Disaster Management for Children Protection

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Abstract

Recognizing Indonesia as a country prone to disasters and the potential to reduce the risk necessary preventive measures for all citizens, including children living in disaster-prone areas. There are the most high vulnerable disasters to children in times of disaster victims in Indonesia. A child is someone having no 18 years old yet; including those still having in the mothers' womb and those unmarried ones. The United National Treaty, a Convention on the Right of Children Retrieved 2009 every child has the seven rights, one of which is that to the fulfillment of all requirements including safety needs of the disaster and rights protection. On the other side of the Convention on the rights of children, it must uphold the rights of children and the survival of the principle of non-discrimination.

Disaster management of child protection in this article is a concept of planning and maket which are easily applied consisting of: 1) preventive planning by describing the potential environmental hazard; the potential for serious harm to the child who starts from the learning to the prevention, giving the preparedness of the child in facing catastrophic events, Management of mitigation is readily accepted by the children and can be done or undertaken by the organized children with the plot to the prevention, preparedness and emergency response of each child, Recovery and rehabilitation of children at all age levels with a variety of directions to minimize the crisis they encounter are realized within the framework of post-disaster rehabilitation and reconstruction easily to do, fun without any pressure. This article is devoted to the children under normal conditions, meaning that any knowledge, experience and skills contained in this article do not apply to children with special needs.

Keywords: *Management Disaster, Child Protection.*

1. Introduction

The word "disaster" is currently not a strange word to the community, including children, why disaster is so close to the community.

The answer to that question can be answered by all individuals around the world, which in the late 19th century until now, the current frequency of natural disasters and non-natural disasters are so frequent and felt by almost the entire community of the world. For example, the disaster in Indonesia, Australia, Japan, and other countries which kill thousands of living things, destruct all natural resources, destroy the public facilities, and loose human and property of various state assets. The statement is supported by Sutopo PN (in Nawa Tunggal, 2010:15) that there have been 190 disastes in Indonesia since 2002, the idea and in 2009 they increased to 1,675 times, with 70% of the disassters in in the the form of hydro-meteorological ones. Observations by Sutopo (the Director of Disaster Risk Reduction at the National Agency for Disaster Management) in 2011 to 2012 proved the increase of the number of catastrophic events.

In the realm of disaster, there is a disaster risk reduction term which is called called disaster risk reduction (DRR) in English, which means reducing the risk of disasters and the doubt. The DRR approach is multi-faceted, multi-sector and multi-dimensional ones. The DRR efforts require coordination among either the governmental and non-governmental agencies, national and local preparedness, support adequate knowledge for all levels, from government to ordinary people, as well as adequate infrastructures.

The authors appreciate and will expand what meant by the disasters to the ordinary society as the whole society, especially communities in disaster-prone areas. So, the community is emphasized in this context that all men from the early age of the children to the elderly. The main task of the government is making the right policy at the same time through implementing the best management in the context of readiness (preparedness) aspect as the important thing because it involves several factors, namely: 1. household, 2. organization, 3. community, 4. government and 5. organizations across sectors. Furthermore, Setia Budi (2011) refers that household, and community organizations are the most basic positions, because the vulnerability aspects arising in the event of pre-event and post-event are strongly influenced by the strength of families/households when the early models already have enough ones on the "disaster" that would happen would differently but never been touched. Communities and organizations are the next important factors if associated with capacity, social capital, leadership and ability to perform the responses/actions over the catastrophic events occuring.

Finally, based on some opinions on the above mentioned, we know that every child has a parent and family, and every family is a part of the community members. So, in the event of catastrophic situation, children should receive first priority help from the members of the public/community to another, for the reason of:

1. Children are one of the most vulnerable groups.
2. The children have the living expectancy range longer.

3.   Based on the psychological aspect, we need to restore the confidence from stress and trauma for the children longer than adults.

Oriented to the three reasons mentioned above, it brings us all to protect children from the risk of disaster, understands the disaster risk for children to reach by formal education through schools and non-formal education within their family and society. It is very important to balance the hard and soft measures. Capacity building for protecting the life of mothers, children and elder people by utilizing the regional support groups is important (Kazutoshi, 2016).

If the attitude of helping children in disastrous situations takes the precedence, then we have to support the achievement of the Millennium Development Goal (MDG) of reducing child mortality. The MDG will be explained in detail in the chapter discussion. During the catastrophic events, we often find the deaths due to drowning when floods, injuries hit by the hard objects and dangerous ones, buried in the ground when landslides, suffocation due to inhalation of toxic air, dead charred /burnt due to explosion of gas /electric shock, fire, etc. Thus, the introduction of this article asserts that it confines themselves to reviewing disaster management in child protection. It should be emphasized that this is important for the children to know the term of disaster earlier with various essences, because natural phenomena as signs of impending disaster should be answered carefully and communicated to the children according to their physical and spiritual development based on biology, psychology, social and spiritual (Ozretich & Bowman, 2001).

Principally, the disasters can be studied from many things, but based on "time management" the disasters can be addressed in three stages, namely the first stage or the preventive action is done before a disaster occurs; the second stage is when the disaster or emergency occurs or other terms of disaster mitigation; and the third stage is a post-disaster rehabilitation. Simply, the terms of the three stages above mentioned can be presented in Table I below.

Table1: Disaster Management Diagram

Preventive Actions	Emergency Response/Mitigation	Post-Disaster/Rehabilitation
1. Mental preparedness 2. Barrack/shelter preparation 3. The government policies 4. Building the information center 5. Building and developing the communication network.	1. PPGD Post-hospitalization 2. Mapping of needs 3. Volunteering Management 4. Communication system 5. etc.	1. Victims recordings 2. Human rehabilitation 3. Earning rehabilitation 4. Living rehabilitation 5. Public faclity rehabilitation 6. Recording of the victims' needs and expectations 7. Assistance, etc.

Disaster management from the prevention stage to the rehabilitation takes into account other aspects related to the disaster whatn so called 'disaster management'. The Disaster management may be defined as the process of addressing an event that has the potential to seriously disrupt the social fabric of a community. The phrase is much broader in scope than 'disaster mitigation' which involves fighting the effects of such event, includes administrative decisions, and operational activities involving prevention, preparedness, response, recovery and rehabilitation at all levels. Through disaster management, it is possible to minimize the crisis through early warning and framework of rehabilitation and post-disaster reconstruction (Fahrudin 2005).

The same source describes that the disaster management is a process of articulating an event having potential for serious harm to the public; comparing to the broader disaster mitigation, it involves only the maintenance of the impact of events that includes the decision of administrative and operational activities

including prevention, preparedness, emergency response, recovery and rehabilitation at all levels. Through disaster management, it is possible to minimize crises through early warning and to frame post-disaster rehabilitation and reconstruction.

Many things can be done by various stakeholders such as governments, NGOs, universities, companies, and other stakeholders together to move people (especially children) who live in areas prone to disasters around before catastrophic events occur in order to provide the knowledge and skills to children in responding to disasters, so that they are able to attempt to save themselves (Joan, 2009). For children whose parents reside in the disaster-prone areas need to be taught how to develop and respond to disasters. We must make sure that the people living in disaster-prone areas have got the knowledge and skills in addressing the disaster; to the knowledge and skills of parents and the community should be introduced and taught to the children from an early age, so that those who reside in disaster-prone areas can contribute to reduce the disaster risk, especially for themselves.

On the other hand, the children should know that any catastrophic event will surely bring forth the social problems faced by the victim, according to Gunawan et al. (2007) the problem consists of: the divorcingme, the emergency location, while the refugee camps are scattered and inaffordable, many family living become abnormal, damage to educational facilities and other facilities, psychological distress of victims, community work becoming dormant, very limited facilities in refugee camps and they all need many helps.

The meaning of disaster management for children protection referr to, in this article, the concept of planning and maket easily applied consisting of: 1). preventive planning by describing the potential environmental hazard; the potential for serious harm to the children, beginning from the learning to the prevention, children preparedness facing catastrophic events., 2). Mitigation management readily accepted, done or performed by the kids should organized into the plot to the prevention, preparedness and emergency response for each. 3) Recovery and rehabilitation of children are done at all age levels with a variety of directions to minimize the crisis faced by children realizing in the framework of post-disaster rehabilitation and reconstruction that is easy to do, fun and no pressure. Therefore, the discussant further in this article is devoted to the children under normal conditions, meaning that the knowledge, experience and skills contained in this article do not apply to children with special needs. For the group of children with special needs in disaster management, they cannot be treated the same as the normal children; given the special needs children are very varied.

2. Methodology

The research was conducted in Java Indonesia with qualitative descriptive method of case study data collected by oberation, interview and documentation study, research subject of good parenting participant, data in source trianggulasi that is social worker of society involved in disaster response, so far researcher analyze data and formulate like result research below.

3. Discussion

The article entitled with the disaster management for children protection; the discussion will be mapped into five parts:
a. Disaster management strategy,
b. Children assistance,
c. Preventive actions for the children,
d. Disaster response or mitigation, and
e. Post-disaster actions or rehabilitation

Based on the five mappings of discussion, there are four mappings focusing on the aspects of developments such asbiological,

psychological, social and spiritual aspects of the children grouped according to the age of the child. With the locus of learning to communicate the data and process the information at every level to be streamed into the available channels, so that the children will be reduced with the burden to store data and information. The four discussions are children protection, preventive measures for children, emergency response or mitigation, and post-disaster rehabilitation.

3.1. Disaster Management Strategy

Since the days of our ancestors, in fact, the natural disasters and non-natural disasters have occurred, but not as much as the human casualties at this time because the number of people or population are totally different in number. Similarly, non-natural disasters occur in the form of war between brothers, inter-ethnicity, inter-kingdoms and between countries. Since the middle of 19 century, the natural or non-natural disaster increase and never happen in Indonesia, but the disaster happen mostly in the world. The above mentioned are not only stakeholders; the Indonesian people who are concerned about the handling of the disaster. But the stakeholders of the world/global will be active and locus of all disaster, as evidence of expecting the next 20 century; through the United Nations (UN), it has decided the agenda of the development around the world who agreed to be named Mellenium Development Goals (MDGs). There are eight elements of MDGs, such as: 1. Eradicating the extreme poverty and hanger, 2. Achieving universal primary education, 3. Promoting the gender equality and empower women, 4. Reducing child mortality, 5. Improving maternal health, 6. Combating against HIV/Aids, malaria and disease, 7. Ensuring enveriomental sustainability, 8. Developing a global partnership for development (Murti, 2007). The eight of UN program are targeted to be achieved in the time span between the years 1990-2015. Actually, all of the eight items of MDGs are already contained in the noble ideals of the Preamble to the Constitution of the Republic of Indonesia Year 1945. The global level; there is a shared awareness of the importance of disaster risk reduction as a requirement in achieving MDGs, acknowledging that the MDGs cannnot be achieved without consideration of disaster risk, and that sustainable development cannot be achieved if not actualized into the development on policies, planning, and implementation. Thus, the MDGs will not be realized if each country does not give the priority to disaster management policies and other related series of disasters.

The Definition of Disaster by Act No. 4 of 2007 on The Disaster Management. The disaster is defined as an event or series of threatening and disrupting the lives and livelihoods caused by both either natural factors and/or non-natural ones or human factors, thus, resulting in the emergence of human casualties, environmental damage, loss of property and psychological impacts. Sugiyanto (2003) a disaster is an event (not planned by humans), occuring suddenly which the impacts cause loss of materials, non-materials, casualties and damaging results of development and occurs in compound. The UN defines that the disaster is a serious disruption of the functioning of a community, causing widespread of loss in human life in the terms of materials, economics or environmental ones and it is beyond the ability of the community to cope with it using their own resources. In the Act No. 24 of 2007 describs that three are types of disasters based on the sources or origins; natural, non-natural disasters and socialcatastrophic. Natural disasters (BA) is caused by a nature, such as earthquakes, volcanic eruptions, floods, tornado drought, and landslides. Non-natural disasters are such as technology failed, failed modernization, disease, etc. Social disaster is a disaster caused by humans such as conflict, war among brothers, etc. The three meanings of disasters mentioned above have happened causing the damages, insecurity, and pain to the human race, except the eruption of earth material issued in the form of sand and stones which can be used for the rehabilitation phase based on the the materials used by human for the construction.

Legal framework of disaster management consists of: 1. The international agreement through the UN establishes the MDGS, 2. The Law Number 24 Year 2007 on the Disaster Management, 3. The Presidential Decree No. 8 of 2008 on the National Agency to the Disaster Management (BNPB) and Local Agency to the Disaster Management (BPBD), 4. The Regulation of the Minister of Home Affairs Number 46 Year 2008 on the guidelines for the Organization and Work Procedure for the local agency of Disaster Management, 5. The Government Regulation Number 21 of 2008 on the Implementation of Disaster Management, 6. The Government Regulation No. 22 Year 2008 on Funding and Assistance Management, 7. The Government Regulation No. 23 Year 2008 on the Role of International Institutions and Foreign Non-Governmental Organizations for disaster management in Indonesia.

Assessing the legal umbrella for the disaster shows that, in the event of catastrophic events anywhere and anytime, all people and institutions or companies or organizations are allowed to participate to help, to give supports and relieve disaster victims as far as the aids or assistances following the legal procedures established except under the conditions of emergency. In addition to following the prevailing legal procedures, the persons or institutions have to proceed to give relief aids to be more effective and efficient need to pay attention to local wisdom. It is important to concern for every community to have tradition, culture and customs as the unwritten role model. The peer is not written on any community contains knowledge serving as a process of life skills. The knowledge and values as an unwritten role model is called the local wisdom. So, the local wisdom can take the form of culture, the assurance, values, knowledge and skills. The knowledge and local values should be introduced to the children from their early ages so that they do not feel alienated one and made themselves safe with the knowledge and local values. Furthermore, the whose duties are there to transfer knowledge and local values to children? As not all parents are able to transfer knowledge and local values. In accordance with Table 2 at the bottom of this article says that the children under ages between 0-3 years old are responsible for transferring the knowledge and local values, while children those under ages between 4-18 years old in addition to the transfer of knowledge and values are the responsibility of the local environment/communities given either in the form of formal education in schools and non formal education through social institutions such as village Youth, Society, Dasa Wisrna, ECD, etc. In order for the local community including the children living in the disaster-prone areas have the perspectives, viewpoints and attitudes towards disaster risk reduction. Shifting the viewpoint of disaster risk reduction by Tukino, 2009: 20-21, among others: From emergency response to risk reduction, b) From the centralistic to the autonomy, c) From the sentral government to the participatives, and d) From the basic right fulfilment.

The strategy and objectives are focused on the disaster risk reduction targetat the individuals, families and communities around the disaster-prone areas in order for chaning the target from not knowing into knowing, from not willing into unwilling, from willing into capable, from capable into saved. The technique or method is being done to provide information, training, and giving constantly/sustainable alert. In order for the objectives and technique can be achieved so, it must be implemented by all stakeholders and made a movement or extension information continuously through the various activities of formal and non-formal ones. Cargo movement contains information about: a) that the natural phenomena and other phenomena that can be studied, b) humans against natural disasters and other calamities are only able to escape to the conscious and ready, accept, utilize, resigned, caving and step aside, c) information how to get around it Thus, it is a consequence of the movement of knowledge and attitude; capable of carrying out the awareness.

3.2. Children and Protection

Based on the research results by the Ministry of Social Affairs in 2005 found more than 65 million children in Indonesia live each day separated by their parents and in conditions of less comfortable, less safe, and so they are forced to live in their orphanages and shelter homes; orphanages as an option for some children as their parents and families are unable to meet the needs of children, so that their rights and then they are disregarded as forced to stay at home because their parents died or lost unknown due to the natural disasters or non-natural ones.

Children are the greatest gift to the family, religion, nation and state, the child's family life became heir and successor continuity media that cannot be decided by the law. In the life of the nationship and stateship, as young children who constantly receive relay and assume leadership of the nation and maintain the existence of the nation and the state. Hence, the birth of a child is not the will but the will of his parents' children, so that children cannot be blamed and are entitled to their rights to be met considering the future will become a family heir and successor to the nation.

Definition of a child, under the Child Protection Act No. 23 of 2002; a child is a person who has not turned into their 18 years old, including children who are still in the womb of his mother. According to Law No. 39 Year 1999 on Human Rights, a child means every human being below the age of 18 years and unmarried, including children who are still in the womb. Children under Law No. 4 of 1979, a child is that who has not attained the age of 21 years and unmarried ones.

So, every child has the same rights in all forms of protection, and therefore, the right is something that must be accepted by every child, because if the child does not acquire rights, it will lead to various problems. The problem is not just wrapped around the child but also the parents, families, communities and countries. The children's rights according to the United Nations Treaty, Conventation on the Right of the Child in 2009 Retrieved consists of: 1) the right to know the biological parents and the right to have a family, 2) the right to love, get breastfeeding and get parenting, 3). right to identity, 4) the right to live and grow and develop in accordance with the development of biological-psychological-social and spiritual (BPPS), 5) the right to the fulfillment of all requirements, including permanent custody and stickiness, 6) the right to have legal protection and the rights to get basic needs as citizens, and 7) the right to have education.

In the unit, the people responsible for the fulfillment of children's rights are: 1) parents and other relatives, 2) state to establish policies and regulations that make the family is able to fulfill the rights of children in the family, 3) community by contributing and creating an environment conducive to the fulfillment of children's rights, not the party who robbed the rights of children (Nyadi, 2012).

In the Convention on the Rights of the Child (CRC) suggests four principles: 1) non-discrimination, 2) what is best for the child, 3) the survival and development of children, and 4) respect for the child's opinion.

In order to realize the rights of children to support child rights convention results, then every child should obtain a permanent parenting. Permanent parenting can be done by a parent or surrogating family. Through the simplicity of the approach to the understanding of parenting, surogating family and alternative care are described briefly as follows:

1. Care is a continuous process of service delivery and routine in accordance with the development needs of children with adjusted BPSS to achieve the best attachment and permanency for children.
2. Core and substititive families:
   a. The core family is the smallest unit of society consisting of husband and wife, or husband and wife and son, or father and son, or mother and child, or blood relatives in a straight line up or down until the third level.
   b. Substitutive family is a family replacing the role of the core family to provide care for the child; the family consists of relatives, guardians, foster families.
3. Alternative care is the care provided by a person other than the child's core family, due to inability to provide good care for children; care can be taken by foster parents, guardianship and adoption.

In a normal situation (no disasters) every child should have fulfilled all of his rights. When the biological parents cannot afford them, it should be a substitute until all such rights are met. In the disaster situations, especially emergencies should fulfill the rights of the child's needs are also not reduced and not ignored.

Referring to the notion of a child is zero years old (in the mother's womb) until the age of 18 years (limited to unmarried ones) in the implementation of disaster. So, in practice, the application of preventive measures; the mitigation and post-disaster management will be grouped by age level and presented in Table 2.

Table 2. Children Grouping Based on the Ages.

No	Age Group	Notes
1	0 year	Become their parents' responsibilities as they are still young in the womb, especially those mothers with the babies before 1 year old.
2	1-2 years	Become their parents' responsibilities, family and environment/community around where they live, as the children under 1-2 year have not known about the problems of dissters.
3	3-5 years	Become their parents' responsibilities, family and environment/community around where they live, as the children under 3-5 years old do not know anything become understand them.
4	6-10 years	Become their parents' responsibilities, families and environment/communities around where they live, as the children under 6-10 from know to be able to do by the assistance of the adults.
5	11-15 years	Become their parents' responsibilities, family and environment/community around where they live and themselves. The children under 11-15 years oldwhen they want to do it then they are expected to help themselves, in addition to help others.
6	16-18 years	Become their parents' responsibilities, family and environment/community around where they live and are responsible for themselves. Children under 16-18 years old when they are able to help themselves and others, so when the disaster happen, they would mostly get safe rather than victims.

3.3. Preventive Action for Children

Preventive action is that of preventing onebefore the disaster happen or often called as the first action. Forms of preventive measures for children include: teaching children not to throw waste in place at the river/sewer, because throwing garbage in the river/gutter can cause flooding; that the children are trained to prevent flooding, to play in a safe place not under the large trees that if there is strong wind, it could topple over, or band them to play in areas prone to landslides. Therefore we show the children where around where we live there is a disaster that is possible, so that children know where the kids had to secure him at any time if a disaster occurs, the child psychologically never knew that in the event of a disaster pressure/mental shock can be reduced compared with the same age children who have not been informed beforehand.

Preventive action emphasize more on building an atmosphere that in the event of a disaster never afraid nor panic, but they learn to calm and follow the instructions. The ultimate goal of preventive measures is to enable children to become individuals who are alert to the disaster. Hence, train the children with the following materials: 1) Know the disaster-prone environment, 2) How to ask for assistance/help that children in danger by shouting, banging objects, waving their shirts, so that others know that children need

help and train dare to communicate and process data or information on their own condition, as far as friends and their families know.

3.4. Emergency Response or Mitigation

Emergency response is a phase of rapid relief because at that time the events occurred, the children are taught or told, in the event of a disaster and the children in danger then immediately ask for help by way of what they can do, such as when they exercise in the preventive acts. For example by means of shouts, removing clothes by waving his shirt, banging cans/tables or other objects so that others know that the children are in danger.

In this condition, children are taught to obey the man who gave help and follow the instructions, and teach the children to dare to give information about the whereabouts of friends and family who are also in need of relief assistance. So, that children know how to react quickly and want to do thanksgiving and able to help others so that the number of victims can be minimized by the contribution of these children.

3.5. Post-Disaster/Rehabilitation

After a disaster the children should follow a program that has been compiled by an adult; in this context is the community, governmental and non-governmental organizations that have been concerned for the children in the post-disaster management. The activities scheduled tend to be those of psychological recovery (trauma-Hilling), emergency educational service, and health services and enabled-infrastructure service for children.

As a reminder to the officers who take care of children in post-disaster stage, that the activities given to the children always be cheerful/happy, please do not scare and in the psychological pressure, because the kids are basically already suffering and sad, and possible seperated with parents/families. Three moral message in this stage are: 1) Motivate the children to always spirit and bold/not afraid, 2) Encourage the children to always keep together, and 3) Biologically-based rehabilitation, psychological, social and spiritual, so the staff must be able to map the needs of each child are different because of the condition of the biological-psychological-social-spiritual differently. In the matrix, the model of child protection on preventive measures/prevention, mitigation/emergency response and post-disaster/rehabilitation, are presented in Table 3 below.

Table 3. The Children Treatment Based on the Ages in the Preventive Actions, Mitigation and Post-Disaster Actions

No	Group of Ages	Preventive	Emergency Response/Mitigation	Post-Disaster/Rehabilitation
1	0 year	Understanding to the parents, especially mothers	Parents (wife-husband) are ready to keep, following the instructions by the evacuation team. tim evakuasi.	Following the rehabilitation team instruction
2	1-2 years	Make the parents and other adults understand about the surrounding where the children under 1-2 years live; the strategy of assisting them any time the disaster happen	Following and asking the adults (parents, elder brothers, neighbours, officers, etc.)	Following and asking the adults (parents, brothers, neighbours, officers, etc.)

No	Group of Ages	Preventive	Emergency Response/Mitigation	Post-Disaster/Rehabilitation
3	3-5 years	From unknown to relatively known	Following those familiar ones	Following the activities based on the other adult or rehabilitation team offers who relatively know
4	6-10 years	From unkonwn to known	Asking for helps as far as they know	Following the activities based on the adults/rehabilitating team offers
5	11-15 year	From unknown to understood	Save themselves based on their own knowledge (local values)	Following the activities and asking the children under 10 years old based on the adults/rehabilitation team instructions.
6	16-18 years	From known into understood	Saving themselves and helping others needed and able to help	Together with the adults following the activities and proposing/creating ideas and covering their own younger brothers and sisters

To provide information or counseling about the preventive measures of disaster to the stage of rehabilitation for the children, extension workers, community leaders, teachers, parents and other interested parties may use extension material or materials as follows: create a map of the area where a hazardous, create a risk map, help techniques, communication techniques, how to ask for help, and how to receive assistance from the mitigation until the rehabilitation period.

Counseling practice and teaching of preventive phase, mitigation and rehabilitation should be tailored to the child's development of biological-based-social-spiritual psychology contrasted with the age groups as presented in Table 4, 5, 6, and Table 7 below.

Table 4. The Children Treatment under the Biological-Based Age

No	Group of Age	Preventive	Emergency Response/ Mitigation	Post-Disaster/Rehabilitation
1	0 year (less than 1 year)	Enough nutrient intake by the mothers under the fathers' surveilance	Fathers and mothers strives to cover from any dangerous situations	Following the assistants' instructions
2	1-2 years	Creating happy and warm condition	Affording the activities for the children best needs	Affording to make the children's prosperities
3	3-5 years	Creating the happy and warm condition and preventing any conflicts	Affording to make the children prosperities and the group	Make sure their friends for giving them feeling safe and comfortable
4	6-10 years	Teaching to know themselves by their own (children) ways	Affording to make their own and group prosperities by checking each child's five senses	Learning again to use the five senses by their own ways (children) for many activities such as reading,writing and counting.
5	11-15 years	Giving the attention specifially about the physical development to each child	Seperating the boys and girls in the certain activities with keeping the privacy	Seperating between boys and girls in the given activities. Keeping their privacies and respecting their own opinion.

		and the way of treatment to the growth.	for each child.	
6	16-18 years	Respecting the children in the early adolescence; there is an openess to the cycle of menstruation for the girls and wet dreaming for the boys.	Separating between the boys and girls in certain activities and keep the privacy for each child.	Fulfilling the privacy needs based on the genders.

Table 5. The Chilldren Treatment under the Psycological-Based Ages

No	Age Group	Preventive	Emergency Response/ Mitigation	Post-Disaster/Rehabilitation
1	0 year	Train the openess to the pregnant mothers and those caring the children under age of year.	Mothers remain calm, do not feel sorry, live should be surrendere.	Mothers and children following the instruction remain calm, do not feel sorry, life should be surrendered, giving stimulant to grow and develop especially on the foundation of intellectual mental building.
2	1-2 year	Introducing the environment to the children's places	Making them calm with many media and their friends.	Giving enough attention to the program going to bring by the rehabilitation team/counselor.
3	3-5 years	Teaching to introduce among themselves and environme.	Making them calm with many media and friends and closed relation among them.	Giving enough attention and making sure to follow the program that they feel happy and safe.
4	6-10 year	Asking for adapting with the surrounding environme.	Asking for adapting with the surrounding environme.	Introducing and teaching the change happen around the environment then teaching and

Table 6. The Children Treatment under the Social-Based Age

No	Age Group	Preventive	Emergency Response/ Mitigation	Post-Disaster/Rehabilitation
1	0 year	Though they are still in the pregnancy or age under 1 year; teaching them hospitality	Making them calm through the mothers' / parents' behaviours to prevent them feeling panic.	Following the officers' guidelines according to the procedures.
2	1-2 year	Training them to communicate bravely	Building the safety condition with their friends	Training them bravery to tell what they know
3	3-5 year	Increasing their brave to appreciate others.	Building the safety condition with the others	Building them to cooperate each other
4	6-10 year	Increasing their brave to respect others and building their spirits	Building their cooperation and sincerely help others	Building the leadership attitudes and training them to work in the team
5	11-15 year	Building their cooperation and sincerely help others	Building their leadership attitudes and training them to cooperate in the Team	Learning to be the leaders to cover their younger brothers.
6	16-18 years	Building their leadership attitudes and training them to cooperate in the team	Learning to be the leader to cover their younger brothers/sisters	Becoming the activity movement for themselves and their friends

Table 7. The Children Treatment based on the Spiritual-Based Age

No	Age Goup	Preventive	Emergency Response/ Mitigation	Post-Disaster/Rhabilitation
1	0 year	Honesty	Making sure that their parents/ mothers' calmness affect their children's spirit	Following the activities such have been planned by the officers calmly and sincerely
2	1-2 year	Introducting them the praying hospitality figures	Giving them the protection in order to feel safe and comfortable	Building them the comfortable and safe condition
3	3-5 years	Affording them to introduce the praying dress, tools and book to have praying in accordance with their parents' religion	Teaching them whomever they communicate honestly	Building them the belief that they have someone help
4	6-10 years	Teaching them to pray and asking them some helps to the God Almighty	Building them the belief that we are available to help	Asking them always have devotion and praying to the God Almighty
5	11-15 years	Remember and always thank God and build the honesty principles	Remember and always tahnk God and please do the praying in accordance with the religion	Accompanying them always remain praying sincerely and resulutely though in the emergency situation
6	16-18 years	Remember God that human life is made by the God Almighty; always thank and please remain do praying in accordance with the religion	Accompanying them to remaind praying though in the emergency situation	Supporting their younger brothers to make sure us always in the calm condition and make sure that the other helps are always available. Make them pay attention and become the leader for their younger brothers and sisters

Table 4 to 6 as the example in protecting them during the disaster management beginning from the preventive/managerial actions, mitigation and rehabilitation as a series of calamity. To the volunteers, observers for children both in situations of disaster and

stable conditions/no disaster, models and contents payload can be developed in accordance with the capacity and expertise of each child, as well as adjusting the circumstances of each place and each child's psyche.

Table 4 to Table 6. It will make it be possible during mitigation occur at the time of separation between family or a child with his parents, and even children loosing their parents or parents lose their children otherwise. So, it is possible for Table 4-6 to map the rehabilitation met by the officers with the children, or being destined by God of those having been seperated will be partially met /fully met in the rehabilitation measures. Then, if there is a meeting with their parents for what to do with the rehabilitation team are doing reunification and reintegration in order for them to be calm, safe and warm and being regrouped.

To support awareness of each party (parents and children) in phase prevention/preventive actions need to understand about reunification and reintegration. According to Ellya (2002) said that the reunification means not just repatriate the children to their families, but more importantly that the children are first reunited with their families and get the opportunities to meet them very often. In a survival situation in the refugee children and families are strived to meet very often. Integration is derived from the English language which means perfection or whole. Social integration is defined as the process of adjustment with the elements that differ from each other in the society, so as to produce a pattern of a society in the harmony function. Integration has 2 meanings, namely: Control over conflict and social deviations within a particular social system. While what the so-called 'social integration' in the family is when controlled, united, or associated with one another, that is the family member. An family social-integration is needed in order the family members do not happen separateness despite facing many challenges; how challenging the economy, health, education, psychology, culture and calamities are.

According to the functionalist view of the adherents of the social system structure is always the cornerstone of an integrated consensus (agreement) among family members about the family values as the fundamental (basic). An integrated family happen because each family member becomes aware that he is part of the family social unit (cross-cutting affiliation). So, that any conflicts between family members will soon be neutralized by the presence of dual loyalties (cross-cutting loyalties) of the members of the family social unit. Adherents of conflict found on coercion integrated family members and because of the interdependence between the various members.

4. Conclusion

In accordance with the intellectual and developmental psychology, tchhe ildren need to be introduced with the factors causing the disasters, especially those occurred in the country of Indonesia, so that the children understand why it is a disaster-prone Indonesia.

Generally, there are two factors of causes of disasters in Indonesia, namely the natural factors and human factors. The first factor is that the disaster occurs naturally due to the nature itself as most of the islands in Indonesia is a tectonically unstable regions. The islands are formed by the tectonic activities in the form of movement and sharpening the Asian continental plates (the Eurasian Plate Asia), the Australian continental plate (the Indian Ocean Australian Plate) that influence the tectonic activities in the western part of Indonesia Pacific plate (the Pacific Plate) affecting the activities of tectonic ones caused the tectonic eastern Indonesia. The combination of the results of the tectonic activities cause the condition in the Indonesian islands becoming unstable; so prone to disaster. Types of natural disasters in Indonesia, which is very likely to include earthquakes, landslides, floods, volcanic eruptions, hurricanes, storms, tsunamis, or the combination of these disasters.

The benefit of in the tectonic condition: 1. Indonesia has the potential formation of various minerals and mines such as gold, nickel and bauxite, 2. Indonesia has the support of high rainfall which causes the area around the volcano in Indonesia becoming a fertile area, suitable for agriculture, animal husbandry, and tourism attraction. Both human factors; the human meaning through which have the stake or role leading to disasters; some examples of human behavior that led to the disaster, among others, lack of attention to human environmental balance, so blindly taking natural resources results in the occurrence of forest and make it into barren fishing flash floods, causing a greedy mining landslides, wild bullying and illegal logging causing the forest structure and ecosystem damage, discarding any trash causing impaired stream channels and leading to flooding during the rainy season.

The disaster management practices to protect children can be done by building a model atmosphere with individuals and groups, involving internal and external stakeholders of the scope of the rural/urban, and even the scope may be narrowed by the Pillars or by Citizens and Neighborhood Association, for the children, especially in under 10 years of playing and hanging out range are still limited, so if they reach too far then they are experiencing alienation.

Special for the children who are under aged of 15-18 years old; it could be a provocation to their families as those of the standby disaster response, self protection for personnel in emergency response, which principally, they know and are aware that the neighborhoods are prone to disasters. As the vulnerability, they must be trained through the preventive measures, so that they will not be afraid, embedded with spirit that God would protect and help them. During the mitigation stage, the children are not afraid; poising and moving according to the information/instructions, so that they can help themselves and survive themselves mentally and physically. Phase of rehabilitation, recovery and rehabilitation phase at all age levels of children with a variety of directions for minimizing the crisis facing the children are realized within the framework of post-disaster rehabilitation and reconstruction easy to do; fun and no pressure, even a realization of mutual help and ready for reunification or reintegration with the family even though the condition is very alarming.

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