

Nurmalahayati Nurdin (referee)

### **General Comments:**

This is an excellent paper, well written and easy to read. The paper is well structured into subheadings as well. However it needs additional information before it is reading for publication.

### **Specific Comments**

- It would be beneficial to include the legal framework of mainstreaming the DRR in Indonesia. It includes the *Act No 24 of 2007 on Disaster Management* and the *Circular letter of the Minister of National Education No. 70a/SE/MPN/2010*. It could be a good starting point to emphasize the importance of disaster education in Indonesia. The circular letter explains how the mainstreaming of DRR in the school curricula has been conducted in Indonesia. The review on the implementation process of these three methods (through the existing subject, local content and extra curricular activities) will give good point for the paper.
- More information about the school system in Indonesia would be necessary, including the information about the school-based disaster preparedness (Sekolah Siaga Bencana/ SSB) and non-SSB schools.  
Related to the sample, is the sample come from one of this school?
- Do we now discuss the challenge of the DRR education in the new curriculum (Curriculum 2013)? If yes, can I suggest that the author(s) consider analyzing the basic competencies of the Curriculum 2013, which might address the knowledge of hazards? One example is the basic competencies of the science curriculum in middle schools (junior high school) pointed out that students should know about hazards. Is it beneficial to include the knowledge of hazards as part of the curriculum? Why? The finding from the survey might help to answer the questions.
- It also would be useful if the author(s) could provide more literatures from the previous research in disaster education in Indonesia. For instance, Indonesia Institute of Science (LIPI) and UNESCO with support from UNISDR developed some criteria and conducted various assessments to evaluate the disaster preparedness at schools in Indonesia. Some schools were appointed as model and involved in the process of infusing knowledge. Some intervention also has been made through the teacher training. The information would be useful to give more understanding on the currents situation and how to improve the condition.

This paper will give valuable inputs for the development of disaster education in Indonesia.