

DRR Integration into Education

CURRICULUM FRAMEWORK Classes 1-8



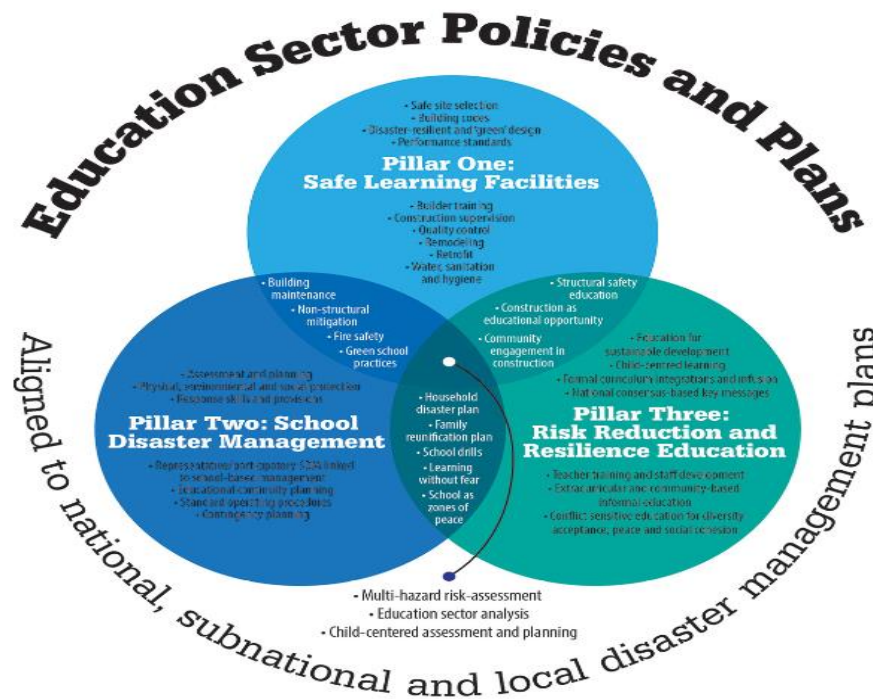
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1-06-2020

Reviewed on : 3-08-2020

Comprehensive School Safety A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools January 2017 presents a three Pillars approach to reduce the risks of all hazards to the education sector

The core of these efforts is to recognize children’s rights to survival and protection, as well as their rights to educational continuity and participation. They are intended to be child-centered, inclusive, participatory, and evidence-based. All children should be helped to participate in all aspects of Comprehensive School Safety. This allows them to be better protected and for their energy, knowledge, and ideas to help shape long-term sustainability.



Extracting broad parameters of school safety strategy already developed in Sindh on the principles from the Hyogo Framework for Action, one of the elements is ‘integrating disaster risk reduction information in formal/informal education’. There is an intention to employ a more systematic approach to DRR curriculum integration: ‘Issues relating to scope and sequence of disaster risk reduction

education and life skills [are] to be developed from childhood through adulthood for preventive and applied knowledge in risk reduction are included.’ ‘Child focused initiatives’ are also highlighted as an essential part of school safety.

The school safety programme developed by National Rural support Programme NRSP. The world food programme have developed comprehensive booklet for primary school children.

This booklet comprises of basic information on natural and human caused disasters along with precautionary measures to make children resilient and be safe. This student resource material developed for DRR integration by World Food Programme is a highly stimulating support reading material for primary classes. Story based approach has been taken to develop the content. Each story provides possible mitigation actions with specific instruction for pre- during and post periods. In the end key messages are collated for each theme. The Support Reading Material ends with a pledge for each student to ensure that the training received will be disseminated to a wider community.

Introduction to the DRR curriculum Framework:

The following framework is developed after a thorough literature research on available open source web-based curriculums for which the references are provided at the end.

The DRR curriculum framework is not a standalone scheme but it is envisioned as a framework that can be easily infused in the existing school curriculum. Following subjects lend themselves spaces for infusion and a proposed thematic grade and subject wise list is appended.

Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries

Towards A Learning Culture of Safety and Resilience Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

DRR CURRICULUM STANDARDS

1. Student/s understand ideas of risk, danger and safety and are aware of hazards in the classroom and at home, and ways of being careful and staying safe.
2. Student/s know about risks and dangers in the local community and environment and what they can do individually to reduce danger and stay safe.
3. Student/s understand the ideas of vulnerability and resilience and can apply them to specific potential hazards

KNOWLEDGE		
1. Self and Others		
GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s understand their personal roles and responsibilities in times of hazard and disaster	Student/s know their personal needs, concerns, hopes, aspirations, fears and preferred futures concerning hazards, disasters and disaster risk reduction	Student/s have an understanding, grounded in practice, of personal attributes and competencies they can each call upon in times of hazard and disaster Student/s know of the special contribution that women in the community can make before, during and after a hazard has struck, and the particular roles they can play in social organization.

KNOWLEDGE

2. BASIC SAFETY MEASURES

GRADE I-III	GRADE IV-V	GRADE VI-VIII
<p>Student/s know of precautionary, safety and self-protection measures to be taken before, during and after a disaster at school</p> <p>Student/s know of warning systems in place to alert people to impending hazard</p>	<p>Student/s know of warning systems in place to alert people to impending hazard.</p> <p>Student/s know of first aid procedures</p> <p>Student/s know of precautionary, safety and self-protection measures to be taken before, during and after a disaster by their family, and at community level,</p>	<p>Student/s know of precautionary, safety and self-protection measures to be taken before, during and after a disaster by their family, at community level, and at school.</p> <p>Student/s know and follow the first aid procedures in times of emergencies and needs</p> <p>Student/s know of environmental issues impacting on their community; their causes, effects</p>

KNOWLEDGE

3. HAZARDS AND DISASTERS

Grades I-III	Grades IV-V	Grades VI-VIII
<p>Student/s know of past local disasters</p>	<p>Student/s know of disaster-vulnerable local spots and populations.</p> <p>Student/s know of the seasonality of particular hazards (add examples)</p>	<p>Student/s know of the causes and effects of various hazards and disasters (e.g., earthquakes, drought, floods, tsunamis, landslides, volcanic activity) water logging and sanitary issues.</p> <p>Student/s know of locally and bio-regionally (fauna, flora including one or more ecosystems) specific hazards and potential sources of disaster</p>

KNOWLEDGE

4. **DISASTER MANAGEMENT MECHANISMS AND PRACTICES**

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s understand the specifics of how human behaviours and practices can harm the environment	Student/s know of local and global examples, of how damage to the environment aggravates the incidence and severity of hazards	Student/s know the roles and responsibilities of local, regional and national government, as well as of private and civil society sectors, before, during and after times of disaster

KNOWLEDGE

5. **Environment and of the Environmental/ Human Society Interrelationship**

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s understand the specifics of how human behaviours and practices can harm the environment	<p>Student/s understand the idea of an ecosystem, how humans are actors within ecosystems, and that the reverberations of environmentally unfriendly behaviours will work through the system to harm humans</p> <p>Student/s know of the seasonality of particular hazards Student/s have a knowledge of local, national and global hazard and disaster trends</p>	<p>Student/s know of local and global examples, of how damage to the environment aggravates the incidence and severity of hazards.</p> <p>Student/s know of the causes and effects of various hazards and disasters (e.g., earthquakes, drought, floods, tsunamis, landslides, volcanic activity)</p> <p>Student/s know of environmental issues impacting on their community; their causes, effects and amelioration</p> <p>Student/s know of local and global examples, of how damage to the environment aggravates the incidence and severity of hazards</p>

KNOWLEDGE

6. Key Disaster Risk Reduction Concepts and Practices

GRADE I-III	GRADE IV-V	GRADE VI-VIII
<p>Student/s understand the idea of a ‘culture of safety’ and how it applies to everyday personal and community life</p>	<p>Student/s have a practical understanding of key DRR practices (e.g., hazard mapping and monitoring, early warning, evacuation, Weather forecast)</p>	<p>Student/s understand the concept of sustainable development and know of concrete and practical ways of living sustainably (including sustainable usage of land and natural resources)</p> <p>Student/s understand key disaster risk reduction concepts (e.g., hazard, disaster, emergency, risk, risk reduction, vulnerability, resilience), their application to specific hazard circumstances, and their concrete applications in the local community.</p>

KNOWLEDGE

7. Climate Change

GRADE I-III	GRADE IV-V	GRADE VI-VIII
<p>Student/s understand the difference between ‘weather’ and ‘climate’</p>	<p>Student/s know how to apply climate change learning to their own lives and to patterns of behaviour in their community</p> <p>Student/s understand that climate change is generally human induced and they can identify patterns of behaviour, practices and lifestyles that are causing the climate to change</p>	<p>Student/s understand that climate change is exacerbating the incidences and severity of disasters</p>

KNOWLEDGE

8. Differential and Disproportionate Impacts of Hazards on People

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s understand that children are often especially affected by disaster	Student/s understand how and why natural and human caused disasters can be devastating for some communities while others are left relatively unscathed (unharmed)	<p>Student/s understand the concept of climate injustice, i.e., that climate change is falling disproportionately on those least responsible, and know and understand proposals for ‘climate justice’</p> <p>Student/s understand that both natural and human caused disasters have differential impacts according to gender and socio-cultural status.</p>

KNOWLEDGE

9. Earth Systems

a. The earth is unique, a planet of rare beauty and great value.

Grades I-III	Grades I-V	Grades VI-VIII
The students will appreciate the beauty and value of the earth through literature and the arts, by drawings and reciting poems.	The students will appreciate the planet earth is enhanced by a better understanding of its subsystems	The students will manifest their appreciation through their responsible behaviour and stewardship of subsystems.

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b. Human activities, collective and individual, conscious and inadvertent, affect the planet earth.

Students will realize that continued population growth accelerates the depletion of natural resources and destruction of the environment, including other species.	Students will learn that the earth is vulnerable, and its resources are limited and susceptible to overuse or misuse. Students will consider the use of natural resources, will first need to rethink their lifestyles, then reduce consumption, then reuse and recycle.	Students will By-products of industrialization pollute the air, land, and water, and the effects may be global as well as near the source. Students will understand that if we respect the earth, the better we can manage our resources and reduce our impact on the environment worldwide.
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SKILLS

1. Communication and Interpersonal Interaction

Student/s have the ability to communicate warnings of forthcoming hazard clearly and effectively Student/s have the ability to communicate disaster risk reduction messages through speech bubbles, by reciting jingles and songs like Corona say nahee darna)	Student/s can communicate messages about risk, risk management options, environmental protection to family and community members, and can receive messages through careful listening Student/s have the ability to work collaboratively and cooperatively with others towards reaching disaster risk reduction goals	Student/s have the ability to communicate what they have learnt about hazards and disasters to families and members of the community Student/s have the ability to engage in dialog and discussion with peers, teachers, and family and community members about hazards, disasters and disaster risk reduction, expressing opinions, feelings and preferences firmly but constructively and respectfully Student/s have the ability to communicate effectively about disasters and disaster risk reduction with people from different socio-
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		<p>cultural backgrounds (e.g., brochures, arts, music, song, theatre, puppetry, posters, poems, social media, radio, film)</p> <p>Student/s have the ability to build and maintain the trust required from family, school and community that will enable them to play a part in disaster risk reduction</p>
2. (Responding to/with Emotions)		
<p>Student/s have the ability to work through and express their emotional responses to threat and disaster openly, effectively and properly (like Bismillah- Ya Allah Khair and other utterances)</p>	<p>Student/s have the ability to listen to, receive and empathize with the emotions felt and expressed by others in peers groups, at school home and community</p>	<p>Student/s have the ability to empathize with those threatened by hazards and harmed by disaster.</p>
3. (Taking Action where Feasible)		
<p>Student/s have the skills necessary for participating in real early warning and evacuation drills</p> <p>Student/s can differentiate between real and hoax warnings.</p>	<p>Student/s have the skills necessary for emergency responses in times of hazard (e.g., light search, swimming, evacuation and creating an emergency shelter) as per the provided SOPs in the school safety)</p> <p>Student/s have the necessary skills set to implement precautionary and safety measures against hazard in the classroom, school, home and community</p>	<p>Student/s have the necessary skills to be able to assist victims and the vulnerable in case of disaster (e.g., first aid skills, rescue skills)</p> <p>Student/s have the ability to work alone and/or with others in school and community contexts to effect change towards sound disaster risk reduction practices and behaviors</p> <p>Student/s have the ability to make informed action decisions based on data available, observation, dialog and discussion and intuition (rain related practices, for self and others)</p>

4. (Holistic/Systemic Competence)

Student/s have the ability to identify patterns, commonalities and relationships between different hazards and risks as well as different prevention and response mechanisms (scenarios).

Students will acquire the ability to identify interrelationships between nature and human communities

Students will acquire the ability to apply the notions of interdependence and interrelationship to local ecosystems and their local community

ATTITUDES

1. ALTRUISM/VALUING

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s recognize the intrinsic value of nature and wish to help protect their natural environment	<p>Student/s recognize the intrinsic value of human life and of their community and wish to help protect all from harm</p> <p>Student/s value and wish to protect the place in which they live</p>	<p>Student/s show a willingness to be involved in voluntary community activity</p> <p>Student/s value the global community of humankind and the planet earth</p>

2. Respect

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s respect the special contribution that all can make to disaster risk reduction.	Student/s respect the diversity of perspective and opinion on disaster risk reduction in their community.(examples to be added)	Student/s respect the rights of others in their concern for disaster risk reduction

3. Compassion, Care and Empathy

GRADE I-III	GRADE IV-V	GRADE VI-VIII
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Student/s feel care and compassion for those threatened or affected by disaster	Student/s commit to an ethic of mutual help in times of hazard and disaster	Student/s approach disaster risk reduction from an ethic of caring for future generations
Student/s feel the pain of affected by expressing through art and messages.	Student/s visit with their elders the affected and express empathy.	Student/s participate in social activities for helping the destitute.

4. Confidence and Caution

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s appreciate the need to follow safety rules and procedures on any occasion.	Student/s apply a precautionary principle and risk awareness in their daily decision making and behaviour	Student/s feel confident, empowered and resilient enough to cope with disasters.

5. Responsibility

GRADE I-III	GRADE IV-V	GRADE VI-VIII
Student/s show a responsible attitude by listening to their elders, teachers, parents and stay away from hazardous activities	Student/s embrace a sense of responsibility to help protect themselves, their peers, their family and community from hazard and disaster	Student/s embrace a 'responsibility of distance' to those living far away who are beset with threat and disaster.

6. Commitment to Fairness, Justice and Solidarity

GRADE I-III	GRADE IV-V	GRADE VI-VIII
	Student/s commit to fairness and justice as the basis on which relationships between individuals, groups and societies should be organized.	Student/s commit to a stance of solidarity with those who are affected by natural disasters in their own and other societies

7. Harmony with the Environment

GRADE I-III	GRADE IV-V	GRADE VI-VIII
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	Student/s embrace an ethic of care, kindness and respectfulness towards living things	Student/s acknowledge the specialness, beauty and fragility of nature and embrace an ethic of environmental protection and conservation
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Reference:

Framework: Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries

<https://unesdoc.unesco.org/ark:/48223/pf0000217036>

Towards A Learning Culture of Safety and Resilience Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

<https://unesdoc.unesco.org/ark:/48223/pf0000229336>

Scientific Literacy and Natural Disaster Preparedness

<https://unesdoc.unesco.org/ark:/48223/pf0000189050>

THEMES FOR DRR RESOURCE MATERIAL DEVELOPMENT

Disaster risk reduction education is about building students' understanding of the causes, nature and effects of hazards while also fostering a range of competencies and skills to enable them to contribute proactively to the prevention and **mitigation** of **disaster**

Themes for different grades subject wise

POSSIBLE THEMES/ TOPICS IN THE EXISTING CURRICULUM FOR DRR INTEGRATION

Class	General Knowledge / Social Studies	General Science	Urdu Language	English Language
1 2 3	Health care and cleanliness Deforestation Conservation of Natural Resources, protection against dangerous animals	General Science is a part of General Knowledge	میرا وطن، صحت و صفائی، بارش اور دھنک، موسم، ٹریفک کے اشارے۔	Making friends Cooperating with family and peers Little boys and little girls are equal Safety at School
			ماحول کی صفائی، او پودے لگائیں، سیروسیاحت، موسم، میرا وطن۔	Taking care of birds, animals, flowers and trees Safety at home
			زمین اور زمینی آلودگی اور ابتدائی جغرافیائی اصطلاحات کا تصور، قدرتی آفات (مہار حیات کے تناظر میں)، حفظان صحت (جسمانی صحت و صفائی)، گھر، محلہ، اسکول اور گلوں کے مسائل سے آگاہی۔	Mountains, hills, rivers, lakes, deserts and forests
4	Overpopulation, changes in natural phenomenon, weather hazards	Environmental Pollution	حقوق و فرائض، قومی شناخت، قدرتی آفات سے بچاؤ، امدادِ باہمی، جمہوری روئے۔	Importance of female education

				Impact of population growth on healthcare and education Safety on the roads
5	Earthquakes, , avalanches, hailstorm, fire at home,	Environment and Human interaction	ذمے داری معاشرتی حوالے سے، کائنات کے سائنسی مطالعے، ہم اور ہماری دنیا، اسکاؤٹس اور گرلز گا ئیڈ، پیشوں کی اہمیت۔	Showing patriotism through deeds Undertaking steps to keep the village/ city safe and clean
6	Over population, floods, Pandemics, Fires in homes. Dengue fever, Corona virus Disease 19, and drought. Heavy storms. Floods and accidents. Water shortage and drought. Epidemics such as Malaria. Home Accidents, Famine, Heat wave and Wild fires. Suicide. Drought. Road accidents.	Kinetic and potential energy. One form of energy is converted into other form of energy. Energy is dissipated in atmosphere. Energy is conserved during conversion of different forms of energy. Importance of energy in improving the quality of life. Energy converters in their surroundings. Energy conversion to other forms using an energy converter. “renewable” advantages of using renewable energy sources		Empathy with special people Living amicably with all kinds of people
7	Drought, cyclones, land and water pollution, typhoon	Common diseases of respiratory system, their causes and preventive measures. The transport system in humans. Some disorders in human transport system can be affected by diet. Ways in which clean water are vital for meeting the needs of humans and other living thing. Harmful effects of improper use of fertilizer.		The impact of media on our health Making good use of the media

		The effects of electric current in daily use appliances. Limited natural resources versus population growth Greenhouse Effect. Formation of acid rain its consequences on living and nonliving things.		
8	Global warming, hazards of settlement change, shortage of food Natural and climatic hazards	Deforestation, the effects of deforestation on the environment. Human activities that have long-term adverse consequences on the environment .the importance of local and global conservation of natural resources. ways in which individuals, organizations and government can help to make earth a better place to live		Learning to say ‘no’ Awareness and prevention from emerging crimes.

SUGGESTED APPROACH FOR DRR INTEGRATION IN SINDH CURRICULUM

1. Disaster risk reduction should be integrated, holistically and taught as part of school curricula from pre-school through secondary school.
2. Disaster risk reduction should be part of regular co-curricular school activities.
3. Consensus-based key messages for disaster risk reduction at household and family and organizational levels should be standardized, harmonized, and contextualized.
4. Education personnel should have opportunities for development of skills and competencies, and access to materials for teaching disaster risk reduction through formal and co-curricular methods
5. Most of the knowledge concepts can be infused in the existing curriculum of different subjects as proposed in this document.

FRAMEWORK TO DESIGN RESOURCES FOR TEXTBOOKS (Example)

Theme/Topic	SLOS	Target Group	Subjects	Outputs	Description
Knowledge of basic safety measures	Student/s know of environmental issues impacting on their community; their causes, effects and betterment	Students of Grade 1-3	Sindhi Urdu	Oral Stories on past disasters and mythological/old beliefs connected to them Disaster Preparedness Coloring Book	Topics can focus on changing the traditional beliefs of disasters are acts of gods for oral presentation
	Student/s know of environmental issues impacting on their community; their causes, effects and betterment.			Educational Board Games (e.g. Risk land developed by UNICEF-ISDR) First Aid Education Snake and Ladder with RR messages	Topics on how to prepare and react during a disaster (messages from NDM- websites or brochures)
	Student/s know of warning systems in place to alert people to impending hazard	School Students Grade 4-5	Language	Authetic Warning systems from NDMC (clear descriptions of different systems	A story / text on why the horns are blown and how people should re act to the system , examples of not adhering has a different losses

	<p>Student/s know of precautionary, safety and self-protection measures to be taken before, during and after a disaster by their family, at community level, and at school.</p> <p>Student/s know of first aid procedures</p>	<p>Grades 6-8</p>	<p>Art Education</p>	<p>Painting competitions, murals, etc) Alert signs and rescues during danger</p> <p>Precaution and measures taken before during and after a disaster</p> <p>First Aid</p>	<p>Ask to make drawings on the given topic,</p> <p>Texts with illustrations for children on: natural disasters, emergencies, different kinds of disasters, disaster supplies kit, and family disaster plan.</p>
				<p>Have students portray their experiences of the disaster in various art media. This may be done individually or as a group effort</p> <p>To have a better understanding of the social and physical condition of the community</p> <p>A fun and interactive way to get students involved and to increase their knowledge on disaster and preparedness</p>	<p>Tasks on mapping community and the nearby surroundings to check hazardous material and do a survey to understand community beliefs and practices about disasters</p> <p>Knowledge on what kind of diseases can occur after a disaster and what precautionary measures should be taken</p>

	sectors, before, during and after times of disaster				
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The School Safety Programme developed by National Rural support Programme (NRSP) in collaboration with World Food Programme an interactive and interesting resource material for primary school children. This booklet has 16 topics on natural and human made disasters for example (Floods, Earthquakes, Landslides, Tsunami, Thunder and Lightning, Drought, Arson, Fire spread/breakout, Explosives, etc). It is suggested that all the topics shared in these booklets can be included in Language, Science and Social Studies textbooks.

This booklet is available both in Urdu and Sindhi Language and can be accessed from the given address

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Glossary

Assistance	Available for extended periods
Capacities	<p>Strengths and resources which can, and should, be mobilized to prepare for and minimize the impacts of natural disasters. While there are many different kinds of capacities/resources for disaster work at the local level, some of the most important include:</p> <p>Physical/material: Roads, bridges, transportation, infrastructure, radios, cellular phones, communications systems, water tanks, generators, grain storage silos, first aid kits:</p> <p>Human capacities: Carpenters, plumbers, roofers, nurses, teachers, women's committees and youth groups, NGOs, clubs and associations</p> <p>Social/cultural: Traditional coping mechanisms(storing food above usual flood levels, planting famine foods), indigenous knowledge systems (early warning systems about rainfall or drought), disaster-proof housing or other technology</p>
Disaster	A serious disruption of the functions of a society, causing widespread human, material, or environmental losses which exceed the ability of the affected society to cope using only its own resources
Disaster assistance	The provision on a humanitarian basis of material aid and services necessary to enable people to meet their basic needs for shelter, clothing, water and food
Disaster awareness events	<p><i>Poster contests</i> – national poster campaign around the theme of disaster preparedness, lesson plans for teachers about disaster issues, the actual poster contest as an awareness-raising event, and the subsequent distribution of the winning poster</p> <p><i>Community education campaigns</i> –utilization of community content-based instruction (CCBI), local songs and stage presentations of local people.</p> <p><i>Disaster drills and disaster simulations</i> – could be sponsored in conjunction with activities of schools, youth and women, farmers' cooperatives or small business groups, parent-teacher community associations, etc. <i>Camps, retreats and workshops</i> – to include environmental awareness, visits to traditional disaster technology centres/ villages, e.g., typhoon-proof housing and school-buildings</p>

Disaster cycle	There are three basic phases of natural disasters: before, during, and after.
Disaster mitigation	<p>Refers to longer-term activities that can reduce a community's vulnerability to the impacts of potential disasters. Disaster mitigation can minimize, or sometimes even eliminate, the negative impacts on people's health, livelihoods, housing, and general well-being that can be created by wind, water, and other natural hazards. Put more simply, good development is often the best disaster mitigation.</p> <p>Some examples of disaster mitigation activities include:</p> <ol style="list-style-type: none"> 1) reforestation; 2) watershed management; 3) urban planning and zoning; 4) improved infrastructure (communications, transportation); 5) utilization of drought-resistant seed; and 6) improved construction practices (earthquake-resistant housing).
Disaster preparedness	<p>Minimizes the adverse effects of a hazard through effective precautionary actions. Includes the whole range of short-term activities that individuals, community groups, whole communities, regions, and national organizations can put in place to get ready for potential disasters.</p> <p>While there are dozens of possible preparedness activities, some of the most common include:</p> <p>Early warning systems (tornado sirens, flood gauges, radio warnings) Evacuation routes and drills Emergency kits (first aid equipment, water, matches, batteries, radio) Local disaster committee training and preparedness</p>
Drought	The slow-onset drought disaster in the Horn of Africa is a classic example of the devastating and complicated impacts of this natural hazard. In Kenya, Somalia and elsewhere in the Horn, the drought has led to deaths of livestock, agricultural disruption, famine and even political conflict. Although droughts develop slowly, they are no less of a disaster than a flood or a volcanic eruption. The impacts of drought can be reduced by integrating preparedness and mitigation activities such as water conservation and drought resistant agricultural production.
Flooding	A rapid-onset disaster that can result from rain, tsunamis, cyclones, hurricanes and a variety of other short-term weather patterns. It is exacerbated by poor environmental management, improper land use planning, and a lack of zoning
Hazard	A rare or extreme event in the natural or human-made environment that adversely affects human life, property or activity to the extent of causing a disaster.

Natural disaster	The definition of a natural disaster is different from a natural hazard in two important ways. First, a disaster happens when a natural hazard has human consequences, such as loss of life, livelihoods or property. Second, an event is considered a disaster if the event is beyond the ability of the local community to cope with. Therefore, a hurricane striking a populated island would be considered a disaster if the consequences were so severe that the local community could not cope using their own resources.
Natural hazard	Any natural event that may threaten human life. The most common kinds of hazards include: wind, rain, hurricanes/cyclones, volcanic eruptions, earthquakes, mudslides, landslides, wildfires, and drought. Natural hazards do not always cause natural disasters. While hazard events such as wind, rain, hurricanes, earthquakes, and extreme freezing conditions may threaten human life and well-being that is only the case if it occurs in an area of human settlement. Thus, if a hurricane hits an unpopulated island, it is an example of a hazard, not a disaster.
Rehabilitation and recovery	Ensuring the timely, appropriate and effective organization and delivery of relief and assistance following a disaster Relief supplies and services Provided in the period immediately following a sudden disaster.
Relief	The provision on a humanitarian basis of material aid and emergency medical care necessary to save human lives.
Vulnerability to disaster	The concept that explains individual and community susceptibility to the negative consequences of natural disasters. Disasters are not equal opportunity events and some people are much more vulnerable than others. Among the many types of vulnerability are: Physical/material - poor housing, community located in floodplain, proximity to volcano Social/organizational - Poverty (lack of savings, insurance), gender (women not empowered to make decisions) or other inequalities, age (young people unaware of hazards), literacy (non-literate unable to read warning signs), organizations lack capacity (local disaster committees have no training) Cultural/attitudinal - Fatalism or cultural beliefs about hazard control

Reference: <https://unesdoc.unesco.org/ark:/48223/pf0000189050>



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
Karachi, dated: 16th October, 2019

Notification

No: CA/CW/SELD/DRR/281/2019: In Compliance of Sindh Education Sector Plan -2014-18 (SESP-2014-18) School Education & Literacy Department Government of Sindh is pleased to approve "1) Disaster Risk Reduction / School Safety Strategy (Sindh), 2) School Safety Standard and Guideline, 3) Teacher Training Manual on School Safety" developed by School Education & Literacy Department in consultation of Provincial Disaster Management Authority (PDMA) Government of Sindh.

(-AHSAN ALI MANGI-)
SECRETARY TO GOVERNMENT OF SINDH

No: CA/CW/SELD/DRR/281/2019

Karachi, dated: 16th October, 2019

A Copy for Information & Necessary action to :-

- The Principal Secretary to Chief Minister, Sindh
- The Special Secretary, School Education & Literacy Department, Govt. of Sindh, Karachi
- The Focal Person DRR working Unit/ Cell, SELD, Govt. of Sindh, Karachi.
- The Additional Secretary, A&T Wing, SELD, Govt. of Sindh, Karachi
- The Chief Program Manager, RSU, SELD, Govt. of Sindh, Karachi
- The Director General, PITE, SELD, Govt. of Sindh, Shaheed Benazirabad
- The Director DCAR, SELD, Govt. of Sindh, Jamshoro.
- The Chairman Sindh Textbook Board, SELD, Govt. of Sindh, Jamshoro.
- The Director, NFBE, SELD, Govt. of Sindh, Karachi
- The Director, HRMIS, SELD, Govt. of Sindh, Karachi.
- The Director General, M&E, SELD, Govt. of Sindh, Karachi.
- The Chief Advisor, Curriculum Wing, SELD, Govt. of Sindh, Karachi
- The Director General / Director (All), SELD, Govt. of Sindh.



SINDH EDUCATION &
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SECTION OFFICER (G-III)

Ahsan
16/10/2019