



## Natural hazards in the formal education system in Serbia – facts and experiences

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We present the current situation in the Serbian formal education system with respect to the issues of natural disasters and resilience of the society. The role of obligatory education (through primary and secondary schools) is considered essential, thanks to the fact that the majority of the population acquire this type of education. Although a certain number of natural hazards is covered by the curricula of several subjects (mainly Geography), the hazards are treated almost exclusively as natural processes of increased intensity, and not through their impact on society and its transformation. Therefore we cannot say that the disaster risk reduction is included in the formal curriculum. The analysis covers three main aspects: the legal framework (the background which enables the formal teaching about natural disasters), the present curricula (seen through the contents of geography textbooks) and the present state of the disaster-related knowledge among the pupils. The latter is shown through the results of the poll survey carried out among the pupils in earthquake-struck town of Kraljevo (M 5.4 in 2010). Although the children are highly aware of the need for better coverage of risk reduction in their education, they are not aware that their reactions during the earthquake event were mostly improper. Disaster-related professional trainings for teachers, approved by the Ministry of Education, aim to motivate teachers to include the disaster risk reduction issues into the teaching process even before the formal inclusion of these issues into the curricula.