

## EDUCATION STRATEGIES FOR DISASTER RISK REDUCTION IN SCHOOL CURRICULUM

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Worldwide, education for disaster risk reduction is becoming common in school curriculum in most of the countries. By emphasizing the importance of sustainable development, this article sets out to provide a primary framework on disaster risk reduction education based on scope and sequence which are mentioned in national school curricula and Hyogo Framework for Action 2005-2015 (HFA). It is expected that curriculum designers and stake holders stimulate in to producing new proposals and advocating educational strategies and measures which are essential for integration of disaster risk reduction into school curriculum.

Education, knowledge and awareness are critical to building the ability to reduce losses from natural hazards, as well as the capacity to respond to and recover effectively from extreme natural events when they do, inevitably, occur (Wisner, 2006 and Tran, 2009). The Centre for Research on Epidemiology of Disasters highlighted a spike in the number of people killed in natural disasters: the 2008 death toll of 235,816 was more than three times the annual average of the previous eight years.

Moreover, approximately 1.2 billion students are enrolled in primary and secondary schools; of these, 875 million school children live in high seismic risk zones and hundreds of millions more face regular flood, landslide, extreme wind, earthquake and fire hazards. So disaster management planning of all educational institutes in high earthquake prone-areas is a necessity (Izadkhah and Hosseini, 2005). Learning about disaster risk in primary and secondary school help children plays an important role in saving lives and protecting members of the community in times of disaster. Making disaster risk education an integral part of the national school curriculum helps to build greater awareness of the issues across entire communities. In addition to their essential role education, schools must also protect children in the event of a natural hazard (UNESCO, 2007).

The source of research was desk review of documents published in English and from 2005 to 2013 to provide necessary baselines. The results show that making disaster risk reduction part of national primary and secondary school curricula foster awareness and better understanding of the immediate environment in which children and their families live and work. Some curricula jump forward to disaster response, with important disaster drills and practical curricula in first aid, and other forms of disaster responses. However, the full consideration and inclusion of physical risk reduction education into curricula is one that must now take place in the context of both sustainable economic development and environmental stewardship. Disaster risk reduction education is most relevant when it is directly related to local risks, stress local experience, be comprehensible, building long term action and have an acceptable cost (Schick, 2007). Disaster risk reduction education and public awareness can provide life-saving and life-sustaining information and skills that better protect people from disaster risks and empower them to respond to emergencies and contribute to mitigating disasters (Preventionweb, 2013). It should be allowed flexibility in adapting to local needs, hazards and vulnerabilities. Children play an important role in risky situations. Children participation in disaster risk reduction is a global concern. Children are able to save their own lives and others when disasters occur. So youth disaster preparedness and DRR education is essential to building and maintaining

resilient communities. The HFA Priority 3, Use knowledge, innovation and education to build a culture of safety and resilience at all levels, has, as its core indicator 2, the following statement: School curricula, education material and relevant training include disaster-risk reduction and recovery concepts and practices. School curricula today focus on natural science and safety drills more than integration of related concepts of risk reduction through national and sub – national curriculum and there is little practical discussion regarding how to link education with disaster reduction concepts. The balance of education and disaster risk reduction in students preparedness could be an effective factor in changing public attitude and behaviour on this critical issue and empower the culture of safety from school to community. The education policies which are focused on sustainable development should include disaster risk reduction education in the curriculum. Also continuous plans should be considered seriously. School curricula today focus on natural science and safety drills more than integration of related concepts of risk reduction through national and sub – national curriculum and there is little practical discussion regarding how to link education with disaster reduction concepts. It's clear that there is lack of concept buildings, methods and policies between risk management and educational sector. An effective education requires a comprehensive approach to choose best policies for disaster risk reduction education. In general, the necessary guidelines must be prepared. Simple language should be used which the learners can easily understand. In other word, a child friendly education plan needs psychological researches and local contributions. Different communities have different issues. So some strategies may vary culture to culture.

Based on the results the approach which has the great impact on children learning and can empower teachers to a motivated tool is narrative-based approach. Narrative-based approach can increase the level of motivation and student engagement. It can become adapted to cultures and includes the great concepts of DRR education with the simplest ways into a child- friendly and localization curriculum.

In sum, disaster risk reduction education in schools requires continuous community-based plans, practical knowledge, skill-based concepts, teacher training and evaluating at all levels. The balance of education and disaster risk reduction in student's preparedness could be an effective factor in changing public attitude and behaviour on this critical issue and empower the culture of safety from school to community.

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