

ABSTRACT

This study presented the three schools from Atteridgeville Township that were used as case studies to demonstrate how primary school teachers within the City of Tshwane Metropolitan Municipality implement their curriculum planning processes to address and manage their local disaster issues.

The study also highlighted concerns that societies should be aware of regarding disaster problems, and the need for reasonable measures to be taken worldwide and particularly in South Africa to deal with these disaster problems. The disaster management legislation and the policies within the National Department of Education were cited as examples of the measures put in place by the government of the Republic of South Africa to address the vulnerabilities of the communities. and to prevent and mitigate the adverse impacts of disasters for the attainment of sustainable development.

The study acknowledged that teachers still lacked proper knowledge and understanding of their policies. Proper guidance from the curriculum developers will enable them to address their own local issues. The situation at schools was found to have been entrenched and influenced by the realities that infiltrated into the curriculum approaches, and prevented opportunities for integration of a disaster risk reduction focus into lesson planning by teachers. Poor or lack of proper resources, support, and security and safety measures at schools played a major role in hindering the successful integration and implementation of the disaster risk reduction policies of the education system.

While the study acknowledged that the integration of a disaster risk reduction focus cannot be a one size fits all products, but a process, it provided some recommendations. The National Department of Education should address disaster risk reduction issues at schools and develop national guidelines that can assist teachers to implement them, acquire skills and augmented knowledge for the implementation of a disaster risk reduction focus through lesson planning. This study also recommended that teachers' skills be harnessed for effective and progressive teaching and be enabled to develop their contextual local safety and disaster risk reduction policies that were in line with their environments.

The implementation of the recommendations of this thesis will bring about systematic change in attitude and behaviour, with simultaneous social change in values and direct management from national and local bodies.