boarding Schools are now being made between PDE, Department of Religious Affairs (DRA), NED and AUSAID. Plans on developing junior and senior high schools are

made with JICA. The references are the Blue Prints of BRR and the Master Plan of Education made by NAD itself.

Plans to develop SSN are now being made with Yayasan Sukma, headed by Mr. Surya Paloh, Swiss Red Cross, German Red Cross, INTI (Indonesian Chinese Association), Kuwaiti Red Crescent Turkish Red Crescent, Saudi Arabian Red Crescent, PMI, USINDO, AUSCARE and other Red Crosses or Crescents. Operations plans to develop curriculum for Teacher Training and Development centers are now being made between AUSAID, USAID and Malaysian Department of Education, RECSAM and other NGOs.

3.14 High Hopes and Realistic

We should have a high hope and motivation in making plans for reconstructing education in NAD. However, the hopes and spirits should be realistic with the ability to operate the schools after they are built. Approaches are made with local Peoples' Assembly and Provincial Development Board to discuss the plan that has been made with NGOs. Our purposes are to guarantee that funding for the reconstructed schools will be provided.

3.15 Consider the Culture and Tradition

We must also consider the culture and tradition of local community when reconstructing the devastated areas or sectors. Therefore, we invited community leaders (formal and non-formal) in making plans and carrying out development. With the support of local people we can carry out programs and plans smoothly.

IV. DATA AND STANDARDIZATION

Whenever there is a disaster, based on our experience, having the most recent data and a set of standard on anything in the area of education is very important. The NGOs and foreign government needs data. Since authorization in the areas of education in Indonesia are now in the District Government and not in the Provincial Government, it is kindly requested that District Education Department always provide the latest data to Provincial Government and the PDE must have the best-facilitated section to coordinate and store the most updated data. Without having proper data, it will be very difficult for NGOs and foreign government to help.

V. CONCLUSION

In any emergency situation, having sound coordination between all sectors and all parties working the area of education is important. If considered that it is impossible to coordinate by a formal local organization or department, allow the most competent one(s) to coordinate. Do not try to do things by yourself. Allow those who have experienced to help and work. Be flexible and provide whatever means that you have.

Another important advice is to admit whatever weaknesses you have and allow friends and colleagues (NGOs and Foreign Governments) to help. Then, it is also important that you show your commitment. If you could not have a volunteer to help, discuss the matters with these friends and colleagues.

The last one that we remember is that allow friends and colleagues to cooperate with you to move and report to the authorized personnel. Tell the priority, therefore, friends and foreign governments can coordinate among themselves since they know that you are weak, panicking and helpless. When proposing something, you can propose the highest but you must be realistic.

Banda Aceh, 22 September 2005