



**USAID**  
FROM THE AMERICAN PEOPLE



---

## A PRE-STRATEGIC PLAN STUDY ON INDONESIA DISASTER MANAGEMENT EDUCATION AND TRAINING CENTRE



# PUSDIKLAT 4.0.

# PUSDIKLAT 4.0.

## A Pre-Strategic Plan Study on Indonesia Disaster Management Education and Training Centre

<b>1.0 BACKGROUND</b>	4
The imperatives of Disaster Management Education and Training	5
BNPB Strategy	7
The Mandate	8
<b>2.0 POLICY DRIVERS</b>	9
Disaster Management Education and Training	12
Local Implementation of disaster management	13
Human resource Development	14
Human resource development in the next five years	15
<b>3.0 FUTURE DRIVERS</b>	18
Medium-Term Development Plan 2020 - 2024	21
Strategic Planning	23
Views of partners	28
Stakeholders analysis	30
Industrial Revolution IR 4.0.	36
Personalised Learning	38
Choice of Education Tools	38
Life-based Learning	39
Learning media	39
<b>4.0 PUSDIKLAT 4.0.</b>	40
A Pre-Strategic Planning Study	43
Result Framework	45
Vision	45
Mission	45
Objectives	45

Values	46
Approach	46
Functions	46
Governance	48
Policy Arrangements	48
Institutional Arrangements	48
Financial Arrangements	50
Coordination and oversights	52
Strategic Programs 2020 - 2024	55
Key Performance Indicators and Targets	56
Management of the Plan	64
<b>5.0 CLOSING</b>	<b>65</b>

## I.0 BACKGROUND

---

The imperatives of Disaster Management  
Education and Training

---

BNPB Strategy

---

The Mandate

---



---

## BACKGROUND

1.0

BACKGROUND

2.0

POLICY DRIVERS

3.0

FUTURE DRIVERS

4.0

PUSDIKLAT 4.0

5.0

CLOSING

---

The year of 2019 has witnessed more than 3,700 disaster occurrences, it mostly has been hydrometeorological hazards. The trend of disaster events in the coming years will be increasing, most of which are hydrometeorology but with more casualties caused by earthquakes and tsunamis. This reaffirms that Indonesia to be one of the most disaster-prone countries in the world. The high level of disaster vulnerability is based on the estimated number of residents at risk of loss of life due to natural disasters. Indonesia has a high vulnerability due to its position or its location in the meeting area of three large tectonic plates, namely the Indo-Australian Plate, Eurasian Plate and Pacific Plate, which often collides and causes earthquakes and active volcanoes. Some of the disasters that often threaten Indonesia are closely related to the conditions above, including: tsunamis, earthquakes and volcanic eruptions. In addition, several other types of disasters also occur in Indonesia.

With the view that there will be a 30% increase in disasters, disaster management needs to keep up with the changing times and be dynamic and run in harmony between BNPB, BPBD and related institutions. Some of the determinants include: the effects of global climate change including increased temperatures and changes in rainfall. Demographic dynamics including population density, migration and urbanization will continue increasing at high speed so that localities are increasingly dense and affect vulnerability and risk. Law enforcement challenges related to forest and land fires, deforestation, Environmental degradation, environmental management and improper spatial planning and weak control, and gaps in culture of disaster awareness remain challenging.

## **1.1 The imperatives of Disaster Management Education and Training**

The President of the Republic of Indonesia gives direction on the importance of education and training in disaster management including the education curriculum and disaster management simulation and training on a regular and regular basis. Subsequently, the Head of BNPB instructed the dissemination of these directives throughout the community by involving Pentahelix elements namely the Government, Academics / Experts, Business / Business, Community / Society, and the media. This is in accordance with responding to a series of disasters at the end of 2018 which provided an awareness that, despite the progress that had been made, Indonesia remained prone to disasters and needed more aggressive and extensive education and training.

The implications of the above policy directives for education and training strategies are that the Indonesian Disaster Management Education and Training Center (from here onward: PUSDIKLAT) needs to pay greater attention to the aspects of prevention and mitigation; Pusdiklat whose scope of work includes the formulation of policies and programs that are broader than just conducting education and training at BNPB; and Pusdiklat which implements education and training by expanding the reach of multi-party synergy cooperation.

The Pusdiklat already has several products aimed at reaching all communities throughout Indonesia, including online disaster education services (e-Tanggap) that can be accessed by the wider community, Advanced Disaster Management Simulator (ADMS) which is a simulator device to train incident commander; and accreditation guidelines for Government / Non-governmental education and training institutions, other educational institutions.

There have been a couple of efforts to develop forward-looking strategic plans for Pusdiklat. In 2013, with support from the Australia-Indonesia Facility for Disaster Reduction (AIFDR), Pusdiklat commissioned an education center belonging to a State-Owned Enterprise to develop a 10-year Roadmap for Pusdiklat to build its capacity to become an excellent training center. Pusdiklat has also requested the support of TATs/Mercy Corps and ADPC in revising its strategic plan for the period of 2015-2019. With the recent change in government in Indonesia, President Joko Widodo in his second term needs to formulate the National Middle-term Development Plan 2020-2024 immediately after the sworn-in in October 2019. As a national government

institution, BNPB will need to develop soon its strategic plan of 2020-2024 and Pusdiklat as part of BNPB, will also need to develop its middle term strategic plan too.

There have been many significant changes in the national legal and policy environment since the latest Pusdiklat Strategic Plan 2015-2019. More budget has been allocated for risk reduction and preparedness at the national and sub-national levels, and the President has expressed formally that he will put much emphasis on the development of human resources in his next government. The operational capacity of Pusdiklat has been strengthened during the past year with the addition of more senior trainers and technical cooperation with several international organizations. However, Pusdiklat continues to face challenges in terms of overall organizational capacity which would enable the agency to deliver training effectively and efficiently across the vast areas of the country and its hazard-prone districts and cities.

Going forward, the Education and Training Center needs to move the potential in meeting the needs of disaster management competencies among the pentahelix elements. Pusdiklat needs to work with them both as beneficiaries and suppliers of education and training. In addition, when the spirit of autonomy positions the region as the spearhead in disaster management, the PB Pusdiklat needs to map out the required competencies and training needed to achieve such competencies. In this regard, the Pusdiklat will give awards to BPBD and BPSDM who have participated in and implemented Disaster Management training.

Amidst the rapid change in disaster management landscape, and capitalizing the opportunity provided with the strengthened focus on human resource development in the forthcoming government, Pusdiklat plans to engage a very senior consultant that can contribute in a substantive fashion to develop its Strategic Plan for 2020-2024.

## **I.2 BNPB Strategy**

The general policy direction for disaster management according to BNPB's role in coordination, command and implementation of disaster management is as follows:

1. disaster management is directed at disaster risk reduction integrated in every dimension of development;
2. disaster management must prioritize saving as many lives as possible;
3. disaster management must be followed by community recovery which is better and safer than before the disaster;
4. preparation of adequate resources in the context of disaster preparedness;
5. guidance in the framework of building the independence of regional disaster management in accordance with the spirit of regional autonomy and applying the principles of improving governance, as well as supporting bureaucratic reform and realizing good governance .

The strategies that will be implemented in the context of implementing the policy direction in achieving the stated goals and objectives are:

1. Strategies for strengthening coordination, command and implementation of disaster management;
2. Strategies for improving regulation, guidance and supervision;
3. Gender mainstreaming strategy;
4. Financing strategy;
5. Strategies for improving management support and carrying out other technical tasks.

### **I.3 The Mandate**

Under the USAID-supported project "Program for Strengthening the Technical and Organizational Capacity of BNPB Training Center in Indonesia", which is implemented by ADPC, the study identifies the emerging challenges and opportunities and proposes a feasible and visionary plan for advancing Pusdiklat vision and mandates for the next five years. The study will inform the development and implementation of Pusdiklat strategic plan, ensuring all along that the process is highly participatory to ensure Pusdiklat officials and staff's sense of ownership, engaging meaningfully with the relevant BNPB deputies and directorates, and the relevant external stakeholders. In this regard, this study seeks to identify the scope, suggest the direction, and propose a good strategy in the medium term and the short term to confront the challenges of compliance competence of human resources in order to improve disaster management in the country.

The project works through two sub-sectors, i.e. the policy and planning and capacity building. Through the policy and planning sub-sector, ADPC supports the training center in developing policies that may support its aspiration to become an international Center of Excellence in disaster management training, including through the formulation of Pusdiklat Strategic Plan, while through the capacity building sub-sector, the project has helped Pusdiklat in increasing the capacity of its staff in delivering training through actual training delivery, curricula and modules development, and various training programs on different issues of DRR.

## 2.0 POLICY DRIVERS

---

Disaster Management Education and Training

---

Local Implementation of disaster management

---

Human resource Development

---

Human resource development in the next five years

---



## POLICY DRIVERS

The 1945 Constitution, fourth paragraph, states that "The Unitary State of the Republic of Indonesia protects all of the Indonesian people and territories." This statement is a commitment of the State to protect its citizens to live prosperously and resiliently despite disaster risks.

Policy basis for disaster management and education training include the following:

1. Law Number 24 of 2007 concerning Disaster Management (State Gazette of the Republic of Indonesia Number 66 of 2007, additional State Gazette of the Republic of Indonesia Number 4723);
2. Law Number 25 of 2004 concerning the National Development Planning System (State Gazette of the Republic of Indonesia Number 104 of 2004);
3. Law of the Republic of Indonesia Number 17 of 2006 concerning the National Long-Term Development Plan of 2005 - 2025 (State Gazette of the Republic of Indonesia Number 33 of 2007, additional State Gazette of the Republic of Indonesia Number 4700);
4. Law Number 2 of 2015 concerning Determination of Government Regulations in Lieu of Law Number 2 of 2014 concerning Amendment to Law Number 23 of 2014 concerning Regional Government Being Law (State Gazette of the Republic of Indonesia Number 24 of 2015 , additional to the Republic of Indonesia State Gazette Number 5657);
5. Government Regulation Number 21 of 2004 concerning the Preparation of Work Plans and Budgets of Ministries and Institutions;
6. Government Regulation Number 8 of 2006 concerning Financial Reporting and Performance of Government Agencies;
7. Government Regulation Number 39 of 2006 concerning Procedures for Development Control and Evaluation;
8. Government Regulation Number 21 Year 2008 concerning Implementation of Disaster Management;
9. Government Regulation Number 22 Year 2008 concerning Funding and Management of Disaster Assistance;
10. Government Regulation Number 23 of 2008 concerning the Participation of International Institutions and Non-Governmental Non-Government Organizations in Disaster Management;
11. Presidential Regulation No. 8/2008 with the National Disaster Management Agency;

- I 2. Presidential Regulation Number 2 of 2015 concerning the 2015-2019 National Medium-Term Development Plan;
- I 3. Regulation of the Head of the National Disaster Management Agency Number 10 of 2013 concerning Amendment to the Regulation of the Head of the National Agency for Disaster Management Number 1 of 2008 concerning Organization and Work Procedure of the National Disaster Management Agency (State Gazette of the Republic of Indonesia Number 1441 of 2013);
- I 4. Regulation of the Minister of National Development Planning / Head of the National Development Planning Agency Number 5 of 2014 concerning Guidelines for the Preparation of and Strategic Planning of Ministries / Institutions (Renstra K / L) Year 2015-2019.

## 2.1 Disaster Management Education and Training

Law Number 24 Year 2007 concerning Disaster Management (Art.33) states that the implementation of disaster management covers three stages, namely pre-disaster, during emergency response and post-disaster.

The Law also provides specific reference to disaster education and training:

- **(Art. 26. b.)** Everyone has the right, among others, to obtain education, training, and skills in the implementation of disaster management.
- **(Art35. g)** Implementation of disaster management in situations where there is no disaster occurs is to include, among others, education and training

A derivative policy of the Law, Government Regulation Number 21 Year 2008 concerning Implementation of Disaster Management contains provisions regarding disaster education and training as follows:

**Art. 5:1** mentions education and training activities as a form of disaster management in situations where no disaster occurs.

**Art. 7:2** states that training and community awareness activities are part of non-physical measures in the context of disaster risk reduction are.

**Art. 14** specifically provides the purpose of disaster education and training as follows:

- Education and training is intended to increase awareness, concern, ability and preparedness of the community in facing disasters.
- Education and training shall be carried out by the Government and local governments in the form of formal, non-formal and informal education in the form of basic, advanced, technical, simulation and rehearsal training.
- Agencies / institutions / organizations with mandates pertaining to disaster management can organize disaster management education and training in accordance with their mandate and authority, based on guidelines set by the Head of BNPB.

Regulation of the Head of the National Disaster Management Agency No. 14 of 2009 concerning General Guidelines for Conducting Disaster Management Training provides the technical / operational of the Pusdiklat.

## **2.2 Local Implementation of disaster management**

Law No. 23 of 2014 concerning Local Governance regulates that disaster management is one of the mandatory cluster, part of the local governments basic services to the community under the government affairs on peace, public order and community protection (Art. 12: 1, letter 'e');

- Affording disaster management a priority at the local level (Art. 18: 1);
- Implementing it in accordance to the minimum service standards (Art. 18: 2)
- Establishing a strong local budget (298: 1)
- Mainstreaming DRR into local planning and budgeting.

Government Regulation Number 2 of 2018 concerning Minimum Service Standards: All local governments are to provide each citizen with a minimum, basic services. The basic services referred to here are public services to meet the basic needs of citizens. Basic Service Technical Standards are provisions regarding the quality of basic services for the types of basic services of rescue and evacuation of fire victims in the SPM of District / City Regions that are received by citizens at a minimum. The disaster management basic services are:

1. Disaster risk information services;
2. Prevention and preparedness services for disasters;
3. Rescue and evacuation services for disaster affected people.

Ministry of Home Affairs has issued regulations regarding Minimum Service Standards for disaster management. This standard is a provision regarding the type and quality of basic services which is a mandatory government affair that is entitled to be obtained by every citizen at a minimum.

## 2.3 Human resource Development

The President elaborated his vision that includes the aim to achieve Indonesian human resources that are qualified, skilled, hardworking, dynamic, and having the mastery of science and technology. For this reason, it is necessary to improve the configuration of the bureaucracy in order to develop the apparatus and focusing on prioritizing competence and expertise. In this regard, the long bureaucratic chain will be shaved; the positions of administrators and supervisors will be mapped and transferred to functional positions. Echelon III and IV will function as professional functional positions and managerial tasks will be carried out by echelon II. Government agencies will have to carry out standardization of qualifications, competencies, and work / activities between functional positions, including between positions in functional positions by taking into account equality of functional positions with other functional positions and functional positions with administrative positions.

The human resource considerations are provided the

- Government Regulation No. 18 of 2016 concerning Local Apparatus;
- Regulation of the Minister of Home Affairs No. 84 of 2017 concerning the Organization and Work Procedures of Technical Implementing Units within the Ministry of Home Affairs Human Resources Development Agency, and
- Regulation of the Minister of Home Affairs No. 11 of 2018 concerning Competency-Based Apparatus HR Development System in the Ministry of Home Affairs & Local Governments.

Human resource development at the local level is being coordinated by Human Resource Development Agency, Ministry of Home Affairs provincial offices, as Pillars of human resource development through standardization and certification towards the creation of competent and professional apparatuses.

## **2.4 Human resource development in the next five years**

The national policy in developing civil apparatus' competencies outlines:

- The Civil Service Law has laid a solid foundation for the realization of World Class Bureaucracy through the professionalism of civil apparatus
- The types of competencies that civil apparatus must master are managerial, technical, and socio-cultural competencies. (Decision of the Head of National Apparatus Agency No 8 of 2018, No 10 of 2018 concerning the entitlement of development of competencies)
- Assurance that every civil servant have the access to develop competence every year.
- Types of competency development activities.
- The Requirement for each agency to undertake Competency Development Plans
- Competency Development must be planned, implemented and evaluated.
- Competency Development Activities must be recorded in the National civil apparatus Competency Development Information System.

The present administration places disaster management to be part of a vision on environmental development towards ensuring that national development takes into account the carrying capacity of the natural resources and the conservation of the natural environment, and resilience to disasters and climate change. Part of the core program will be the strengthening of multi-hazard and integrated early warning system.

The administration also puts human resource development at the heart of the Medium Term Development Plan 2020 - 2024, a development blueprint of the President. Human being is perceived as the main capital of the national development to attain an inclusive and equitable throughout the country

The Medium-Term Development Plan sets the human resource development objective as World Class Government that embodies SMART civil service (Integrity, Nationalism, Global Insights, Hospitality, Networking, Information Technology, Foreign Languages, and Entrepreneurship). More specifically, it envisions a development of high quality and competitive human resources through the improvement of education and vocation, and establishment of talent management capacities of institutions.



### ***Human Resource Development Priorities in 2020 - 2024***

- Education and industry cooperation-based vocational trainings
- Enhancement of the roles and collaboration of industry with education and vocational training
  - Incentive and regulatory system for the industries
  - Mapping of needs and development of fields of expertise including the strengthening of work market information
- Reform in the implementation of education and vocational training
  - Alignment of curriculum, learning models, study programs according to industry needs;
  - Dual Technical and Vocational Education and Training (TVET), i.e. teaching and apprenticeship;
  - Strengthening of soft skills and foreign language learning;
  - Entrepreneurship in schools, madrasas, and pesantren;
  - Apprenticeship of teacher / instructor in industry, instructor / practitioner from industry
- Strengthening Vocational Education and Training Governance
  - Establishment and control of education units and new vocational study programs
  - Improvement of accreditation
  - Scholarship funding scheme
  - Financial management flexibility in production units / teaching factory / teaching industry
  - Establishment of the TVET Committee
- Strengthening of Competency Certification Systems
  - Competency standards based on occupation as referred to in international standards, and synchronized certification systems in various sectors
  - Strengthening of professional certification bodies
- Principal programs to include:
- Development of education and vocational training for Industry 4.0

As such, civil apparatus of Indonesia - against the medium-term development program, will have to confront the challenges in confronting:

- The demands for mastery of skills in accordance with technological developments
- Increasing competition
- Resource scarcity
- Rapid digital transformation covering all aspects of business

- Increasing citizens' participation in government affairs
- Demand for speed of response, information disclosure, globalization, and connectivity

### 3.0 FUTURE DRIVERS

---

Medium-Term Development Plan 2020 - 2024

---

Strategic Planning

---

Views of partners

---

Stakeholders analysis

---

Industrial Revolution IR 4.0.

Personalised Learning

Choice of Education Tools

Life-based Learning

Learning media

---

---

## FUTURE DRIVERS

1.0  
BACKGROUND

2.0  
POLICY DRIVERS

3.0  
FUTURE DRIVERS

4.0  
PUSDIKLAT 4.0

5.0  
CLOSING

---

Efforts to realize the goals of the country are carried out through a gradual, planned, integrated and continuous process. Law of the Republic of Indonesia Number 17 Year 2007 on the National Long-Term Development Plan of 2020-2025 stipulates that the national development vision is to make Indonesia an Independent, Forward, Just and Prosperous. In realizing the vision of national development, it is pursued through eight missions that are spelled out into the main targets based on the long-term development goals of 2005-2025, namely to create an advanced, independent and just nation as a foundation for the next stage of development towards a just and prosperous society in the Unitary Republic of the Republic Indonesia is based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

The Long Term Development Plan 2005-2025 is carried out in four stages of the medium-term development plan with the formulation of policy priority directions. In accordance with these stages, development in the fourth Medium Term Development Plan [2020-2024] is directed to further strengthen overall development in various fields by emphasizing the achievement of economic competitive competitiveness based on the excellence of natural resources and quality human resources as well as the increasing ability of science and technology. The Medium Term Development Plan [2020-2024] is prepared as a translation of the elected president's vision, mission and development agenda.

<b>RPJM 1 (2005–2009)</b>	Reorganize and develop Indonesia in all fields aimed at creating a safe and peaceful Indonesia, which is just and democratic and whose level of welfare of the people increases.
<b>RPJM 2 (2010–2014)</b>	Strengthening the restructuring of Indonesia in all fields by emphasizing efforts to improve the quality of human resources including the development of scientific and technological capabilities and strengthening economic competitiveness.
<b>RPJM 3 (2015–2019)</b>	Strengthening development in a holistic manner in various fields by emphasizing the achievement of economic competitiveness based on the excellence of natural

	resources and quality human resources and the ever-increasing ability of science and technology.
<b>RPJM 4 (2020–2025)</b>	To realize an independent, advanced, just and prosperous Indonesian society through accelerated development in various fields, by emphasizing the building of a strong economic structure based on competitive advantage in various regions supported by qualified and competitive human resources.

### 3.1 Medium-Term Development Plan 2020 - 2024

Considering the challenges of the nation and achievements so far, the vision of national development for 2020 - 2024 is ***“The realization of an Indonesian nation that is advanced, sovereign, self-sufficient, and has the personality that is based on mutual cooperation”***.

Efforts to realize this vision are through the Seven National Development Missions, namely:

1. Strengthening Economic Resilience for Quality Growth
2. Area-based development to Reduce Inequality
3. Improving Quality of Human Resources and Competitiveness
4. Mental Revolution and Cultural Development
5. Strengthening Infrastructure to Support Economic Development and Basic Services
6. Building the Environment, Enhancing Disaster Resilience and Climate Change
7. Strengthening security, politics, and legal Stability and Transforming Public Services

The Disaster Management - related Strategy is the ***Enhancement of Disaster Resilience***

Enhancing Disaster and Climate Resilience is carried out through strengthening the convergence between disaster risk reduction and climate change adaptation.

Strategies to realize the Policy Direction for Improving Disaster Resilience in the Medium Term Development Plan 2020-2024 include:

1. Strengthening Data, Information and Disaster Literacy;
2. Strengthening of Disaster System, Regulation and Governance;
3. Strengthening Disaster Risk Reduction Plans through National and regional Disaster Risk Reduction Action Plans to be integrated with the Climate Change Adaptation Action Plan;
4. Improvement of Disaster Infrastructure Facilities;
5. Integration of Policy Cooperation and Spatial Planning based on Disaster Risk;
6. Strengthening of Disaster Emergency Management;



7. Implementation of rehabilitation and reconstruction in areas affected by disasters;
8. Strengthening the integrated multi-threat mitigation system, particularly through strengthening INATEWS and MEWS; and
9. Improvement of Disaster Management Financing including the development of disaster insurance.

### Disaster Management - Related Targets

<b>Disaster resilience</b>	Percentage of potential GDP loss due to disaster impact (percent of GDP) :	From 0.10 to 0.10 (per cent)
	Speed of delivery of disaster early warning information to the public (minutes):	From 5.0 to 3.0 (mins)
<b>Investment</b>	Ratio of DRR investment to the National Budget (percent)	0.36 to 1.36 (per cent)
	Percentage of completeness of the warning system equipment for tectonic and hydrometeorological disasters	from 90 to 100 (per cent)
<b>Impact</b>	Percentage of potential GDP loss due to climate hazards in the marine and coastal sectors (percent of GDP)	From 0.425 to 0.211 (per cent)

### **3.2 Strategic Planning**

President's directive, during Disaster Management National Coordination Meeting in East Java, is to afford priority to disaster education and to conduct periodic simulations. In this regard, BNPB is allocating more attention to disaster prevention and preparedness by employing the Pentahelix approach.

This is a high time for Pusdiklat to undertake institutional review as part of periodical and structured organizational development. A careful planning is needed so that Pusdiklat could further develop optimally, effectively and efficiently. Pusdiklat Strategic Plan is meant to be a document that contains a strategic plan to realize the vision and mission for the period of 2020-2024, in order to support and contribute to the attainment of the wider BNPB vision and mission.

The Pusdiklat needs a Strategic Plan, dubbed PUSDIKLAT 4.0., as a roadmap, to be developed based on the Medium Term Development Plan 2020 - 2024, and thus Pusdiklat could work in sync with the vision and program of BNPB in the present administration. The Pusdiklat 4.0. should set forth statements of vision, mission, goals, strategies and performance targets, which serve as a shared commitment in the process of achieving the objectives. The Pusdiklat 4.0. Necessarily contains indicative, and it has to be adjusted to the duties and functions of the Pusdiklat as a form of active participation in realizing the good governance within the framework of the Unitary State of the Republic of Indonesia (NKRI).

The Pusdiklat 4.0. is one among references for the preparation of the Annual Work Plans, which will be followed through with performance plans and performance agreements for 2020 - 2024 period. Once adopted, all officials, instructors, and supporting staff of PB BNPB Pusdiklat must carry it out with full accountability and orient their work towards improving performance. The Roadmap shall be subjected to an annual evaluation.

Pusdiklat has been carrying out various enhancements in human resource capacity through structural and technical education, training, disaster management, setting guidelines and standardized accredited PB training, provision of teaching materials (curriculum and DM Training modules) as well as facilitation and support for facilities infrastructure. In support to the implementation of national development in disaster management capacity

building, Pusdiklat plays crucial roles to develop human resources who are able to identify disaster risks, mitigate and respond quickly to disaster occurrence, and carry out effective recovery and rehabilitation.

The main activities of Pusdiklat are:

1. Structural, Functional and Pre-Position Education;
2. Technical Training (Basic Management Training PB, TOT PB Training, PB Managerial Training, Decision Making Training and Operational Technical Training);
3. Other Technical Training;
4. PB Training Curriculum and Development of PB Training Materials;
5. Monitoring and Evaluation (Monitoring of PB Training Programs, Training of Training Needs, Coordination of Education and Training Programs, Evaluation of PB Training Programs, Preparation of Competency Based Training Evaluation Instruments, Monitoring of Support Facilities of Pusdiklat);
6. Development of SRC DM;
7. DM Field Drills;
8. Training and Simulation

The Pusdiklat's curriculum and training syllabus consisting of:

**Basic:**

- Basis for Disaster Management

**Advanced:**

- Disaster Risk Management
- Disaster Emergency Management
- Disaster Recovery Management
- Logistics Management and Disaster Equipment
- Data and Information Management.

**Simulation:**

- Rehearsal / Disaster Management Simulation)

Since 2014, the Pusdiklat has been operating the facilities called the Indonesia Disaster Relief and Training Ground (Ina-DRTG) in Sentul. The four - hectares facility is equipped with classrooms with multimedia, audio-visual equipment, touch screens, and others. The facility also has a modern auditorium that can accommodate 400 people. BNPB constructed the Ina-DRTG in the same

compound with the Disaster Management Operations Control Center (Pusdalops PB) as well as a logistics and equipment warehouse

Since 2017, together with Provincial Human Resource Development Agency of the Ministry of Home Affairs (BPSDM) the Pusdiklat has been holding Basic Disaster Management training at the local level. Another strategy is to build online training, e-Tangguh, to expand the reach of PB training participants. In 2018, the PB Education Training Center has trained more than 1,500 beneficiaries on various topics. For 2019, the Pusdiklat organised 23 batches of training, 13 in Sentul and 10 at local level, with topics ranging from Disaster Coordination and Review, Emergency Operation Center, Disaster Preparedness, and Training and Education for journalists.

Particular to disaster education and training, the strategic issues are:

- Structuring programs, curricula and schedules for disaster management education and training;
- Increasing the capacity of human resources in disaster management through formal and non-formal education (training and courses), in coordination with the staffing sub-section of the General Bureau, including opening cooperative relations with universities at home and abroad;
- Identify the implementation of research, development and innovation functions in the implementation of disaster management through collaboration with various institutions;
- Enhancing education and training facilities and infrastructure for disaster management.

## Strategic Environment

INTERNAL ENVIRONMENT	
<p><b>Weakness / Limitations</b></p> <p>A number of weaknesses / limitations of PB BNPB's Pusdiklat include the following:</p> <ul style="list-style-type: none"> <li>• Competency and the number of disaster professionals who are certified nationally / internationally</li> <li>• Organizational infrastructure</li> <li>• Ina-DRTG facilities.</li> <li>• Education and training system that is not yet integrated and has not been standardized nationally / internationally.</li> <li>• Management and Training Program</li> <li>• <i>Database</i> management / reporting system</li> <li>• Participant qualifications</li> <li>• Work culture</li> <li>• <i>Impact</i> and results Implementation of the training has not been effective</li> <li>• Legal entity to be able to obtain funding and income</li> </ul>	<p><b>Strength</b></p> <p>The strengths owned by the Pusdiklat include the following:</p> <ul style="list-style-type: none"> <li>• Experience in disaster management</li> <li>• Willingness, commitment, and strong <i>leadership</i> in disaster management</li> <li>• Availability of resources and facilities for the development of INA-DRTG</li> <li>• Has a superior module.</li> <li>• Has a facilitator's <i>guidance</i> and <i>directory</i> and <i>e-library</i></li> <li>• Already have a Curriculum Team (there are nine <i>working groups</i>).</li> <li>• SKKNI disaster has been prepared (list of disaster management competencies).</li> <li>• A competency-based training program has been prepared</li> </ul>
EXTERNAL ENVIRONMENT	
<p><b>Opportunities</b></p> <p>A number of opportunities available for the Pusdiklat include the following:</p> <ul style="list-style-type: none"> <li>• High level of vulnerability to disasters.</li> <li>• Community capacity is lacking in dealing with disasters</li> </ul>	<p><b>Challenges</b></p> <p>A number of challenges faced by the Pusdiklat are as follows:</p> <ul style="list-style-type: none"> <li>• The extent of the area in Indonesia</li> <li>• Limited facilities in the area</li> </ul>

- The performance of the apparatus is not yet effective
- International support and needs
- Diversity of local values
- Collaboration between institutions / communities (partners)
- High commitment from the government / DPR
- Funding opportunities (donors)
- There *outsources* / experts,
- There are several non-governmental organizations and donors who are willing to help
- Regional BNPB officials who need to be educated

- Bureaucracy both in budget aspects and administrative approval
- An uncertain economic and political policy environment
- Frequent emergency activities
- Many Perka have not been included in the official gazette / MenKumHam (speed)



### **3.3 Views of partners**

During a National Coordination Conference on Disaster Education and Training, held in Jakarta in November 2019, several key speakers gave their perspectives to illustrate their needs and interests in the human resource development as follows:

In Serang Municipality, which was subjected to a tsunami in late 2018, the local investment in disaster education and training have shown encouraging results. In the aftermath of the tsunami, local communication system had been integrated with municipal offices, so were information and control data. Volunteers were recruited from elementary school children, junior high and high school through disaster education. Municipal line offices have a disaster mindset, so that when the disaster occurred, they already knew what to do, and coordinated their actions under one leadership. Independent evacuation education through the master plan with vulnerable points has been carried out with the establishment of Village Resilience Project (Destana).

***Mr. Nana Sukmana Kusuma, SE., MM (Head of operational Division, BPBD of Serang Regency)***

Communities at the grassroots need capacity building through education and training that imparts knowledge of the system which is currently being used by the government with clear tools. There is the need for civil society to be equipped with knowledge and skills on how to work with the government in disaster management. Only thus, government could assert leadership in disaster management, coordination needs to be built from the beginning through the various types of training that may range from disaster risk reduction, planning

***Ms. Ninil Jannah (Secretary General of DM National Platform)***

The Disaster Risk Reduction Higher Education Forum has been working to link universities with local governments in order to work together in improving disaster management services. It is hoped that closer coordination could be built for disaster capacity building. The Universities have been providing support through provision of technical advising, capacity building to local governments, and student field placements. BNPB and Pusdiklat have been somehow lagged behind, and there is certainly scope to optimize the collaborations with the academic community

***Dr. Ir. Eko Teguh Paripurno (Convenor of the Disaster Risk Reduction Higher Education Forum)***

It is important, firstly, to appreciate that the business world is not only resource for money, there are other abundant skills and resources on their part that can be tapped to improve disaster management. Secondly, the business world is engaging in disaster response, but it is more important to explore how they can engage with Pusdiklat during the pre and post disaster phases. This is actually much needed for them to know what kind of disaster risks that their business are exposed to, not only how such risks will affect the production, but also in trade and supply chain, marketing and goods and services consumption. Talking about financing in the business world, much money has been spent for disaster response, but certainly, there is space to spend money before the disaster. It is interesting to explore the benefits coming from the synergy with government and communities. Companies do not always work for profit, per se, CSR can make great impacts in risk management capacity building

***Ms. Maria Dian Nuraini, ST., M.Sc., ISSP-CSP (Deputy Chairperson, National Chamber of Commerce, CSR Commission)***

The Humanitarian Country Team, which consists of UN agencies, donor organizations and international and national NGO, has been collaborating with Pusdiklat in various training and capacity building projects. Various large bilateral projects have human resources capacity building components including those that have been directed to BNPB, local BPBD, as well as BNPB partners and counterparts. Among the latest was training in 2008, which will be implemented again in 2019

***Ms. Titi Moektijasih (Programme Officer, UNOCHA)***

### 3.4 Stakeholders analysis

In a consultative conference in November 2019, Pusdiklat invited various stakeholders and jointly with them mapped out who are expected to acquire what competencies in disaster management to be able to deliver what program or products, and in that regard, what kind of medium and short term projects that Pusdiklat should implement either or both on itself or with its partners and counterparts.

MAIN GROUPS / ACTORS	SPECIAL COMPETENCY	PROGRAM/ PRODUCTS	MEDIUM-TERM	SHORT-TERM	EXPECTED ROLES OF PUSDIKLAT
BNPB, BPBD, DM AGENCIES	Understanding of DM	Induction of key officials and staff / Peers	Advanced basic training for all key DM officials and staff and peer institutions	Induction program for new officials and staff	Education and training organizer
	Develop a Disaster Prevention and Mitigation Program	Disaster Risk Identification and Assessment	Integrated Disaster Risk Reduction Training Adaptation to Climate Change	Organization of ecosystem-based DRR training	Implementation of disaster management training
		Disaster Map	Community Based Disaster Risk Reduction Training	DM Polytechnic	Mapping of training needs
		Disaster Management Plan	Disaster Management Training Center Training	Pilot disaster prevention training	Evaluation of the implementation of education and training
	Organizing disaster education	Disaster Mapping Training Potential			Facilitator training and certification
		Disaster prevention techniques		Development of non-formal education programs about DM	Technical guidance on DRR non-formal education
	Organizing a Simulation of Disaster Management	Training Center for Emergency Operation		Training on managing government partner pusdalops (a	Organizing training with NGOs and the UN

				kind of Indonesian version of UNDAC)	
	Organizing a Simulation of Disaster Management Regional executives and leaders can implement ICS	Impact-based planning training		Impact-based planning training	
		Contingency Planning Training		Revision and trial of the Contingency Planning Training	Provider of education and training aspects for the revision of the Renkon by the Deputy for Preparedness and Emergency Response
			The leadership level training program is based on the development of Senior Management Training	Leadership Training Series in high-risk areas - based on good practice learning from Lombok	1. Working partnership with LAN and Ministry of Home Affairs; 2. Training Contract with Local Government; 3. Joint Training Collaboration
MAIN GROUPS / ACTORS	SPECIAL COMPETENCY	PROGRAM/ PRODUCTS	MEDIUM-TERM	SHORT-TERM	EXPECTED ROLES OF PUSDIKLAT
Partners 1. Local gov Technical Training Institute 2. Private Education and Training divisions 3. Community groups	Local officers can integrate Disaster Management into their respective functions	DMPB Training for OPD is in accordance with the Main Tasks and Functions	Regional BPSDM Cooperation Program	Collaborative activities with the Ministry of Home Affairs in the preparation of training modules for implementing SPM PB in accordance with the main tasks and functions of the WTO	1. Work partnership with BPSDM; 2. Standardized Module development project contract 3. Joint Training Joint BPSDM and BNPB / BPBD / DM local offices

<p>engaged in DM</p> <p>4. Sectoral ministries</p>	WI PB improves PB facilitation competencies	TOT WI	Collaborative Program with Higher Education Forum in order to increase the number of WIs who have PB training	The activities of the pilots in the collaboration of WI PB training with several members of the College Forum	<ol style="list-style-type: none"> <li>1. Work partnership in facilitating the implementation of TOT DMPB Training.</li> <li>2. Joint drafting of the Standard Module for members and actors of partner institutions</li> <li>3. Printing WI according to PB Training Center Standards</li> </ol>
	civil apparatus gained basic DM competencies	Disaster Management Training	The PB module delivery program through conventional and electronic media as part of fulfilling the right of 20 hours of monthly civil apparatus' training in the localities	Moudu shared with BNPB-LAN about competence in DM as part of fulfilling the civil apparatus' right to 20 hours of training a year	Institutional collaboration (MOU) between BNPB and Line ministries and BPSDM Training and Education
	Sector members can manage disaster risk in their respective fields of business and service activities	PB thematic training in accordance with the types and activities of priority sectors	Basic Disaster Management Training Program (Disaster, disaster management, Disaster Risk Management, Disaster Emergency Management and Recovery Management, Multi-stakeholder Cooperation)	Business Continuity Planning Training with the Chamber of Commerce and several pilots with the Regional Chamber of Commerce	<ol style="list-style-type: none"> <li>1. Facilitating in a forum for the implementation of PB Technical Training</li> <li>2. Accreditation of PB Diklat partners</li> <li>3. Inventory and standardization of modules and curriculum</li> <li>4. Certification of facilitators from PB partners</li> <li>5. Coaching based on PB partner</li> </ol>

					facilitator database
MAIN GROUPS / ACTORS	SPECIAL COMPETENCY	PROGRAM/ PRODUCTS	MEDIUM-TERM	SHORT-TERM	EXPECTED ROLES OF PUSDIKLAT
<b>Communities</b> 1. Disaster journalists 2. Palm plantation company 3. Mining Companies 4. Hospitality 5. Universities 6. INGOs 7. Volunteer 8. Volunteer Groups	The sector can hold coordination between members and with other sectors	Disaster management system	Independent training program on sector level coordination in all PB stages	Training cooperation programs with each of at least one sector (universities, business world, NGOs)	Setoral training policies and technical guidelines
	Sector members can provide assistance to communities in need	Participatory disaster risk management	Partnerships between sectors and communities in disaster-prone areas	Collaborative community assistance program with companies and universities	Sectoral training accreditation
	Develop a culture of safety and disaster resilience	Culture of disaster awareness	Disaster Risk Assessment Training	Development of an online platform (Diklatpedia PB) for documenting local wisdom, good practices, and curricula for culture-based disaster prevention, reduction and mitigation	Policy and technical guidance on establishing a community resilience training culture network
<b>General public</b>	Develop a culture of safety and disaster resilience Recognize risks based on cultural elements / local wisdom supporting disaster resilience	Community Readiness (Public Kitchen, Field Tents)	Climate Change Adaptation Training	Development of an online platform (Diklatpedia PB) for documenting local wisdom, good practices, and curricula for culture-based disaster prevention, reduction and mitigation	Curriculum development and dissemination to independent training institutions
<b>Indigenous Group</b>		Explores the cultural elements that support disaster resilience	Integration of disaster resilient principles and local culture	Guide to the conversion of local wisdom related to PB	Technical guidance for training on identifying familiar cultural elements of PB

				into a community-based training module by NGOs / Higher Education	
MAIN GROUPS / ACTORS	SPECIAL COMPETENCY	PROGRAM/ PRODUCTS	MEDIUM-TERM	SHORT-TERM	EXPECTED ROLES OF PUSDIKLAT
Livelihood Groups (Fishermen, Laborers, Farmers)	Recognize risks based on cultural elements / local wisdom supporting disaster resilience Organizing groups for disaster preparedness	Understanding of early warning using local wisdom and information technology	Early warning response training and resilience based preparedness for each vulnerable group	Collaboration Program with NGOs to help them organize DRR-inclusive training with various vulnerable groups	PB technical guidelines for the capacity development network for vulnerable groups
Vulnerable Group		make a preparedness plan	Family Preparedness Training	Compile technical guidelines and library training materials for community groups conducting community-based disaster preparedness training	Dissemination of training materials to community-based program partners
Women	Organizing groups for disaster preparedness Implement minimum vocational standards in accordance with norms for resilience to disaster risk	Disseminate information to groups	DM simulation	The Pusdiklat provides a community-based DM simulation curriculum	Developer of community based education and training network preparedness
Students (elementary, middle, high school)		Disseminate information to groups Professional certification for disaster resilience and safety	DM simulation Vocational family training programs related to safety and resilience	The Pusdiklat provides a community-based DM simulation curriculum The Pusdiklat provides curriculum and WI for people who are willing to develop	Developer of community based education and training network preparedness PB technical expertise (consultation) provider in the preparation of vocational training
Youth organization					
Religious					

				vocational-based training curricula	standards and certifications
MAIN GROUPS / ACTORS	SPECIAL COMPETENCY	PROGRAM/ PRODUCTS	MEDIUM-TERM	SHORT-TERM	EXPECTED ROLES OF PUSDIKLAT
Masons, civil engineering assistants, etc. relating to public safety	Increase readiness and ability to help affected areas	Preparedness partnership between disaster-prone areas and buffer zones	The sister village triangle cooperation program involves the local government, NGOs / universities, and the BNPB / BPBD /DM local offices	The Center for Education and Training initiated sister village cooperation pilots involving local government, NGOs / universities, and BNPB / BPBD / DM local offices	Policy and technical guidance for establishing sister-village networks
The cantilever territory					



### **3.5 Industrial Revolution IR 4.0.**

There is also the imperative to keep up with the Industrial Revolution 4.0, which has the potential to improve the quality of risk perception, broader and deeper risk analysis, unlimited data storage, information credibility, partnerships, networks, data production, Reach outreach, early warning system activities and networks, risk modeling and simulation, and machine takeovers for hazardous and repetitive tasks. However, the Industrial Revolution 4.0 will only be beneficial if it is welcomed with policy and investment readiness for the integration of RI 4.0 and PB, infrastructure and facilities and technology acquisition, human resource preparation, multidisciplinary approach and multi-stakeholder involvement, ethical application of technology for disaster management and management of trade off benefits and technological threats.

Industrial Revolution 4.0 is transforming the world, technologies are impacting the way we manage disaster risks, and in turn, disaster risk management practices on the ground. This implies that Industrial Revolution 4.0 will not only affect disaster management practice but consequently will also transform the relationship between education, training and disaster risk management practices, and in turn the (r)evolution in the relationship between Pusdiklat and DRM learners.

Industrial Revolution 4.0 will affect the roles for which today's learners will be prepared. This will require Pusdiklat to produce a new breed of workforce who possess the competence that are required for working in this technologically transformed the roles and functions of the workforce in disaster risk management. Further, it will also require the current workforce to upgrade their values, skills, and knowledge to match these new roles and functions. To this end, Pusdiklat introduces a (r) evolution in its education and training paradigm that will effectively enable people to harness the opportunities created by the advent of technologies in the Industrial Revolution 4.0. And thus the coining of the "Pusdiklat 4.0"

Based on the Industrial Revolution 4.0. , the following characteristics will provide substantive guidance to the way Pusdiklat 4.0 will be implemented. Pusdiklat 4.0. introduces changes by incorporating technology for education and training that will not only transform the way Pusdiklat impart the competence, but also the way learners perceive disaster management education and training.

Pusdiklat 4.0 will change the teaching-learning methodologies to make the learners future-ready. The time for change is now, and the system must move towards a progressive, intellectual, knowledge-driven and future-ready disaster risk management.

Pusdiklat 4.0 will transform its way of working to make learning to be more personalised, peer-to-peer, and a continuous process in real life settings.

### **Characteristics of Pusdiklat 4.0 are:**

- Catering to the need for new ways of managing disaster risks, enabling the workforce and machines to align to explore new possibilities.
- Deploying the potential of digital technologies, open-source content and personalised data of this globally tech-driven and interconnected world.
- Creating a blueprint for the new ways of learning – from primarily classroom -based learning to learning at a workplace and all the time.

### **Areas of change in Pusdiklat 4.0:**

#### **Personalised Learning**

Pusdiklat PB 4.0 will enable personalised learning for learners depending on their capabilities. This means that extra keen learners will be challenged with tasks that are difficult as compared to learners who take learning as a hobby. This will produce better understanding of the values and concepts and an overall better practice. It will also help facilitators and mentors to identify the strengths and weaknesses of each learner individually and guide them accordingly. This implies that there will be individual learning pathways for each learner that will enable them to do it their own way by:

1. Determining themselves new competences that they wish to acquire,
2. Compose the components of the elements from a pre-set subjects that are appropriate to the field of new competence that they have chosen; and
3. Set their own pace in a machine controlled pace that record the learning process and its progress along the pathway.

### **Choice of Education Tools**

Pusdiklat PB 4.0 will employ the technology/devices used by learners to access training materials. While every subject has its own set of knowledge and

information that the learners can grasp, the road to attaining this knowledge can vary. This means that Pusdiklat 4.0 will let learners to choose the tools and techniques through which they want to acquire the new competence of their choice, largely virtually through the web-based interconnectivity. A large part of this will be the use of web-based platforms, cloud computing and storage, and personalized access through smartphone devices.

Pudiklat PB 4.0 will enable learning at the workplace and anytime. The e-learning tools and applications will provide opportunities for remote, self-paced learning. The role of classrooms will change. Theoretical knowledge will be open to be accessed by learners through virtual and web-based platforms at self-paced basis; some milestone learning events to be conducted through face-to-face supervision and mentoring; while by-and-large the actual competence-based learning will be conducted at the workplace with actual / or virtual supervision.

### **Life-based Learning**

Pusdiklat 4.0 will leverage the the freelance, shared, and individualized economy that are fast on the rise and will continue to do so in Indonesia. This means that Pusdiklat 4.0 will adapt to project-based learning and working styles. Pusdiklat 4.0 will help learners hone their skills and learn how to apply and mould them as appropriate to their workplace. Thus, learners should be acquainted with project-based learning in every introductory part of the training. This part of Pusdiklat 4.0 will help them have better access to information about disaster risk management-related that they can further use in their current employment as well as future professional career. These include disaster risk management - related ideologies and values, purpose and mission, knowledge and science; and then methods, techniques and skills.

Pusdiklat 4.0 curriculum will accommodate reflections and value formation, value and esprit de corps of disaster management, emergency response and humanitarian assistance; and methods, techniques and skills, as well as a network that involve personal interaction with their training batch, training facilitators, as well as practice authorities and resource persons. This will result in more emphasis on imparting field-specific knowledge to the learners in a dynamic courses configurations. This means that INA DRTG will now provide more opportunities for learners to obtain real-world values, attitude, skills, and networks that are relevant to exploring, applying, and further expanding the disaster risk management practice. Thus, the Pusdiklat 4.0 curriculum will now

include enhanced subject knowledge that can help learners with not only in addressing their current job challenges but also expanding their future career and professional aspirations.

### **Learning media**

Pusdiklat 4.0 will harness the efficiency brought in by technology integration in disaster risk management to facilitate more learning efficiency through the optimized use of machines and interconnectivity to access, gather, process and disseminate data. Pusdiklat 4.0 will help learners to acquire higher and broader competence in value, attitude and knowledge using human reasoning to examine the patterns, predict trends, and apply to the current disaster challenges.

### **Building of self-reliance**

Pusdiklat 4.0 will adopt a broader and more open outlook the acquisition of competencies. It will drive the view that "learners are learning to act on their own responsibility, to think and acquire knowledge independently". And thus, Pusdiklat 4.0 will gradually leave behind the current pattern of rote learning, wherein learners memories the information given in the curriculum and write down their exams. The new pathway will involve the assessments of learners' journey through the competence growth pathways through documented practical and experiential learning-based projects or field works with structured guidance, supervision, and reporting.

## 4.0 PUSDIKLAT 4.0

---

### A Pre-Strategic Planning Study

---

#### Result Framework

Vision

Mission

Objectives

Values

Approach

Functions

---

#### Governance

Policy Arrangements

Institutional Arrangements

Financial Arrangements

Coordination and oversights

---

#### Strategic Programs 2020 - 2024

---

#### Key Performance Indicators and Targets

---

#### Management of the Plan

---

## PUSDIKLAT 4.0.

The Pusdiklat 4.0. Is being underpinned by the implementation of disaster management as an inseparable part of national development mandated to the National Disaster Management Agency (BNPB). The larger context it towards achieving national development goals and realizing the President's vision for the next five years, i.e.: ***"The realization of a Sovereign, Independent and Personality Based on Mutual Cooperation"***.

The vision of BNPB 2020 - 2024 is: "National Resilience to Disasters".

This vision reflects BNPB's calling to realize at the end of the implementation of the Long-Term Development Plan 2005 - 2025. The ultimate goal is that State is able to provide protection to the community by either or both distancing the community away from disaster, distancing disaster from the community, and/or increasing the resilience of the community in light of disaster risks.

The BNPB's mission is:

1. Protect the nation from the threat of disaster through disaster risk reduction;
2. Building a reliable disaster management system;
3. Carry out disaster management in a planned, integrated, coordinated, and comprehensive manner.

Particular to the Medium-term Development Plan 2020 - 2024, BNPB's mission are:

1. increase understanding and awareness of disaster risk reduction integrated in the dimensions of development and community life
2. improve the reliability and speed of disaster emergency management
3. improve the quality of the implementation of post-disaster rehabilitation and reconstruction
4. realize the fulfillment of logistics needs and governance and disaster management equipment according to the minimum standards set by BNPB
5. improve service capacity and performance of disaster management
6. increase the capacity of inspection and supervision in order to realize the implementation of disaster management that is effective, efficient, transparent and accountable



## 4.1 A Pre-Strategic Planning Study

A study is conducted to serve as a preliminary to the initial development of Pusdiklat's Strategic Plan 2020-2024 by providing technical expertise and knowledge in the relevant areas. The work will include the preliminary formulation of middle-term strategic plan to implement Pusdiklat's program and activities in an effective and efficient manner in line with its vision, mission and mandates.

The study's purpose is as follows:

1. Provide an overview of the strategic position of Pusdiklat in carrying out the mission and achieving the vision in the period of the medium-term development plan 2020 - 2024;
2. Identify strategic issues that form the basis of the preparation of the vision, mission, policies, strategies and programs and activities of disaster management training in the implementation of the mid-term development plan 2020 - 2024;
3. Synergize strategic programs in implementing the duties and functions of Pusdiklat in accordance with BNPB policy directions and national development policies in the field of disaster management;
4. Guide the decision making in answering strategic issues and annual work planning in the intervening years.

Specifically, the study will include the pre-designing of the following activities:

1. Data collection in BNPB and some selected stakeholders
  - A data collection plan, in consultation with the DRTG and ADPC Program Manager, to be administered by the DRTG;
  - Lead a capacity development gap analysis consultation with BNPB, BPBD and the relevant stakeholders;
2. Strategic planning exercise with Pusdiklat and BNPB under broad overall direction from DRTG Head (output 2, End December)
  - Revisit Pusdiklat's vision, mission, values, paradigm, objectives and strategic policies, and suggest new training programs as well as new capacity building initiatives;
  - Formulate a five-year indicative strategic plan based on the new vision, missions, values, paradigm, objectives and strategic policies;
  - Develop a forward-looking preliminary longer term business development plan that is feasible, sustainable and able to



accommodate future and emerging needs with a focus on the engagement of the private sector in Indonesia;

3. Follow through with Pusdiklat and BNPB

- Analysis of key findings, conclusions and recommendations leading to the preparation and finalization of the strategic plan and long-term business development plan;
- Recommendations towards the implementation of both plans to Pusdiklat, BNPB and the stakeholders.

4. Eventually, an actual consultative workshop will need to be organized to:

- Gather views and contributions in sharpening, enhancing, and expanding the scope of DM Education and Training;
- Formulate education and training program in the medium and long term with concrete measures in the short-term;
- Form and strengthen stakeholders' commitment to the direction and objectives of the DM Education and Training in the form of a community and network of DM Education and Training practitioners.

## 4.2 Result Framework

Pusdiklat was established to develop adequate human resources, who have the capacity to identify, mitigate, and respond quickly to disaster risks, and are able to carry out effective recovery and rehabilitation. Thus the need for a Learning Center that is professional, credible, and superior, as one among several pillars needed to achieve the BNPB Vision. In this regard, the Pusdiklat 4.0. is a strategic step serving as direction and guidance in supporting the realization of the BNPB Vision and Mission.

Pusdiklat is an arm of BNPB that is charged to improve the quality of human resources by carrying out the coordination and implementation of general policies in the field of structural, functional training, and disaster technical training. To that end, for the period of 2020 - 2024, Pusdiklat 4.0 is aspired to achieve the following:

### Vision

Considering the greater challenges and opportunities ahead, Pusdiklat needs the calibration of its design to transform into a National, Regional, and International center of excellence; a center that elevate Indonesia to be a global reference for disaster risk management education and training.

Pusdiklat 4.0. has the following vision

**"A global Centre of excellence in education and training 4.0 in disaster management"**

### Mission

Pusdiklat undertakes the following mission:

**"To develop competent human resources to contribute towards the attainment of a resilient nation"**

### Objectives

**"To carry out the coordination and implementation of general policies in the field of structural, functional training and technical disaster training"**, and to that end, will implement the following specific key tasks, which will be further elaborated in strategic programs in a later part:

1. To develop quality and independent DM education and training institution

2. To improve the quality and quantity of competent disaster management human resources through competency-based disaster management education and training.
3. To develop knowledge management in the field of disaster management.
4. To build partnership in disaster management education and training programs with national, regional and international agencies / institutions / organizations.

## **Values**

Pusdiklat embraces the values of:

1. Human values are the main foundation for Pusdiklat, especially in building solidarity and solidarity of humanity. In carrying out its activities, all PB BNPB Pusdiklat components always place humans as creatures of God Almighty, so they must be treated nobly, humanely, and not discriminated against.
2. Professional values require Pusdiklat and all its components can show a strong and satisfying performance, which is capable of ability (skill), has extensive knowledge (knowledge), and attitudes (attitudes) that uphold ethics and integrity.
3. Equality value that will guide Psdiklat and all its components to be able to work with full awareness of diversity, so that they will act without differentiating a person or group of people based on race, religion, ethnicity, class, social class, physical condition of the body and one's nationality. In providing its services, the Pusdiklat and all its components must make every effort for everyone to get the opportunity and obtain appropriate services.

## **Approach**

1. Technology and interconnectivity based
2. Competency based
3. Multi-stakeholders partnership
4. Outward looking to global excellence

## **Functions**

1. Preparation of planning and implementation in the program field;
2. Preparation of planning and implementation in the field of curriculum and administration;

3. Preparation and development of facilitator guidelines and disaster technical teaching materials;
4. Administration and documentation of training activities and certification of training participants.

## **4.3 Governance**

### **Policy Arrangements**

Law No. 25 of 2004 concerning the National Development Planning System (UU SPPN) has mandated the handling of a regulatory framework that is in line with the funding framework since the planning process. Therefore, the management of the regulatory framework since the planning process, policies and also the implementation of regulations will improve the quality of policies and regulations that are orderly so that each action can provide optimal benefits.

The urgency of integrating the regulatory framework in planning documents is needed because the regulatory framework aims to:

1. direct the planning process for the formation of laws and regulations in accordance with development needs;
2. improve the quality of laws and regulations in order to support the achievement of development priorities;
3. improve the efficiency of budget allocation for the purposes of forming legislation.

Furthermore, the target to be achieved in implementing regulatory reform is to realize quality, simple and orderly regulations within the framework of national development, especially to support the implementation of the National Medium Term Development Plan 2020 - 2024.

### **Institutional Arrangements**

The successful implementation of development also requires an effective and accountable government institutional framework as the implementer of the established development program. Institution refers to the organization, the regulation of inter and intra-organizational relations and the human resources of the apparatus. The organization includes the formulation of duties, functions, authorities, roles and structures, which are expected to be the direction in carrying out the mandated submission, which in this case is the Pusdiklat as part of BNPB.

The duties and functions of the Pusdiklat are very closely related to the fifth strategy, namely the strategy to increase management support and the implementation of other technical tasks. One aspect of this strategy is to increase the capacity of human resources. Improving the quality of human

resources in disaster management is carried out to obtain human resources with integrity, productive, competent, professional, disciplined, high-performance and prosperous in order to support the achievement of the vision, mission and goals of national disaster management, while being able to adapt to changes in the strategic environment of disaster management . Pusdiklat was established in 2009 and runs its operational activities as an organizer of the tasks and functions of disaster management education and training under the coordination of BNPB through BNPB Head Regulation number 14 of 2009 concerning Disaster Management Education and Training.

Efforts to increase the capacity of human resources are carried out through the recruitment of qualified employees, continuous service and structural and functional development, human resources education and training based on expertise and competencies, and other human resource development activities that support the development and career patterns of employees in the BNPB environment. Human resource capacity building activities are also carried out for BPBD and other institutions to build synergies in coordinated, integrated and reliable human resource capacity management. In this regard, the BNPB institutions in accordance with the Regulation of the Head of BNPB Number 10 of 2013 concerning Amendments to the Regulation of the Head of BNPB Number 1 of 2008 concerning the Organization and Working Procedures of the BNPB, especially regarding the Pusdiklat, are as follows:

Management support program and implementation of other technical tasks with disaster management education and training activities carried out by Pusdiklat which has the task of carrying out coordination and implementation of general policies in the field of structural, functional training and disaster technical training. In detail the PB Education and Training Center functions:

1. Preparation of planning and implementation in the program field;
2. Preparation of planning and implementation in the field of curriculum and administration;
3. Preparation and development of facilitator guidelines and disaster technical teaching materials;
4. Administration and documentation of training activities and certification of training participants.

Institutional needs of the Pusdiklat in the future organizational structure as a reflection of institutions that can change according to changing conditions both in the internal and external environment. Future training for state civil apparatus

(ASN) is expected to meet the expected competencies. Based on Law No. 5 of 2014 concerning State Civil Apparatus, competencies expected to include: a. technical competence as measured by the level and specialization of education, functional technical training, and technical work experience; b. managerial competence as measured by education level, structural or management training, and leadership experience; and c. socio-cultural competence as measured by work experience related to plural society in terms of religion, ethnicity, and culture so as to have a national outlook.

Pusdiklat is expected by many parties to become a reference for many other educational and disaster institutions, both at the regional level and in the world in the next 10 to 15 years. To achieve such conditions, it is realized that it requires stages of achievement, as illustrated in Figure 1, where at the initial stage it is expected to achieve national training and education center standards, then become a reference institution for disaster education and training at the regional or ASEAN level, so can later be increased to become a reference institution at the international level.

### **Financial Arrangements**

The Pusdiklat strategic plan is prepared up to the program level with indicators of success of each of these programs. Furthermore, in compiling programs and program performance indicators that are output (output) and outcomes (outcomes), a performance-based approach is needed using clear and measurable measures. The use of a performance-based approach is intended to increase performance accountability, the effectiveness of achieving development goals and spending efficiency. Specifically this approach is used in the context of implementing performance-based planning and budgeting as well as medium term based on the mandate of Law Number 17 of 2003 concerning State Finance and Law Number 25 of 2004 concerning Development Planning Systems.

The implementation of performance-based, medium-term and integrated planning and budgeting is an embodiment of the implementation of three principles of public financial management, one of which is the implementation of the Medium-Term Expenditure Framework (KPJM). One of the processes in implementing the MTEF is that government ministries / agencies (K / L) conduct a review of their programs and activities through a process of evaluating the performance of programs and activities against the set targets and performance targets, so that it can then be determined whether the

programs and activities will be continued, reviewed, or terminated. The results of the evaluation of these programs and activities are expected to improve performance accountability, effectiveness in achieving development targets and spending efficiency in the context of implementing performance-based budgets.

The application of the MTEF is a policy-based funding approach, with decision making on the policy carried out in the perspective of more than one fiscal year, taking into account the cost implications of the relevant decisions in the following year. The application of medium term funding is carried out for 5 (five) years with the steps for the preparation of K / L funding as follows:

1. Study of programs and activities (period of previous Strategic Plan )
2. Aims to determine whether programs and activities in the previous line ministries Strategic Plan period will be continued, reviewed, or terminated based on evaluations carried out by the line ministries on the achievement of performance targets and targets.
3. Identification of General Conditions and line ministries Problems (period of previous Strategic Plan)
4. Results Identification of general conditions and problems is one of the bases in the preparation of new programs and activities.
5. Preparation of new programs and activities for the new period of Strategic Plan.
6. The preparation of programs and activities includes the preparation of performance indicators and their performance targets.
7. Preparation of a base year budget for new programs and activities in the new Renstra year.
8. The budget is obtained from the results of the mapping between program funding and activities of the previous period and the results of evaluations of the structure of new programs and activities using the Definitive Ceiling.

Sources of funding were obtained from two sources, namely the State Revenue and Expenditure Budget (APBN) and Non-APBN. The National Budget is the government's annual financial plan approved by the House of Representatives. The National Budget contains a systematic and detailed list of planned state revenues and expenditures for one fiscal year (1 January to 31 December). Every year the State Budget, changes to the State Budget, and State Budget responsibilities are determined by law. While non-APBN funding sources come from the Development of Public Private Partnerships (KPS), Cooperation with



NGOs / Donors and Corporate Social Responsibility (CSR). The three funding schemes involve the role of third parties and have the potential to overcome the limitations of the government's ability to finance the needs of national development funding, specifically the development of human resources in the field of disaster management. To optimize efforts to improve the quality of human resources in the field of disaster management, it is necessary to maximize the use of the two available funding sources, including synchronizing the provision of funds with the implementation of programs that can be funded by these funding sources. Specifically for CSR funds, arrangements can be made so that funds that have not been maximally utilized for disaster management can also be utilized for the development of human resources in the field of disaster management in accordance with their needs.

### **Coordination and oversights**

To achieve development goals as outlined in the Strategic Plan it is necessary to coordinate nationally, regionally, and / or between institutions and between related agencies, structuring governance systems, and internal supervision within the Pusdiklat.

Coordination: Coordination of the preparation and implementation of the Strategic Plan within the BNPB is coordinated by the BNPB Secretariat General and the BNPB Planning Bureau.

Governance: Implementation of the Pusdiklat Strategic Plan requires the development of a separate governance system. Structuring of the duties and responsibilities in implementing programs and activities that are set to realize the performance indicator goals as outlined in the Strategic Plan. The development of the governance system for the implementation of the Strategic Plan includes the preparation of Standard Operating Procedures (SOP) in the preparation of performance-based Planning Documents, outreach, and control of the implementation of development programs and activities as outlined in the Strategic Plan.

Control and Supervision: Control over the implementation of the Strategic Plan is carried out through internal supervision which is the responsibility of the main unit in charge of supervision namely the Inspectorate General and the Supreme Audit Board. An effective internal supervision system is carried out through operational and financial control, risk management, management information systems, and compliance with laws and regulations.

The main task of the internal oversight unit is to evaluate, assess and analyze all program implementation activities and higher education development activities against all applicable regulations to realize public transparency and accountability. Internal supervision aims to ensure that the implementation of the Renstra governance system is in accordance with the ministry's governance system. In carrying out its duties the internal control unit conducts regular audits and special audits in all work units that implement the Renstra program and activities. In general internal controls within the public sector are carried out by two parties, namely the direct supervisor and the independent oversight unit. Direct supervisor supervision includes those carried out by the ministry / agency oversight unit. Meanwhile, independent oversight units are the Financial and Development Audit Board (BPKP) which reports to the President, and the Supreme Audit Board (BPK) which is responsible to the Indonesian Parliament.

### **Monitoring and Evaluation**

The monitoring and evaluation strategy is an inseparable part of the implementation of the Pusdiklat. Monitoring and evaluation aims to find out the level of achievement and compatibility between the plans set out and the results achieved based on policies that are carried out periodically.

Monitoring and evaluation is carried out based on the following principles:

1. clarity of objectives and results obtained from monitoring and evaluation;
2. the implementation is carried out objectively;
3. carried out by officers who understand the concepts, theories, and processes and experience in carrying out monitoring and evaluation so that the results are valid and reliable;
4. the implementation is carried out openly (transparently) so that interested parties can find out the results of reporting through various means;
5. involve various parties deemed necessary and proactive (participatory);
6. implementation can be accounted for internally and externally (accountably);
7. includes all objects in order to fully describe the conditions and situations of the target of monitoring and evaluation (comprehensive);
8. implementation is carried out according to a predetermined schedule and at the right time so as not to lose the momentum that is happening;
9. carried out periodically and continuously;
10. based on performance indicators; and

1. implementation is carried out effectively and efficiently, meaning that the target of monitoring and evaluation is achieved by using resources that are limited in availability and as planned.

The implementation of monitoring and evaluation covers various aspects as follows:

1. quality assurance, relevance, and competitiveness;
2. equity and expansion of access to secondary and tertiary education; and
3. improvement of governance, accountability and higher education partnerships.

The implementation of monitoring and evaluation which is expected to run in Pusdiklat includes:

1. monthly and quarterly program monitoring and control,
2. annual performance evaluation through the AKIP system,
3. midterm strategic evaluation of performance through achieving performance, and
4. evaluation end of the Strategic Plan.

In accordance with Government Regulation No. 39/2006 concerning the procedures for controlling and evaluating the implementation of development plans, monitoring and evaluation is carried out by the Government and other institutions. The target of monitoring and evaluation is achieved by using resources with limited availability and in accordance with those planned.

## 4.4 Strategic Programs 2020 – 2024

<p><b><i>Towards attaining quality and independent DM education and training institutions:</i></b></p> <ol style="list-style-type: none"> <li>1. Development of education programs that are relevant, adaptive, and innovative</li> <li>2. Achieving and fostering PB accreditation and certification of education and training</li> <li>3. Development of an integrated education information system</li> <li>4. Provision of education and training facilities and infrastructure that are complete and in accordance with technological developments</li> <li>5. Development of internal human resource capacity in education and training</li> <li>6. Increasing the implementation of education and training completeness as well as operational standards and PB education and training procedures</li> </ol>	<p><b><i>Towards improving the quality and quantity of HR through competency-based DM Education and Training:</i></b></p> <ol style="list-style-type: none"> <li>1. Building an independent e-learning system or cooperation with various parties.</li> <li>2. Improvement of competency-based methods, systems, curriculum, syllabus, learning modules.</li> <li>3. Improving the quality of teaching staff and managers of education and training and other education staff.</li> <li>4. Improvement of competency-based monitoring, control and evaluation systems for education and training.</li> <li>5. Develop a data platform system for participants, teaching staff, and PB training alumni.</li> </ol>
<p><b><i>Towards developing knowledge management in the DM field is:</i></b></p> <ol style="list-style-type: none"> <li>1. Enhancing knowledge and learning assets about disaster management.</li> <li>2. Utilization of knowledge and learning assets in PB training and education.</li> <li>3. Development of learning exchange (<i>knowledge sharing</i>).</li> </ol>	<p><b><i>Towards building partnerships with national, regional and international agencies / institutions / organizations are:</i></b></p> <ol style="list-style-type: none"> <li>1. Increasing cooperation with various parties in training in the field of disaster management</li> <li>2. Collaboration with universities for disaster education programs (Strata 1, Strata 2 or Strata 3)</li> <li>3. Development of independent training for the community and work partners</li> </ol>

## 4.5 Key Performance Indicators and Targets

Based on the generic BNPB Strategic Plan, the following are the key performance indicators (KPI) targets and performance targets mandated to be contributed by the Pusdiklat. These matrix will have to be accomplished when BNPB Strategic Plan 2020 -2024 will actually be formulated and available.

TARGET OF ACTIVITY	PERFORMANCE INDICATORS TARGET ACTIVITIES	TARGET				
		2020	2021	2022	2023	2024
Implementation of structural education and training	Number of structural education and training participants					
The implementation of PB education and technical training	Number of classes participating in PB technical education and training					
Implementation of education and functional training	Number of functional education and training participants					
The implementation of education and other technical training	Number of participants attending education and other technical training					
Arrangement of education and training materials	Number of documents on education and training materials					
Implementation of monitoring and evaluation	Number of monitoring and evaluation reports					
Implementation of SRC-PB	Number of SRC-PB capacity building activities					

capacity development						
The implementation of disaster management rehearsal	Number of hosting locations					

### Additional Performance Indicators and Targets in the Achievement of the BNPB PB Education and Training Mission

Based on the vision and mission, additional performance indicators and performance targets to be achieved by the Pusdiklat, as follows:

TARGET OF ACTIVITY	PERFORMANCE INDICATORS TARGET ACTIVITIES	TARGET				
		2015	2016	2017	2018	2019
Develop quality and independent PB education and training institutions						
Development of relevant, adaptive and innovative Diklat programs	The number of DM education and training activities that have been successfully developed					
	The number of DM training activities that have been successfully implemented					
Achieving and fostering PB education and training accreditation	Achieving LAN accreditation for technical and structural training					
	The achievement of ISO 9001: 2015 certification					
	Number of Provincial Badiklat accredited by Education and Training PB					

	Number of certifications issued					
	Compiled and published guidelines for accreditation of BPSDM and PB Education quality assurance					
	Implementation of assistance in the Provincial Badiklat					
Development of an integrated education information system	Publicizing the Diklat agenda to the public					
	Diklat registration has been done online					
	The training alumni platform has been publicly accessible					
Provision of education and training facilities and infrastructure that are complete and in accordance with technological developments	Adequate amount of study space					
	The amount of accommodation capacity is adequate					
	Availability of adequate training support facilities					
	The availability of adequate distance learning facilities					
Development of internal human resource capacity in education and training	The ratio of Pusdiklat staff completing further education programs (Strata 2 and Strata 3) compared to all staff					
	Percentage of Widyaiswara Pusdiklat					

	who have participated in the ToT					
	Percentage of permanent speakers who have followed the ToT					
	The ratio of the number of widyaiswara to the number of days of PB Education and Training activities held					
	Percentage of support staff who have joined the MoT					
	Percentage of host and support staff who have participated in the ToC					
	Percentage of support staff who have attended M&E Training and Education					
	Percentage of Education and Training Analysis that has attended AKD training and curriculum design					
Improvement of the implementation of education and training completeness as well as PB operating and education standard procedures and procedures	Number of SOPs compiled and implemented					
	Percentage of training successfully evaluated					
	Percentage of training that is well documented					
		TARGET				



TARGET OF ACTIVITY	PERFORMANCE INDICATORS TARGET ACTIVITIES	2015	2016	2017	2018	2019
<b>Improving the quality and quantity of HR through competency-based PB Education and Training</b>						
Building an independent e-learning system or cooperation with various parties.	Availability of system and legal umbrella for implementation					
	Number of video conferences with BPBDs implemented					
	Number of e-learning courses developed and implemented					
	Number of e-learning course participants					
Improvement of competency-based methods, systems, curriculum, syllabus, learning modules.	Number of competency-based curricula successfully compiled or revised.					
	Number of competency-based syllabi that has been successfully compiled or revised.					
	Number of competency-based modules successfully compiled or revised.					
Improving the quality of teaching staff and managers of education and training and other education personnel.	Percentage of Widyaiswara who have completed the S2 program					
	Number of academics involved and committed to become educators / trainers					

	Number of practitioners involved and committed to become educators / trainers					
Improvement of competency-based education, control and evaluation monitoring and control systems.	Percentage of monitoring and evaluation reports on the implementation of competency-based education and training					
Develop a data platform system for participants, teaching staff, and PB training alumni.	Percentage of participants and alumni recorded in the data bridge system					
	Percentage of educators recorded in the data bridge system					
TARGET OF ACTIVITY	PERFORMANCE INDICATORS TARGET ACTIVITIES	TARGET				
		2015	2016	2017	2018	2019
Develop <i>knowledge management</i> in the field of PB						
Increased knowledge and learning assets about disaster management.	The amount of study material successfully produced					
Utilization of knowledge and learning assets in PB training and education.	Number of people who access and download learning materials					
Development of learning exchange (knowledge shearing).	Number of learning exchange activities (work visits, seminars, learning forums, etc.) held					

TARGET OF ACTIVITY	PERFORMANCE INDICATORS TARGET ACTIVITIES	TARGET				
		2015	2016	2017	2018	2019
Building PB training programs through partnerships with national, regional and international agencies / institutions / organizations						
Increased cooperation with various parties in training in the field of disaster management	Number of cooperation programs					
Collaboration with universities for disaster education programs (S1, S2 or S3)	Number of universities that work together	1	2	2	2	3
	Number of new disaster study programs	1	1	1	1	1
	Number of students participating in disaster education programs	20	40	60	80	80
Development of independent training for the community and business partners	Number of institutions cooperating in organizing training			1	1	2
	Number of training cooperated with			1	1	2
	Number of trainees cooperated			30	30	50

## **4.6 Management of the Plan**

The management of the BNPB PB PBP Strategic Plan preparation is as follows:

1. The preparation of the BNPB PB PBP Strategic Plan is a translation of the 2020 - 2024 BNPB Strategic Plan which is being formulated based on the 2020 - 2024 Medium Term Development Plan;
2. The preparation of this strategic plan is carried out through a series of discussions and dialogues;
3. Strategic planning documents are prepared with attention to strategic issues and the development of the strategic environment;
4. BNPB PB Strategic Plan Training Center can be customized through a review process or review ( review ) on the needs and the allocation of the available funding;

## 5.0 CLOSING

---

## CLOSING

1.0

BACKGROUND

2.0

POLICY DRIVERS

3.0

FUTURE DRIVERS

4.0

PUSDIKLAT 4.0

5.0

CLOSING

---

The Study paper on Pusdiklat 4.0. has been prepared in order to foresee the BNPB Strategic Plan in relation to the National Medium Term Development Plan 2020 - 2024 as part of the 2005-2025 Long Term Development Plan Stages that serve as a reference in carrying out the main tasks and functions in the context of disaster management. Furthermore, in the implementation of programs and activities in the implementation of national disaster management, it is necessary to have strong coordination and cooperation between government agencies, regional governments and all stakeholders that carry out disaster management functions. This strategic plan was prepared as part of efforts to anticipate and accommodate changes in the strategic environment that occur. The hope is that the process of achieving this strategic plan can be passed in a more directed and planned manner. The substance of the strategic plan still needs to be elaborated further in the Annual Activity Plan (RKT), so it is very possible to be realized, monitored and evaluated. Finally, it is the duty and obligation of Pusdiklat ranks to jointly step in harmonious actions to carry out programs and activities in accordance with the vision and mission that has been formulated.



A Pre-Strategic Plan Study on Indonesia  
Disaster Management Education and Training Centre

# PUSDIKLAT 4.0.



**Asian Disaster Preparedness Center**

SM Tower, 24th Floor 979/69 Paholyothin Road,  
Samsen Nai Phayathai, Bangkok 10400 Thailand

**Tel:** +66 2 298 0681-92

**Fax:** +66 2 298 0012

**E-mail:** [adpc@adpc.net](mailto:adpc@adpc.net)



[www.adpc.net](http://www.adpc.net)



@ADPCnet



Asian Disaster Preparedness Center - ADPC



Asian Disaster Preparedness Center (ADPC)