EDUCATION
HEALTH
WOMEN EMPOWERMENT
Preparing Quality Generation
THE EXECUTING AGENCY OF REHABILITATION AND RECONSTRUCTION FOR ACEH AND NIAS
(BRR NAD–NIAS)
April 16, 2005 - April 16, 2009

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With this BRR Book Series, the Indonesian government, its people, and BRR wish to express their deep gratitude for the many kind helping hands extended from all over the world following the December 26, 2004 earthquake and tsunami in Aceh and the March 28, 2005 earthquake in the islands of Nias.

Four years on, the once devastated landscapes are again vibrant with the sporadic rhythm of human life. This achievement is the result of a steadfast commitment of the local, national and international community, combined with the resilience of the people who lost so much.

The dynamics and challenges encountered during the massive undertaking of rebuilding homes, hospitals, schools and other infrastructure, while striving to empower those who survived to reshape their future and redevelop their way of life, provide an important understanding of the disaster-recovery process in Aceh and Nias.

In light of this, within the pages of this book, BRR would like to share those experiences and the lessons learned as a small contribution to return the favor to the world for the invaluable support it contributed to building Aceh and Nias back better and safer; as a history of the humanitarian journey of a united world.
I am proud, that we can share the experiences, knowledge, and lessons with our fellow countries. I do hope that what we have done can be a standard, a benchmark, for similar efforts at the national and international levels.

Speech of President Susilo Bambang Yudhoyono at the Official Closing Ceremony of BRR at the State Palace, April 17, 2009 about the BRR’s trip to the Tsunami Global Lessons Learned Conference at the United Nations Headquarters in New York, April 24, 2009
The process of learning and teaching at a state school in Calang, Aceh Jaya, August 5, 2006. As at the end of BRR’s mandate on April 16, 2009, of the 3,415 schools in Aceh and Nias that were damaged or destroyed, a total of 1,759 units have been rehabilitated or rebuilt. While this may seem to be a shortfall, the new schools have an accumulative class capacity two-fold greater than before the tsunami. Photo: BRR/Arif Ariadi
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Introduction

FOR a period of three days, beginning on December 27, 2004, the Indonesian flag was drawn to half mast, and a nation was in mourning. A national disaster was declared and the world watched in disbelief. An earthquake, followed by a series of tsunamis, struck the western-end of Indonesia, causing an unprecedented loss of life and the obliteration of whole communities. For those who survived, their homes, livelihoods, and prospects for the future were swept out to sea.

The earthquake, one of the largest in recent history measuring 9.1 on the Richter scale, was the result of a convergence between two tectonic plates beneath the ocean floor. Although dormant for over 1,000 years, with the buildup of pressure caused by one plate slowly sliding under the other at an estimated rate of 50 mm per year, on December 26, 2004, these two tectonic plates ruptured along a 1,600 km length of what is known as the Sunda mega-thrust.

The epicenter of this earthquake was located 250 km south-west of the Indonesian province Nanggrooe Aceh Darussalam. Its rupture - a slippage of up to 10 meters, resulted in the ocean floor being (permanently) lifted and dropped, pushing the entire water column up and down, and generating a series of powerful waves. Tsunamis swept violently up to 6 km inland over the shorelines of Aceh and surrounding islands, beginning less than half-an-hour after the earthquake. A total of 126,741 lives were lost and, in the wake of the disaster, an additional 93,285 people declared missing. Some 500,000 survivors lost their homes, while as many as 750,000 people lost their livelihoods.
In the private sector, which constituted 78 percent of the destruction wrought by the earthquake and tsunamis, up to 139,195 homes were destroyed or severely damaged, along with 73,869 ha of land with varying degrees of productivity. A total of 13,828 fishing boats vanished, up to 27,593 ha of brackish fish ponds disappeared, and 104,500 small-to-medium businesses ceased to exist. In the public sector, 669 government buildings, 517 health facilities, and hundreds of educational facilities were either destroyed or rendered non-functional. The loss to the environment included 16,775 ha of coastal forests and mangroves, and 29,175 ha of reefs.

The loss and damage of these regions did not end there and, on March 28, 2005, another major earthquake measuring 8.7 on the Richter scale struck the nearby islands of Nias in the Indonesian province of North Sumatera. This second natural disaster resulted in the death of 979 people and the displacement of 47,055 survivors. The proximity of this earthquake, a result also of two tectonic plates rupturing, slipping a length of 350 km, directly beneath the Simeulue and Nias islands, resulted in massive damage to the islands’ infrastructure.

The eyes of the world once again watched in disbelief as the devastation of these regions unfolded, and helping hands began arriving from all corners of the globe to assist in the rescue and relief operations. Individuals of every race, religion, culture and political persuasion across each and every continent worldwide, along with governments, the private sector, non-government organizations and other national and international bodies, reacted in an unprecedented show of human concern and compassion.

From the scale of the devastation wrought by both disasters, it was clear that it would not be enough to simply replace the homes, schools, hospitals and other infrastructure. The rehabilitation and reconstruction program would need to embrace the rebuilding of the social structures that once thrived along the shores of Aceh and within the hinterlands of Nias. The trauma of losing friends, family and a means to support those who survived required that the recovery program focused not only on physical, but also non-physical, development, and on rebuilding an economy to a level that would ensure a firm foundation for future (re)development and growth.

On April 16, 2005, the Government of Indonesia, through the issuance of Government Regulation in Lieu of Law No. 2/2005, established the Agency for the Rehabilitation and Reconstruction (Badan Rehabilitasi dan Rekonstruksi, BRR) to coordinate and jointly implement a community-driven recovery program for Aceh and Nias. BRR’s mandate was to design policies, strategies and action plans, within an atmosphere of transparency and
accountability, and to implement them through effective leadership and coordination of the combined domestic and international effort to rebuild Aceh and Nias back better and safer.

The rehabilitation and reconstruction of Aceh and Nias have constituted a challenge not only for the people and Government of Indonesia but for the entire international community. That this challenge was overcome successfully is reflected in the conclusions drawn in evaluations concerning the recovery program. In the final months of the program, the World Bank among others concluded that the recovery was an unprecedented success story and a model for international partnership - outcomes which were realized through effective government leadership.

The nation's management of the recovery program gained the confidence of donors, both institutions and individuals, and through BRR's anti-corruption policies and processes, the trust of the international community. And without the cooperation of the international community, the post-disaster situation in Aceh and Nias - the unparalleled devastation - could never have been reversed.

In recording this humanitarian achievement, BRR has produced the BRR Book Series containing 15 volumes that detail the processes, challenges, solutions, achievements and lessons learned during the rehabilitation and reconstruction program in Aceh and Nias. It is hoped that these books will function to capture and preserve the experience of the recovery, and to establish guidelines for future disaster-recovery programs across the world.

In order to instill the importance, this book titled Preparing Quality Generation depicts how education, health and women role have become the cornerstones in guaranteeing community development toward sustainability and dignity. If the recovery of these fundamental areas is done in high standards, all the more when the target is the quality of future generation, the quality of the youth as the main driver of the community will also improve.
4-Year Achievement
Rehabilitation and Reconstruction

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>People displaced</td>
<td>635,384</td>
</tr>
<tr>
<td>People killed and missing</td>
<td>127,720</td>
</tr>
<tr>
<td>SMEs destroyed</td>
<td>104,500</td>
</tr>
<tr>
<td>Laborers trained</td>
<td>155,182</td>
</tr>
<tr>
<td>SMEs received assistance</td>
<td>195,726</td>
</tr>
<tr>
<td>People displaced</td>
<td>140,304</td>
</tr>
<tr>
<td>Houses destroyed</td>
<td>139,195</td>
</tr>
<tr>
<td>Agricultural lands destroyed</td>
<td>73,869</td>
</tr>
<tr>
<td>Teachers killed</td>
<td>1,927</td>
</tr>
<tr>
<td>Teachers trained</td>
<td>39,663</td>
</tr>
<tr>
<td>Fishing boats destroyed</td>
<td>13,828</td>
</tr>
<tr>
<td>Religious facilities destroyed</td>
<td>1,089</td>
</tr>
<tr>
<td>Roads destroyed</td>
<td>2,618</td>
</tr>
<tr>
<td>Schools destroyed</td>
<td>3,415</td>
</tr>
<tr>
<td>Health facilities destroyed</td>
<td>517</td>
</tr>
<tr>
<td>Government buildings destroyed</td>
<td>669</td>
</tr>
<tr>
<td>Bridges destroyed</td>
<td>119</td>
</tr>
<tr>
<td>Ports destroyed</td>
<td>22</td>
</tr>
<tr>
<td>Airports or airstrips destroyed</td>
<td>8</td>
</tr>
<tr>
<td>Permanent houses built</td>
<td>140,304</td>
</tr>
<tr>
<td>Agricultural land reclaimed</td>
<td>69,979</td>
</tr>
<tr>
<td>Teachers trained</td>
<td>7,109</td>
</tr>
<tr>
<td>Fishing boats built or provided</td>
<td>3,781</td>
</tr>
<tr>
<td>Religious facilities built or repaired</td>
<td>3,696</td>
</tr>
<tr>
<td>Roads constructed</td>
<td>1,759</td>
</tr>
<tr>
<td>Schools built</td>
<td>1,115</td>
</tr>
<tr>
<td>Health facilities constructed</td>
<td>996</td>
</tr>
<tr>
<td>Government buildings constructed</td>
<td>363</td>
</tr>
<tr>
<td>Bridges constructed</td>
<td>13</td>
</tr>
<tr>
<td>Ports constructed</td>
<td>23</td>
</tr>
<tr>
<td>Airports or airstrips constructed</td>
<td>8</td>
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</tbody>
</table>
SEnGEAnt Andi Gunawan of Battalion 112, in Alue Peunyaring, Meulaboh, barked out his orders like the true army man he was. "Now don’t panic if you hear gunfire! If you see anything suspicious, immediately take cover!" Those who heard his orders would immediately follow them to save themselves. But the people he was barking his orders at were not soldiers. They were students and teachers.

Hardly a normal state of things. But that is how it was in Aceh; a location long known for its struggle and suffering during the armed conflict that had gone on for three decades. The military commanders had to give such orders to ensure the safety of the civilian populace, including students and teachers. "It was so scary. We were threatened almost daily by those who were fighting each other," a woman who had once taught in the Singkili area of Aceh said in a trembling voice.

Shooting incidents involving teachers and university students often took place. Between 1999 and 2003 alone, nine students and 40 teachers were shot and killed. The state of education in Aceh was truly in a sorry state, and deteriorated even more when the Rector of the National Institute of Islamic Studies (Institut Agama Islam Negeri, IAIN) in Ar Raniry, Prof. Dr. Safwan Idris, MA was shot in September 2000, and the Rector of the University of Syiah Kuala (Unsyiah), Prof. Dr. Dayan Dawood was shot the following year.
The armed conflict left a deep and lasting trauma. Many students had to give up their educational ambitions when they became part of a youth army. Sadly but ironically, even before the tsunami hit the province, the students in Aceh were accustomed to studying in emergency tents made of tarpaulin to replace their classrooms which had been burned. According to the Aceh Educational Services Data, around 1,410 out of 5,745 schools were burned from 1998 to 2003.

This situation was the complete opposite of Aceh’s educational system previous to the armed conflict. Centuries before the colonial era and Indonesia’s independence, education in Aceh had already made great progress. Based on an Islamic educational system, the educational institutions such the dayah boarding schools were able to produces intellectuals who were looked up to with great respect in Southeast Asia.

These Islamic boarding schools, which had been in Aceh since the advent of Islam in 800 AD, were the only existing educational institutions up until modern times in 1903. The dayah, which had been the educational centers for the Acehnese people in the past, always produced high quality graduates. The dayah alumni occupied important posts in Aceh, ranging from the kings to ministers, military commanders, religious leader, and even experts in shipping, farming, the field of medicine and others professional occupations.

The thoughts of the Acehnese religious leaders influenced Islamic thought in Southeast Asia and hence Aceh became known as the “Veranda of Mecca.” Here were born great philosophers, such as ‘Abd ur-Rauf as-Singkili, Hamzah Fansuri, Syams ud-Din, and Nur ud-Din ar-Raniri.

An Acehnese saying, “Adat bak Po Teumeureuhom, Hukom bak Syiah Kuala, Qanun bak Putroe Phang, Reusam bak Laksamana”, (Traditional customs come from Hulubalang, law from Ulemas, orders from Kings, and habits from Admirals), reflected the spirit articulated into a modern perspective as motivation for the community, the country and the government to be democratic and responsible.

Admittedly, however, the development of education in Aceh had not been fully focused on the interests and needs of the local people. Although Qanun By-Law No. 23, 2002, provided a legal foundation enabling the educational system in Aceh to be based on Islamic teachings and the socio-cultural values of the Acehnese people, this was not carried out in practice. Also, the amendment of the Constitution of 1945 and the issuance of Law No. 20 in 2003 regarding the National Education System did immediately become a reality in Aceh. The constitutional amendment, among other things, requires that the

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<tbody>
<tr>
<td>Schools</td>
<td>601</td>
<td>547</td>
<td>1,148</td>
</tr>
<tr>
<td>Laboratories</td>
<td>162</td>
<td>158</td>
<td>320</td>
</tr>
<tr>
<td>Teachers’ Homes</td>
<td>89</td>
<td>63</td>
<td>152</td>
</tr>
<tr>
<td>Libraries</td>
<td>520</td>
<td>301</td>
<td>821</td>
</tr>
<tr>
<td>Students</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Teachers</td>
<td>15</td>
<td>25</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Educational Services of the Province of Nanggroe Aceh Darussalam

Table 1.1 Educational Infrastructure, Human Resources, and Students Who Disappeared during the Conflict from 1998 - 2003
The Ebb and Flow of Education in the Veranda of Mecca

EDUCATION in Aceh started to make a name for itself during the reign of Sultan Iskandar Muda Meukuta Perkasa Alam, who was known as Sultan Iskandar Muda (1607-1636). At that time, the Acehnese Sultanate was the center of education. A great number of students and teachers came from the far corners of the world, such as the Sultanates of Turkey, Iran and India.

The greatness of the kingdom of Aceh Darussalam at that time can be seen from the writings of a Frenchman, Beaulieu, who visited Aceh in the 17th century. According to him, at that time the Acehnese were highly literate. Even in the time of the reign of Sultan Iskandar Muda, there was already an institution of higher learning named Jam'i'ah Baiturrahman. This institution was located in Masjid Baiturrahman, the largest mosque in the area, and the pride of the Acehnese people. Interestingly, the Jam'i'ah Baiturrahman, with its 17 departments, combined general knowledge with religion.

The decline in the educational sector in Aceh began when the Dutch colonial forces landed in Aceh on March 26, 1873. Villages were destroyed and storehouses of the holy book were burned. This, however, did not dim the fighting spirit of the Acehnese, and one day a Dutch intellectual, Snouck Hurgronje, arrived on the scene and after making observations of the situation recommended that more restrictions be placed on education in Aceh, in order to lessen the influence of the religious leaders. With this in mind, the public schools were established without any religious content, and the dayah Islamic schools were allowed only to teach religion without teaching about governance or other studies. The religious leaders’ role was limited to teaching only religion in the religious schools. Although this caused a decline in Aceh’s educational system, it is important to remember that colonial education also played a role in the coming of the freedom fighters who fought for Indonesia’s independence.

Further to this, at the beginning of the formation of Aceh as a special administrative territory in 1957 after Indonesia’s independence in 1945, the Acehnese leaders, such as Governor Ali Hasjmy, the War Leader Lieut.-Col. H. Syamaun Gaharu, and Major T. Hamzah Bendahara, along with intellectuals, religious leaders and other politicians, agreed to set out the basis of educational development in Aceh. On September 2, 1959, President Soekarno inaugurated Darussalam, City of Students, which was accompanied by the unveiling of the Tugu Monument. This date has become Nanggroe Aceh Darussalam Education Day and is commemorated every year.

A new chapter in Aceh’s education began during the armed conflict when the government issued Regulations No. 18 in 2001 regarding Special Autonomy for the Special Administrative Territory of Aceh as the Province of Nanggroe Aceh Darussalam. With this new ruling the Acehnese were given authority to manage their education system themselves, unlike the days when the central government had the final authority.

This legal basis encouraged the Acehnese to once again live their own way of life with their own perspectives on life, social characteristics, and communities based on the teachings of Islam.
central and provincial governments allocated at least 20% of their annual budgets to provide free education up through junior high school. In addition, other challenges to the educational system remained, including the uneven spread of the teachers, the limited number of teaching staff, and sub-standard level of living of the teachers, which resulted in a less than optimal teaching and learning process.

The deep trauma caused by the internal conflict was apparent in not only the field of education. Many Acehnese lived as refugees in unhealthy conditions, while the armed continued to roar around them. It was estimated that as of mid June 2003, there were more than 100,000 refugees at 85 refugee points in Bireuen District, North Aceh, South Aceh, East Aceh, Aceh Besar, and Pidie. “Most of the refugee locations did not have medical teams. As a result the refugees had to go the local health clinics to receive medical attention,” said a doctor on standby at a local health clinic located in Bireuen District.

The local health clinics, however, were quite far from the refugee camps, and the refugees were often afraid to venture out of their camps to visit the clinics. Further exacerbating the situation, health clinic staff members found it difficult to visit the isolated locations due to safety and security concerns. Ultimately, those living in the refugee centers had to walk 15 kilometers to reach the nearest health clinic.

This condition caused the central and regional governments to concentrate more on medical services for the victims of the armed conflict, rather than build a system and more adequate health facilities. Just imagine, before the tsunami, this province of 5 million had only 32 hospitals (whether state or private) with an additional 4 health laboratories. The number of health clinics was also very limited, only 259 units, although government health services were present throughout districts. There were, indeed, secondary assisting local health clinics, known as integrated clinics and obstetrics clinics, but these health facilities were not readily available throughout Aceh.

As a result of the scarcity of health and medical services for the Acehnese, almost a quarter of the population of Aceh had health problems. This is higher than the national rate, and has been climbing since 1999. In 1999 more than half of the Acehnese population did not have access to clean water, and a third of all families in Aceh did not have proper sanitation. In 2002, a vast number of children under the age of five in Aceh were malnourished; overall, a much higher rate than the national figure of 25.8%.

The picture for Acehnese women was almost as gloomy. History describes the great role Acehnese women played in the struggles against colonialism. In the ensuing years, however, the glory of the women faded into a distant memory. This was because women did not receive social, cultural or political support. And tragically, the extended conflict also shattered the hopes and dreams of the women and children of Aceh, leaving them in a difficult and mostly sidelined situation.
The Past Glory of the Acehnese Women

In the Malay culture, women are regarded as being perfect if they have become good mothers and wives to their children and husbands. This is also the way it is in Aceh, where the women who are mothers have the job of educating their children, a view held and passed down from generation to generation. Culturally, Acehnese women are still regarded as being secondary to men and their activities are restricted to the domestic realm, because they are thought to be inferior mentally and physically to men.

However, history records that women once held important positions and were instrumental in the development of the Malay Aceh Kingdom. Numerous women leaders became rulers, such as Ratu Nihrayiah Rawangsaa Khadiyu in Samudra Pasai (1400-1427) and four sultanah who became queens in the Aceh Kingdom after the period of King Iskandar Muda.

These four queens who reigned in Aceh were proof that Acehnese women could become political leaders. The first queen, Safiat ud-Din, had the title Paduka Sri Sultanah Ratu Safiat ud-Din Taj ul-'alam Syah Johan Berdaulat Dzl ul-'Allah fi al-'Alum binti al-marhum Sri Sultan Iskandar Muda Mahkota Alam Syah for 35 years, from 1641 to 1675. She also had women guards for the palace who also fought in the Malacca War in 1639, and continued the tradition of presenting gifts of land to the war heroes of the kingdom.

During the reign of the second Queen of Aceh, Ratu Nurul Alam Naqiat ud-Din (1675-1678), through the era of Queen Zakiat ud-Din's reign as the third Aceh Queen (1678-1688), Aceh faced tougher challenges in the form of the colonial powers (Holland, England, and Portugal), as well as internal conflicts.

During the reign of the fourth Aceh Queen, Ratu Kamalat Syah (1688-1699), uprisings continued to occur against the kingdom. The religious leaders, Wujudiyah, blatantly refused the leadership of the Queen, saying that this was against the proper place of women. These religious leaders viewed that Islamic law did not permit women to become leaders over men. This belief led to a struggle for power.

As a result any elevation of the position of women was defeated by religious law based on the interpretations of the religious leaders who forbade women from entering the public domain, including politics.

Although the era of the four queens had ended, this did not mean that Acehnese women did not appear as heroines for their country. We know a number of women, such as Tjoet Nja Dhien, Tjoet Meutia, Admiral Kamalahayati, Pocut Baren, and others, who were involved in the struggle for the country they called Tanah Rencong. They are recognized and admired by the Acehnese people to this day.
At the start of the armed conflict, the role of Acehnese women changed again. They had to become the heads of their households, to step into the shoes of their men and be responsible for farming and working in the fields; they were the victims of the changes wrought by prolonged warfare. Data from the Indonesian National Women’s Commission indicates that as a result of the conflict from 1989 to 2005, there were 103 human rights abuses suffered by women, including rape, sexual harassment, torture, and other forms of violence.

For the past three decades, the picture of women’s status in Aceh has been a grim one and one that left scars. The tsunami’s incursion over the coat and inland exacerbated their plight immensely.

The Tsunami Pulverized Everything

The devastation of the earthquake and tsunami on December 26, 2004, also affected Aceh’s educational system. Based on the data of the National Development Planning Agency (Badan Perencanaan dan Pembangunan Nasional, BAPPENAS), around 1,755 schools, religious schools and universities were damaged.
An estimated 2,206 non-formal educational institutions, such as the Pre‑schools (Pendidikan Anak Usia Dini, PAUD), Centers for Community Learning (Pusat Kegiatan Belajar Mengajar, PKBM), and Al Qur’an Studies Center (Taman Pendidikan Al-Quran, TPA) were damaged, not to mention the facilities used for courses and Islamic study groups.

The damage done was not only to the buildings, but also to equipment and essential facilities. The teaching materials and educational equipment, such as schoolbooks, library books, and educational models, were all damaged or lost in the disaster.

The tsunami also swept away many Acehnese students and teachers; as many as 2,500 teachers and teaching staff were killed. The number of fatalities among the students was even larger; 40,900 primary, secondary and university students were killed. Among the teachers who were killed, 450 of them had undergone training in Indonesia or overseas with funds from the Department of National Education.

The collapse of the educational system in Aceh was made even more final with around 3,000 teachers and educational employees having lost their homes and worldly goods. It is estimated that 46,000 students were displaced and almost 150,000 students had their studies disrupted.

As if there were not already enough suffering, the earthquake and onslaught of the tsunami waves destroyed the health infrastructure and facilities in Aceh. Seven government hospitals and two private hospitals were badly damaged, while 234 local health clinics and two assisting/secondary local health clinics were destroyed.

The main health facilities damaged were Dr. Zainoel Abidin Banda Aceh Hospital, Banda Aceh Psychiatric Hospital, Fakinh Banda Aceh Hospital, Tjut Nya Dien Meulaboh Hospital,

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>Total Number</th>
<th>Number that were damaged from the disaster</th>
</tr>
</thead>
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<td>Kindergarten/Raudhatul Atthaf (RA)</td>
<td>820</td>
<td>115</td>
</tr>
<tr>
<td>Elementary School/Madrasah Ibtidaiyah (MI)</td>
<td>4,428</td>
<td>1,012</td>
</tr>
<tr>
<td>Junior High School/MTsN</td>
<td>976</td>
<td>261</td>
</tr>
<tr>
<td>Senior High School/SMK/MA</td>
<td>528</td>
<td>175</td>
</tr>
<tr>
<td>Universities/PTA</td>
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<tr>
<td>Special School for the Disabled/SLB</td>
<td>8</td>
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<td>Pre‑schools</td>
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<td>17</td>
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<td>Centers for Community Learning</td>
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<td>Madrasah Diniyah</td>
<td>201</td>
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<td>Pondok Pesantren/Dayah</td>
<td>877</td>
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<td>Al Qur’an Studies Center/TPA</td>
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<td>SKB</td>
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<table>
<thead>
<tr>
<th>Health Facilities</th>
<th>Destroyed</th>
<th>Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals</td>
<td>32</td>
<td>9</td>
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<tr>
<td>Local Health Clinics</td>
<td>259</td>
<td>64</td>
</tr>
<tr>
<td>Assisting Local Health Clinics</td>
<td>830</td>
<td>174</td>
</tr>
<tr>
<td>Polindes</td>
<td>2,283</td>
<td>700</td>
</tr>
<tr>
<td>Village Polyclinics</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Offices of Health Services</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Medical Laboratories</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Offices of Harbor Health (KKP)</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: BRR's Strategic Plan in the Health Sector (2006), Blueprint of the Educational and Health Sectors (2005)
Lhokseumawe Hospital, Sigli Hospital, Calang Hospital, and Meuraxa Hospital. The Offices of the Health Services of NAD Province and the Offices of Health Services of Banda Aceh City also were damaged.

The physical condition and equipment of the Health Services of Aceh Jaya District and Aceh Barat were totally destroyed, while the Offices of the Simeulue District Health Services were moderately damaged.

The pharmaceutical and vaccine warehouses in NAD Province, Banda Aceh City, and Aceh Jaya were heavily damaged, including pieces of equipment that were used in the preservation of medicines, such as refrigerators, and thermal boxes. The pharmaceutical warehouse in Simeulue District was slightly damaged. Two operational units of the Harbor Health Office (Kantor Kesehatan Pelabuhan, KKP) in Banda Aceh were also totally destroyed, while the Harbor Health Office of Lhokseumawe City was only slightly damaged.

Damage also occurred in health education institutions such as the Health Polytechnic of the Department of Health which was totally destroyed, including its laboratories and libraries. The building housing the Nursing Study Program in Meulaboh was 80% damaged, and the study equipment and facilities there were heavily damaged.

Besides doing great physical damage to the health facilities and infrastructure, the tsunami also caused the deaths and disappearances of many health workers. As of March 2005, 245 health workers were listed as killed, 413 had disappeared, and 16 employees of the Drug and Food Control Body (Badan Pengawasan Obat dan Makanan, BPOM) were killed or lost. As a result of such great losses, the National Department of Health sent a team to assist in the reconstruction of the health system infrastructure in Aceh. This team worked for about three months.

One piece of data that stood out as an inescapable fact was that, according to World Vision, the world institution in development and special training regarding the issues of children, families and communities in eradicating poverty, an estimated 60% of casualties from the tsunami were women. This finding was similar to the data of the Central Bureau of Statistics (Biro Pusat Statistik, BPS), that reported that more men than women had survived in the areas most affected by the tsunami.

For those women who survived, their lives had forever changed. The loss of husbands, children, and relatives was the beginning of massive suffering. The women whose husbands had been killed or handicapped were thrust into a double role: as the family caretaker and the breadwinner. The situation became even more desperate when they could not find suitable work in the aftermath of the disaster because of lack of skills and work experience.
Being Efficient During the Emergency Response Period

For the first three months, taking care of the medical and health needs of the disaster victims took first priority. Many health problems had to be immediately addressed by providing stationary and mobile health services in 726 survivor camps spread over 21 districts/cities in NAD Province.

The primary focus during an emergency response period should be on health, but during the beginning of the recovery there were many obstacles to getting medical assistance to the victims, because many of the health care workers were victims themselves and the health facilities were damaged. Fortunately, medical volunteers from all over the world poured into Aceh.

This was possibly the biggest ever mobilization of medical personnel in the world. As many as 3,298 medical volunteers had come to help just one month after the disaster. They consisted of doctors, who were both specialists and general practitioners, as well as nurses, environmental health personnel, nutritionists, midwives, pharmaceutical personnel, and community health workers. Almost 800 people among them were foreign medical volunteers from 27 countries, such as Australia, Singapore, Taiwan, Japan, Malaysia, France, Germany, Brunei Darussalam, and Spain.

These medical volunteers then proceeded to build field hospitals, many of which were donations from international agencies; mainly from the health corps and military corps of other nations. They did not come with weapons, but with health and medical equipment, or disaster emergency equipment.

The German Health Corps, for example, was comprised of about 150 volunteers working in cooperation with Australian military personnel to build an emergency hospital in the front of the Zainoel Abidin Hospital. Germany also sent its FGS Berlin War Ship, which was normally used to treat soldiers who needed serious medical treatment.

Russia also assisted in building a complete hospital on the soccer field of the Army Cadet School in Mata Ie, Ketapang Dua, Banda Aceh. As many as 12 flights were needed to send in logistical and hospital equipment, along with 150 doctors, paramedics, and a support team. “This was a complete hospital. Facilities, ranging from dental to ophthalmological surgery, have been made available. We are very thankful that we could help here,” said the Russian Defense Attache Captain (Naval) Vitaly Geraschenko.

Brunei Darussalam also helped out at the Calang field hospital, which had already been built by the Indonesian Marine Corps some time before. The French military personnel built a field hospital in Meulaboh, while the French Health Corps was supported by two battleships, which supplied assistance needed by their Health Corps.
BRR Priorities in the Health Sector during the Emergency Response Period

- Taking care of survivors by providing emergency health care and health services for the traumatized victims.
- To restore the health system using a strategy of mobilizing available health workers, whether from other locations in Indonesia or from among the volunteers coming to Aceh.
- To prevent the spread of disease by doing a quick needs analysis, measles inoculations for children under five, the supply of clean water, and spraying of disinfectant.
- To prevent malnutrition in infants, children under five, pregnant and nursing women, and elementary school students by giving them packages of nutritious foods.
The Pakistani Army built a field hospital in Lamno, Aceh Jaya District. Singapore also sent a Health Corps, which treated the victims of Banda Aceh, and battle troops which operated several helicopters based at Polonia Airport and Cut Nyak Dien Airport in Meulaboh. Meanwhile, Japan not only built clinics, but also built emergency tent hospitals in the Lam Ara area. Each day at least 150 people came to get emergency medical treatment there.

The South Korea medical services elected to make the rounds of the displaced persons camps in Banda Aceh for two weeks to carry out anti-mosquito and insect spraying. This was to anticipate the possibility of malaria, dengue fever and typhoid appearing among the victims.

Aid was also forthcoming from within Indonesia itself. Those hospitals still operating, such as Zainoel Abidin Hospital, Siti Fakinah Hospital, Harapan Bunda Hospital, Sigli Hospital, Kesdam Hospital, and Langsa Hospital, provided hospitalization and outpatient treatment.

Medical volunteers from Makassar chose Zainoel Abidin Public Hospital as their base for health services in Aceh during the emergency response period even though the facilities were very limited. Humanitarian aid knew no religious borders. One of the churches, for example, provided humanitarian aid to the Acehnese people by providing 50 motorcycles for the medical workers of the Health Services, to enable them to be more mobile in helping the disaster victims.1

During the emergency response period the government evacuated many tsunami victims to Medan according to their needs. Those survivors who needed health care were evacuated using Hercules planes, helicopters, sea vessels, and buses. Two weeks after the tsunami, almost 2,000 adults and children, were being treated in hospitals in Medan, such as Pirngadi Public Hospital, Haji Adam Malik Hospital, the Lantamal Belawan Army Hospital and Haji Hospital.

Also during the emergency response period, post disaster health problems started cropping up in relation to displaced persons camps not meeting health standards, insufficient supply of clean water, and lack of sanitation facilities. The internally displaced persons also did not have a sufficient supply of food and some experienced malnutrition as a result of uneven distribution of food supplies to several tsunami victims camps.

As a result, there was a higher risk of malnutrition, illness and death. This was mostly experienced by infants, children under five, pregnant women and the elderly. Poor environmental conditions, along with lack of good nutrition could cause a number of infectious diseases, such as measles, diarrhea, malaria, and acute respiratory infections.

The teams of volunteers worked hard to provide a cleaner environment, carry out inoculations, and to handle any diarrhea and cholera cases. Thanks to the efficiency and care taken during the emergency response period, epidemics could be prevented.
The treatment of those patients done by a number of NGOs, however, was not at maximum capacity due to a lack of experience in dealing with disasters. A lack of coordination was also experienced in health care. A number of foreign medical workers, for example, did not fully understand the magnitude of the regions that had been affected by the tsunami, with the result that many of them only operated in Banda Aceh City. This in turn resulted in too many volunteers for one location, rendering the overall medical assistance less effective than it could have been.

In time, non formal coordination was done among the medical volunteers, so that they could also reach the areas of disaster that had not been covered. They also started making plans for field hospitals and hospital referrals if needed.

A similar tack was taken in the educational sector. During the emergency response period the first thing that had to be done was setting up emergency educational facilities by supplying tents and emergency schools.

To support educational activities in the emergency response period in the temporary living quarters, at least 10 foreign and local NGOs coordinated with the Department of National Education to build a number of emergency schools with an overall capacity of 1,500 students, and to provide classrooms, schoolbooks, educational aids, and clean water and sanitation infrastructure, in all internally displaced persons camps.
### Groups of Internally Displaced Persons having Poor Health

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of Displaced Persons</td>
<td>479,561 person</td>
</tr>
<tr>
<td>2. Number of Children under Five</td>
<td>555,307 person (13.3%)</td>
</tr>
<tr>
<td>3. Number of Lactating Mothers</td>
<td>111,061 person (2.6%)</td>
</tr>
<tr>
<td>4. Number of Pregnant Women</td>
<td>115,333 person (2.7%)</td>
</tr>
<tr>
<td>5. High Risk Pregnancies</td>
<td>50,262 person (43.58%)</td>
</tr>
<tr>
<td>6. Extremely Malnourished Children under Five</td>
<td>23,878 person (4.3%)</td>
</tr>
<tr>
<td>7. Malnourished Children under Five</td>
<td>126,054 person (22.7%)</td>
</tr>
<tr>
<td>8. Number of Poor Families</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Health Problems

<table>
<thead>
<tr>
<th>Problem</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Estimated rate of death per 1,000 people</td>
<td>7.5</td>
</tr>
<tr>
<td>2. Rate of death for mothers per 100,000 births</td>
<td>373</td>
</tr>
<tr>
<td>3. Death rate of infants per 1,000 births</td>
<td>41.44</td>
</tr>
<tr>
<td>4. Life expectancy</td>
<td>67.8 years</td>
</tr>
</tbody>
</table>

### Environmental and Health Behavior Problems

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of people using clean water</td>
<td>67.0%</td>
</tr>
<tr>
<td>Proportion of people living in homes with earth floors</td>
<td>10.2%</td>
</tr>
<tr>
<td>Proportion of families who smoke</td>
<td>82.4%</td>
</tr>
<tr>
<td>Proportion of pregnant women using traditional midwives</td>
<td>10.2%</td>
</tr>
<tr>
<td>Proportion of births at home</td>
<td>73.6%</td>
</tr>
<tr>
<td>Proportion of births assisted by traditional midwives</td>
<td>21.2%</td>
</tr>
<tr>
<td>Proportion of breast milk given up to 2 years</td>
<td>2.7%</td>
</tr>
<tr>
<td>Proportion of only breast milk given</td>
<td>18.8%</td>
</tr>
<tr>
<td>Proportion of Family Planning participants</td>
<td>60%</td>
</tr>
<tr>
<td>Level of satisfaction for outpatient health services</td>
<td>82.9%</td>
</tr>
<tr>
<td>Level of satisfaction for hospitalization services</td>
<td>72.9%</td>
</tr>
</tbody>
</table>

Source: BRR’s Strategic Planning in Health Sector (2006), 2004 data
Around 1,500 teachers from the Directorate of External and Youth Education (Pendidikan Luar Sekolah dan Pemuda, PLSP) of the Department of National Education (Departemen Pendidikan Nasional, Depdiknas) worked for three months, and 500 teachers from the Directorate of Vocational Education of the Department of National Education, and 3,000 teachers from UNICEF assisted in teaching for the first six months after the disaster.\(^4\)

Different kinds of teachers were sent to the areas affected by the disaster for varying periods of time, including volunteers for Training of Trainers for two weeks and contract teachers for a two-week training session. Student teachers were also sent in by the Tarbiyah Department of Ar-Raniry IAIN and the Teacher's Training Department at the University of Syiah Kuala. The first two kinds of teachers were mostly funded by NGOs, and the third kind was funded by BRR at an amount of Rp. 600 million. All teaching personnel sent to the disaster-hit areas were also equipped with training in counseling and handling trauma cases.

Marathon meetings were held every Friday at the offices of the Education Services of NAD Province, and resulted in several programs to handle the recovery process of the educational sector during the emergency response period. The result was that short term teaching (1-6 months) was done in the classrooms and supporting facilities for around 70,000 schoolchildren (elementary, junior high, and senior high) in 95 survivor camp locations.

The students were housed in tents with a 40 person capacity per classroom. This tent schooling used an integrated concept that covered a tent for a classrooms, supporting rooms, a tent for teacher’s temporary living quarters, and sanitation and clean water units. The tent schools also had to be near the displaced persons camps, so that those parents still haunted by the loss of their family members could be reassured that their children were not far away. In practice, this was not easy to implement. Ensuring that the tent schools were safe, well-regulated, and healthy was difficult because the environment in and around the survivors camps were not very hygienic or sanitary.

After the emergency response period was over, a total of 295 emergency schools had been built by BRR with its recovery partners – 49 schools built by BRR in the 2006 Budget Year, with the remaining 246 built by BRR’s partners. The building of these emergency schools was for temporary use, while waiting for the permanent school buildings to be built.\(^5\)

This was done along with cleaning existing educational facilities so that they could be used once again, as well as the recruitment of teachers and other educational workers and staff on a temporary basis. This process included empowering volunteers, book suppliers and other educational tool suppliers. Guidance and counseling to help the victims get over their trauma were also undertaken.
Everything done during the emergency response period was to help bring Aceh back to life again, especially in the education sector and in making sure proper health services were available. At the end of the emergency response period three months after the disaster, BRR, as the mandate force behind the rehabilitation and reconstruction of Aceh-Nias, was even more committed to launching better focused recovery effort programs for the educational and health sectors, as well as for the empowerment of women.
As part of the effort to rebuild better, the several rehabilitation and reconstruction programs launched by the Agency for the Rehabilitation and Reconstruction of the Regions and Community of Nanggroe Aceh Darussalam and the Nias Island of the Province of North Sumatera (Badan Rehabilitasi dan Rekonstruksi, BRR), have tried to lay strong foundations for quality of life and integrity to grow. One of these foundations includes the interconnected education, health and women’s empowerment sectors.

For most of Indonesian society, including Aceh, the role of educator and caretaker of health within the smallest community unit, the family, falls to the woman or mother because the husband, as the breadwinner, is more than likely to be away from home.

Based on these considerations, BRR has set out a series of programs for equal opportunity for education and the improvement of health, which ran in tandem with activities to improve the quality of women’s roles.

Reorganizing Education in Aceh

The goals of rehabilitation and reconstruction in the educational sector are to open up opportunities to the Acehnese people to have lifelong access to education and learning, and to develop an Islamic-based educational system within the framework of the national educational system.
Goals of Rehabilitation and Reconstruction in the Educational Sector in Aceh

1. All educational facilities and infrastructure in the disaster-hit area can operate again.
2. The need for educators and teaching staff can be met in terms of proper numbers and quality.
3. Educational curriculum is relevant to the needs of the area’s development and the execution of Islamic law.
4. Educational services management can function again with the availability of a sufficient and continuous education budget.
5. The community increases its participation in the development of the educational sector.
The Government of Aceh’s Obligations in Education According to the Law on Governing of Aceh (UUPA)

1. Free mandatory education for all Acehnese people aged 7 to 15.
2. The central government, the Acehnese administration, and the administrations of the districts/cities should allocate funds to finance primary and secondary education.
3. The Acehnese administration and those of the districts/cities should provide special educational services to those Acehnese who live in isolated or backward areas.
4. The Acehnese administration and those of the districts/cities should provide special educational services to those who have physical, emotional, mental, intellectual, and/or social disabilities, as well as those with superior intellectual capacity and talents.
Islamic-nuanced Educational Programs

ISLAMIC teachings had been a part of the educational system in Aceh long before the advent of the colonial educational system and the national educational system. This type of educational system grew more dominant after Aceh was given special status in religious, educational, and traditional customs matters by the government in 1957. This special status became a unified concept in efforts to realize once again an Islamic Acehnese community.

Educational development in Aceh, although it had its own special status, still refers to Law No. 20/2003 regarding the National Educational System and Qanun (Bylaw) No. 23/2002 regarding Implementation of Education in Nanggroe Aceh Darussalam. The essence of the Bylaw is that education in Aceh is based on the Al Qur’an (Islam’s Holy Book) and Al-Hadits (teachings of Prophet Muhammad), the principles of Pancasila, the Constitution of 1945, and Acehnese Culture. It is hoped that all of these elements will become a unified whole in all channels, types, and stages of education in Aceh.

When BRR carried out rehabilitation and reconstruction of the educational system in Aceh, the local government was also involved in strategy planning for education. This synergy and coordination resulted in a development strategy for education in Aceh, which was written up in the Regional Mid Range Planning (Rencana Pembangunan Rangka Menengah Daerah, RPJMD) of 2007-2012. The four aspects covered in this were equal broad access; improvements in quality, relevance, and competitiveness; improvements in managing, accountability, and public image; and absorption of an Islamic-based educational system.

The tsunami’s waves swept over 1,775 schools – 23.3 percent of the total number of schools in Aceh – and left them either slightly, moderately, heavily damaged or destroyed. A total of 2,500 teachers were killed or swept away by the water currents. In response to this situation, BRR focused on the recovery of the educational sector infrastructure in Aceh during 2005-2006.

After most of the educational facilities and infrastructure were put back in order, the next thing on the agenda was to ensure the even distribution and accessibility of educational services to all of the population who were of school age, especially the implementation of the nine-year compulsory education program for primary and secondary schooling.

In 2007, the focus of the programs in education was directed towards support of education, such as through the development of human resources (Sumber Daya Manusia, SDM), which included the training of teachers and technical personnel; the awarding of scholarships to primary and secondary school students and university students; and student guidance for preparing for the National Final exams (Ujian Akhir Nasional, UAN). Research and development in the educational sector to improve the quality of education and the providing of educational instruments, such as schoolbooks and computers, as well as school and laboratory equipment for Mathematics and the Natural Sciences (Ilmu Pengetahuan Alam, IPA), were carried out till the end of 2007.

Going into 2008, it was hoped that those programs in the Master Plan not yet realized, such as Early Childhood Education/Pre-school and vocational schooling could be carried out. And for 2009 the priority of the educational sector is to keep down the operational costs of the specially managed schools – 21 junior high and 21 senior high schools – besides focusing on the need for scholarships and personnel for managing the Science labs.
Generally, rehabilitation and reconstruction in education was done with the main principle being people-centered. Efforts to help restore education services in all channels, types, and stages of education must be responsive to the needs of the people and the needs of the teaching staff. Also, the principles of education development must adhere to national and regional policies to guarantee developmental continuity and be able to respond to emergency conditions.

Rehabilitation and reconstruction also take as their reference the good experiences and examples in post-disaster handling of education that previously took place, whether in that area or in others. Accountability and transparency are principles that must be adhered to in order to guarantee that the rehabilitation and reconstruction in education be efficient, without unneeded expenditures, and with costs that can be accounted for properly.

Providing educational services should guarantee the same opportunities for all members of society. Access to education must be without discrimination, including having no age restrictions for children who have dropped out of school, so that they can go back to school, and more attention focused on less fortunate children and high risk groups.

Examining the Needs of Health Services

BRR’s strategic planning in the health sector for 2005-2009 was made based on policies and strategies, as well as detailed descriptions of the health sector, from the Master Plan of the Rehabilitation and Reconstruction of Aceh and Nias. During the emergency response phase, the health sector was the main focus for recovery from the disaster.

The Lack of Facilities in NAD Schools

ON average the schools in Nanggroe Aceh Darussalam (NAD) were still lacking in facilities such as laboratories. This fact was communicated by the Junior and Senior High School teachers of NAD Province during a training session for lab personnel, on Sunday, November 26, 2006, at the School of Mathematics and Science of Syiah University.

One of the physics teachers of Rukoh High School No. 3, Syarifah Qadriyah, said that the tsunami destroyed the laboratory and all models and visual aids. The students lost interest in the subject without having a lab to practice in. “Actually the kids were enthusiastic about their studies after initially seeing the learning aids on display, but now we don’t have any new ones yet for the school, because there is no budget to buy new instruments,” Syarifah said.

Another training participant, Abidah from Senior High School No. 1 in Lhokseumawe said that at her school there was still a lack of calibrated beakers as one of the instruments used in practice. “And calibrated beakers are used in all physics experiments. Now, there are digital beakers, but we don’t know how they work, so how could we explain it to the students,” she said in a questioning tone. One of the committee members of the training session, Surya Lubis Msi said that many schools in NAD did not have laboratories. And many schools had the facilities but not the skilled manpower to manage the labs at school. One of the main reasons for this is that there aren’t any lab personnel who are civil servants, and the teachers are too busy teaching,” said Surya, who was accompanied by the Chairman of the Physics Department at the School of Mathematics and Science of Syiah University, Fauzi Msi. The training for physics, chemistry, and biology teachers, who are lab personnel, was participated in by 113 senior high school and junior high school teachers, and will be followed by having the appropriate lab aids provided in each of their schools as donated by the Asian Development Bank through BRR NAD-Nias’ Project Implementing Units for Education Program and Skills Development.

Source: Serambi Indonesia, November 27, 2006
During the rehabilitation and reconstruction period in 2006, BRR focused on the development of health sector human resources in each district/city. A division of roles between NGOs, the Department of Health, and the regional government was done so that services in the health sector could be more focused and minimize the possibility of overlapping.

Going into 2007, improvements were made in several health services facilities, which met the service standards of being "healthy and of good quality". A model for standardized quality health services, which includes and information management system, has been prepared and will be implemented at the local health clinics and hospitals all over Aceh. In 2008 a public service model will be implemented, with the hope that by the end of the year several local health clinics and hospitals will have been awarded the ISO certificate for public service quality.

In 2009 BRR’s attention will be more focused on the upkeep and development of the local government’s human resources capabilities so that the programs in the health sector can continue to flourish and grow. It is expected that the manpower resources in Aceh will also improve with better health services.

Supporting Women’s Progress

Rehabilitation and reconstruction in women's empowerment and protection of children is aimed at rebuilding institutions for women's empowerment, activating women's roles in restoring the way of life and welfare of the Acehnese people, and also improving the protection of women and children.

**BRR’s Vision in the Health Sector**

The establishment of continuous health services of better quality and that are closer to the community by laying strong foundations for higher quality health services, accessibility, and continuity.

**BRR’s Mission in the Health Sector**:

- To develop continuity of more effective, efficient and high quality health services.
- To coordinate the rehabilitation and reconstruction and the restoring of community health facilities and infrastructure that had been damaged by rebuilding better.
- To develop better examples in accordance with local conditions in order to improve the quality of health services.
- To reinforce skilled health resources to meet both present and future needs.
- To improve partnerships with all related parties involved in the planning and execution of health services.
- To reinforce and strengthen health system management in order to give better quality health service.
- To encourage the community to live hygienic and healthy lives.
- To maintain and improve the health of individuals, families, and the community, along with their environment.
The strategy taken was to return and restore the function of the institutional involvement in women’s role, including making available selected data according to gender and age groups, strengthening cross-sectoral cooperatives networks for programs for the protection of women and children, and doing gender mainstreaming in relation to all policies, programs, and development activities during the emergency response, rehabilitation and reconstruction phases.

In connection with the post-disaster double roles that women found themselves in as housewives and mothers, as well as breadwinners, BRR felt the need to initiate special programs to actively facilitate women’s roles. It was also important to promote entrepreneurship and to equip women with vocational and business management skills to enable them to have better access to the markets and financial institutions.

Programs to Reinforce Women’s Roles as Proclaimed by BRR

- Forming an Integrated Service Center for Women and Children to revive the Acehnese cultural concept of women’s role in society by providing a special “space” for women through the Women’s Crisis Center (WCC) and the Center for Integrated Services for Women’s Empowerment (Pusat Pelayanan Terpadu Pemberdayaan Perempuan, P2TP2). These two units covered the support and reinforcement of women and the availability of a special public space for women.

- To form a business women’s group called the Improvement in Women’s Economic Productivity (Peningkatan Produktivitas Ekonomi Perempuan, PPEP) as an effort to encourage more awareness of women’s success in non-domestic roles, and the contributions of businesswomen in the recovery of Aceh.

- To give training to the women motivators. This group is considered necessary in order to increase women’s capacity and participation, keeping in mind their position being in the frontline of change and progress or their gender.

- To give protection and legal counsel to women.

- To facilitate the building of children’s playgrounds, and the identifying and reuniting child victims of the tsunami with their families, as well as writing up guidelines for taking care of children, and adapting the convention on children’s rights to the existing Islamic law in Aceh.

- To hold a number of seminars on gender issues and the Family Welfare program in several universities, and in the offices of the district/city governments.
The Sidelining of Women’s Roles

IN Aceh, women are not given a very big role in everyday. They are given very little opportunity to participate in policy making and there is the impression of their having been sidelined from the men. The fact remains, however, that the function of women and men is the same in certain cases. This was brought out at a peace education workshop in Wisma Kuta Karang Baru that was initiated by The Aceh Institute, and held on Sunday, November 12, 2006.

The two-day workshop, the result of cooperation with BRR, featured speakers HM. Akmal M.A., Taufik Abdullah Sag. M.A., Dr. Nazamuddin, Prof. Dr. Syahrizal, Dr. Humam Hamid, and Dr. Asna Husin M.A. Participants were primary and secondary school teachers from North Aceh, Lhokseumawe, and East Aceh.

Asna Husin, who suggested the peace concept theme in a gender perspective explained the Islamic concept towards women. The function of the caliph, as set out in the Al Quran, according to Asna, is now interpreted in a narrow manner. This is also part of a narrow understanding, a gap between normative Islamic principles and objective reality, traditional customs, culture and character.

The fact of the matter is, said Asna, a teacher at IAIN Ar-Raniry, the rights and obligations of men and women are the same, that is, as servants of God, individuals, and as a member of a family, and as members of society. The concept of Islamic teachings is noble and honorable. However, their actual implementation in life situations is lacking, with women almost all but forgotten, which has given rise to a sad situation.

Conflict

One day previously, Taufik Abdullah who had set forth on the theme: “Out of Conflict the Tsunami Built Peace in Aceh: Transformation through the Role of Social Institutions”, said that everyone could feel the pleasure of living in peace. Everyone must be optimistic about transforming conflict. The threat of a return of the conflict like it was before holds the possibility of it being worse than before, the reason being that basically transformation is only moving violent conflict to the conflict of politics which is non-violent. “Creating peace in Aceh is not an easy thing to do at all,” he said.

Source: Serambi Indonesia, November 13, 2006
In 2005-2006 the empowerment program for women was more focused on the strengthening of gender mainstreaming and children. The issue of gender equality became a more prominent one in BRR, in line with Presidential Instructions No. 9/2001 regarding the strategy of Gender Mainstreaming followed by the issuance of “Gender Mainstreaming Guidelines in National Development”.

After the number of institutions and efforts toward gender and child mainstreaming increased little by little, in 2007, a program began that was more focused on physical development, along with the continuation of non-physical programs. Centers for Integrated Services for Empowerment of Women (Pusat Pelayanan Terpadu Pemberdayaan Perempuan, P2TP2) were built in 13 districts/cities in Aceh. The capabilities of other institutions, such as the Religious Leaders’ Council (Majelis Permusyawaratan Ulama, MPU), the Syariah Legal Services and the Supreme Court, the Provincial and Local House of Representatives, and the Bureau and Section for Women’s Empowerment, in 21 districts/cities in Aceh were improved, by providing scholarships, training, and short courses.

It is not easy to put forward gender and women’s empowerment issues in Aceh. Therefore, to ensure that the BRR programs would keep running, a Sector for Women’s and Children’s Roles was formed with the aim of managing several programs focused on women through a cross-sectoral approach in all of the rehabilitation and reconstruction programs.

In the beginning this sector was under the Deputy for Religion, Culture, and Social Matters, with the consideration that women’s empowerment was more closely related to religious, cultural, and social issues. However, in 2005-2006, the capacity for the Sector for Women and Children was increased and it became the Directorate for Women and Children, which planned annual programs for women and children’s empowerment.

The activities carried out by the Directorate for Women’s Roles and Protection of Children was meant to improve the quality of life for women and children through a number of programs for women’s empowerment, and the Acehnese women who in the past were sidelined were now able to be involved in the rehabilitation and reconstruction process.
HASNA’S face is suffused with joy. Hasna, a second grade student of the Muhammadiyah I Banda Aceh Elementary School is now able to play badminton or hide and seek with her friends at school. She is also an avid visitor to the school library. “I read lots of books there, as I don’t have books at home,” said the seven year old. Hasna’s happiness is also felt by thousands of students in Aceh. They can attend school once again in much better buildings and with more complete study facilities. This, indeed, is a blessing in disguise, a blessing that has emerged from a disaster.

The dreams that the Acehnese never dreamed could ever come true any time soon have started to come true one by one. Reviewing the various achievements, new discoveries, and challenges in the education, health, and women’s role sectors in the four years of BRR’s duty, one becomes immediately conscious of a lot of potential still to be developed. The milestones of achievements and discoveries made, however, can become stepping-stones towards having all of the dreams for rehabilitation and reconstruction come true.
Turning the Wheels of Education Once Again

School Buildings and Public Libraries Start Appearing

As of the end of 2008, BRR and its partners had constructed 1,759 new schools, ranging from kindergartens to universities, within the rehabilitation and reconstruction effort. These new school buildings built in Aceh disaster areas had more complete facilities than the previously existing schools. Prior to the disaster, many elementary schools only had three classrooms, but post-disaster the elementary schools in Aceh had six classrooms, as well as rooms for teachers and the principal, a meeting room, and even a residential post for the school guard.

The rehabilitation and reconstruction effort in Aceh went beyond only providing school buildings, it also resulted in other educational facilities, such as school libraries and science and computer labs. A total of 36 science and computer labs were developed by BRR in a number of new schools. Eight public libraries, which were housed in buildings that had been swept away by the tsunami, also received attention from BRR. The importance of libraries as storehouses of information and literary knowledge was the main reason why the libraries were quickly rebuilt and supplied with books at city and district level. After the public libraries were built, there was an increase in the number of children reading, judging from the visitation rate of 15 children per day.

Upgrading Competencies and Distributing Teachers Evenly

After the schools had their science labs again, it was the turn of the teachers to be upgraded in terms of capability and knowledge. BRR held a program to increase the competence of the science teachers in managing and using the labs and increasing their capability in mathematics. This program ran for two years and received a good response, as seen from the high number of participants.

Besides improving the remaining teachers’ competence, their qualifications had to be improved. Even before the tsunami struck, many qualified teachers had already moved away from Aceh citing security reasons. The numbers again decreased drastically when the tsunami struck Aceh, with 1,927 teachers killed or declared missing in that disaster.

Out of the teachers who survived, there was an uneven spread. The percentage of teachers placed in senior high schools, for example, was 83%, in great contrast to the 17.12% of teachers in the lower level schools in the villages.

This unevenness of the distribution of teachers was also affected by the quality of the university students and graduates of the teachers’ educational institutions. Take for example the Syah Kuala University (Unsyiah). The level of competition among students
entering the Faculty of Teacher Training and Education (Fakultas Keguruan dan Ilmu Pendidikan, FKIP) at Unsyiah was much lower than that of students entering the schools of Medicine, Civil Engineering, Accounting, and Nursing. “Many people looked down on the teaching profession, seeing it as second class work,” said a teacher from Gayo Lues.

Admittedly it was not easy to fill the empty teaching positions and their distribution in a short time. The Aceh Education Services then made calculations. The finding was that Aceh needed 12,000 teaching staff and personnel in all levels of education after the tsunami. In order to help with meeting this need, BRR launched a program to improve the quality of new students who were entering the Faculty of Teacher Training and Education. This program also offered opportunities to students from isolated areas to be educated as teaching candidates in their own areas.

This program took the following areas in order of priority based on how isolated they were: Aceh Singkil, Simeulue, Southeast Aceh, Gayo Luwes, Central Aceh, South Aceh, Southwest Aceh, Nagan Raya, Tamiang, East Aceh, West Aceh, Aceh Jaya, North Aceh, Lhokseumawe City, Biureun, Pidie, Aceh Besar, and Banda Aceh. If there were two students of similar academic ability and from the same district/city, then the one living furthest from the capital of the district was chosen to enter the Faculty of Teacher Training and Education.

The Goals of the Teachers’ Competency Certification

- Equip the teacher candidates with an educational base.
- Equip the teacher candidates with the skills to plan, manage, and evaluate the learning process.
- Equip them with teaching methodology ability and train them in basic teaching skills.
Perseverance Amidst Struggle and Suffering for the Sake of the Children

DINA Astita (35) stood on the shore of Calang facing the Indonesian Ocean, and put her question to the wide expanse of the ocean. Dina, a teacher at Calang’s junior high school, had lost her three children when the tsunami struck. “Where did you take my children?” she asked, tears rolling down her face, and her whole self screaming inside. The sky, growing darker as it got closer to evening was silent with only the waves making a sound, making Dina aware of the finality of fate. The tsunami had swallowed up Ahmanda (7), Alidus (6), and Alkautsar (5), along with their nurse Maisaroh, who had been regarded as part of the family.

The morning prayer call had not yet sounded, when Dina and her husband, Usman Ahmady (55) sat in their Kijang car ready to leave for Banda Aceh. On that fateful day, Sunday, December 26, 2004, Dina’s older sibling was getting married at the Masjid Raya Baiturrahman, Banda Aceh. “We thought we would only be gone for a while, and didn’t need to bring the children. They had to sit for exams the next day. We left early in the morning, so that we could come back by midday,” Dina, born in Lamno, Aceh Jaya, recalled.

Dina had already reached the Simpang Lima area when the earthquake occurred. Unable to stand or even sit because of the force of the quake, they crumpled on the asphalt of the road. Usman, the Head of Kimprasiwil Services of Aceh Jaya District, tried to call home. All he heard was a busy signal. They then hurried on their journey to the house of the bride in Lhong Raya, Banda Aceh. The wedding ceremony that was to take place in the mosque was cancelled because of worry that there would be aftershocks. When they tried to return to the house of the family holding the wedding, hundreds of people ran toward them. “The water’s rising, the water’s rising,” they shouted. All ran for higher ground on Lampeunerut hill, in Lambaro, Banda Aceh.

A half hour went by. A group of police came, and said that the situation was safe. A huge question hovered in the minds of Dina and Usman. “What about the kids? What about Calang?” On the way home they witnessed scenes of devastation. Only two kilometers out, they were stopped by huge trees in the road. The scene was like the end of the world. There were no phone signals, no radio broadcasts. Reluctantly, they returned to Banda Aceh.

On the third day after the tsunami, there was some hope. They heard that around 300 people in Calang had fled to the hills. Dina felt encouraged by this, and hoped that her three children were included in this group. However, there was no transportation to Calang. “We waited out the days, with no one but the two of us. We walked aimlessly about, as if we had gone crazy,” Usman related. They then went to the displaced persons post in the Lambaro area, where some Calang citizens had gathered.

On the 20th night, news came that there was a ship going to Calang. Right away Usman, Dina, and several other people left for Lampulo harbor. As if in a dream, in the middle of the night, 20 people were rocked by the waves.

The next morning, the group reached shore. They traveled the road leading to the permanent official housing that they had lived in since 2003, close to the residences of the district head and other government officials. The only things remaining were the house’s foundations and a license plate from Usman’s motorcycle.
Consumed with worry, the couple climbed up the Carak hill, behind Calang City. The tents of the displaced persons were scattered profusely about. Exhausted from searching for their children, Dina and Usman stopped by the emergency hospital managed by the German Emergency Doctors (GED), 1.5 kilometers away from the tents. Realizing the difficulty of communication between the German doctors and the victims who mostly did not speak Indonesian, they acted as interpreters.

Later on, they helped to clean and treat wounds, and clean the hospital. They did not accept the payment of Rp. 2 million a month offered by the GED coordinator. "We do this voluntarily to help our people," Usman responded.

They worked for one month in the hospital. During a coordination meeting, Dina once suggested that a school needed to be built. The Indonesian Marines had started an emergency school there, but, "the kids only sing, draw, and play, even though the National Final Exams are not far off. If they do not take the exam at the appointed time, they will have to wait another year," said Dina, an English language graduate at Ar-Raniry IAIN, Banda Aceh.

Everyone agreed. While the marines were building tent schools for elementary, junior and senior high school, Dina got the remaining teachers together, listed all the children in Calang, and solicited the posts of all the NGOs for aid. "I didn’t care if I was like a beggar. My heart said that I should do something to help these children," she said.

In a short time, the dreamed of school was ready to operate. At the beginning, there were around 100 students from various levels that were merged into one class. Three days later, the elementary school consisted of 6 classes in 6 tents with 2 teachers, the junior high had 3 classes with 3 teachers, and the senior high had 3 classes with 2 teachers. In time, the children from the religious boarding-schools around Calang joined the tent schools, and the number of students increased to 800. The teachers at first were overwhelmed, and fortunately several marine personnel and NGO members pitched in to help teach.

When the Minister for Social Affairs, Bachtiar Chamsyah visited Calang, Dina met with him. "I told him, these children are able to take the National Final Exam, I will prepare them. He promised he would tell this to the Minister of Education," Dina related, who previous to the disaster had been an assistant teacher in English language studies at the Calang Junior High School.

After becoming committed to having her pupils take the National Final Exam, Dina once again requested the NGO officials to help provide the study books as in accordance with the curriculum of the Department of National Education. Later, the situation was the exact opposite. It would be the NGOs that would be coming to Dina, one of Time Asia Magazine’s awardees for The World’s Most Influential People in 2005.

Now, the reconstructed permanent school buildings – three elementary schools, two junior high and two senior high schools – have been finished. Dina once again stands in front of the class, sharing the knowledge of the English language. Once, one of her students wept openly upon remembering the loss of her parents. In this kind of situation, Dina feels the pain. "I also remember my own three children. But, in front of the students, I try not to show my tears. I must be strong," she said.

Dina’s persevering struggle won her the award for Highly Dedicated Teacher from the Government of Indonesia on National Education Day in 2005. At the same time, her long awaited dream of becoming a civil servant came true.

Among other problems involving teaching resources was that there were not many graduates outside of the educational studies program who wanted to become teachers. Or the opposite was the case. A number of graduates outside the educational studies program had dedicated themselves to being teachers, but they did not have professional teaching competency.

BRR then held a program for teachers’ competency certification. Those teachers who were not from a teacher training background could obtain this certificate only once they had taken additional classes in pedagogy for six months or one semester.

The teachers’ competency certification program was the right thing to do, as in the teaching and learning process a didactic competency or the basis of teaching principles is needed. “One teacher can influence 40 students. Just imagine, how many students can become more knowledgeable and intellectual if they are taught by skilled and intelligent teachers,” said a teacher at the certification program.

This program was held for two semesters during the 2006-2007 period and produced 100 new teachers graduate to fill the empty teaching positions at Vocational High Schools, especially those in the areas affected by the disaster.

Providing a Place for Professional Teachers

“Now don’t forget your assignments, ok,” said Ilham Swandaru in front of the class at the end of a teaching session. His voice sounded clear and firm as he spoke in front of a number of students. It was something that teachers usually say to their students. However, this time the scenario was a bit different, in that the said students were his own colleagues – teachers from all over NAD Province.

Micro teaching has become a part of the Teachers Meeting on School Subject (Musyawarah Guru Mata Pelajaran, MGMP), a professional forum of subject matter teachers located in a certain district, city, or sub-district. The participants include teachers.

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Goals of the Formation of Teachers Meeting on School Subject

- To motivate teachers in improving their capabilities and skills in planning, executing, and evaluating learning programs, so that they become confident as professional teachers.
- To improve the teachers’ abilities in teaching, so that they can support the effort to improve quality of education and its even distribution.
- To discuss the problems and issues facing teachers in their daily work and look for solutions in accordance with the characteristics of the subject matter, teachers, school conditions, and the environment.
- To assist the teachers to obtain information related to knowledge and technology, curriculums, methodology, and testing systems compatible with the subject matter.
- To share information and experiences obtained from workshops, symposiums, seminars, training sessions, and professional activities by discussing as a group.
- To enable the teachers to clarify and formulate reform agendas for schools, in the process of reorientation of effective learning.
of state or private junior or senior high schools. The status of the teachers is varied, some are civil servants, some are full time teachers, and others teach part time.

The Teachers Meeting on School Subject program is a BRR rehabilitation and reconstruction program in education. As a nonstructural independent organization, Teachers Meeting on School Subject Forum is based on cordial egalitarian relationships and does not have a hierarchical relationship with other institutions. The basis of the program that is usually held once a week or a month is the carrying out of training with materials from teachers for teachers.

Besides holding focused group discussions, training programs are also held. For the teachers in Aceh, the Teachers Subject Matter Forum’s activities are focused on training in the eight basic subjects, including those that will be on the National Exams (Ujian Nasional, UN), Indonesian, English, Mathematics, Physics, Biology, Chemistry, Sociology, and Economics. Through this training program it is hoped that the number of graduates of junior and senior high school in Aceh, which in 2005 had reached 60% and 80%, could be maintained for the following year.
Providing the National Examinations

When the tsunami struck the land area of Aceh, the National Final Examinations for the senior high school students were just a few months away. How did the children of Aceh prepare themselves for this exam in the midst of the great terror and suffering in the aftermath of the disaster? This was a very difficult assignment to carry out in the rehabilitation and reconstruction program of BRR.

Various efforts were carried out to improve the graduating figure for Aceh Students. One of them was by providing pre-exam study sessions at all senior high schools. Additional classes were held to prepare the students in 491 senior high schools in the period running up to the National Final Exams. As many as 53,711 students took these additional classes.6

Efforts to encourage the students to study brought about good results. In 2006/2007, the National Final Exam grades in English and Mathematics of senior high school students on the Exact Sciences track had increased 0.7% and 3.7% respectively over the previous year. The National Final Exam results for the students of the Social Studies track in Indonesian and English also showed an increase of 6.3% and 3% respectively.

At the Madrasah Aliyah (MA) Islamic school level—on the same level as senior high school—the increase among the Exact Sciences students in mathematics was even bigger by 13.2%. And for the Social Sciences students in English and economics the increases were 2.6% and 4.9% respectively.

“The disaster does not represent any more obstacles for the students to prove their capabilities. Now is the time for the children of Aceh to show what they can do, to build Aceh, and to achieve a brighter future,” said one of the teachers in a tone of optimism.

Nurturing Superior Schools

BRR also developed a program for superior schools; national standard Superior Junior High Schools in each district and city. This program was in line with the program of the NAD Education Services, Department of National Education and the existing laws on National Education. The program of superior school development was begun by BRR by equipping school facilities to bring them up to a level with national standard schools.

The superior schools had dormitory facilities. Those areas in new districts with limited access to the district capitals were made into absorption locations for superior schools with dormitories. Among them were Simeulue, Singkil, and Gayo Lues districts.

According to Imas, one of the people in charge of the curriculum, those schools with dormitories or boarding facilities are more supportive of massive character and academic building. For 24 hours a day, the students receive guidance from the teachers. The students are directed to always be involved in intra-curricular as well as extracurricular activities through productive and relatively strict time and schedule management.
At first, one does not notice a big difference between superior and normal schools. The learning process runs as usual. If one observes in more detail, however, it turns out that superior school had an advanced facility in supporting their learning process, not only the competency from the tutor’s side also from the facility such as: laboratorium for science, mathematics and linguistics, BRR also provide scholarship for superior junior high school students. As much as 35 students from superior junior high school receive scholarship for the 2007 terms.

Minister of National Education Officially Opens Fatih Bilingual School

FATIH Bilingual School, in Banda Aceh, a junior and senior high school managed by Pasiad Turkey, on Tuesday, December 12, along with a two year commemoration of the tsunami disaster in Aceh, was officially opened by the Minister of National Education, Prof. Dr. Bambang Sudibyo.

The school, which was built in Lamlagang by the Government of Turkey and Pasiad, is one of the most well equipped and best schools in Banda Aceh at this time. Besides having eight laboratories, this school is also equipped with a swimming pool and movie theater for the students.

Minister of National Education Bambang Sudibyo said that the establishment of Fatih Bilingual School was a symbol of the international community’s care and concern towards helping students who were victims of the earthquake and tsunami natural disaster that struck Aceh on December 26, 2004.

The Minister went on to say that the presence of Pasiad in Indonesia in the past decade, has given a significant contribution to the efforts to improve the quality of education in the country, especially the development of international standard schools in basic and middle education. According to him, these efforts not only focus on the even distribution of education, but also on improving the quality, relevance and competitiveness of education.

“I welcome the initiative taken by Pasiad to help the government of Indonesia to develop education in Indonesia, especially the education in NAD Province. In the long term, this initiative will not only improve the quality of Indonesian human resources, but also the quality of friendship between the Indonesian government and people and Turkey,” said Bambang Sudibyo.

He said that the education process was not permitted to stop in the face of natural disasters or conflicts as part of the effort to improve human resources. This is why the government was trying to take action to hold educational services even though it was emergency in nature, to guarantee that every victim who needed schooling could soon return to his/her classes and experience a revival.

The Speaker of the House of Representative, Hidayat Nurwahid, said he hoped that with the superior school built with aid from Pasiad, that the educational system in Aceh could be revived. “I am sure of this, because I have seen schools built by Pasiad in various countries that were of high quality. However, for Aceh, I hope that the management, students, the people and the government can work together to the utmost for the progress of education for Aceh’s future generations,” he explained.

These new two story schools house 24 classrooms, 7 labs for computer/internet, physics, chemistry, biology, language, art and drawing, a sports building, a meeting room, an auditorium, a movie theater for 120 people, boarding facilities and also a swimming pool. The classes are taught in two languages, one of them being English.

Source: Serambi Indonesia, December 27, 2006
School Principals Go for Internships

Once the schools have their modern and up-to-date infrastructure and facilities, the next step is to upgrade those who play an important role in the management of the school. To this end, BRR launched an internship program to have the principals of junior high and senior high schools in Aceh train for one month in the best schools in Jakarta, Bandung, Yogyakarta, and Malang. This way, the principals could directly learn the best methods of school management.

There were several aspects to the internship program for these principals, among them being the fact that experts had the job of selecting and determining the training locations and the principals who would become training participants, as well as the personnel, the training school monitors, and the guidance counselors.

After being in training, the principals are expected to be able to give better direction to their staff, so they will have the courage to forge new paths in teaching methods so that they can handle various everyday problems wisely and be able to carry out educational programs effectively in their schools.

Training the Educators to be Computer Literate

The international community helped with the recovery of education in the disaster affected area. The sympathy of the world took the form of rehabilitation and reconstruction aid as well as of human resources, who, among other things, trained teachers in Information and Communication Technology (ICT), thus enabling them to use computers optimally.

In order to broaden the teachers' perspectives in ICT and to enable them to use the equipment donated by the international community in the interests of education and learning, BRR held a training session on the use of computers for the teachers. It is hoped that this training will create a community of educators and students that is information technology-based.

The training, which was held for two days, provided an illustration to the participants of how exciting it was to browse the internet in search of all kinds of information that could be used as teaching materials. The teachers were also taught how to open emails, organize a mailing list, and create blogs.

The participants said that they very much enjoyed the training, even though most of them already understood and knew how to apply the subject matter that was given during the training. “Information technology development really helps our work, because we can directly develop the ideas in formulating the teaching materials through the medium of the internet,” said one of the women teachers who took the training.
Accelerating the Development of an Integrated Research Center

During the rehabilitation and reconstruction period, BRR gave assistance for technology education through the development of the Technology Research Laboratory (Laboratorium Penelitian Teknologi, LPT) at Unsyiah. It is hoped that the Laboratory for Technology Research will become a motivator for the tripartite program between universities, industry, and local government.

The vision for this laboratory was for it to become an integrated research center able to empower all of Aceh’s resources to improve the welfare of the people. Its mission was to empower all of NAD Province’s resources to improve the welfare of the people and to build a bridge of cooperation between government, the business world and universities, either domestic or international, to improve the people’s welfare.

Initiating University Level Quality Control Training

Since 2004, the System of University Level Quality Control has been one of the requirements by the Directorate General of Higher Education of the Department of National Education to be able to participate in the Competitive Grant Program. The Competitive Grant Program is one of the sources of funds for universities for improving the quality of their infrastructure and facilities, as well as the competitive grades of their graduates. Because of this, then, the System of University Level Quality Control must be intensively popularized among the public and properly implemented at universities.

In the Budget Year of 2007, BRR assisted the NAD Province’s Educational Services in initiating a training program on the System of University Level Quality Control. This program was intended to improve the ability of university staff in designing and implementing a University Level Quality Control System whose standards are in accordance with the new paradigms emerging in the development of universities.

Pioneering University Accreditation

One of the requirements of the programs for long term development of universities, which began in 2003 and will run till 2010, has been accreditation of study programs and institutions in each university. Accreditation that was issued by the Board of National Accreditation of Higher Education Institution (Badan Akreditasi Nasional – Perguruan Tinggi, BAN-PT) became more and more important to the university institutions, because it became a condition for graduates to apply for jobs as well as a condition to participate in the Competitive Grant Program for university development.

The problem was, the commitment on the part of universities in Aceh to apply for accreditation was still low and an additional factor was the lack of financial support in preparing documents to gain national accreditation ranking. As a result, the universities in Aceh were limited in their graduates’ competitive superiority and in the ability to compete with universities on a national level.
In order to support the efforts for accreditation of universities in Aceh, BRR allocated funds for reinforcing accreditation of study programs and university institutions in the 2007 fiscal year. It is hoped that these programs will further motivate universities in NAD Province to accelerate the realization of accreditation document proposals, either for study programs or institutions.

Of 17 study programs in Unsyiah that had completed the documents for accreditation with fund support from BRR, there has not as yet been an increase in accreditation. In the University of Malikussaleh, of 10 study programs which proposed accreditation to BAN-PT, only seven received a grade/ranking of B and three other study programs got a grade/ranking of C. Meanwhile, six study programs at the Lhokseumawe State Polytechnic just finished their accreditation documents.

Helping Smart Kids Everywhere Through Scholarships

From the very beginning, BRR had established scholarship programs for those students who were victims of the disaster in the form of direct aid given only once. As many as 1,000 undergraduate university students received scholarships amounting to Rp. 5 million per person, while 200 postgraduate students received Rp. 7.5 million per person, and 50 doctoral students received Rp. 10 million per person. This scholarship aid was prioritized for those students who had lost both parents in the disaster.

BRR also budgeted postgraduate and doctoral scholarships for the professors and teachers of universities to help the universities in Aceh to develop their human resources. It is hoped that in this way a number of universities in Aceh can immediately have access to university lecturers with at least one postgraduate degree.

Table 3.1. Priority of Activities in the Health Sector According to Related Institutions

<table>
<thead>
<tr>
<th>BRR</th>
<th>Dept of Health of Indonesia</th>
<th>NAD Provincial Health Services</th>
<th>District/City Health Services</th>
<th>BRR’s Partners in Recovery</th>
</tr>
</thead>
</table>
| • Revitalizing Hospitals  
• Health Services  
• Pharmaceutical Warehouses  
• Local Health Centers  
• Health Education Institutions  
• Institutions for Health Development  
• Scholarship Programs for Health Personnel | • Technical Guidance  
• Supply of medical and non medical equipment  
• Funds for the Poverty-stricken  
• Community Health Programs  
• Programs to Handle and Contain Disease Outbreaks | • Revitalization of Health Centers  
• Technical Management  
• Community Health Programs  
• Programs to Handle and Contain Disease Outbreaks | • Revitalization of Village Polyclinics  
• Managing of Human Resources  
• Operating Health Facilities | • Activities needed by the community after coordinating with BRR and the local government |

Source: The results of the coordination meeting in Medan, June 1, 2006
The selection process for this program was undertaken at each state university. Scholarships were given to 50 lecturers of Syiah Kuala University; 10 lecturers of Malikussaleh University, Lhokseumawe; 10 lecturers of Lhokseumawe State Polytechnic; 10 lecturers of Ar-Raniry IAIN; 7 lecturers of the Iskandar Muda University; 5 lecturers of State Islamic Higher Education (STAIN) Malikussaleh; and 65 lecturers of private universities. All scholarships were channeled through a cooperative. It was hoped that those university students receiving scholarships would study hard and accelerate their academic prowess to be able to finish their studies on time.

Changing and Improving Health Services

In accordance with the outcome of the coordination meeting in Medan, on June 1, 2006, BRR took the role in the health sector of emphasizing revitalization of health care facilities and the development of health personnel capabilities.

Other related institutions, such as Indonesia’s Department of Health, the NAD Province’s Health Services, the District/City Health Services, and BRR’s partners in recovery, participated in playing significant roles according to their capacities.

Health Posts in the Internally Displaced Persons Locations

The scarcity or lack of health services in Aceh got worse at the time of the disaster. Various health facilities in the westernmost province of Indonesia were damaged, and many of the health personnel had been swallowed up in the tsunami. This of course had grave consequences for the survivors, who lived through the ordeal only to find themselves living for a long period of time in the internally displaced persons barracks in Blang Nebung and Tanah Pasir. Every day, at least 40 people needed medical treatment there. Most of them, especially the children, suffered diarrhea, rashes, and malaria.

“We went through so much suffering in the five months living as internally displaced persons. Life was very difficult,” said Abdurrahman Mahmud. The suffering of the internally displaced persons also was related by a health officer, Mariana, “The internally displaced persons suffered not only from the heat, from lack of nutrition, and an unhealthy environment, they also had to sleep on the floors, all of which reduced their physical conditions even further,” she said.

This situation motivated BRR to build many health facilities and to support development of their services, including various Health Satellite Posts (Pos Kesehatan Satelit, Poskeslit) in the camps, such as in Blang Nebung. The Health Satellite Posts were temporary health facilities to help with basic health needs for the community who lived in the internally displaced persons camps and surrounding areas. The Satellite Health Post was intended to help in the recovery of and improve community health by offering a variety of services, such as outpatient treatment; maternal and child care; reproductive health care, including birth control; psychiatric and psychosocial health care; and nutrition.
For the Minister of Health Siti Fadilah Supari these Satellite Health Posts held an important role. When officially opening one Post, she reiterated that one of the intentions of establishing these health facilities was to replace the health services that all this time had been given by the international NGOs during the emergency response phase. “We can’t be dependent on them forever. When the foreign personnel leave and we aren’t ready for that, Aceh’s people will be in a lot of trouble health-wise. I still hope that the foreign NGOs will help out there, especially assisting in empowering our hospitals,” she explained.

The Department of Health acted as the initiator and executor of this activity, while BRR and several international institutions acted as supporters through funding. The party responsible for the Satellite Health Posts was the Health Services of the local districts/cities, and the local health centers ran the Posts. Funding amounted to Rp. 12.4 billion in 2005 to build the Posts, but the next year it had been reduced to Rp. 4.8 billion.

In 2005, 55 Satellite Health Posts had been built in all districts in Aceh to give frontline health services and assistance to around 45,000 internally displaced persons, who were living in the barracks, and thousands of other communities. The coverage of these Posts in Aceh basically followed the number of internally displaced persons locations in each district, such as in Aceh Besar (23 units), Banda Aceh (1), Lhokseumawe (2), Bireun (7), Pidie (5), North Aceh (5), Nagan Raya (2), West Aceh (5), East Aceh (1), and Aceh Jaya (4).

So that the Posts could become more empowered, the Department of Health recruited doctors and nurses from all over Indonesia. BRR financed the paying of salaries for the medical personnel and paramedics, and AmeriCares supplied all of the medical and non-medical equipment. The number of and coverage of the health personnel, which included general practitioners, midwives, nurses, community health experts, nutritionists, environmental health experts, and pharmaceutical specialists, was of course adjusted to the number of internally displaced persons in any given location.

At the beginning, when the situation was still critical, the managers were able to add more manpower according to needs, including involving the community in health cadres. In line with the situation’s getting better, however, the number of health officers who were posted in the Satellite Health Posts was reduced from 880 in 2005, to 280 in 2007, and in 2008 the management returned the health officers to the local health centers that had been rebuilt by BRR.

“This is really a good example of good cooperation between International Organization for Migration (IOM), the local health officers, AusAid, BRR, and several NGOs, such as AmeriCares. This makes me optimistic about the future,” said Bill Hyde, the Head of the IOM Indonesia Disaster Recovery Program in Aceh, who also helped to fund the development of two final Satellite Health Posts (Cot Paya and Labui-Lampineung), which were later handed over to the local Health Services after being in operation for seven months.
The Revitalization of Local Health Clinics and Hospitals

Aware that the Satellite Health Posts were temporary and limited, BRR then turned its attention to efforts to build permanent health facilities gradually, starting from local assisting health clinics, local health clinics, and hospitals. This was important because even before the tsunami, health facilities in Aceh were far from adequate. Based on the statistical data in 2004, there were only 19.3 local assisting health clinics, 6 local health clinics, and 0.74 hospitals per 100,000 people in Aceh.9

The tsunami caused the damage of various basic health facilities and referral centers. Some 37 local assisting health clinics were heavily damaged, 12 were moderately damaged and 10 units slightly damaged; out of 41 damaged local health clinics, 12 had to be relocated. A total of 31 state and private hospitals were damaged. Of two state hospitals, Meuraxa Hospital was destroyed and Zainoel Abidin sustained heavy damage. Three public hospitals were moderately damaged, and two others were slightly damaged.

In the beginning, BRR discovered that it was difficult to repair all forms of damage to and rebuild the health facilities. In the case of building a hospital, for example, the local government was not able to provide a piece of land that was ready to be built on within the time that had been agreed on. As a result, it was not possible for the tender to be carried out and the project had to be postponed. The situation became worse because
when the building/development was finally able to be started, it turned out that the committee was totally inexperienced in doing it and the tender had to be repeated. In spite of all this, BRR was finally able to overcome the obstacles.

BRR and its partners in recovery were able to repair and build 276 local assisting health clinics, 211 local health clinics (of whom several were qualified as extra good local health clinics), and 395 village polyclinics. BRR also revitalized 28 hospitals all over Aceh. One of the hospitals, which had been rebuilt, was the Meuraxa Hospital. This hospital, in the past, was located in Ulee Lheue, Meuraxa. After being destroyed by the tsunami was then rebuilt and moved to Mibo Village, Jaya Baru, Banda Aceh City. This hospital is now a public hospital and the most well equipped C type hospital in Banda Aceh City after being given aid amounting to Rp. 72 billion by the governments of Austria and Hungary.

“I hope that in two years the quality of health services offered by Meuraxa Hospital and other hospitals being built in Aceh can be the same as those offered by hospitals in Penang or Kuala Lumpur," said the Governor of NAD Irwandi Yusuf, during the official opening of Meuraxa Hospital on November 11, 2007. BRR also built Nagan Raya Public Hospital in Nagan Raya District. The Head of District of Nagan Raya Teuku Zulkarnaini said, that Nagan Raya Public Hospital, built with assistance from BRR, Caritas Switzerland, and Pan Eco-YEL, now had well equipped facilities, three medical specialists, 10 general practitioners, a delivery room, ultrasound and also physiotherapy.

The local governments and hospital management have encouraged the plantations to send their workers for medical treatment to the public hospitals. “It was usual for 90 percent of the community to seek medical treatment outside Nagan. They would go to Meulaboh, Medan, even overseas. We hope that they will now go for medical treatment to the Nagan Raya Public Hospital," said Teuku Zulkarnaini, after officially opening Nagan Raya Public Hospital, in August 2008.

**Renewing the Local Health Clinics**

Providing health facilities means not only providing the physical buildings, but also the software. After the building has been built and all the equipment ready, the next important step is to prepare the human resources to manage the place so that health care can be provided by a management that is standardized, professional, effective, and efficient, yet still compassionate and humanitarian.

On June 1-3, 2005, BRR initiated a workshop on the Revitalization of Hospital Services in NAD in Medan. This event discussed a variety of programs to reinforce the health system in hospitals and the creation of a blueprint. BRR then tried applying what was learned in the local health centers.

In order to standardize the health services at the local health center level, BRR carried out three phases of activity. The first was to do a study of the health services
patterns. This activity consisted of comparative studies and looking into the concept of decentralization of health services in a number of local health centers, which had applied this concept as adapted to the local wisdom. The second was to set down a health services plan. The result was a book called The Standard Guide to Local Health Center Services in the Province of NAD, which was published on August 15, 2008. The third was to make copies of the guidebook and distribute them to all of the Health Services in the districts/cities and to the heads of the local health centers all over NAD.

The standard guide of local health center services took as its reference Total Quality Management (TQM). This guide covered the policies regarding regulations, the management of monitoring and control, and operational steps. It is hoped that the application of the policies written in the guide would be able to respond to the challenges of change, such as the quadruple burdens (infectious diseases, degenerative diseases, new epidemics, disasters), and improvement in the function of the local health centers.

An example of health services improvement is the Jeuram Local health center, a treatment unit located in Parom Village, Seunagan Sub-district, Nagan Raya District. Located around 10 km from the capital of the district, it handles the health needs of people living in 42 villages in the surrounding area and its work area covers a radius of 8 square kilometers. The care offered by Jeuram Local health center is free health, and covers an emergency room, public polyclinic, dental polyclinic, maternal and child health polyclinic, birth control, immunization, minor surgery, nutrition, youth counseling, and psychiatric consultation. There is also a mobile laboratory and treatment center.

This local health center with the motto “Serving with Heart” has a vision encompassing “Towards an Informative, High Quality Service, Professional, Fair, and Equal Jeuram Local Health Center”. Its mission is to plan and carry out all programs based on real data, and excellent health services, develop the community’s ability to live healthy lives, and to develop the local health center into a capable and independent health service providing excellent health care for the community.

Aceh is right to be proud of the 2008 Citra Trophy for Prime Services, which was awarded to the Baktiya Local Health Center, North Aceh; and the Body for Public Services of Dr. Fauziah Public Hospital, in Bireuen District. Baktiya Local Health center was one of 17 local health centers in the whole of Indonesia that was regarded as able to give prime service to the community. Dr. Fauziah Public Hospital was one among 10 other hospitals – including Kanjuruhan Public Hospital, in Malang, and Major General. A. Thalib Public Hospital, in Kerinci District – that received the award for being the best from the State Ministry of the Empowerment of State Apparatus. The Head of District of North Aceh received this award directly from President Susilo Bambang Yudhoyono at the State Palace, in Jakarta, on November 31, 2008.10
Local Health Centers with a Plus

The local health centers built all over Aceh have so far met the local needs, while the quality of the physical buildings and equipment is now on an international level, earning them the title “local health centers with a plus”. Creating local health centers with facilities similar to a mini hospitals is actually not a difficult task as long as funds are available.

Local health centers with a plus are health facilities built as the first referral centers from local assisting health centers or local health centers if the location of the public referral hospital is far away. Facilities that are provided by local health centers with a plus cover health care for several sub-districts in surrounding areas, with an adequate number of skilled medical personnel, as well as compatibility between distance and the scope of service.

One of the local health centers is the Blang Bintang Community Health Post located at the side of the main road heading towards Sultan Iskandar Muda Airport. This health service unit was built to also be used as support in emergency health conditions at the airport. “We are very happy that the government built a local health center here. There are hospitalization and 24 hours medical services. On Sunday it is open, so it is easy for the community to get medical treatment,” said Ibrahim, one of the local villagers.
Among of the advantages of a regionalized system of referral hospitals is the systematic, effective and efficient development of regional hospitals. They become more accessible to the local communities as the distances are closer and patients do not all end up overcrowding Zainoel Abidien Central Public Hospital. This pattern can also become a basis for the creation of a health payment system (insurance system), or for the development of a health education and research center.

Bringing Forth a Number of Medical Specialists

Aceh not only experienced a lack of health services infrastructure, but also a lack of human resources and manpower. The long armed conflict, which ended with an equally tragic disaster in the tsunami, caused the deaths of a number of medical personnel and local paramedics, and caused others to leave Aceh.

It was fortunate that national and international institutions soon after the tsunami developed a deep commitment to fill the empty medical personnel positions, at least during the emergency response phase. This commitment was temporary in nature, of course and not able to solve the chronic problem of a lack of medical personnel. Those medical personnel needed by Aceh consisted of five basic and specialized medical specialists, as well as a number of nursing graduates, and Master’s graduates in the health and hospital administration sector in every district/city.

Why were five basic medical specialists needed and how was this managed? Many state public hospitals located in the districts/cities in NAD Province and in Nias Island had only general practitioners as medical personnel. There were very few or none at all medical specialists in the hospitals. This resulted in a serious lack in health care for those who needed specialized medical attention. It comes as no surprise, then, that the public demanded that the government seriously attend to providing medical specialists in the hospitals.

With limited resources and funds, however, the question was how many specialists in the appropriate fields were needed? This was not an easy question to answer, keeping in mind that there were so many kinds of needs in the community. After long and tiring discussion sessions, an agreement was finally reached that five basic types of specialists were required: surgeons, anesthesiologists, obstetricians, pediatricians, and internists.

Getting specialists to come in right away was of course not possible. For one thing, the number of medical specialists in Indonesia was limited. An alternative solution was to educate general practitioners to become specialists. A team was then set up consisting of BRR members and representatives of the School of Medicine at Unsyiah, and the provincial and district/city governments to search for and select candidates for the program to educate the medical specialists. Seeing that there were 21 hospitals in all of the districts/cities in NAD Province and Nias Island, NAD required 105 general practitioners as candidates for the educational program for medical specialists.
The second problem was that the capacity of the schools of medicine in all universities in Indonesia to accommodate the specialist candidates was very limited, and this, in turn, hindered the absorption of all the general practitioners from Aceh to be educated during the same period. Requests and negotiations with almost all of the faculties of medicine in Indonesia were done to enable the number of doctors to be educated with a “special quota”. The candidates were then placed in various schools of medicine all over Indonesia, to prevent an overloading of capacity in those schools, and also to raise their awareness of the vastness of their country.

Keeping in mind that BRR’s period of duty would end in 2009, a third problem emerged, how could BRR keep on funding these doctor candidates for the amount of time they would need to become specialists? It was finally decided that a supporting payment office would be used, such as was done for the educational overseas training program, by other government institutions, such as the National Development Planning Agency, BPPT or the Department of National Education.

The support office managed the specialists’ education funds and channeled them to those doctors awarded scholarships to pay for their university classes and living expenses. BRR then cooperated with Bank Rakyat Indonesia (BRI) as the support office for the specialists’ program. BRI was to provide the doctors’ funding to the end of their specialization programs, and did not depend on the budget year as what usually happens with other scholarships.

Later the scholarship program for further education was also prepared for other professionals in related fields, such as those who are handling managerial processes of hospitals, managerial personnel of health programs at the district level, professional nursing care providers in hospitals, and health personnel going for further education.

By December 2008, 86 people (the initial plan was 116 specialist candidates) were registered as participants of the PPDS-I program and were still going to school. For the postgraduate Master’s of Health 38 people were being educated from an original number of 42. The Master’s program in Hospital Administration, however, was only able to select 19 people from an original number of 21.

From these two Master’s programs, 37 people had finished their education at the School of Community Health at the University of Indonesia, and 20 more people were still in classes in the same School. There were also 33 participants of the nursing profession undergraduate program from an original plan of 42. The 33 nursing candidates studied at the School of Nursing at the University of Indonesia.

**Getting Over Post-disaster Trauma**

The NAD Provincial Health Services had a Trauma Counseling Unit. This unit especially handled health cases resulting from disasters, riots, and other events. As the center for managing health problems, ideally this unit should be equipped with a variety of facilities.
and infrastructure, such as communication, information, transportation, medical and non-medical emergency equipment, and capable human resources/manpower. Unfortunately because of a lack of funds, this special unit could not function at its best.

BRR, through the auspices of its Directorate of Health, helped to donate funds for the operating costs. The Rp. 23 billion donation was used to correctly and properly prepare facilities and infrastructure for overcoming health problems resulting from the disaster; reinforce the coordinating functions and roles in the managing of health problems; reducing the illness and death rate caused by the disaster; providing infrastructure and facilities for the handling of health problems before there is a natural disaster; and preparing trained manpower to handle the emergency cases caused by a disaster.

Conceiving the Family Welfare Program

The Directorate of Women and Children was in charge of the Family Welfare Program, which covered several matters, such as infectious sexual diseases, the impact of HIV/AIDS on women; reproductive health for teenagers, with a gender perspective for religious figures, prominent community figures and women religious leaders; a public awareness campaign for advocating Information and Education Communication with a new paradigm for national Family Planning; publication of the Calinda (premarital counseling) program; reproductive health orientation; and reproductive rights for Junior High School students.

One of the beneficiaries of the family welfare activity was the youth community or teenagers. The trainer reminded them that the teenage years were a very crucial period in life. They were very sensitive to situations, being that their emotions were not yet stable and lacked stamina, and they were very easily influenced. In such a situation, the trainer explained about reproductive health, so that the teenagers would know to avoid teenage pregnancy, as well as drug use.

Other beneficiaries of this program were bridegrooms and brides-to-be. The Calinda program public awareness drive was aimed at future brides and bridegrooms who were soon to be married. In the material given to these young people the function of the reproductive organs of the woman and the man and their respective functions were explained. It is hoped that these couples will manage a good family life and have healthy and smart children.

Other material given in the Family Welfare Program covered the dangers of HIV/AIDS and explained that this disease is transmissible in a variety of ways other than sex, such as through needles, blood transfusions, or using a razor belonging to someone with AIDS.

Letting Clean Water Flow In

How to help the Aceh people have healthier lives? One important thing is the availability of clean water. In 1999, around 61.5% of the population in Aceh did not
have access to clean water. It was the same thing with access to sanitation. A third of all families did not have sanitation, more than the national rate which was only 25%. The condition got worse after the tsunami. Clean water was hard to get. Well water was not suitable for drinking as it had become contaminated with dead and rotting bodies of people, animals, sea water, and microorganisms. Pollutants from dangerous and poisonous chemical leakages also added to the dirty environment.

It was the same with sanitation. The bathing, washing and toilet facilities were no longer in usable condition after being damaged by the tsunami. In Krueng Mane village, for example, many of the people’s wells could not be used anymore because sea water had infiltrated them. The water was unsuitable for bathing and washing, not to mention for drinking. “We will dig another well in a location farther away from the house, and we hope that we will get cleaner water and that it won’t be salty and sandy anymore,” said Afra, a villager from Cot Seurani.

This situation was in contrast to what was experienced by the medical officers at the Muara Batu Community Health Post, in North Aceh. They were a bit more fortunate, because they could buy mineral water for drinking; and for bathing and washing, the well water in their homes could be used because the houses were located rather far from the beach.

Those who were not able to buy mineral water, were forced to bring water from the houses of those people whose water sources had not been polluted. “If it is possible, the government should help us by providing a deep well that we could all use together, or get the Regional Potable Water Company (Perusahaan Daerah Air Minum, PDAM) to come in and supply water for us,” said Afra when asked regarding his expectations; hopes that 7,200 others who were living in the internally displaced persons camps probably had as well.

The internally displaced persons, victims of the tsunami in Curee Tunong Village, Mamplam Sub-district, Bireuen, faced a different condition. They needed bath facilities and clean water for drinking. As many as 276 villagers who were struck by the tsunami at first went for refuge at Tambon Settlements, with the villagers of Curee Baroeh, Peunele Baroeh, Ulee Kareng, Tambon and Balee Hasan villages. One of the internally displaced persons, Lukman Hakim, said that during his stay in the internally displaced persons camp, he had to walk several kilometers just to look for clean water that could be drunk. His reasoning was that the well water used in the internally displaced persons camps was not fit for drinking. Also, they had a lack of bathing, washing, and toilet facilities, as well as logistics and medicines. “The bathrooms in the mosque were inadequate as they were used by six villagers,” said Lukman.

This was a very grave condition. Supplied with funds from ADB-ETESP, BRR then tried to build clean water and sanitation facilities in 400 villages. The building of clean water facilities was prioritized in those villages that had borne the brunt of the tsunami, especially in Aceh Jaya District, Nagan Raya, North Aceh, Bireuen, and Lhokseumawe.
The building of these facilities was done by noting the environmental health factors. It is too bad that because of various reasons, the quantitative target was not fulfilled, at least not up to mid January 2009. BRR had just built clean water and sanitation facilities in 142 villages, especially in Pidie District, Bireun, North Aceh, Nagan Raya, and Aceh Jaya.

In spite of the problems, there were two important things to be noted. First, that the program to provide clean water was done by involving the community through Methodology for Participatory Assessment (MPA) and Participatory Hygiene and Sanitation Transformation (PHAST), a method to increase the community’s role in identifying analysis and problem solving. The villagers who were assisted were invited to design, finance, and manage the program. The participation of the community created a feeling of ownership, of confidence, and a feeling of responsibility resulting in a process of health development continuity.

The community had a sense of satisfaction with the program. Ismail Kembang Tanjong said that the people in his village happily welcomed the availability of clean water, which was directly distributed from the mountains using a gravitation technique. “They don’t need to go to the river anymore to get water for drinking, washing, and bathing,” he said.

He also said that before the clean water project came along, the people had drunk the river water that was polluted with human and animal waste. Nur’aini, a local villager, also expressed her thanks for the water aid from the United Nations Children’s Fund (UNICEF). “I now hope that the government will facilitate the putting in of piping that will go directly to the houses of the villagers,” she said. The district government was even willing to help in the pipe installation directly from the public spigots to the homes of the local populace through the budget for village development.

BRR also gave aid in the form of field lab examination tools to examine the water quality. This equipment could also be used to the increase in knowledge and skills of the regional government officers, specifically the District Health Services.

So, what about the sanitation in Aceh? Toilets, septic tanks, and their support systems were basic needs in the building of houses, work locations, markets, and other public facilities. In Aceh, however, it seemed that sanitation facilities did not get into the list of basic needs. The toilet facilities that did exist were not maintained properly.

In response to this, BRR made the best possible design for the housing, including an adequate sanitation system, for tsunami victims. This is indicated by the amount of meetings and workshops regarding sanitation. Then BRR suggested that their partners in recovery build sanitation facilities while keeping in mind the local field conditions and the SNI: 03-2398-2002 sanitation system regarding the Planning of Septic Tanks Using the Infiltration System. This was in line with the decision of UNICEF to declare the year 2008...
as International Year of Sanitation. Repairing and improving sanitation would reduce cholera, worms, diarrhea, and pneumonia, health threats that have caused the deaths of millions of people and affected the quality of the environment.

In a bid to support healthy behavior in the community, the provincial government of NAD and UNICEF campaigned for a clean and healthy lifestyle using a local film called Empang Breuh, a special edition film on hygiene and sanitation. “This film is part of an effort to support the campaign of the provincial government of NAD to increase the community’s concern for a clean and healthy lifestyle in meeting the Millennium Development Goals,” said Communication Specialist of UNICEF in Banda Aceh, Ivy Susanti.

The launching of the film was a result of cooperation between 14 international organizations, UN bodies, and the International Red Cross, all of which worked to repair and improve the clean water facilities and environmental sanitation, and for a clean and healthy lifestyle in Aceh. Among these organizations were IOM, the Mentor Initiative, Care International, Indonesian Red Cross, IFRC, American Red Cross, Australian Red Cross, Save the Children and NAD Province’s AMPL Work Group.13
It is hoped that the film would give information and additional knowledge for the community regarding ways to keep clean and healthy, to build sanitation facilities like toilets, and to work together in applying a clean and healthy lifestyle.

Affirming the Role of the Women of Aceh

Since starting its tour of duty in mid April 2005, BRR realized that the Indonesian government had already ratified the UN Security Council Resolution 1325, which protected women’s rights in various situations – starting with conflicts, peace negotiations, and post conflict reconstruction, which was declared by UNICEF on October 31, 2000.

Referring to said resolution, in handling issues relating to women, BRR applied two approaches. The first one was to form a directorate which would specifically be responsible for special women’s programs, whatever kind they were, or goals they had. All resources possible were to be used for women’s empowerment. The second was to use a gender perspective in the entire process of planning, executing, and evaluating of programs carried out by BRR.

One important achievement of BRR in the writing of gender policies was possible through the gender policies legalized by the Head of BRR Executing Agency in the policy of gender mainstreaming. These policies were included in the existing programs.

Building Integrated Services for Women

The earthquake and tsunami disaster left deep sorrow and bitterness. The disaster not only damaged all worldly goods, it also took the lives of beloved family members. There were those who saw this disaster as being closely related to the fate of women. They saw that the face of suffering in a disaster was almost always that of a woman.

What BRR did to overcome the physical and emotional trauma of women was to establish a Women’s Crisis Center (WCC). The WCC would function as a counseling service to alleviate the physical and emotional trauma of victims in the internally displaced persons camps and community settlements in 23 districts/cities. The WCC officers applied proactive methods in going to the internally displaced persons locations, community settlements, as well as receiving consultation clients in the WCC.

WCC provided legal and psychiatric facilitators who were ready and willing to help in the variety of problems that the women had related to legal matters or trauma. In practice, there were quite a number of WCCs, which worked closely with local women religious leaders when doing psychological counseling. One was the WCC in Bireuen. Based on the requests of the victims, the WCC officers worked together with a female religious leader. This is a good indicator that the religious and cultural approach is still preferred by the Acehnese people.

Clean water facilities in barracks at Genting Timu, Sigli, Pidie, September 28, 2005.
Photo: BRR/Arif Ariadi
The Official Opening of the Women’s Center in Aceh Jaya –Building a Better Future for Women

THE Agency for the Rehabilitation and Reconstruction of Aceh and Nias (BRR) with the NGO Building Bridges to the Future (BBF) and United Nations Development Fund for Women (UNIFEM) officially opened the Women’s Center in a village that had been struck by the tsunami, Rumpit Village, in Aceh Jaya. This program was a pilot project to encourage the establishment of a women’s center in all regions that had been affected by the tsunami.

Rumpit Village is an example of the rehabilitation and reconstruction program in all villages, which rebuilt housing and dedicated a meeting place for women, in line with rehabilitation of livelihoods and support of women’s empowerment programs. “To achieve gender equality, we need social transformation at the community level. UNIFEM started a Modern Women’s Center project to provide a place for women to express their hopes and aspirations in reconstruction and the long term development of Aceh,” said Sylvia Agustina, the Head of UNIFEM’s representative office in Aceh.

“The program concept of the women’s center was obtained from the Congress of the Women of Aceh II which was held in June of this year. “We see the need to rebuild the women’s centers in society. What has been dedicated to the women is a golden opportunity for providing a permanent space for women in rebuilding Aceh and to voice their hopes. In rebuilding Aceh and Nias, it is BRR’s priority to provide a larger voice and a better future for women,” said Kuntoro Mangkusubroto, the Head of the Executing Agency of BRR.

Building Bridges to the Future is building 41 houses in Rumpit, using local labor and working with the village heads and heads of districts to reflect the needs of the community. “Building Bridges to the Future is a good example from a committed organization to rebuild Aceh by involving the community – in this case the Rumpit community who will live in the houses already built. That is why their assistance is so important,” said Kuntoro Mangkusubroto.

Before the tsunami hit, Rumpit Village had around 500 people. The earthquake and tsunami killed 326 people. Of the surviving 174, 41 of them were women who had lost their husbands. Volunteers from UNIFEM, besides providing training for livelihoods for Rumpit women, also provided trauma counseling.

“The Rumpit women could work in the Modern Women’s Center to improve their incomes. I hope the Women’s Center can be a place where they can realize their dreams,” said President of BBF Sara Henderson.

BRR helped to build quality and participative opportunities in Aceh and Nias for women and children through the economic sector, training in skills, education programs and developing evaluations of program needs aimed at women and children. The Directorate of BRR for Women and Children’s Affairs is still making an effort to improve the local administration’s capacities through a Women’s Empowerment Program, which represents women and children in the local environment.

Source: News Release of BRR NAD-Nias, December 14, 2005
In order for things to run effectively, WCC worked under the auspices of the Integrated Service Center for the Empowerment of Women. The reason was that this center was a place to help solve a variety of women's problems in education, health, economics, labor, legal matters, human rights, the environment, and violence. The facilities included information services, assistance, counseling, and other forms of help. The combination of a variety of services under one roof could save on expenses and routine operational costs; besides the convenience in program coordinating, monitoring, and evaluating.

This collaboration resulted in 10 buildings and 50 women's centers as of mid November 2006. The intention behind building these women's centers was to make these service centers, which could be trusted by the people to help in solving various problems related to women in education, health, economy, labor, legal matters, human rights, environment, and violence, closer and more accessible.

Having these women's centers will be a big influence on the development of women's empowerment and protection of children in the future. All this time, the unavailability of special facilities to help with women's problems and issues often became the main reason behind the lack of services to meet the needs of women and children.

BRR also made sure the women's centers had a variety of useful activities. Children and women could use the centers as a place for their routine chanting of the Al Qur’an, for village meetings, for infant check-ups, and the like.

In the 2007 fiscal year, the women's centers were facilitated with some computers and communication tools to improve the women's abilities for those who had already received training in entrepreneurship, information technology, and the media. It was hoped that those who had been trained could share their knowledge with other women's groups and coordination could be created among the women's groups in other villages.

Free counseling services for women and children were also provided by the women's empowerment section in every district. Unfortunately, these services could not be widely publicized because the women were busy with their own households and outside work, so that the flow of information was not immediately forthcoming.

Difficulties in transportation and the people's feelings of awe and reluctance to come to the counseling service location were still other reasons for their not attending the counseling service, even though they needed it. Counseling was then moved to a musholla prayer house, but that wasn't effective, and it was eventually moved back to being held in people's homes.

**Developing a Legal Umbrella for Women and Children**

As one of BRR’s partners in recovery, the International Development Law Organization (IDLO) carried out community-based research in April-May 2006 to determine in detail the number of post-tsunami cases related to inheritance, guardianship, and land rights;
United Nations Development Programme (UNDP) also researched land cases and legally unfair problems experienced by women in the conflict areas from January-April 2006.14

The research survey took samples in several sub-districts in 5 districts, Aceh Pidie, North Aceh, Central Aceh, West Aceh, and Banda Aceh City. UNDP’s research, which was done exactly 4 months after the signing of the Helsinki Memorandum of Understanding (MoU) showed clearly the community’s courage in expressing/revealing legal problems, although previously they had preferred to stay quiet when facing a problem as they were afraid and traumatized by conflict.

In several isolated areas that had once been scenes of conflict, it was found that almost 70% of the women respondents said that they had experienced domestic violence, because the wives were not able to live with their husbands anymore and had asked for a divorce; yet when they were divorced, the wives were not given any property or alimony at all. For example, there was the bitter irony of the wife who had been abused until she was driven insane and then banished from the very house that she and her husband had built together, without receiving any of the property from her husband.

The position of women in the isolated areas was far more fragile than that of women in urban areas. This was because women in the villages did not understand the existing laws. Ignorant and powerless, many women had to endure a high-handed and unfair attitude on the part of their husbands.
The taking of land or property rights belonging to a woman was considered a normal thing to do. Prominent community figures were not able to find the best solution to get the law on the side of the woman. This perhaps was because these figures did not know the law in detail or because the problem was considered a family matter or for other reasons. But one thing was for sure, the correct interpretation of Islamic law was something that needed to be done, in order to gain back justice for the weaker members of the community, especially the women, who were locally considered as not being of high priority in receiving property or wealth.

Injustice was even more common when customary law took precedence over Islamic law. A case in point was the mother of a woman who had died who did not get her daughter’s inheritance, as it had all been taken by the male relatives of her son-in-law.

According to Islamic law, the mother in question should have received a third if her daughter had not left any issue or had two siblings or more, and if the daughter had left behind children or had two siblings or more, then the mother would get a sixth of the property left by her daughter. However, what happened in actual practice was that the women, whether they were daughters, widows, mothers, or granddaughters, often were not given the property or wealth that was in fact due them under Islamic law.

The same thing would often happen in cases of guardianship. The Acehnese still consider that guardianship for orphans is the same as guardianship in cases of marriage, so that the meaning becomes that of a male relative from the father’s side. Actually the guardian for marriage must be a male relative from the father’s side, while for orphans it can be from the woman’s side close to the mother, or a relative close to the father.

The cases of misuse of inheritance for orphans became a frequent phenomenon after the tsunami. A male relative on the father’s side would try to take over the inheritance of his nephew who was now all alone in the world. The irony was that there was no official guarantee from the family of the father that the inheritance would really be used in the interests of the child and would not be used otherwise.

Having seen the conditions being experienced by the women of Aceh, BRR provided legal aid through the integrated services that they built, such as the women’s centers. This legal aid started from the process of accusation/complaint, case registration, assistance and case defense, protection for the victim and witnesses, and covered up to the court’s decision related to the case involving the woman and/or child.

Increasing the Capacity of Women Religious Leaders

In the structure of Acehnese society, which is religious in nature, the religious leaders filled an important role in religious, as well as social matters. It is important to emphasize here that the position of religious leader was not an informal position that was only held by men. As in other regions, many women were actively involved in social institutions and religious education. The role of a woman religious leader became even more important when the province decided to apply Islamic law in certain legal cases.
Here, women who are in positions of authority or are law enforcers are required to be conscious of the fact that if the cases to be decided on are related to women, then they must judge or make a legal decision in accordance with the principles of gender equality. Unfortunately, although Aceh’s history indicates a strong showing of women who were leaders (queens, heroines, admirals), almost none have ever been religious leaders. The number of women religious leaders at the Ulema’s Consultative Assembly (Majelis Permusyawaratan Ulama, MPU) institution or in society is very limited.

A series of training sessions and short courses in various institutions should be given, so that women religious can carry out their functions and role in society as counselors and/or as policy makers. If this can were the case, it would possible to do studies and reinterpret the Islamic values that are discriminatory towards women and children, and follow up in disseminating this to the public at large, or even to be involved in a collective action to write up regulations that are pro-women.

In 2006, BRR gave assistance to the Koran chanting groups that were in 23 districts/cities in the form of incentives to the speakers and reading materials. This was done with the aim of reactivating these groups in the villages. The next year, it was hoped that this activity could be facilitated by the local government by actively sending Islamic preachers to those hard to reach villages.

Giving special training to the preachers is clearly important. One thing is for sure, this is necessary because of the poor ability of the women religious leaders. Indications of this are the lack or scarcity of statements made in the press by the women religious leaders, who are very rarely in the public eye.

The number of women’s rights activists in Aceh has significantly, and they have been voicing their aspirations for women’s rights. However, these women are naturally different from the women religious leaders in that they lack traditional moral authority in the community. The voices of the women religious leaders will carry a more significant and strategic meaning, because of their credibility in religion (Syariah), which to all intents and purposes affects every aspect of their lives. It is unfortunate that there are two problems related to women religious leaders – their number and quality.

In terms of numbers, there are far fewer women than men religious leaders. In terms of quality, the women religious leaders are often not a highly educated as the men. The reason is the women’s poor knowledge of Arabic. The time is right for the women’s empowerment sector to give a chance to the Acehnese women religious leaders to upgrade themselves with intensive Arabic and English courses, so that they can follow the latest developments, and have a broader and more open perspective.

Making Women Entrepreneurs Independent

In its efforts to empower women economically, BRR held training for women entrepreneurs and businesswomen. This activity involved 50 women active in business
from various districts/cities in Aceh. At the first stage the trainer equipped them with new perspectives, the ability to make social analyses, and business skills.

Many businesswomen ran their businesses in a traditional manner without having a vision, mission, goals, and a real development strategy. The lack of capital, management, production, technology, innovation, financing, and limited marketing network access made it difficult for these women’s businesses to develop, when they were faced with big and progressive competitors. In an effort to encourage the post disaster revival of the economic sector for Aceh’s people, BRR, through its Directorate of Women and Children, facilitated the growth of productive businesses that are hoped to become the economic pillars of an integrated society.

In 2007, empowerment for business groups, cooperatives, and businesswomen was done by providing experience and program support to increase the capacity of women’s groups and at the same time prepare tough and professional business candidates. It is hoped that this program will help to improve the situation, condition, and the welfare of the Acehnese people in a comprehensive manner.

Then the trainers also taught the businesswomen how to use computers, the internet, and English. As many as 45 women, who were members of the Ulema’s Consultative Assembly (MPU), the legislature, and/or the High Court/Islamic Law Services, and who
Women Religious Leaders Take A Role in Development

**WOMEN** religious leaders in Nanggroe Aceh Darussalam (NAD) have again defined more comprehensively their important position and role in the execution of Islamic law or in making public policies.

Religious leaders, whether they be men or women cannot be separated in the Al-Quran. The role of the Acehnese women religious leaders can be seen and felt up to now in the villages and in the everyday lives of the people in the NAD region.

“Women religious leaders have an important mission in the understanding and practice of Al-Quran and Islamic practices,” said Arabiyani Abubakar, Director of BRR’s Women’s and Children’s Empowerment in Aceh-Nias, Wednesday, November 22, in Banda Aceh.

She said that what was more important was reviving and involving the influence of women religious leaders in the making of regulations and public policies. The problems faced by the women religious leaders were discussed at the Women’s Congress from November 2-5, 2006, and the Congress of Coastal Women Religious Leaders of the District of Aceh Besar and Banda Aceh City from November 6-8, 2006.

She also said that there has been a kind of separation between men and women, even though in the Al-Quran and the Al-Hadits there is no difference made.

The restrictions, rights, roles and involvement of women religious leaders in the drafting of regulations and public policies have also not yet touched on basic issues.

Muslim women in Aceh have found themselves without full rights because of gender perspectives and the fact that the voices of the women religious leaders are not fully represented or executed fully in various regulations and public policies.

Meanwhile Kusmawati Hatta from the Aceh’s Light of the Future Foundation for Women’s Empowerment and Creative Children added that those women religious leaders who are fluent in Arabic, and understand Al-Hadits and Al-Quran and are able to practice what they have studied need to gather together in religious activities as well as making public policies.

Source: Analisis, November 28, 2006
BRR Aceh Provides Rp. 30 Billion for Training Funds

THE Executing Agency for the Rehabilitation and Reconstruction of Aceh and Nias (BRR) provided Rp. 30 billion to finance training in life skills for the victims of the earthquake and tsunami disaster in the Province of Nanggroe Aceh Darussalam (NAD).

“This is the first time in the post tsunami period that this training of life skills was held which used an allocation from the Government of Indonesia’s National Annual Budget,” said Head of BRR Executing Agency, Kuntoro Mangkusubroto in Banda Aceh, Tuesday, after delivering a speech at the opening of the event.

The six day training to improve the skills of the victims of the tsunami disaster included teaching them how to make traditional Aceh cakes for the victims of Lampaseh Aceh and the processing of fish for the people of Ulee Lheue.

He went on to say that this life skills training, which was participated in by 60 members of the community in Meuraxa Sub-district, seems on a small scale but must be viewed far into the future in the framework of improving community welfare.

“This is the first time this has been done in Lampaseh Aceh Village, and later there will be more training sessions financed by the same amount of aid and training a total of 2,000 disaster victims all over Aceh,” said Kuntoro.

The participants will be given financing for capital, which will be categorized as micro capital. It is hoped that the funds will be able to get the victims, especially the women, back on their feet economically.

Also, he added, they will try to provide a "balee inong (women’s center or hall)" in all villages in Aceh. This hall is to be made into a place to learn new skills and knowledge for the women of Aceh.

Those participants getting the chance to be in this training will be under supervision for six months and are expected in that period of time to be able to create a quality product, which can be marketed to consumers.

Meanwhile, the Head of the Handicrafts Department, Meutia Azwar Abubakar, said the training in new skills in making traditional cakes is regarded as important in view of the fact that many experts in making traditional Aceh cakes are victims of the tsunami disaster.

The earthquake and tsunami disaster that struck most of the areas in the westernmost province in Indonesia on December 26, 2004, caused hundreds of thousands of deaths or disappearances, including among the highly skilled traditional Aceh cake makers.

“Those women who previously were able to make these cakes and even create interesting modifications are now no more or there are now very few of them. In this light, we must look for a solution, such as this training,” she said.

According to her, it is hoped that the training in teaching traditional Aceh cake making skills to the women of the Lampaseh Aceh village will give them added knowledge and create traditional Aceh cakes that have been modified and improved in the future.

“We are trying to train the women to improve their skills in making Aceh traditional cakes and fish processing. I believe this is very important in our efforts to meet the market demand in Aceh,” she said, while adding that her office is also ready to market their products.

Source: Gatra Magazine, October 25, 2005
In 2007 and beyond, through the Government of Indonesia’s Regional Annual Budget, it is hoped that the local government will be actively involved in giving training to the cooperatives’ managements; giving additional capital to those who need it, and providing expertise aimed at giving technical assistance to groups of cooperatives; doing evaluations of cooperatives who manage micro financing to see what has been achieved and the obstacles; and facilitating the cooperatives’ managements to do inventories of the assets they have (stationary and not stationary).

BRR also carried out training for the women’s ability in managing a business, improving product quality, as well as helping with capital through the right kind of mechanism; in this case, micro credit. This financial aid is managed by the Institute for Women’s Financial Institution (Lembaga Keuangan Perempuan, LKP), which is under the coordination of the Women’s Center. Every woman receiving micro credit financing becomes a member of Institute for Women’s Finances.

The creation of Women’s Financial Institution is hoped to be able to create business opportunities for women, so that they can have a bigger role in the economy, and at the same time giving them a chance to work and to increase the chances of independent business. It is hoped that the economic improvement will create a sense of belonging and responsibility on the part of the women to develop this institution. Recipients of aid also hold routine meetings accompanied by a Women’s Financial Institution officer to discuss the development of their businesses and the obstacles being faced, and to look for a solution together.

Also, in 2005 and 2006 the Directorate of Women and Children allocated funds of Rp. 100 million for the Issuance of Spending Authority (Daftar Isian Pelaksanaan Anggaran, DIPA) for various activities in every district and city, such as giving training to the staff of the women’s empowerment section and other services regarding gender issues, as well as holding public awareness campaigns regarding the Law on Domestic Violence, and drafting strategic planning for the empowerment of women in the cities, skills training, and so forth.

It is hoped that the local government will continue these activities and hold a number of training sessions to increase women’s abilities to manage programs. Specifically in relation to women’s and children’s issues, it is hoped that the local government will be actively involved in evaluating the activities of the women’s empowerment sector in the districts/cities and in following up and undertaking advocacy in relation to several issues that are relevant to women and children.
One of the programs that can be called a real breakthrough in women’s empowerment and gender equality is the joint certification between husband and wife of land ownership, and even land boundaries, in various regions in Aceh. This came about because many women lost their ownership rights or inheritance when they lost their husbands, fathers, or male relatives through the tsunami.

As an example, Ersi in Banda Aceh, who could not assert her rights to the land left by her father who was killed in the tsunami. Previously, her father and some of his male and female relatives jointly owned a piece of land measuring 10,000 square meters (1 hectare), which had been given to them by Ersi’s grandfather. That land was now taken over by one of her uncles who had survived the tsunami. According to the law, as one of the heirs, Ersi had rights to the part of the land that had belonged to her late father. However, her right was refused by her uncle giving as the reason that Ersi, who at that point was still in 11th grade of senior high school, had to wait until she was married.

Problems occurred when the religious leaders who sat in those bodies did not have a proper gender perspective. As it was regarded as important to raise the religious leaders’ capacity through gender training, references regarding gender justice, scholarships,
opening up of perspectives and a change in the Islamic boarding school curriculum – were used as ways to get the religious leaders to gain a better gender perspective for the future.

**Designing a Gender Exit Strategy**

BRR was an ad hoc agency that worked for the post disaster recovery program in Aceh and Nias. The programs run by BRR were based on the vision of continuity after the end of BRR’s tour of duty in April 2009.

In accordance with the concept of the direction taken for the recovery of Aceh (Aceh Recovery Framework, ARF), gender integration became one of the main focuses in the handing over process from BRR to the local governments. The issue of gender was one of several issues viewed in a common perspective, such as human rights, the environment, and the eradication of corruption, with the hope that they can be properly applied in the handing over process and/or in Aceh’s development process in the future.

Joint Land Titling was the program of the Government of Indonesia and the World Bank, and BRR and BPN were the two agencies responsible for the execution of the program.

For the women of Aceh, certification of joint land ownership has become an important issue, especially the women who were victims of the tsunami as they now can own a land certificate in their own name. Land ownership has an economic advantage for women that speaks directly to their independence, because the land has economic value and can become a basis for the women’s livelihood, or can be used as a guarantee for credit applications for business and investment.

Based on the MDF In Depth Progress Report dated August 1, 2008, out of a total of 126,107 certificates from BPN, 111,045 land certificates have been distributed, with 13,200 certificates in both the husband’s and wife’s names.
BRR’s Directorate of Women and Children is responsible for gender integration in the transfer process to the local government through a gender exit strategy. The goal of the gender exit strategy is to increase the same level of participation between women and men as decision makers in planning of continuity in development. No less important is to support women and young girls in realizing their full rights and to reduce poverty, discrimination and gender injustice in accessing and controlling resources and what has come out of development.

The gender exit strategy is a strategic effort to ensure that the gender perspective becomes the focus and the basis for Aceh’s development policies in the Aceh Recovery Framework after the end of BRR’s mandate. The target of the gender exit strategy of BRR is to ensure that the process of achieving gender equality becomes the basis for a transition process from BRR to the local government. This was carried out through ARF among all governmental agency structures in the province and districts/cities.

Gender equality became one perspective in the planning and execution of development programs, as no real progress can be made and no continuity can be achieved without noting the differences in needs and interests between women and men. Gender justice/fairness must be considered as a complete unit made up of all the policies, programs and development projects, so that the interests and needs of the women can be included in the development agenda.
To ensure that these interests can be made secure, the BRR Center for Data and Information, in cooperation with UNIFEM, Women's Empowerment Body and IHS (Insan Hitawasana Sejahtera) was able to create Selected Data Based on Gender and Gender Profiles for NAD Province and the Districts/Cities of Banda Aceh, which will become the source and the basis for development planning in Aceh.

Also, BRR, along with UNIFEM and the United Nations Coordinating Recovery Office/Unicef Office for Recovery Coordination of Aceh and Nias, carried out a Gender Focal Point program in 23 districts/cities. The goals of the Gender Focal Point are to ensure that gender will become a reference for all development planning. This program of cooperation will assist the district/city governments in planning budgets based on gender, and in formulating strategic planning for development using gender as a cross-sectoral issue.
Dawn Breaks in the Veranda of Mecca

Everything that has been contributed by BRR and the donors during the rehabilitation and reconstruction, should be used wisely for the sake of prosperity for the people of Aceh.


REBUILDING to be better was the hope of BRR NAD-Nias when they started the rehabilitation and reconstruction of Aceh after the earthquake and tsunami four years ago. How much “better” did it get?

Looking at some of the data in the 2008 Tsunami Recovery Indicators Package (TRIP), which was published at the end of January 2009 by BRR, the United Nations Office of Recovery Coordinator (UNORC), and the local government of NAD, a ray of hope seems to have broken through.

The TRIP, which became a source of information and tool for analysis, planning, and observation by the local and central governments and all those parties involved in the recovery and building in Aceh and Nias, was written based on a collection of data obtained from the government – especially BRR, the Central Statistics Agency and the Health, Education, Maritime and Fisheries, Agricultural and other Services; bilateral and multilateral organizations, such as the World Bank and the UN Bodies; and local and international NGOs.

In the education sector, out of 2,809 schools in Aceh that were destroyed or damaged in the disaster, 995 schools among them have been repaired, including kindergartens. And out of a targeted number of 45,000 teachers who needed training, a total of 39,000 teachers had been trained as of the end of 2008. The percentage of children who were attending primary school in Aceh before the devastation of the tsunami took place was 96 percent, and after the disaster the percentage increased to 99 percent.
Basariyah (45), a cook at the internally displaced persons camp of Lampaseh Aceh Village, Meuraxa Sub-district, Aceh Besar, does not weep any more when relating her story of tragically losing 7 children. In her experience, disasters are God’s way of testing us that must be accepted with resignation.

Even before the tsunami destroyed her home, Basariyah, nicknamed Neneng, had had her share of suffering. Her beloved husband had died from complications of diabetes. With a paltry pension, she had to raise her children, the youngest only 1.5 years old.

On that Sunday morning, however, disaster shattered the peace of Neneng’s family. The whole household ran outside upon feeling the ground shake. After the earthquake had subsided, Neneng returned to her house and started spoon feeding her youngest child. Her oldest son was intent on going to Sabang to see the effects of the earthquake. He had only gotten 100 meters away when he ran back to the house shouting, “The water’s rising... run! Run!”

Neneng and her family immediately ran upstairs to the upper floor. One of her children shouted for her to lock the front door. Neneng went to do that, while holding her youngest tightly. Before being able to turn the key in the lock, the waters crashed against the door. « The child in my arms was torn from me. I could not save him, » said Neneng, who now lives in a new house in her village.

The second wave was even stronger. Suddenly, the house and everything inside it disappeared. Neneng was thrown and rolled up into a wave, as were her children who had fled to the upper floor. “I remember that I was rolled over and over by the water till I reached the center of town. About a kilometer away, my leg was caught in a pile of debris. I was able to climb up on this pile of debris, but then my head was hit by a large cabinet. I then fainted for a while. When I came to, I was looking up at the sky, and I asked myself, is this the end of the world, or not? And lo and behold, the sun was still shining,” she recounted.

Around 12 noon, the water started receding. Neneng found herself cast up near a school, which was about two kilometers from her house. A piece of zinc was stuck in her right leg, and her head was badly bruised. Neneng got to her feet painfully. She found a block of wood, which she used to help her walk. She also found a length of window curtain to wrap herself in, since all her clothes had been torn off of her. Little by little, she felt her consciousness fading away. Dimly she saw one of her children crushed by the trunk of a tamarind tree that had fallen. After advancing only a few steps, Neneng collapsed in a faint.

Unconscious, she was taken to the hall of the governorship and put into a body bag. She did not know how long she was in the body bag. When she came to, she shouted with all her strength, “I am still alive. Please, someone, open this...” One of the soldiers evacuating the dead said, “Oh my God, this one’s still alive!” Neneng was immediately taken to the Iskandar Muda Army Hospital at 1 a.m. or around 17 hours after the tsunami struck the west coast of Aceh.

After returning to her village several days later, her leg still injured, Neneng went to the house of Aminullah Usman, the Director of Regional Development Bank (Bank Pembangunan Daerah, BPD) of Aceh, which was located around 200 meters from hers. “Pak Amin’s house had been turned into a refugee camp for the Lampaseh survivors. This house was the only one left standing in this village. There were about 90 displaced persons, most of them men, and also their children,” Neneng related.
In the spacious yard of Aminullah’s house, two displaced persons barracks were built. Here Neneng joined the other tsunami survivors. Some days went by. Neneng, who was used to being busy, could not sit still. With 4 other women who shared the same fate, Aisyah, Sulastri, Nurasmii and Nur Aida, Neneng cooked in the public kitchen for the refugees.

“At that time I did not know what had become of my children. I did see that there were many children and men around me who had lost their mothers and wives. Who was going to cook food for them?” This reality was what motivated these five women to help out.

For three months they helped to feed the displaced persons with simple meals three times a day. “At that time there was as yet no aid. Pak Amin was the one who supplied the groceries to cook,” said Neneng, who was finally reunited with two of her children a month after the tsunami.

Neneng and her four kitchen colleagues did not hesitate when an NGO from England, Oxfam, sent out a flyer seeking manpower for a village cleaning project with a salary of Rp. 40,000 a day. “If we hadn’t applied for this job, where would I have gotten the money for my needs and to save for opening a business?” she reasoned.

One day a journalist from Time’s Asia edition magazine came to the refugee camp. Neneng did not remember his name, only that he was a foreigner. “He asked why I was so strong even after losing my children. I said: “We have to be strong”. All of our trials and ordeals come from God. I am still thankful that two children survived. Many other people lost everyone,” Neneng said.

Some time later, these five strong women were invited to Taiwan to receive an award from the magazine. They were chosen from among 100 tsunami victims in Asia who had the courage to face life in the midst of suffering.

“We travelled on a plane, stayed at a fancy hotel, toured around Taiwan, and received an award at a function at a large hotel. We went home with Rp. 1.5 million each,” Neneng related, having gone overseas for the first time ever.

The money she received was used to start a small shop. Not content to stop there, Neneng also started a tempe (soy bean cake) processing factory. She also took a business training course held by BRR and received Rp. 7 million in funds as capital.

According to Neneng’s calculations, the capital needed to buy a machine and raw materials for tempe making is Rp. 30 million. “I have applied for a loan at the International Relief and Development,” she said spiritedly. Although her loan may not come through, at least Neneng can breathe a sigh of relief now. She now has her small shop selling cigarettes and other items, which is being managed properly, and is sufficient for her needs and for her future generation, two of whom remain.

Source: Reporting by BRR NAD-Nias, September 2006
The literacy rate for the population aged 15-24 in Aceh in 2008 was 99 percent, almost the same as the average national literacy rate in the same age group of 99.4 percent, almost achieving the 100 percent expected by the Millennium Development Goals (MDG) falling due in 2015.

And in the health sector, the number of health facilities that were built in Aceh was 84% of the total target. This means that 859 hospitals, local health clinics and village polyclinics were built in that province.

Regarding the health of pregnant mothers-to-be, 80 percent of the births occurring in Aceh have been assisted by health officials with an average of 155 midwives per 100,000 people. Aceh also had a lower maternal death rate, 224 women per 100,000 births, compared to the national maternal death rate of 307 in 2008.

The proportion of children who had a lower than normal weight in Aceh decreased significantly-- from 41.5 percent in 2005 it went down to 26.5 percent in 2007. And overall, 70.6 percent of all children aged less than a year in Aceh had received measles inoculations. This figure comes close to the national average of 82 percent, but both are still below the MDG target of 100 percent.

The availability of clean water and better sanitation can also become an indicator of the community’s health. The recovery process to restore pre-tsunami conditions has almost been realized in Aceh, with an estimated 40 percent of households being able to have
clean water. This calculation was done based on the standards of MDG which covered all sources, not only certain locations, and comes close to the national target of 65 percent.

Access to good or better sanitation for most households is still not as it was before the tsunami. Some 70 percent of all households in Aceh already had adequate sanitation in 2004, but the coverage in 2007 only came to 61 percent, meaning there are still 370,000 households in Aceh that still don’t have good sanitation facilities.

It can be said, that in general Aceh has shown good progress and has succeeded in achieving some of the MDG targets for Indonesia. However, naturally there is still a lot to be done at the provincial level, especially in each district/city. Of course, this all depends on the skill of the local governments in Aceh in managing all of the improvements already done by BRR, after its tour of duty ended on April 16, 2009.

“Don’t ask whether we are ready or not ready. The government, through BRR and the donor nations, has built and put everything in place, are we going to say that we can’t maintain it all?” said Kuntoro, on the eve of the end of BRR’s period of assistance. The words of the Head of BRR Executing Agency were not said without reason. The continuity of all of the programs, and the facilities and infrastructure, which have been built in Aceh, and, in this case, especially in the education and health sectors, efforts to promote and implement gender equality need to be maintained.

Of course, this is not easy homework. Not to mention when it is related to the issue of the budget for maintenance of the hundreds of assets that were passed on from BRR. The difficulties in funding, the amount of which reaches into trillions of rupiah and for which the local government in Aceh must be responsible, have been pointed out and discussed. BRR then reassured those worried about this, with its efforts—before its period of duty was finished—to obtain funds totaling Rp. 4 trillion from the 2009 Government of Indonesia’s National Annual Budget, especially for the continuity of the rehabilitation and reconstruction of Aceh and Nias, either for finishing up projects or for continuing activities.

A total of around Rp. 600 billion was allocated for completion of projects, with the breakdown for the continuity of activities being Rp. 1.3 trillion for the Provincial Government of NAD and Rp. 277 billion for Nias. The remainder of Rp. 1.7 trillion was redirected to a number of departments, such as the Department of Transportation and the Department of Public Works.

“The budget for 2009 is available. Even the bidding has been already done by the Provincial Government of Aceh and the Central Government in coordination with BRR. Maintenance does require funds, but it will all be covered by the Government of Indonesia’s National Annual Budget, as well as the National Regional Annual Budget,” explained the Head of BRR Executing Agency. Several challenges await, but these are not without solutions and opportunities.

When dawn breaks in the Veranda of Mecca, children leave for school, and the women are busily greeting the new day with a host of early morning activities, while the men prepare for another day’s work. Another day has arrived to be inscribed on a new page of history for Aceh.
Endnotes

1. ‘Dayah’ in Acehnese language is an education institution which is called pesantren in Java or surau in Padang or pondok in Thailand. The word dayah comes from the Arabic word zawiyah that literally means multiple angles. In the mid‑centuries, zawiyah was known as the sufi religious and living center. Sometimes this center was built into a religious school. At many times, zawiyah was made a shelter for spiritual meditation. This illustration shows how the word zawiyah later came to Aceh (Amiruddin, 200x)

2. ‘A Total of 1,146 Earthquake and Tsunami Patients of NAD Province Treated in Hospital,’ http://www.depkes.go.id/January 7, 2005

3. News Release of Jesus Christ Church, January 27, 2005

4. Statement of the Director of Education Workforce, Directorate General of Elementary and High School, January 26, 2005

5. Aceh and Nias Two Years After the Tsunami, BRR Progress Report in 2006, pages 38‑39


7. The Satellite Health Posts Replace the Services of the Foreign NGOs in Aceh, Sinar Harapan, March 28, 2005


9. Processed from various sources with data input: 259 local health clinics, 32 hospitals, 830 local assisting health clinics, and 4.3 million people

10. The Head of District of North Aceh Receives Award from the President, Serambinews, November 1, 2008


12. The bride and groom-to-be


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<th>Abbreviations</th>
<th>Indonesian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>Angkatan Laut</td>
<td>(Indonesian) Navy</td>
</tr>
<tr>
<td>APBD</td>
<td>Anggaran Pendapatan dan Belanja Daerah</td>
<td>Provincial Annual Budget</td>
</tr>
<tr>
<td>APBN</td>
<td>Anggaran Pendapatan dan Belanja Negara</td>
<td>Government of Indonesia’s National Annual Budget</td>
</tr>
<tr>
<td>ARF</td>
<td>Kerangka Kerja Pemulihan Aceh</td>
<td>Aceh Recovery Framework</td>
</tr>
<tr>
<td>ASI</td>
<td>Air Susu Ibu</td>
<td>Natural Milk (of a Mother)</td>
</tr>
<tr>
<td>Balita</td>
<td>Bawah lima tahun</td>
<td>Children under five years old</td>
</tr>
<tr>
<td>Bandara</td>
<td>Bandar udara</td>
<td>Airport</td>
</tr>
<tr>
<td>BAN-PT</td>
<td>Badan Akreditasi Nasional Perguruan Tinggi</td>
<td>The Board of National Accreditation of Higher Education Institution</td>
</tr>
<tr>
<td>Bapel</td>
<td>Badan Pelaksana</td>
<td>Executing Agency</td>
</tr>
<tr>
<td>Bappenas</td>
<td>Badan Perencanaan Pembangunan Nasional</td>
<td>National Development Planning Agency</td>
</tr>
<tr>
<td>BBF</td>
<td>Building Bridges to the Future, Nama sebuah Yayasan</td>
<td>Building Bridges to the Future</td>
</tr>
<tr>
<td>BPKB</td>
<td>Balai Pengembangan Kegiatan Belajar</td>
<td>Centre for Development of Learning Activities</td>
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<td>BPOM</td>
<td>Badan Pengawas Obat dan Makanan</td>
<td>Foods and Drugs Supervisory Agency</td>
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<td>BPN</td>
<td>Badan Pertanahan Nasional</td>
<td>National Land Agency</td>
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<td>BPPT</td>
<td>Badan Pengkajian dan Penerapan Teknologi</td>
<td>Agency for The Assessment and Application of Technology</td>
</tr>
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<td>BPS</td>
<td>Biro Pusat Statistik</td>
<td>Central Bureau of Statistics</td>
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<tr>
<td>BRI</td>
<td>Bank Rakyat Indonesia</td>
<td>Bank Rakyat Indonesia</td>
</tr>
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<td>BRR</td>
<td>Badan Rehabilitasi dan Rekonstruksi Wilayah dan Kehidupan Masyarakat Provinsi Nanggroe Aceh Darussalam dan Kepulauan Nias Provinsi Sumatera Utara</td>
<td>Agency for the Rehabilitation and Reconstruction of the Regions and Community of Nanggroe Aceh Darussalam and the Nias Island of the Province of North Sumatera</td>
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<td>UNICEF</td>
<td>Dana Perserikatan Bangsa-Bangsa untuk urusan Anak-anak</td>
<td>United Nations Children’s Fund</td>
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<td>Dekranas</td>
<td>Dewan Kerajinan Nasional</td>
<td>National Handicraft Board</td>
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<td>Abbreviations</td>
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<td>English</td>
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<tr>
<td>Depdiknas</td>
<td>Departemen Pendidikan Nasional</td>
<td>Department of National Education</td>
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<td>DIPA</td>
<td>Daftar Isian Pelaksanaan Anggaran</td>
<td>Issuance of Spending Authority</td>
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<tr>
<td>DPRD</td>
<td>Dewan Perwakilan Rakyat Daerah</td>
<td>Regional House of Representative</td>
</tr>
<tr>
<td>FKKP</td>
<td>Fakultas Keguruan dan Ilmu Pendidikan</td>
<td>Faculty of Teacher Training and Education</td>
</tr>
<tr>
<td>GAM</td>
<td>Gerakan Aceh Merdeka</td>
<td>Free Aceh Movement</td>
</tr>
<tr>
<td>GED</td>
<td>German Emergency Doctor; Nama sebuah LSM</td>
<td>German Emergency Doctor</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome</td>
<td>Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>IAIN</td>
<td>Institut Agama Islam Negeri</td>
<td>State Islamic Institute</td>
</tr>
<tr>
<td>ICT</td>
<td>Teknologi Informasi dan Komunikasi</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>IDLO</td>
<td>Organisasi Internasional untuk Pengembangan Hukum</td>
<td>International Development Law Organization</td>
</tr>
<tr>
<td>HIS</td>
<td>Insan Hitawasana Sejahtera (perusahaan konsultan dan penelitian)</td>
<td>Insan Hitawasana Sejahtera (social science research and consulting firm)</td>
</tr>
<tr>
<td>IOM</td>
<td>Organisasi Internasional untuk Migrasi Penduduk</td>
<td>Internal Organization for Migration</td>
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<td>IPA</td>
<td>Instalasi Pengolahan Air</td>
<td>Water Treatment Plant (WTP)</td>
</tr>
<tr>
<td>ISO</td>
<td>Organisasi Internasional untuk Standarisasi</td>
<td>International Organization of Standardization</td>
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<tr>
<td>JLT</td>
<td>Sertifikat Kepemilikan Tanah Bersama</td>
<td>Joint Land Titling</td>
</tr>
<tr>
<td>KB</td>
<td>Keluarga Berencana</td>
<td>Family Planning</td>
</tr>
<tr>
<td>Kimprawil</td>
<td>Permukiman Prasarana Wilayah</td>
<td>Settlement and Regional Infrastructure</td>
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<td>KKP</td>
<td>Kantor Kesehatan Pelabuhan</td>
<td>Port Health Office</td>
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<tr>
<td>KLB</td>
<td>Kejadian Luar Biasa</td>
<td>Extraordinary Condition</td>
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<tr>
<td>Kopelma</td>
<td>Kota Pelajar Mahasiswa</td>
<td>Academic City for Students</td>
</tr>
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<td>Kopertis</td>
<td>Koordinasi Perguruan Tinggi Swasta</td>
<td>Private Higher Educational Institution Coordination</td>
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<td>Labkesda</td>
<td>Laboratorium Kesehatan Daerah</td>
<td>Reference Laboratory</td>
</tr>
<tr>
<td>Lamtamil</td>
<td>Pangkalan Utama TNI Angkatan Laut</td>
<td>First Class Naval Base - Indonesian National Navy</td>
</tr>
<tr>
<td>Letkol</td>
<td>Letnan Kolonel</td>
<td>Lieutenant Colonel</td>
</tr>
<tr>
<td>LKP</td>
<td>Lembaga Keuangan Perempuan</td>
<td>Women's Financial Institution</td>
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<tr>
<td>Abbreviations</td>
<td>Indonesian</td>
<td>English</td>
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<tr>
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</tr>
<tr>
<td>LPT</td>
<td>Laboratorium Penelitian Teknologi</td>
<td>Technology Research Laboratory</td>
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<td>LSM</td>
<td>Lembaga Swadaya Masyarakat</td>
<td>Non-governmental Organization (NGO)</td>
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<tr>
<td>MAK</td>
<td>Mata Anggaran Kegiatan</td>
<td>Account Code in Indonesian</td>
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<td>MAN</td>
<td>Madrasah Aliyah Negeri</td>
<td>Islamic Senior High School</td>
</tr>
<tr>
<td>Mayjen</td>
<td>Mayor Jendral</td>
<td>Major General</td>
</tr>
<tr>
<td>MCK</td>
<td>(Fasilitas) Mandi, Cuci, Kakus</td>
<td>Shower, Wash, and Toilet Facilities</td>
</tr>
<tr>
<td>MDG</td>
<td>Tujuan Pembangunan Milenium</td>
<td>Millenium Development Goals</td>
</tr>
<tr>
<td>MGMP</td>
<td>Musyawarah Guru Mata Pelajaran</td>
<td>Teachers Meeting on School Subject</td>
</tr>
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<td>MI</td>
<td>Madrasah Ibtidaiyah</td>
<td>Islamic Elementary School</td>
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<tr>
<td>MIPA</td>
<td>Matematika dan Ilmu Pengetahuan Alam</td>
<td>Mathematic and Science</td>
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<td>MPD</td>
<td>Majelis Pendidikan Daerah</td>
<td>Local Education Assembly</td>
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<td>MPU</td>
<td>Majelis Permusyaratan Ulama</td>
<td>Ulama’s Consultative Assembly</td>
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<td>MTs</td>
<td>Madrasah Tsanawiyah</td>
<td>Islamic Junior High School</td>
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<td>NAD</td>
<td>Provinsi Nanggroe Aceh Darussalam</td>
<td>Nanggroe Aceh Darussalam Province</td>
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<tr>
<td>ODHA</td>
<td>Orang Dengan HIV/AIDS</td>
<td>People with HIV/AIDS</td>
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<td>P2TP2</td>
<td>Pusat Pelayanan Terpadu</td>
<td>Center of Integration Service for Women Empowerment</td>
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<tr>
<td>PAUD</td>
<td>Pendidikan Anak Usia Dini</td>
<td>Early Age Education</td>
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<td>PBB</td>
<td>Perserikatan Bangsa-Bangsa</td>
<td>United Nations (UN)</td>
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<td>PDAM</td>
<td>Perusahaan Daerah Air Minum</td>
<td>Regional Potable Water Company</td>
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<td>Pemda</td>
<td>Pemerintah Daerah</td>
<td>Regional Government</td>
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<td>PKBM</td>
<td>Pusat Kegiatan Belajar Masyarakat</td>
<td>Community Learning Center</td>
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<tr>
<td>PLSP</td>
<td>Pendidikan Luar Sekolah dan Pemuda</td>
<td>Nonformal Education and Youth</td>
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<td>PNS</td>
<td>Pegawai Negeri Sipil</td>
<td>Civil Servant</td>
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<td>Polindes</td>
<td>Poliklinik Desa</td>
<td>Village Polyclinic</td>
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<td>Posyandu</td>
<td>Pos Pelayanan Terpadu</td>
<td>Integrated Health Service Post</td>
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<tr>
<td>PPEP</td>
<td>Peningkatan Produktivitas Ekonomi Perempuan</td>
<td>Increasing Women's Economic Productivity</td>
</tr>
<tr>
<td>PT/PTA</td>
<td>Perguruan Tinggi/Perguruan Tinggi Agama</td>
<td>Higher Education Institution/ Higher Education Institution of Religion</td>
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<td>PUG</td>
<td>Pengarusutamaan Gender</td>
<td>Gender Mainstreaming</td>
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<td>Pusdatin</td>
<td>Pusat Data dan Informasi</td>
<td>Center for Data and Information</td>
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<td>Puskesmas</td>
<td>Pusat Kesehatan Masyarakat</td>
<td>Community Health Post</td>
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<tr>
<td>Pustu</td>
<td>Puskesmas Pembantu</td>
<td>Auxiliary Community Health Post</td>
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<tr>
<td>Rp</td>
<td>Rupiah</td>
<td>Rupiah (Indonesian currency)</td>
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<td>Abbreviations</td>
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<td>English</td>
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<tr>
<td>RS</td>
<td>Rumah Sakit</td>
<td>Hospital</td>
</tr>
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<td>RSU</td>
<td>Rumah Sakit Umum</td>
<td>General Hospital</td>
</tr>
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<td>RSUD</td>
<td>Rumah Sakit Umum Daerah</td>
<td>Regional General Hospital</td>
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<td>Satker</td>
<td>Satuan Kerja</td>
<td>Project Implementing Unit</td>
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<td>SD</td>
<td>Sekolah Dasar</td>
<td>Elementary School</td>
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<td>SKB</td>
<td>Surat Keputusan Bersama</td>
<td>Joint decree</td>
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<td>Sekolah Menengah Kejuruan</td>
<td>Vocational High School</td>
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<td>Sekolah Menengah Pertama</td>
<td>Junior High School</td>
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<td>SMA</td>
<td>Sekolah Menengah Atas</td>
<td>Senior High School</td>
</tr>
<tr>
<td>SPK</td>
<td>Sekolah Perawat Kesehatan</td>
<td>Nursing School - High School Level</td>
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<td>TK</td>
<td>Taman Kanak-kanan</td>
<td>Kindergarten</td>
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<tr>
<td>TNI</td>
<td>Tentara Nasional Indonesia</td>
<td>Indonesian National Army</td>
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<tr>
<td>ToT</td>
<td>Pelatihan untuk Pelatih</td>
<td>Training of Trainers</td>
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<td>TPA</td>
<td>Taman Pendidikan Al-Quran</td>
<td>Al-Quran Studies Center</td>
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<td>TQM</td>
<td>Manajemen Kualitas Total</td>
<td>Total Quality Management</td>
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<td>TRIP</td>
<td>Daftar Indikator Pemulihan Tsunami</td>
<td>Tsunami Recovery Indicators Package</td>
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<td>UAN</td>
<td>Ujian Akhir Nasional</td>
<td>National Final Examination</td>
</tr>
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<td>UNDP</td>
<td>Program Pembangunan Perserikatan Bangsa-Bangsa</td>
<td>United Nations Development Programme</td>
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<td>UNICEF</td>
<td>Dana Perserikatan Bangsa-Bangsa untuk urusan Anak-anak</td>
<td>United Nations Children’s Fund</td>
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<td>UNIFEM</td>
<td>Dana Perserikatan Bangsa-Bangsa untuk Perempuan</td>
<td>United Nations Development Fund for Women</td>
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<td>UNORC</td>
<td>Badan Perserikatan Bangsa-Bangsa Koordinator Pemulihan khusus untuk Aceh dan Nias</td>
<td>United Nations Office of the Recovery Coordinator for Aceh and Nias</td>
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<tr>
<td>Unsyiah</td>
<td>Universitas Syiah Kuala, Banda Aceh</td>
<td>Syiah Kuala University, Banda Aceh</td>
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<tr>
<td>US$</td>
<td>Dollar Amerika Serikat</td>
<td>American Dollars</td>
</tr>
<tr>
<td>WCC</td>
<td>Pusat Krisis untuk Perempuan</td>
<td>Women Crisis Center</td>
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<tr>
<td>YEL</td>
<td>Yayasan Ekosistem Lestari</td>
<td>Yayasan Ekosistem Lestari; Name of an NGO</td>
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