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Disaster Risk Reduction

Integrating into School Curriculum in Lesotho

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This report is the culmination of Knowledge Facilitation Workshop conducted for curriculum developers in Lesotho on Integrating Disaster Risk Reduction (DRR) into National Curriculum, during the period of 05-09 September 2011 in Maseru, Lesotho. This workshop was conducted in collaboration with UNICEF Lesotho, Ministry of Education and Training (MoET) of Lesotho, Disaster Management Authority (DMA) of Lesotho and National Curriculum Development Center of Lesotho. This facilitative exercise is financially and technically supported by UNICEF.

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Disaster Risk Reduction: Integrating into School Curriculum in Lesotho

UNICEF Lesotho, September 2011

Contents

- Abbreviation and acronyms..... vi
- Acknowledgment..... vii
- 1 Opening Remarks and Welcome 1**
 - 1.1 Overview 4
 - 1.2 Integrating Disaster Risk Reduction into School Curriculum: Why is Needed? 5
- Disaster Risk Reduction: 7**
- 2 Disaster Risk Reduction: Basic Terms and Definitions..... 4**
 - 2.1 Key Terms:..... 4
 - 2.2 DRR Concepts through Pictures 10
- 3 Hazards in Lesotho 14**
 - 3.1 Common Hazards..... 14
 - 3.2 Impact of Disasters on Education 15
- Integrating DRR into Curriculum: Revisiting Education Context and Identifying DRR Topics 5**
- 4 Integrating DRR into Curriculum: Revisiting Education Context and Identifying DRR Topics
4**
 - 4.1 Proposed DRR Modules and Topics for Integration into School Curricula 4
- 5 Disaster Risk Reduction Topics and Grades: A Proposal..... 26**
 - 5.1 Philosophy of the Curriculum -Characteristics of Resilience 26
 - 5.2 Grades and DRR Topics 27
- 6. Disaster Risk Reduction and Child Friendly Learning Methods 34**
 - Stop Disasters! 36
- 7. Learning Areas and Aspects: A Disaster Risk Reduction Interpretation..... 41**
 - 7.1. Learning Aspects: A DRR Interpretation 41

| | |
|--|-------------|
| 7.1. Learning Areas: A DRR Reading..... | 44 |
| Integrating Disaster Risk Reduction into the Curriculum: | 47 |
| -A National Priority | 47 |
| Integrating DRR into Curriculum: A Bold Step Towards Culture of Safety..... | 48 |
| References..... | 49 |
| Annex1: Programme of Activities | li |
| Annex 2: List of Participants | liii |

Abbreviation and acronyms

ADPC: Asian Disaster Preparedness Center

CE: Chief Executive

CEO: Chief Education Officer

DMA: Disaster Management Authority

DRR: Disaster Risk Reduction

EFA: Education for All

EU: European Union

HFA: Hyogo Framework for Action (2005-2015)

IFRC: International Federation of Red Cross and Red Crescent Societies

MDG: Millennium Development Goals

MoET: Ministry of Education and Training

NCDC: National Curriculum Development Center

PDNA: Post Disaster Needs Assessment

PSS: Personal, Spiritual and Societal. One of the five learning areas in Lesotho

UN: United Nations

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

UNISDR: United Nations International Strategy for Disaster Reduction

Acknowledgment

I am grateful for the support and encouragement received from the Ministry of Education and Training (MoET), Chief Education Officer, Curriculum Development, Ms. Seriti Morojele-Doroto, and the following members of the National Curriculum Development Center who provided support on the process: the Director Motsamai Motsamai, Deputy Director Ms. M'alimpho Sekokotoana, Disaster Risk Reduction Coordinator, Ms. Flora Mapotlaki and the members of the all Learning Areas, their names are given in the annex2.

And, I am also thankful to the Government of the Netherlands for the funding of this workshop under the Education in Emergencies and Post-Crisis Transition (EEPCT) Programme, Disaster Management Authority (DMA) of Lesotho for their commitment and support in the process of conducting the workshop, particularly Mr. Lebohlang Moletsane, Senior Training Officer/District Disaster Manager for his availability as facilitator, Ms. Matseliso Mojaki Acting Chief Executive and Ms. Mabatlokoa Maloi, Acting Deputy Executive.

I am grateful, too, for the encouragement and inspiration received from Nurbek Teleshaliyev, Education Specialist, Dr. Naqib Safi, Deputy Representative, Dr. Ahmed Magan, Country Representative, UNICEF Lesotho and Benoit d'Ansembourg, Education Specialist (Emergency and Disaster Risk Reduction) UNICEF Eastern and Southern Africa Regional Office (ESARO).

This report outlines the broader context of modules and DRR topics for primary and secondary grades in Lesotho. The key concepts as well as approaches to disaster risk reduction are also presented. The underpinned philosophy of developing this curriculum is based on building resilience. It focuses more on providing skills to transform vulnerability into capacity, rather giving knowledge on disaster management.

I am happy to receive any comment, reflection and suggestion from curriculum developers, disaster risk reduction practitioners and development actors.

Munas Kalden

UNICEF, Lesotho. September, 2011

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DAY ONE: 05th of September 2011

1 Opening Remarks and Welcome

Being Prepared-Being Proactive



Madam Deputy Director,

Our DRR Consultant – Mr. Munas Kalden

Our Colleagues from DMA

Dear Professional Staff of NCDC

Ladies and Gentlemen

Let me take this opportunity to welcome you all to this very important workshop where we are going to be consulting Mr. Munas Kalden on the integration of Disaster Risk Reduction (DRR) into our curriculum and assessment packages. In the absence of the Chief Executive Officer (CEO) Curriculum and assessment, I wish to say only but a few opening remarks. In the first case, allow me to thank the Coordinator of DRR – M'e Flora and other colleagues for their untiring efforts in making the workshop beginning today a possibility. Their efforts began as far back as providing UNICEF representative with a lot of information in the process of initiating the coming of Mr. Munas Kalden. M'e Flora has actually been committed on a number of things as way of starting this consultation process. She further took part in the orientation of Mr. Munas Kalden. Met with the Munas on several occasions including a preliminary meeting to this workshop where Disaster Management Authority (DMA) was also represented. Thank you very much Madam for the effort.

Ladies and gentlemen, let me hasten to remind you that we had already made several mile stones in the design and development of the Syllabi and teacher's guide for Grade 1, 2 and 3. Among others, we had just begun the departmental consultation process. Even though, we did not get much feedback from the stakeholders we were able to go for refinement where we consulted ourselves a lot. We further, beefed up out teachers' Guides and in one learning area developed the stop gap material. It would be wise to remember that among the stakeholders who were consulted we had Disaster Management Authority (DMA) represented. We however, have yet another opportunity to the consult Mr. Munas Kalden who is a consultant and expert in Disaster Risk Reduction issues. Ntate Munas is going to help us mainstream DRR into our curriculum. And to this effect, the activities of this week have already been identified, which will help us to finally integrate DRR into our Curriculum, syllabi and teachers, guides for Grade 1, 2 and 3.

Our concern is not only about a Mosotho Child getting a lot of content, but is mostly about being able to apply the content in real life situations.

I remember very well that the first day is dedicated to the DRR content which should give us the scope of DRR. I think that this is very important because with this content at the back of our minds, we shall be able to decide which content should be integrated into these lower grades.

I also think that the knowledge of this content will help us to limit the amount of content that goes into our syllabi and teachers' guides. We surely need to underline the fact that even though we have a consultant in DRR, our Syllabi and Teachers' Guides will not portray more than enough of DRR. It is my hope that Mr. Munas Kalden is also aware that we cannot over load our teachers' Guides and Syllabi with DRR content but shall integrate just enough.

Dear professional staff, Ladies and Gentlemen, it is my hope that the deliberations, discussions and the activities throughout the week shall enable us to achieve the objective of this workshop – namely the consideration and integration of DRR into our new Curriculum and Assessment packages.

Our concern is not only about a Mosotho Child getting a lot of content, by is mostly about being able to apply the content in real life situations. The integration of DRR in our curriculum and assessment packages is an effort to contextualize it, because in this world we live with disasters which in most cases we never know and cannot predict as to when they will occur. So, the best way is to get ready and be prepared. The best way to get prepared is to be proactive. We have to know that a disaster can occur. It becomes obvious, therefore, ladies and gentlemen that the importance of today's workshop cannot be over-emphasized.

At this juncture, I wish to cut my long story short but only wish you all the best throughout the workshop and hope that we shall all work very hard and enjoy it. With these words, I declare this workshop on DRR officially opened and thank you very much.

Mr. Motsamai Motsamai
Director, National Curriculum Development Center
Maseru, Lesotho.

05 September 2011

**So, the best way is
to get ready and
be prepared. The
best way to get
prepared is to be
proactive.**

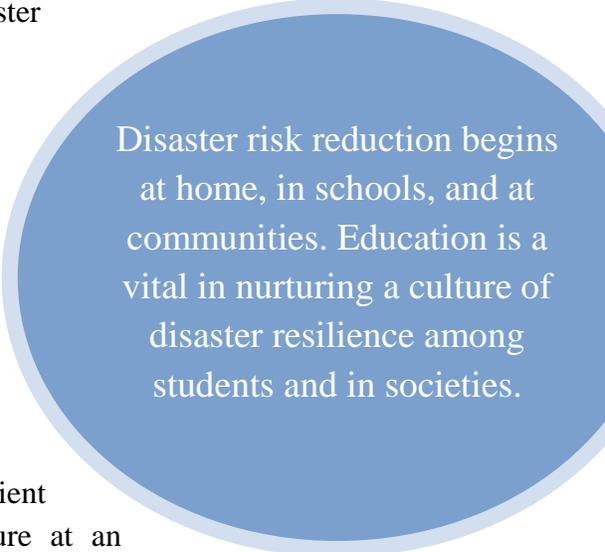
1.1 Overview

The Integrating Disaster Risk Reduction into School Curriculum in Lesotho Workshop (IDRR Workshop) as part of mainstreaming DRR into Education Sector was held during 05-09 September 2011 in Maseru, Lesotho. It was technically and financially supported by UNICEF Lesotho, in collaboration with Disaster Management Authority (DMA) Lesotho and the Ministry of Education and Training (MoET) of Lesotho, with the active participation of National Curriculum Development Centre (NCDC) of Lesotho.

Disaster risk reduction begins at home, in schools, and at communities. Education is a vital in nurturing a culture of disaster resilience among students and in societies. Thus, the central theme of the workshop was providing shared understanding among curriculum developers, in Lesotho, on the concept of DRR and facilitating the integration of DRR into school curriculum, particularly in the primary and secondary levels. A common and shared understanding of the subject, with structured approach, could be extremely helpful in guiding integrating disaster risk reduction efforts into national curriculum at different levels in the schools. Such understanding would provide sound

basis for the teams representing different learning areas and learning aspects.

The workshop aimed to provide conceptual clarity on DRR and child centered learning methodologies in mainstreaming process of education sector as well as identify key DRR topic, learning outcomes, skills and abilities that are needed to build the disaster



Disaster risk reduction begins at home, in schools, and at communities. Education is a vital in nurturing a culture of disaster resilience among students and in societies.

resilient culture at an early schooling age children in order to translating vulnerabilities into capacities.

The content, proposed here, is more meaningful and aimed at providing skills of resolution oriented for the students and teachers to prepare and mitigate the potential impact of disasters and to build their confidence and ability in dealing with life threatening situation.

1.2 Integrating Disaster Risk Reduction into School

Curriculum: Why is Needed?

Disasters have an enormous impact on development. With every disaster, there is a significant impact on various sectors of development like agriculture, housing, health, education and infrastructure (ADPC, UNISDR, GtZ and AusAID 2006:3). This results in a serious interruption of the function of school and education system.

The education sector consists of the structural, functional and pedagogical aspects of an education system and each of the components has a vital role to play in order to reduce risk from natural disasters (Rego, Loy and others, 2007). And, disasters certainly set progress back from achieving the Millennium Development Goal (MDG) 2: Universal Education for All.

In this backdrop, children are more vulnerable to disasters. But, at the same time they can be influential and effective communicators about disasters. ‘Often, lessons learnt at school are later transmitted to the home’ (ADPC, 2007:1). Government from all over the world allocate significant portions of their annual budget to education, manifesting its importance as an enabling tool in building a better future for everyone.

Making education available for every children ‘not only resonate a country’s commitment to the standards set forth by UNESCO and UN Millennium Development

Learning about disaster risk in primary and secondary school helps children play an important role in saving lives and protecting the members of the community in times of disaster

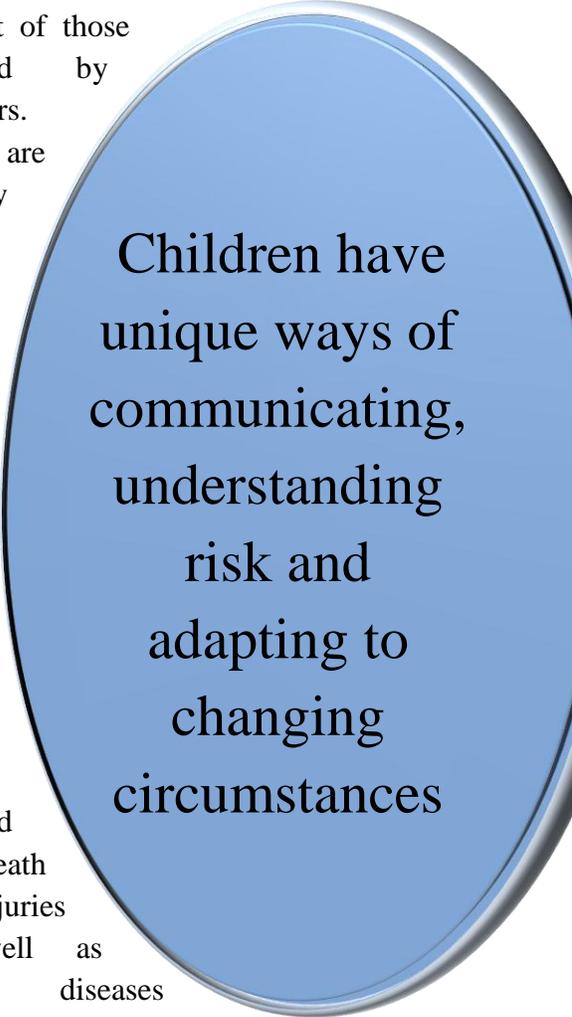
Goals, which are anchored on the premise of providing education for everyone, but also a commitment to equip children with appropriate knowledge and skills to deal with the challenges of a complex and constantly changing environment’ (ADPC and UNISDR, 2011:2).

Further, learning about disaster risk in primary and secondary school helps children play an important role in saving lives and protecting the

members of the community in times of disaster. Making disaster risk reduction integral part of the national curriculum helps to build awareness of the issues across entire communities (UNISDR (a)). Disaster risk reduction and safe school buildings are two key priority areas for action outlined in the Hyogo Framework for Action 2005-2015: Building Resilient National and Communities to Disaster (UNISDR and World Bank 2007:57-80).

UNICEF recognizes its crucial responsibility to integrate DRR into its development programmes (UNICEF, 2011:1). It also advocates for the protection of the rights of all children, particularly the most deprived and vulnerable, to help meet basic needs and to expand opportunities to reach their full potential. Disasters limit these opportunities and exacerbate the condition of the most vulnerable, negatively impact on the children's rights and aggravating exclusion. Disasters disrupt education and can, also, cause psychological trauma. Under the Convention of the Rights of Children, children have inalienable rights in all circumstances- including disasters, when they at their most vulnerable- and the right to participate in decision that ultimately affect them.

Moreover, children typically represent 50-60 percent of those affected by disasters. They are directly



Children have unique ways of communicating, understanding risk and adapting to changing circumstances

affected by death and injuries as well as from diseases related to malnutrition, poor water and sanitation that are exacerbated by disasters (UNICEF (a)p2). Children have unique ways of communicating, understanding risk and adapting to changing circumstances (UNICEF and Plan, 2011:27). They have to be equipped with needed knowledge and skills in disaster risk reduction. Curriculum fills this strategic gap and serves the purpose.

Disaster Risk Reduction:

Basic Terms and Definition

2 Disaster Risk Reduction: Basic Terms and Definitions

It is important to establish a common and shared understanding of the basic tenets of disaster risk reduction as the curriculum developers are going engaged in integrating it into the curriculum as a tool to build resilience among schooling children. Over the past 30 years, there has been a continuous evolution in the practice of crisis or disaster management. These bodies of practice have been know, variously, as civil defence, emergency assistance, disaster

response and relief, humanitarian assistance, emergency management, civil protection, disaster mitigation and prevention, and total disaster risk management.

The subject of disaster risk reduction in the modern era draws its relevance largely from earlier contribution and previous practices in the field of civil defence and later disaster management (UNISDR, 2004: 7).

2.1 Key Terms:

The terms and definitions, presented here, are based on the UNISDR Secretariat's reference.

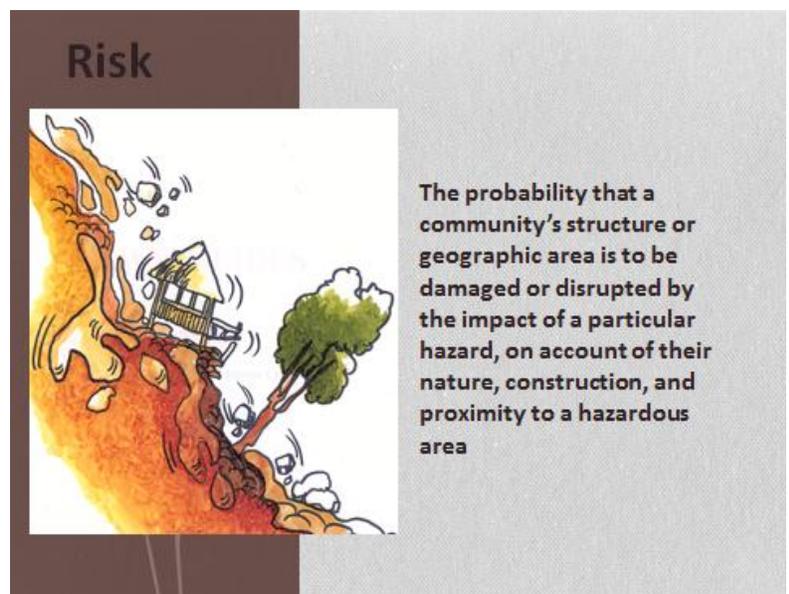
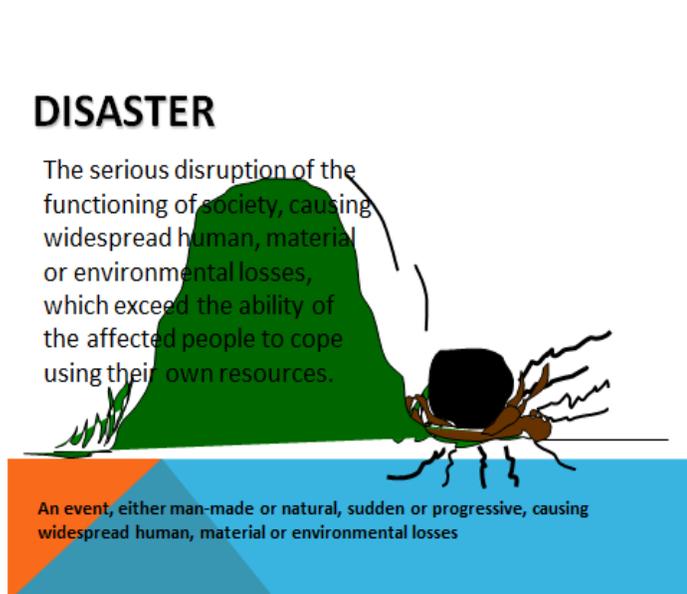
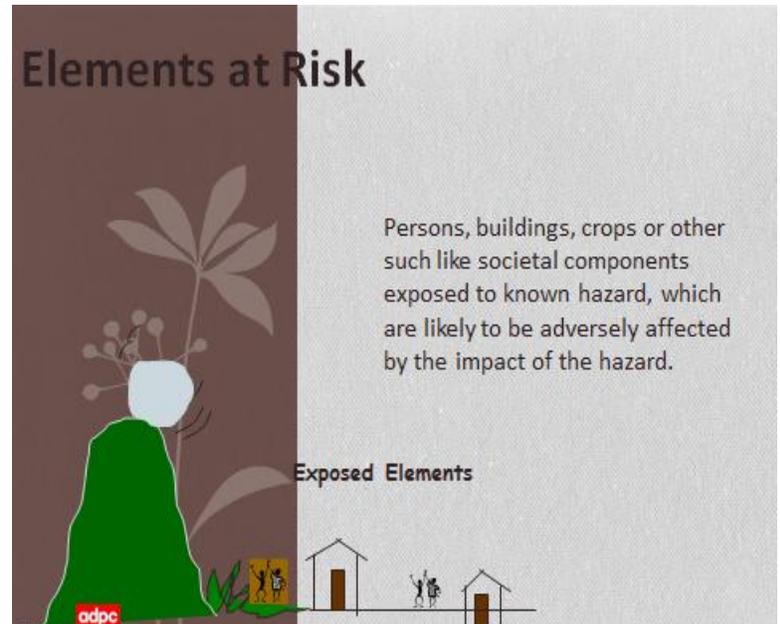
| DRR Term | Definition |
|----------------------|--|
| Hazard | A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. |
| Disaster | <p>A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.</p> <p><i>A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk.</i></p> |
| Risk | <p>The probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions.</p> <p><i>Conventionally risk is expressed by the notation Risk = Hazards x Vulnerability. Some disciplines also include the concept of exposure to refer particularly to the physical aspects of vulnerability. Beyond expressing a possibility of physical harm, it is crucial to recognize that risks are inherent or can be created or exist within social systems. It is important to consider the social contexts in which risks occur and that people therefore do not necessarily share the same perceptions of risk and their underlying causes.</i></p> |
| Vulnerability | The conditions determined by physical, social, economic, and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. |

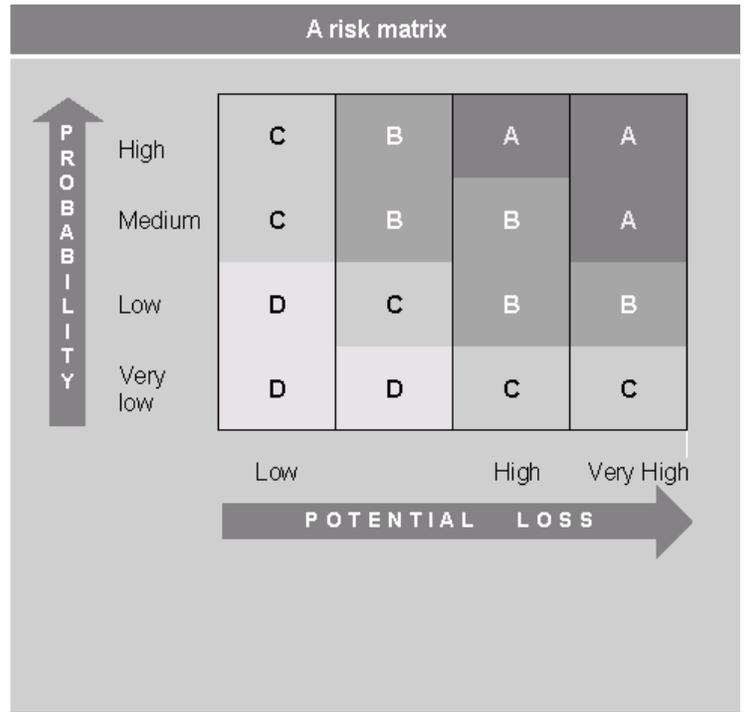
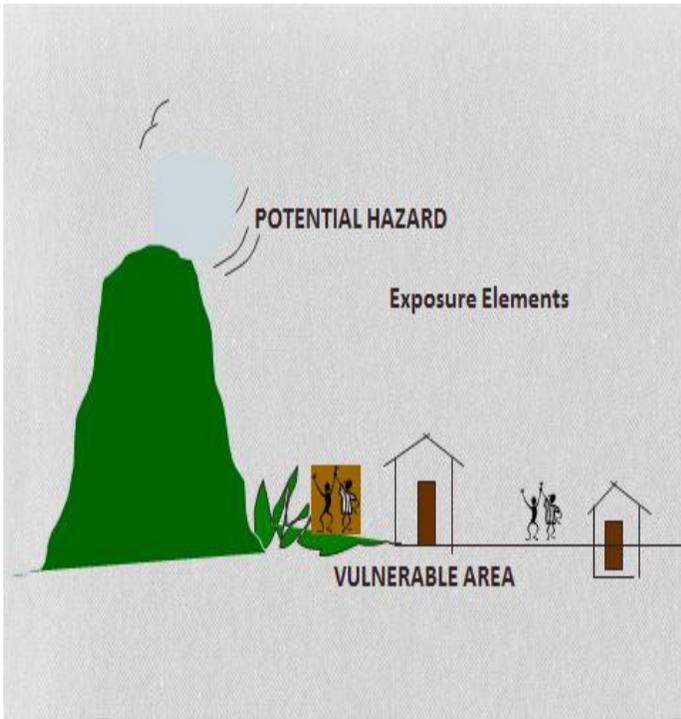
| | |
|---|---|
| | <i>For positive factors, which increase the ability of people to cope with hazards, see definition of capacity.</i> |
| Capacity | A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster. |
| | <i>Capacity may include physical, institutional, social or economic means as well as skilled personal or collective attributes such as leadership and management.</i> |
| | <i>Capacity may also be described as capability.</i> |
| Capacity building | Efforts aimed to develop human skills or societal infrastructures within a community or organization needed to reduce the level of risk. |
| | <i>In extended understanding, capacity building also includes development of institutional, financial, political and other resources, such as technology at different levels and sectors of the society.</i> |
| Climate change | The climate of a place or region is changed if over an extended period (typically decades or longer) there is a statistically significant change in measurements of either the mean state or variability of the climate for that place or region. |
| | <i>Changes in climate may be due to natural processes or to persistent anthropogenic changes in atmosphere or in land use. Note that the definition of climate change used in the United Nations Framework Convention on Climate Change is more restricted, as it includes only those changes which are attributable directly or indirectly to human activity.</i> |
| Coping capacity | The means by which people or organizations use available resources and abilities to face adverse consequences that could lead to a disaster. |
| | <i>In general, this involves managing resources, both in normal times as well as during crises or adverse conditions. The strengthening of coping capacities usually builds resilience to withstand the effects of natural and human-induced hazards.</i> |
| Disaster risk management | The systematic process of using administrative decisions, organization, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impacts of natural hazards and related environmental and technological disasters. This comprises all forms of activities, including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse effects of hazards. |
| Disaster risk reduction (disaster reduction) | The conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development. |
| | <i>The disaster risk reduction framework is composed of</i> <ul style="list-style-type: none"> • <i>Risk awareness and assessment including hazard analysis and vulnerability/capacity analysis;</i> |

- Knowledge development including education, training, research and information;
- Public commitment and institutional frameworks, including organisational, policy, legislation and community action;

2.2 DRR Concepts through Pictures

The following pictures depict the DRR basic concept in a simple way one could understand the key concepts.





During the workshop, the participants were assigned to work on the definitions of DRR concepts through group work. They were expected to match the key term, given separately, with those of the definitions and pictures, corresponding to. Concepts were

matched with provided definitions. The groups did gallery work and reflected. The following terms have been discussed. They are Risk, Vulnerability, Hazard, Early warning, Preparedness, Prevention, Disaster, Capacity, Coping Capacity and Mitigation.

DAY THREE: 06th September 2011

Hazards in Lesotho

3 Hazards in Lesotho¹

3.1 Common Hazards

In Lesotho, more than 90 percent of disasters are related to climatic changes (DMA, 2011: 4). The disasters that affect Lesotho from time to time are drought, snowfall, hailstorms, strong wind, localized floods, and early frost and pest infestations. There is little documented historical data and reports on disaster occurrences in Lesotho, except for drought. A brief summary of the relief activities that the DMA has undertaken indicate some of the severe disaster events that have occurred over the last decade.

- The heavy snowfall in 1996
- The 1997/98 drought
- The 1999 tornado
- The 2000/01 famine
- The 2003/04 drought
- The 2010/11 flood (PDNA, 2011)

Although blessed with abundant water resources, Lesotho is prone to severe drought due to variable climate conditions. Drought has recurred with increasing regularity over the last two decades, with major drought emergencies experienced in 1983-84, 1991-93, 1994-1996, and 2002-2004. While drought must be regarded as a

regular feature in Lesotho, vulnerability is aggravated by chronic food insecurity, poverty and low agricultural productivity and the impact of the HIV/ AIDS pandemic. Other potential natural disasters are seismic activities.

Motor accidents are on the increase and take a significant toll of life. Strong winds which destroy houses are also common. Although Lesotho has

not experienced significant technological disasters, the rapid expansion in industrial development increases the potential for technological or industrial disasters, including the effects of industrial waste and spill. Urban areas are growing rapidly, with expectations that 50% of the population will soon live in urban areas. This increases the potential disaster risk related to urbanization/ slums.

**Hazards in
Lesotho:**
Drought
Flood
Snowfall and
Heavy wind

¹ This section is taken from the National Disaster Management Policy, July 2011

3.2 Impact of Disasters on Education

Of the recorded disaster's impact on education sector, the flood hit Lesotho during Dec2010-Jan 2011 is given below².

Access

1. A number of pupils were unable to access schools due to flooded streams and rivers, which had a huge impact on the quality of education;
2. A total of 45 Primary Schools were damaged, (44 partially damaged and 1 totally destroyed);

| District | Number of Primary Schools Damaged |
|---------------|-----------------------------------|
| Thaba-Tseka | 5 |
| Leribe | 3 (with 1 totally destroyed) |
| Mohale's Hoek | 4 |
| Mafeteng | 2 |
| Maseru | 20 |
| Berea | 3 |
| Qacha's Nek | 2 |
| Quthing | 6 |
| TOTAL | 45 |

3. Primary school damages affected a total of about 9,841 children;
4. Anecdotal information suggests that a number of Secondary Schools did

² This section is taken from the PDNA, Post Disaster Needs Assessment Heavy Rains 2010/11

sustain both damages and losses but no damages to Secondary Schools were reported to the Ministry of Education and Training probably due to the fact that the system of information dissemination seems better organized for Primary Schools.

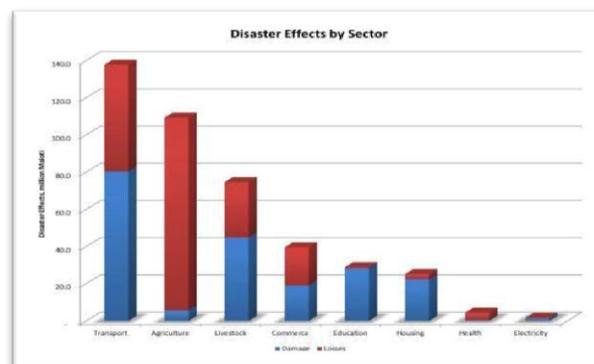


Figure: Disaster effects (damages and losses) for different sectors

Teaching Time Lost

5. The adverse weather also impacted on the quality of education by resulting in a large amount of lost teaching time across the Districts; (roughly 25 - 30 days in total per school from November 2010 to March 2011);
6. An average of 7 days in total per month was lost across all schools as a result of the need to close schools early with the approach of the rains, which contributed to a reduction in the quality of education;
7. Nutrition levels also declined in the catchment areas of several schools due to disruptions in the provision of school feeding program food (the only or main source of food for many pupils) and reduced attendance due to disrupted

access to schools. The World Food Program indicated that they were not able to supply food to 2,225 children during a period of 53 days.

8. 20 schools in Maseru had to be closed because their drinking water supply was interrupted for 2 weeks;
9. There were indirect impacts on children's ability to learn arising from their situation at home; those whose homes were destroyed had to live in cramped conditions with other relatives,

whilst other suffered the effects of reduced household food security as a result of the destruction of crops;

10. The floods impacted on community activities, where the few schools used by communities for various activities were damaged or inaccessible;
11. None of the schools were used as shelters; this is an opportunity to reconstruct school facilities to function as emergency shelters should the need emerge in the future.

DAY THREE: 07th September 2011

**Integrating DRR into
Curriculum: Revisiting
Education Context and
Identifying DRR Topics**

4 Integrating DRR into Curriculum: Revisiting Education Context and Identifying DRR Topics

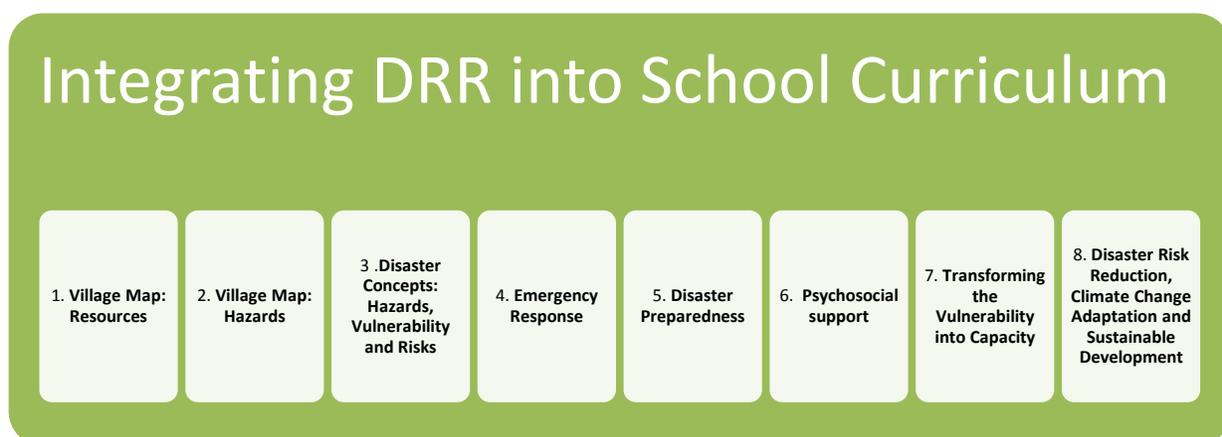
There has ,already, been an effort in integrating DRR into national curriculum. ‘In October 2009, UNDP and Disaster Management Authority of Lesotho conducted a two days Disaster Risk Reduction mainstreaming workshop to participants from National Curriculum Development Centre. The main focus of the workshop was to create awareness and the need to integrate DRR into school curriculum’(DMA and UNDP, 2009). Based on the past exercise, the curriculum developers reflected on the same. Day 3 started with presentations on how DRR issues have been mapped and integrated in

the syllabi of the Personal, Spiritual and Social (PSS) and Scientific and Technological (S&T) Learning Areas. The purpose of this exercise was to make a platform for further deliberations on what content and learning experience need to be structured for grades 1-3 learners based on the understanding of DRR concept. The first presentation was made by Mr. Tsilane on behalf of the PSS Learning Area.

And, the PSS learning areas have been identified DRR topics under the Environmental Adaptation and Sustainable Development Learning Aspect. It is a good start. The following topics were proposed for possible integrating into school curriculum. The team has arrived at this stage, following rounds of discussion and deliberation with each and every learning area, during and after the workshop.

4.1 Proposed DRR Modules and Topics for Integration into School Curricula

The following modules have been proposed for possible integrating into school curriculum in



Lesotho. Integrating DRR into Curriculum: Modules for Primary and Secondary. Source: Munas Kalden (2011)

The following table provides modules: 1) Village Map: Resources, 2) Village Map: Hazards, 3) Disaster Concepts: Hazards, Vulnerability and Risks, 4) Emergency Response, 5) Disaster Preparedness, 6)

Psychosocial support, 7) Transforming Vulnerability into Capacity and 8) Disaster Risk Reduction, Climate Change Adaptation and Sustainable Development with their proposed DRR topics.

| | Module | DRR Topic |
|----|--|---|
| 1. | Village Map: Resources | 1.1. Aware the Resources in your Community 1.2. Drawing your school and home 1.3. Drawing the main roads, hospitals and religious places 1.4. Marking police station and fire brigade in the community 1.5. Drawing the river(s) and mountain in the village |
| 2. | Village Map: Hazards | 2.1. Aware the hazards in your Community 2.2. Coloring the places of flooding in the village map 2.3. Coloring the places of landslides 2.4. Coloring the places of drought prevalence |
| 3. | Disaster Concepts: Hazards, Vulnerability and Risks | 3.1. What is hazard? 3.2. What is disaster? 3.3. Disasters in Lesotho: Flood, drought, snow, heavy wind, landslide, lightning, fire and road accidents 3.4. The impact of disasters 3.5. What is vulnerability? 3.6. What is risk? 3.7. Aware the hazards and seasons 3.7.1. Seasonal calendar 3.7.2. Historical profile 3.7.3. Time line 3.8. Aware the Vulnerability in your community 3.8.1. Vulnerable people and places 3.8.2. Household vulnerability |

| | | |
|----|---------------------------|--|
| | | <p>assessment</p> <p>3.8.3. School vulnerability assessment</p> <p>3.8.4. Ranging the hazards that threaten your house</p> <p>3.9. Transform the household vulnerability: identify the priority</p> <p>3.10. Aware the risk in your community</p> <p>3.11. Elements at Risks community</p> |
| 4. | Emergency Response | <p>4.1. The places where possible disaster and emergency occur</p> <p>4.2. Emergency Box</p> <p>4.3. Emergency service providers</p> <p>4.4. Emergency contact list : Parents</p> <p>4.5. Emergency contact list : Service Providers</p> <p>4.6. The emergency telephone message: What Must I Say?</p> <p>4.7. Personal emergency box</p> <p>4.8. Family emergency box</p> <p>4.9. Classroom emergency box</p> <p>4.10. School emergency box</p> <p>4.11. Evacuation plan</p> <p>4.11.1. Safer place for evacuation in the school</p> <p>4.11.2. Safer place for evacuation in the community</p> <p>4.11.3. Evacuation route</p> <p>4.11.4. Evacuation Drill</p> <p>4.11.5. How to Exit the School during a disaster?</p> <p>4.11.6. How to Exit the Home during a disaster?</p> <p>4.11.7. Emergency place for your class outside the school</p> <p>4.11.8. Emergency place for your family outside your home?</p> <p>4.12. Emergency Response Plan</p> <p>4.13. Emergency Drill in schools</p> |

| | | |
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| 5. | Disaster Preparedness | <ul style="list-style-type: none"> 5.1. Flood Preparedness 5.2. The causes of flood 5.3. Flood safety measures at household level 5.4. Flood Preparedness-before the flood 5.5. Before a warning is issued 5.6. Strengthening the features of house 5.7. Storage of food, water and other necessary items 5.8. Livelihood security 5.9. Access to safer areas 5.10. Access to health care facility 5.11. Community-wise activity 5.12. After the warning is issued 5.13. Flood response-during the flood 5.14. Outside the house 5.15. At home 5.16. At the safe area/shelter 5.17. Seeking external help 5.18. Health care 5.19. Flood recovery-After the flood 5.20. Outside the house 5.21. Flood safety measures in school 5.22. Drought Preparedness 5.23. Snow Preparedness 5.24. Fire Prevention 5.25. Road Accident Safety 5.26. Landslides Preparedness 5.27. Lightning Safety 5.28. Drought <ul style="list-style-type: none"> 5.28.1. Causes of drought 5.28.2. Effect of drought 5.29. Drought Prevention <ul style="list-style-type: none"> 5.29.1. Preserve natural water resources 5.29.2. Preserve the weather condition 5.30. Preparedness 5.31. Snow Preparedness <ul style="list-style-type: none"> 5.31.1. Safety kit for snow 5.32. Fire: |
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| | | <p>Fire Prevention</p> <p>5.32.1. Component of Fire</p> <p>5.32.2. Fire-helpful and harmful</p> <p>5.32.3. Preventing harmful fire</p> <p>Fire Preparedness</p> <p>5.32.4. Safety in Fire</p> <p>5.32.5. Preparedness of important Property</p> <p>5.32.6. Safe plan for escaping fire</p> <p>5.32.7. Safety behaviors</p> <p>5.33. Road Accident Safety</p> <p>5.33.1. Causes of road accident</p> <p>5.33.2. Crossing the roads</p> <p>5.33.3. Traffic signals</p> <p>5.33.4. Safety measures</p> <p>5.34. Landslides</p> <p>5.34.1. What is landslide?</p> <p>5.34.2. Type of landslide</p> <p>5.34.3. Causes of landslide</p> <p>1.34.3.1. Natural causes</p> <p>1.34.3.2. Human activity</p> <p>5.34.4. Mitigating the landslide Hazard</p> <p>1.34.4.1. Soil slope stabilization</p> <p>1.34.4.2. Rockfall hazards mitigation</p> <p>1.34.4.3. Simple methods mitigation for home and schools</p> <p>5.35. Lightning Safety</p> <p>5.35.1. What is lightning</p> <p>5.36. Lightning safety measures</p> |
| 6. | Psychosocial support | <p>6.1. How Do I Feel After an Emergency?</p> <p>6.2. How to React in Case of an emergency?</p> <p>6.3. Listen, Protect and Connect</p> <p>6.3.1. Understanding the effect of disasters on children</p> <p>6.3.2. Listen</p> <p>6.3.3. Protect</p> <p>6.3.4. Connect</p> |

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| | | <p>6.4. Psychosocial Play and Creative Activities</p> <p>6.4.1. Why use Play and Creative Activities?</p> <p>6.4.2. Art or Silent Stories</p> <p>6.4.3. Movement</p> <p>6.4.4. Music</p> <p>6.4.5. Storytelling</p> <p>6.4.6. Improvisation after Storytelling</p> <p>6.4.7. Fabric Play</p> <p>6.4.8. Cooperative Games</p> <p>6.4.9. Drama Games Activities</p> |
| 7. | Transforming the Vulnerability into Capacity | <p>7.1. What is Vulnerability and Capacity Assessment (VCA)?</p> <p>7.2. How to Do a Vulnerability and Capacity Assessment (VCA)?</p> <p>7.3. Tools for Vulnerability and Capacity Assessment</p> <p>1.3.1. Problem Tree</p> <p>7.4. From Planning to Action: Identifying vulnerabilities</p> <p>7.5. From Planning to Action: Towards mitigation</p> <p>7.6. From Planning to Action: defining action-capacities</p> <p>7.7. Transforming vulnerability into capacity: template</p> <p>1.7.1. From Planning to Action: action contribute to prevention, preparedness or mitigation</p> <p>7.8. Plan of Action: Implementation</p> |
| 8. | Disaster Risk Reduction, Climate Change Adaptation and Sustainable Development | <p>8.1. What is Disaster Risk Reduction?</p> <p>8.2. What is Sustainable Development?</p> <p>8.3. What is Climate Change?</p> <p>8.3.1. Causes of climate change</p> <p>8.3.2. Impact of Climate Change on Community</p> <p>8.3.3. Climate Change and Development</p> |

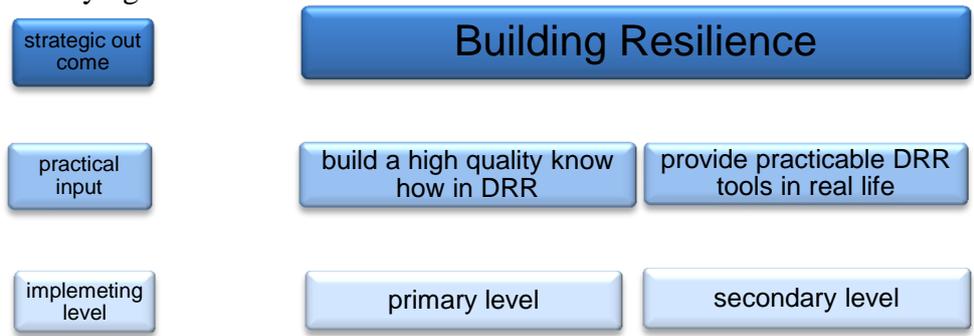
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| | | <ul style="list-style-type: none"> 8.3.4. Climate Change Mitigation and Adaptation 8.3.5. Climate Change and Disaster Risk Reduction 8.4. What is Resilience? <ul style="list-style-type: none"> 8.4.1. Resilience and Disaster Resilient Community 8.4.2. Component of Resilience 8.4.3. Characteristics of resilient Community 8.5. How Disaster Risk Reduction Can Help Achieve Development Goals? |
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DRR Topics and Grades: A Proposal

5 Disaster Risk Reduction Topics and Grades: A Proposal

The building resilience overlaps building capacity. Capacity is understood in that both describe the ability of an individual or a community in responding to disasters. Resilience is a characteristic that allow the school community, students and teachers, to maximize their resources in order to focus on and strengthen their capacity to respond to disasters.

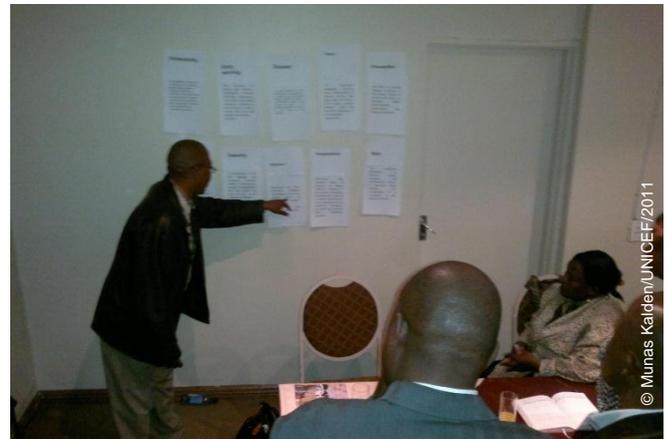
In this sense, role of curriculum on DRR is to solidify and sustain that capacity. The below framework provides the underlying rational behind building resilience and integrating DRR into curriculum, as a tool of strengthening capacity. Culture of disaster resilience is of three fold: capacity building, responsiveness and maximizing the use of resource (Kalden, Munas 2010:2).



Framework for Building Resilience through School Curriculum. Source: Munas Kalden (2011)

5.1 Philosophy of the Curriculum - Characteristics of Resilience

Considering the characteristics of resilience, the curriculum is structured to provide set of practical tool and high quality know-how in DRR. The thematic areas, of resilience, are very broad. Each area of resilience is, therefore, subdivided into a set of its main components. Because the scope of each thematic area varies, the number and range of components differs from one thematic area to another. The table below lists the components of resilience for each thematic area (Twigg, John, 2007: 9). The philosophy behind developing curriculum on DRR, in Lesotho, runs in line with the thinking of building resilience.



Curriculum Developers in Group Work

| | <i>Thematic area</i> | <i>Components of resilience</i> |
|---|----------------------|--|
| 1 | governance | <ul style="list-style-type: none"> ○ Policy, planning, priorities and political commitment. ○ Legal and regulatory systems ○ Integration with development policies and planning ○ Integration with emergency response and recovery |

| | | |
|---|---|---|
| | | <ul style="list-style-type: none"> ○ Institutional mechanisms, capacities and structures; allocation of responsibilities ○ Partnerships ○ Accountability and community participation |
| 2 | Risk assessment | <ul style="list-style-type: none"> ○ Hazards/risk data and analysis ○ Vulnerability and impact data/indicators ○ Scientific and technical capacities and innovation |
| 3 | Knowledge and education | <ul style="list-style-type: none"> ○ Public awareness, knowledge and skills ○ Information management and sharing ○ Education and training ○ Cultures, attitudes, motivation ○ Learning and research |
| 4 | Risk management and vulnerability reduction | <ul style="list-style-type: none"> ○ Environmental and natural resource management ○ Health and well being ○ Sustainable livelihoods ○ Social protection ○ Financial instruments ○ Physical protection; structural and technical measures ○ Planning regimes |
| 5 | Disaster preparedness and response | <ul style="list-style-type: none"> ○ Organisational capacities and coordination ○ Early warning systems ○ Preparedness and contingency planning ○ Emergency resources and infrastructure ○ Emergency response and recovery ○ Participation, voluntarism, and accountability |

5.2 Grades and DRR Topics

The following is the proposed DRR topics for grades of primary and secondary levels.

| Grades | DRR Session |
|--------|--|
| Two | Village Map: Resources |
| | ○ Aware the Resources in your Community |
| | ○ Drawing your school and home |
| | ○ Drawing the main roads, hospitals and religious places |
| | ○ Marking police station and fire brigade in the community |
| | ○ drawing the river(s) and mountains in the village |
| | Emergency Response: |
| | ○ Emergency service providers |
| | ○ Emergency contact list : Parents |
| | ○ The emergency telephone message: What Must I Say? |
| | ○ Personal emergency box |
| | Snow Preparedness |
| | ○ Safety kit for snow |

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| Three | Village Map: Hazards |
| | ○ Aware the hazards in your Community |
| | ○ Coloring the places of flooding in the village map |
| | ○ Coloring the places of possible landslides occurrence |
| | ○ Coloring the places of drought prevalence |
| | Fire Preparedness |
| | ○ Safety in Fire |
| | ○ Preparedness of important Property |
| | ○ Safe plan for escaping fire |
| | ○ Safety behaviors |
| Four | Disaster Concepts: Disaster, Hazard, Vulnerability and Risk |
| | <ul style="list-style-type: none"> ● Disasters in Lesotho: Flood, drought, snow, heavy wind, landslide, lightning, fire and road accidents |
| | ○ Aware the hazards and seasons |
| | ○ seasonal calendar |
| | ○ Aware the Vulnerability in your community |
| | ○ Vulnerable people and places |
| | ○ Aware the risk in your community |
| | ○ Elements at Risks |
| | Fire Prevention |
| | ○ Component of Fire |
| | ○ Fire-helpful and harmful |
| ○ Preventing harmful fire | |
| Five | Emergency Response |
| | ○ Emergency Box |
| | ○ Emergency service providers |
| | ○ Emergency contact list : Parents and family |
| | ○ Emergency contact list : Service Providers |
| | ○ Personal emergency box |
| | Evacuation plan |
| | ○ How to Exit the School during a disaster? |
| | ○ How to Exit the Home during a disaster? |
| | Disaster Preparedness |
| | ○ Flood Preparedness |
| | ○ The causes of flood |
| | ○ Flood safety measures at household level |
| | ○ Flood Preparedness-before the flood |
| | ○ Before a warning is issued |
| ○ Flood response-during the flood | |

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| | ○ Outside the house |
| | ○ At home |
| | Road Safety |
| | ○ Causes of road accident |
| | ○ Crossing the roads |
| | ○ Traffic signals |
| | ○ Safety measures |
| | Psychosocial support |
| • How Do I Feel After an Emergency? | |
| • How to React in Case of an emergency? | |
| Six | Disaster Concepts: Disaster, Hazard, Vulnerability and Risks |
| | • What is hazard? |
| | • What is disaster? |
| | • What is vulnerability? |
| | • What is risk? |
| | Emergency Response |
| | ○ Family emergency box |
| | ○ Classroom emergency box |
| | ○ School emergency box |
| | Evacuation plan |
| | ○ Safer place for evacuation in the school |
| | ○ Evacuation route |
| | ○ Evacuation Drill |
| | ○ Emergency place for your class outside the school |
| | Disaster Preparedness |
| | • Flood Preparedness |
| | ○ Before a warning is issued |
| | ○ Strengthening the features of house |
| | ○ Storage of food, water and other necessary items |
| | • Flood response-during the flood |
| | ○ At the safe area/shelter |
| | Lightning Safety |
| | ○ What is lightning |
| ○ Lightning safety measures | |
| Psychosocial support | |
| ○ Listen, Protect and Connect | |
| Transforming the Vulnerability into Capacity | |
| ○ What is Vulnerability and Capacity Assessment (VCA)? | |

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| | <ul style="list-style-type: none"> ○ How to Do a Vulnerability and Capacity Assessment (VCA)? | |
| Seven | Disaster Concepts: Hazards, Vulnerability and Risks | |
| | <ul style="list-style-type: none"> ○ The impact of disasters • Aware the hazards and seasons ○ Historical profile ○ Time line ○ Aware the Vulnerability in your community ○ Household vulnerability assessment ○ School vulnerability assessment ○ Ranging the hazards that threaten your house ○ Transform the household vulnerability: identify the priority | |
| | Disaster Preparedness: Flood Preparedness | |
| | <ul style="list-style-type: none"> ○ Livelihood security ○ Access to safer areas ○ Flood response-during the flood ○ Health care | |
| | Landslides Preparedness | |
| | <ul style="list-style-type: none"> ○ What is landslide? ○ Type of landslide ○ Causes of landslide ○ Natural causes ○ Human activity | |
| | Psychosocial support | |
| | <ul style="list-style-type: none"> ○ Psychosocial Play and Creative Activities ○ Why use Play and Creative Activities? ○ Art or Silent Stories ○ Movement ○ Music ○ Storytelling ○ Improvisation after Storytelling ○ Fabric Play ○ Cooperative Games ○ Drama Games Activities | |
| | Eight | Disaster Concepts: Vulnerability |
| | | <ul style="list-style-type: none"> ○ Aware the Vulnerability in your home ○ Transform the household vulnerability: identify the priority |
| | | Emergency Response |
| | | <ul style="list-style-type: none"> ○ Emergency Response Plan ○ Emergency Drill in schools |
| | | Disaster Preparedness |
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| | Flood Preparedness |
| | ○ Livelihood security |
| | ○ Access to safer areas |
| | ○ Access to health care facility |
| | ○ Community-wise activity |
| | ○ After the warning is issued |
| | ○ Flood response-during the flood |
| | ○ Seeking external help |
| | ○ Health care |
| | ○ Outside the house |
| | ○ Flood safety measures in school |
| | Psychosocial support |
| | ○ Storytelling |
| | ○ Improvisation after Storytelling |
| | ○ Fabric Play |
| | ○ Cooperative Games |
| | ○ Drama Games Activities |
| | Transforming the Vulnerability into Capacity |
| | ○ Tools for Vulnerability and Capacity Assessment |
| | ○ Problem Tree |
| | ○ From Planning to Action: Identifying vulnerabilities |
| | ○ From Planning to Action: Towards mitigation |
| | ○ From Planning to Action: defining action-capacities |
| | ○ Transforming vulnerability into capacity: template |
| | ○ From Planning to Action: action contribute to prevention, preparedness or mitigation |
| | ○ Plan of Action: Implementation |
| | Disaster Risk Reduction, Climate Change Adaptation and Sustainable Development |
| ○ What is Disaster Risk Reduction? | |
| ○ What is Sustainable Development? | |
| ○ What is Climate Change Adaptation? | |
| ○ What is Resilience? | |
| Nine | Disaster Risk Reduction, Climate Change Adaptation and Sustainable Development |
| | ○ What is Climate Change? |
| | ○ Causes of climate change |
| | ○ Impact of Climate Change on Community |
| | ○ Climate Change and Development |
| | ○ Climate Change Mitigation and Adaptation |

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| | ○ Climate Change and Disaster Risk Reduction |
| | ○ What is Resilience? |
| | ○ Resilience and Disaster Resilient Community |
| | ○ Component of Resilience |
| | ○ Characteristics of Resilient Community |
| | ○ How Disaster Risk Reduction Can Help Achieve Development Goals? |
| | Landslide Awareness |
| | ○ Mitigating the landslide Hazard |
| | ○ Soil slope stabilization |
| | ○ Rockfall hazards mitigation |
| | ○ Simple methods mitigation for home and schools |
| | Disaster Concepts: Disaster Management Cycle |
| | ○ Disaster management cycle |
| | ○ Linking Disaster Risk Reduction with Development |

DAY FOUR: 08th September 2011

**Disaster Risk Reduction:
Some Child Friendly Learning
Methods**

6. Disaster Risk Reduction and Child Friendly Learning Methods

Education is the key to development. While development plans are important to risk reduction, real mainstreaming begins with education. Disaster reduction is ultimately linked to human behaviour (UNISDR, EU and KYOTO University, 2009: 3). Education is the key in changing behaviour. Changing behaviour begins with information. The curriculum provides needed information and set of practical skills with tools, which help them, engage in changing their behaviours and transforming vulnerability into capacity.

Successful disaster risk reduction education strategies are student-driven and learners centric. The key issues in disaster risk reduction education are important. Disaster education should not be an event (like an evacuation drill), it should be a process (ibid). Disaster education must go beyond the schools wall and links the family and community.

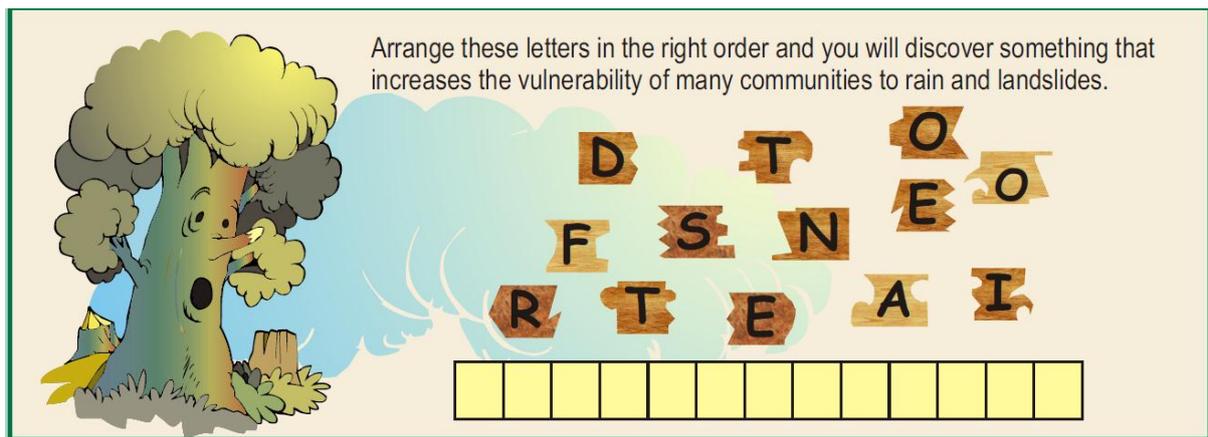
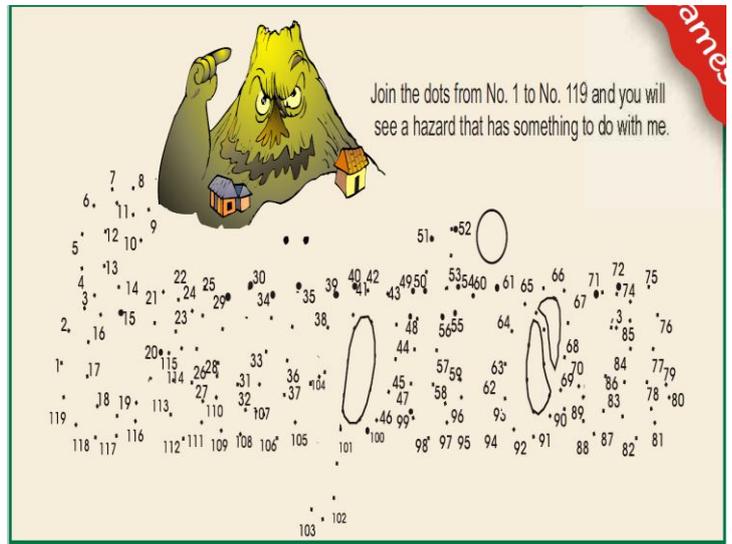
The important of linking school education with family and community education is

gradually recognised and currently practiced in some countries, engaging students in more pro-active partnership with the community. This, however, requires of innovation in teaching disaster risk reduction. This section discusses few methodologies used in disaster risk education with children.

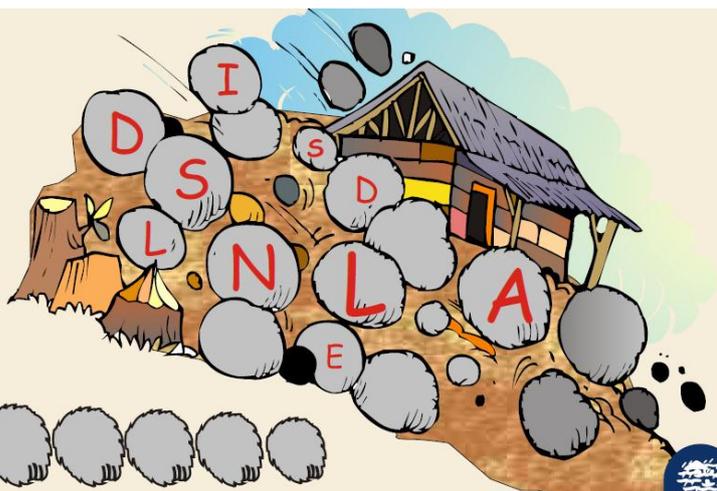
Successful disaster risk reduction education strategies are student-driven and learners centric.

In order to make learning about disaster interesting, we have included several activities as well as educational board games, *Riskland*, to help children learn as they play (UNISDR and UNICEF,p:2). The below are few taken from the book: Lets Learnt to Prevent Disaster, funny ways to join kids in risk reduction by UNISDR and UNICEF (published date not given).





Sort out by size the letters you find in the drawing, from largest to smallest. You will discover the name of a hazard that has destroyed entire communities because they were located in dangerous places.



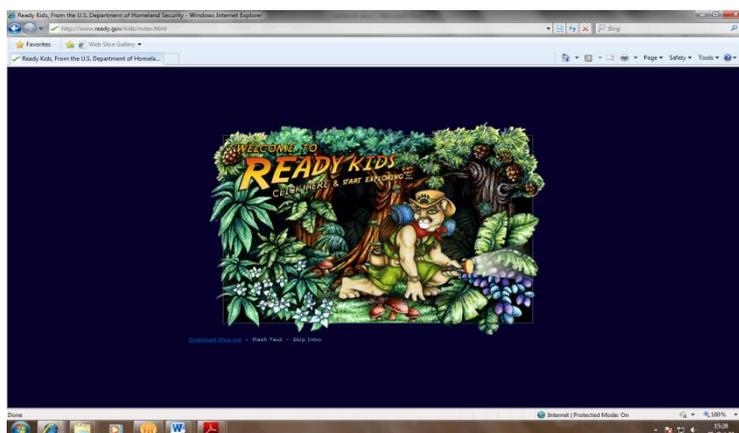
Child or youth-centred organizations, such as Save the Children and UNESCO often have materials which they have developed to use in specific countries. Some organizations (including ADPC) and Red Cross National Societies have developed curriculum on DRR that can also be used to support games and activities (IFRC, 2010:37).

Description:

The Stop Disasters! Website, developed by ISDR, includes both an online game as well as teacher's resources such as curriculum modules, information sheets

Stop Disasters!

Available at:



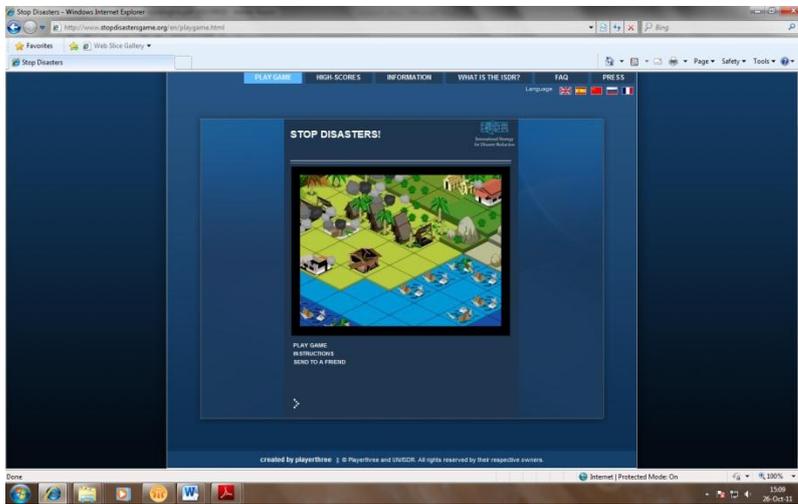
<http://www.stopdisastersgame.org/en/home.html>

media. The teachers resources can be used for a variety of ages, but the online game is best for older children (Grades 6 and upwards).

The Stop Disasters! Online game encourages participants to read learning modules on various forms of disasters, and then engage in a simulation of an event.

and suggested activities, and related

Users can choose from various hazards, including tsunamis, floods, wildfires, earthquakes and hurricanes. They then go through stages of their 'mission' to protect a virtual population from their chosen hazard.



FEMA For Kids

Available at:
<http://www.fema.gov/kids/games1.htm>
 and
<http://www.fema.gov/kids/games/board/>

Description:

The FEMA for Kids website includes a variety of games and activities, to be played online (such as their Tornado Alley Game) or printed to use in a group or individually. Including a board game, the site has activities for a wide variety of ages. Colouring sheets can be used for primary grades, and more advanced word searches, quizzes and puzzles are suitable up to approximately Grades 6 to 8. Games cover a wide variety of hazards, from tsunamis to earthquakes.

World Vision Management of Risk, Booklet Series

Available at:
<http://www.preventionweb.net/english/professional/trainings-events/educational-materials/v.php?id=8243>

Description:

World Vision has published a series of booklets that follow a family as they learn about disaster risk. Including information on preparedness, response, recovery and risk reduction, as well as suggested

activities, the booklets are aimed at Secondary level readers. They can be used as a starting off point for children and youth to be encouraged to write and share their own similar stories.

They also include detailed information on how to create a local emergency management committee, how to do risk mapping within communities, and how to conduct a basic impact and needs assessment.

Risk Red School Safety and Educational Material

Available at:
<http://www.riskred.org/schools.html>



Description:

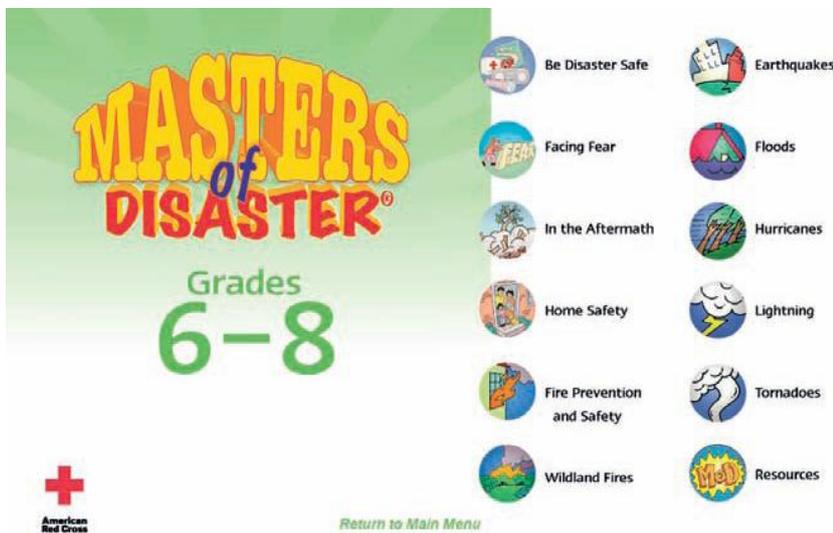
Risk Red has compiled information on school safety and educational materials on disasters, available through their website. Programming has been developed for authorities and teachers, as well as children. The website includes suggested activities such as the 'Go-bag' scavenger hunt to teach children about preparedness, as well as information on how to conduct drills and checklists relating to risk in schools.

Masters of Disaster

Available at:
<http://www.redcross.org/preparedness/educatorsmodule/ed-cd-6-8-be-disaster-11.html>

Description:

The Masters of Disasters program was developed by the American Red Cross for children in Grades 6-8. It includes worksheets, lesson plans and activities that can be used in a classroom or more



informal environment.

Modules cover the disaster cycle, and emergency management and preparedness both in the school and in the community. Also included is a module on risk reduction, and planning.

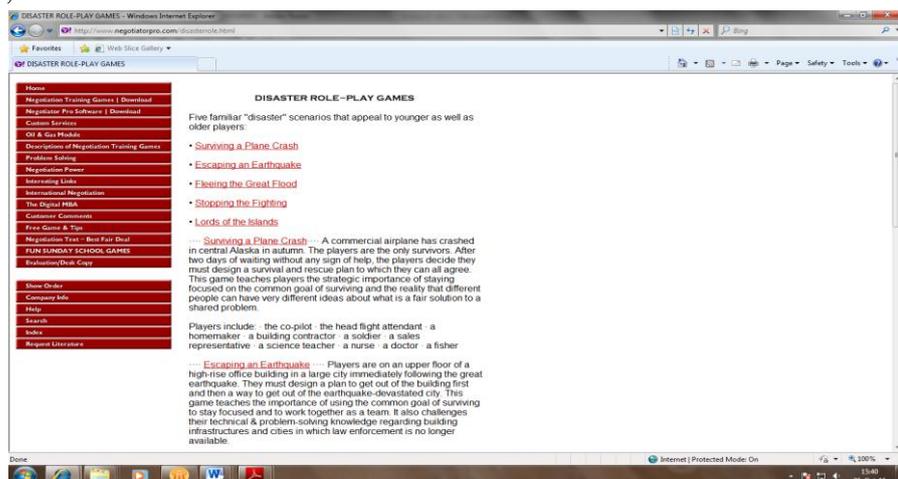
Disaster Role-Play Games

Available at:

<http://www.negotiatorpro.com/disasterrole.html>

Description:

This site outlines five different ideas for role-playing games, using disasters as a central theme. The 'Escaping an Earthquake' and 'Fleeing the Great Flood' games focus on disaster response. 'Surviving a Plane Crash' includes elements of response. 'Stopping the Fighting' and 'Lords of the Islands' focus on conflict resolution, community approaches to disasters and problem solving, and governance, all relevant learning exercises that are often left out of disaster education.





DAY FIVE: 09th SEPTEMBER 2011

Learning Areas and Aspects: A Disaster Risk Reduction Interpretation

7. Learning Areas and Aspects: A Disaster Risk Reduction Interpretation

Introduction:

The Ministry of Education and Training (MoET), in Lesotho, has embarked on the review of the entire primary and secondary education curricula with the purpose of making education at these levels accessible, relevant, and efficient and of the best quality (MoET, 2009: v). Of the objective of the curriculum and assessment policy framework, (a) addressing emerging issues pertaining to new demands, and (b) proposing a fully localized secondary education and assessment serve the purpose of, and creating educational space for integrating DRR into curricula.

Curriculum aspects advanced here are intended to act as a tool to assist in

curriculum planning and organisation (MoET, 2009: 16). They form an integral part of education for equipping learners with necessary knowledge, skills and attitudes. These aspects would enable learners to face and cope with challenges posted by disasters and emergencies.

There are five learning aspects, identified by the curriculum developers, in Lesotho. They are 1) effective communication, 2) awareness of self and others, 3) environmental adaptation and sustainable development, 4) health and healthy living, and 5) production and work related competencies. The DRR topics are well integrated into all of these aspects.

7.1. Learning Aspects: A DRR Interpretation

| Learning Aspects | DRR Interpretation | Possible DRR Aspects |
|------------------------------|--|---|
| Effective communication | <p>Communication is essential part of early warning in disaster risk reduction. Early warning is a major element in DRR. It prevents loss of life and reduces the economic and material impact of disasters.</p> <p>To be effective, early warning system actively involves the communities, including schools, at risk, integrate it into formal and non-formal education, and facilitate public education, awareness of risk and effectively disseminate warning messages. It includes community practice, signs, and uses science and technology.</p> | <ul style="list-style-type: none"> • Communication for early warning • Community and local signs and practice of early warning • Community based early warning • Early warning dissemination • Multi hazards warning signs • Child to child early warning dissemination • Child participation in early warning and dissemination |
| Awareness of self and others | <p>Disaster risk is part of everyday life. Awareness of self and other,</p> | <ul style="list-style-type: none"> • Aware of risk • Aware of attitude, |

| | | |
|--|--|--|
| | <p>from the perspective of risk and vulnerability, including our home, school and neighbours, is therefore, a necessary condition to engage in disaster risk reduction.</p> <p>Understanding self and others-the ability, attitudes, skills towards risk and vulnerability to define what could happen in the future, given a range of possible alternatives to choose from. Assessing risk, based on vulnerability and hazard analysis is a required step to take reduction and preventive measures. This needs of awareness of self and others.</p> <p>Level of risk awareness depends largely on quantity and quality of available information and on the difference in people’s perception of risk. We want to aware of our perception of risk, hazard and vulnerability. People are more vulnerable when they are not aware of the hazards pose a threat to their lives and property.</p> | <p>perception towards risk, vulnerability and hazards of self and others.</p> <ul style="list-style-type: none"> • Resources in the community and schools. • Hazards in the community and schools • Children’s perspective on risk and vulnerability • Resilience and characteristics of resilience • Resilient schools and communities. • Aware of risk and hazards at home and community • Gender and DRR |
| <p>Environmental adaptation and sustainable development</p> | <p>Disaster risk reduction has emerged as an essential requisite for sustainable development. The disasters pose a threat to both sustainable development and poverty reduction initiatives. Societies will become resilient when they integrate adaptive and risk reduction process and measures into sustainable development strategies.</p> <p>And, environmentally unsound practices, environmental changes, population growth, urbanisation, social injustice, poverty, conflict, and short-term economic vision are producing vulnerable societies.</p> | <ul style="list-style-type: none"> • Environmental adaptation into development strategies • Development and disaster • Climate change and disaster risk reduction • Community resilience and adaptive practices |

| | | |
|--|--|--|
| <p>Health and healthy living</p> | <p>Disasters leave psychological impact as they do physical damage. Students lose their relatives, friends, peers, teachers or home and livelihood. They create human suffering, emotional pain, grief, anger and frustration. These circumstances require psychosocial supports.</p> <p>A number of characteristics can influence the psychosocial impact of a crisis event, depending on the origin of the event, scope and duration.</p> <p>The social, psychological and biological factors, that keep teachers and students resilient, are called protective factors. They reduce the likelihood of severe psychological effects when encountering hardship or suffering. Belonging to a caring family or community, maintaining tradition and culture, and having strong religious belief are few examples of protective factors. For children, having stable emotional relationship with peers, adults and social supports, both within and outside the family, are strongly protective factors. Disaster challenges these factors.</p> | <ul style="list-style-type: none"> • Impact of disaster on psychological well being • Psychological recovery • Coping with memory • Bounce back to normalcy after disaster |
| <p>Production and work related competencies</p> | <p>Thought not directly related to world of work, DRR could provide skills and tools that could be used for safer work place and home.</p> | <ul style="list-style-type: none"> • Hazards, risk and vulnerability assessment • Skills related to emergency planning and contingency planning etc |

Source: Munas Kalden (2011)

7.1. Learning Areas: A DRR Reading

A curriculum aspect spells out the ultimate intentions of education. To address these

Learning Areas. There are 1) linguistic and literacy, 2) numerical and mathematical, 3) personal, spiritual and social, 4) scientific and technological, 5) creativity and entrepreneurial.



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NCDC staff engaged in inserting DRR topics into Learning Areas

curriculum aspects, there is need to organise the body of knowledge into systematic and logical leaning chunk (MoET, 2009: 18). These chunk become means and modes by which life challenges are addresses. They are referred to as

The following table provides the DRR aspects/topics against the learning areas, agreed by the curriculum developers, in Lesotho.

| Learning Areas | DRR Aspects/Topics |
|----------------------------|--|
| Linguistic and literacy | This area would cover any forms of literature such as song, poetry, short story, essay, folksong and drama on DRR. |
| Numerical and mathematical | <ul style="list-style-type: none"> Assessing risk, vulnerability and |

| | |
|---------------------------------------|--|
| | <ul style="list-style-type: none"> capacity • Quantification methods for risk and vulnerability assessment • Quantifying the impact of disasters • House hold risk and vulnerability assessment • Damage assessment • Hazards mapping • Vulnerability mapping • Community mapping • Assessment tools and techniques for hazards and capacity |
| Personal, spiritual and social | <ul style="list-style-type: none"> • Aware of risk • Aware of attitude, perception towards risk, vulnerability and hazards of self and others. • Resources in the community and schools. • Hazards in the community and schools • Children’s perspective on risk and vulnerability • Resilience and characteristics of resilience • Resilient schools and communities. • Aware of risk and hazards at home and community • Gender and DRR |
| Scientific and technological | <ul style="list-style-type: none"> • Environmental adaptation into development strategies • Development and disaster • Climate change and disaster risk reduction • Community resilience and adaptive practices |
| Creativity and entrepreneurial | <ul style="list-style-type: none"> • Psychosocial wellbeing and intervention for the emergencies and disaster • Coping with memories • Rebuild the sense of belonging |

Source: Munas Kalden (2011)

Concluding Remarks

Integrating Disaster Risk Reduction into the Curriculum:

-A National Priority

Disasters have an enormous impact on development. With every disaster, there is a significant impact on various sectors of development including education and related infrastructure. This results in a serious social and economic setback to education priorities of our country and hampers the learning outcomes our students, as well as poses a threat for achieving the Millennium Development goals and Education for All. To meet with this emergency, the scarce resources that are programmed for education are often diverted for relief and rehabilitation efforts.



Disaster risk reduction being a cross sectoral issue, operating at all levels and across sector, hence the concerted effort of integrating it into development activities and national curriculum requires consensus and active participation of decision makers and planners at the national level, both from education and disaster management fields and all related Ministries, but also support from UN like UNICEF and development community. It is through the consolidated and concerted efforts of all stakeholders that safer and sustainable communities and culture of safer school are to be attained. Importance of Mainstreaming is also recognized by the Hyogo Framework for Action (HFA) adopted at the Kingdom of Lesotho, where integration of disaster risk reduction in the curriculum is a priority.

I am thankful to all who contributed to this priority.

Ms. Matseliso Mojaki

Acting Chief Executive, Disaster Management Authority, Lesotho

...disaster results in a serious social and economic setback to education priorities of our country and hampers the learning outcome of our students, as well as poses a threat for achieving the Millennium Development goals and Education for All.

Integrating DRR into Curriculum: A Bold Step Towards Culture of Safety

With support from UNICEF for disaster risk reduction (DRR) and Education in Emergency (EiE) has seen an increase in the investment to Lesotho. These investments are diverse. For example, the support is being provided for integrating disaster risk reduction into national curriculum. This is a partnership between UNICEF and Ministry of Education and Training (MoET).



The success in achieving the objective of this partnership is now well translated by National Curriculum Development Center (NCDC). I can see their commitment in pooling its resources for making this exercise a success. This workshop also provides an opportunity for the curriculum developers, attached to NCDC, to internalize the basic concept of DRR.

This is a beginning. In the context of Lesotho, we have to travel far in terms of building culture of safety in school. It needs more educational programmes, strategy, mechanism, methods, or procedure for sustaining the efforts on DRR in the education system so that students' knowledge and awareness of DRR are effectively increased. And, it also require more efforts on instructional material development, training and professional development, monitoring and assessment of leaning outcomes.

UNICEF, we hope, will continue its support. I thank NCDC for treating this as top priority.

Ms. Seriti Morojele-Doroto

Chief Education Officer, Curriculum Development

Ministry of Education and Training, Lesotho

In the context of Lesotho, we have to travel far in terms of building culture of safety in school. It needs more educational programmes, strategy, mechanism, methods, or procedure for sustaining the efforts on DRR in the education system.

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Annex1: Programme of Activities

Workshop on Integrating DRR into School Curriculum (05-09 September 2011): -Programme of Activities

Hotel Victoria, Maseru, Lesotho

Workshop Overall Objectives:

- Increase knowledge for curriculum developers about the technical aspects of disaster risk reduction
- Identify DRR topics for possible integrating into national curriculum
- Facilitate the process of curriculum development for integrating DRR into school curriculum

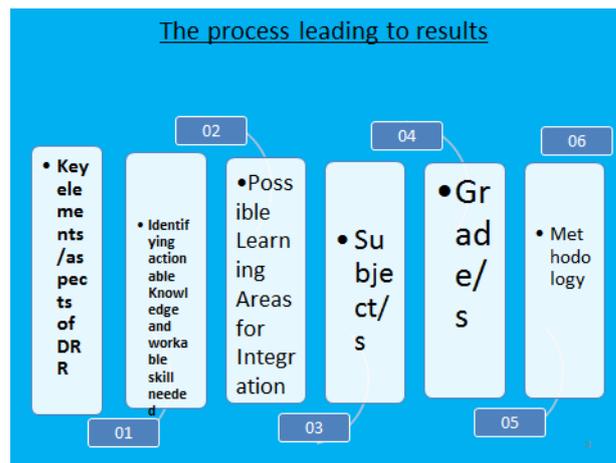
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|---|
| Day 1: 05 th September 2011 |
| Intro Session: 9am – 10am Opening, Introductions and Welcome Remarks by the Director of NCDC |
| Session 1: 10.00 – 11:30am Overview and Objectives |
| Coffee and conversational Break: 11:30am – 11.45am |
| Session 2: 11:45am – 1pm Integrating Disaster Risk Reduction into School Curriculum: Why is Needed? |
| Lunch: 1pm – 2pm |
| Session 3: 2.00pm – 3.45pm Disaster Risk Reduction: Basic Terms and Definitions |
| Coffee Break: 3.45pm – 4pm |
| Session 4: 4pm – 5.30pm Basic Term through Pictures: Group Work |
| Day 2: 06 th September 2011 |

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| Review of previous day and questions: 9am – 9:30am |
| <i>Session 5: 9:30am – 11:30am</i> Hazards in Lesotho |
| Coffee and Conversational Break: 11:30am – 11.45am |
| <i>Session 6: 11: 45am – 1:00 pm</i> DRR into Curriculum: Identifying DRR Topics for Learning Area-PSS (group work and presentation) |
| Lunch: 1pm – 2pm |
| DRR into Curriculum: Identifying DRR Topics- for Learning Area-Science and Technology (group work and presentation) |
| DRR into Curriculum: Identifying DRR Topics- for Learning Area-for for other learning areas (group work and presentation) |
| Day 3: 07 th September 2011 |
| <i>Session 7:</i> Integrating DRR into Curriculum: Revisiting Education Context and Identifying DRR (Topics Group work and presentation) |
| Day 4: 08 th September 2011 |
| <i>Session 8:</i> Disaster Risk Reduction and Child Friendly Learning Methods Identifying DRR Topics Group work and presentation- continuation |
| Day 5: 09 th September 2011 |
| <i>Session 9:</i> Learning Areas and Aspects: A Disaster Risk Reduction Interpretation <i>Session 10:</i> Identifying DRR Topics Group work and presentation- continuation <i>Session 11:</i> Integrating DRR into Curriculum: A reality check |
| Concluding Remarks: MoET, UNICEF and DMA |

Annex 2: List of Participants

| | Participant | Designation | Department |
|-----|--------------------------|---|--|
| 1. | Motsamai Motsamai | Director | National Curriculum Development Center (NCDC) |
| 2. | Malimpho Sekokotoana | Deputy Director | NCDC |
| 3. | Flora Mokhitli | Subject Specialist-Social Studies | NCDC |
| 4. | Karabo Thamae | Subject Specialist-Development Studies | NCDC |
| 5. | Mathabo T'silo-Ramothamo | Subject Specialist-Religious Education | NCDC |
| 6. | 'Mat'sepang Mosae | Subject Specialist-Health and Physical Education | NCDC |
| 7. | Palesa Sebilo | Research | NCDC |
| 8. | Lineo Molapo | Subject Specialist-English Language | NCDC |
| 9. | Teboho Tsilane | Subject Specialist-History | NCDC |
| 10. | 'Mathamanyane Malikelle | Subject Specialist-Mathematics | NCDC |
| 11. | Mojalefa Mokete | Subject Specialist-Technical Subjects | NCDC |
| 12. | Phat'sa Mot'soane | Subject Specialist-Arts | NCDC |
| 13. | Ntsotiseng Rant'soai | Editor- Humanities | NCDC |
| 14. | Tseleng Mosuhli-Mosehle | Subject Specialist-Sesotho | NCDC |
| 15. | Malephelo Mohlomi | Subject Specialist-Sesotho | NCDC |
| 16. | Nyakallo Molise | Subject Specialist-Geography | NCDC |
| 17. | Mafa Letsoela | Subject Specialist-English Language | NCDC |
| 18. | Sekelekele Heqoa | Subject Specialist-Science | NCDC |
| 19. | Lebohang Moletsane | Senior Training Officer and District Disaster Manager | Disaster Management Authority (DMA) |
| 20. | Mat'seliso Mojaki | Acting Chief Executive | DMA |
| 21. | Ntsilane Baholo | District Disaster Manager | DMA |
| 22. | Morojele-Doroto | CEO-Curriculum Services | MoET |

Annex 3 : Workshop Structure



Photos:

Cover Page: from left to right NCDC Director, Mr. Motsamai Motsamai, Deputy Director, Ms. M'alimpho Sekokotoana and NCDC staff Ms. Tseleng Mosuhli Mosehle are in a session

Back Page: Ms. Matseliso Mojaki Acting Chief Executive, Disaster Management Authority, Lesotho.



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