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Project “Safety for our children”  
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## REPORT

Survey in the area of prevention and risk management from national disasters,  
accidents and catastrophes in particular floods and fires in Montana Region



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## List of used abbreviations

**БЧК** - Bulgarian Red Cross (BRC)

**ДЕРБАК** - Voluntary team for working in cases of natural disasters, accidents and catastrophes (VTWCNDAC)

**ДОИ** - State educational requirements (SER)

**ЛПГ** - Vocational high school (VHS)

**МАЕ** - Young accidents team (YAT)

**МВР** - Ministry of interior (MI)

**НЕРБАК** - National team for work in cases of natural disasters, accidents and catastrophes (NTWCNDAC)

**НУЛЦ на БЧК**- National educationally-logistical centre for BRC (NELC)

**ПБЗН** - VII district office Fire service and protection of the population (DOFSPP)

**ПГ** - Professional high school (PHS)

**ПГСАГ** - Professional high school in construction, architecture and computer sciences (PHCACS)

**ПГТЕ** - Professional high school in engineering and electrical engineering

**ПМПГ** - High school of mathematics and sciences (HSMS)

**РЗИ** - Regional health inspection (RHI)

**СУ** - Secondary school (SS)

**ФСПГ** - Finance and Economics Vocational High School (FEVHS)



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## 1. INTRODUCTION

The Regional development Agency and Business centre 2000, Montana, implements the project 'Safety for our children' according to a Contract for grant financial assistance № 118737/03.09.2019, project System code: ROBG - 461, financed by the Interreg V-A Romania-Bulgaria Programme.

This report is developed by Junction Bulgaria Ltd. and ordered by the organization and presents main results from the planned and conducted research in the field of risk management and prevention of floods and fires in the region of Montana. The goal of the study is to provide information regarding the present situation in the whole cross-border region and the target institutions in the field of risk management regarding natural disasters and especially floods and fires in the secondary schools.

The main tasks of the research, in terms of its goal, are connected with study and analysis of:

- The current situation of risk management regarding natural disasters and accidents, in particular floods and forest fires
- The models of behaviour of the students and teachers in crisis situations, their level of preparation concerning the way to react in such situations
- The level of preparation of students and teachers regarding first aid
- Principles of volunteering in Bulgaria and teachers' and students' attitudes towards volunteering, as well as good practices in other European countries
- Review and analysis of the degree of cooperation between school institutions, civil protection services, fire safety, Bulgarian Red Cross (BRC) and other institutions/organizations relevant to the research topic of the project.

The research was implemented at the territory of the region of Montana in the period October - December 2019. The main stages, through which the planning process was implemented, were as follows:

- Preparation of the study: desk review, creation of instruments for data collection, logistics and preparation of the fieldwork
- Fieldwork: qualitative and quantitative study among the target groups, visits in each school
- Reporting: analysis of the data collected and creation of a report for the region of Montana, 30 pages long, in Bulgarian, English and Romanian

The study includes students and teachers from 10 secondary schools in the region of Montana.



## 2. METHODOLOGY

### 2.1. MAIN METHODS

In order to conduct the study, both quantitative and qualitative methods were used in view of collecting information from different types of sources and different groups of respondents. This allowed including professionals, teachers and managers.

The study was implemented based on the following methodological framework:

- Desk review - secondary analysis of information from regulatory documents, school plans, reports on volunteering, etc.
- Quantitative research using surveys for self-completion (look at Appendix 1), conducted among students between 8<sup>th</sup> and 12<sup>th</sup> grade in 10 schools in the region of Montana. The schools and surveyed students are chosen based on a random sample - every school, therefore every student has an equal chance to become a respondent. During the process of data collection, all the ethical principles for interviewing children were followed<sup>1</sup>. Students' personal data was not collected. They filled out the surveys on their own and had the right to refuse participation in the study. The data was processed collectively, without analyzing each student individually. In this way, children's anonymity is guaranteed.
- Qualitative research among principals and teachers in the 10 schools in the region. In-depth semi-structured interviews were conducted, using a preliminary developed interview guide (look at Annex 2).

### 2.2. RESPONDENTS' PROFILE

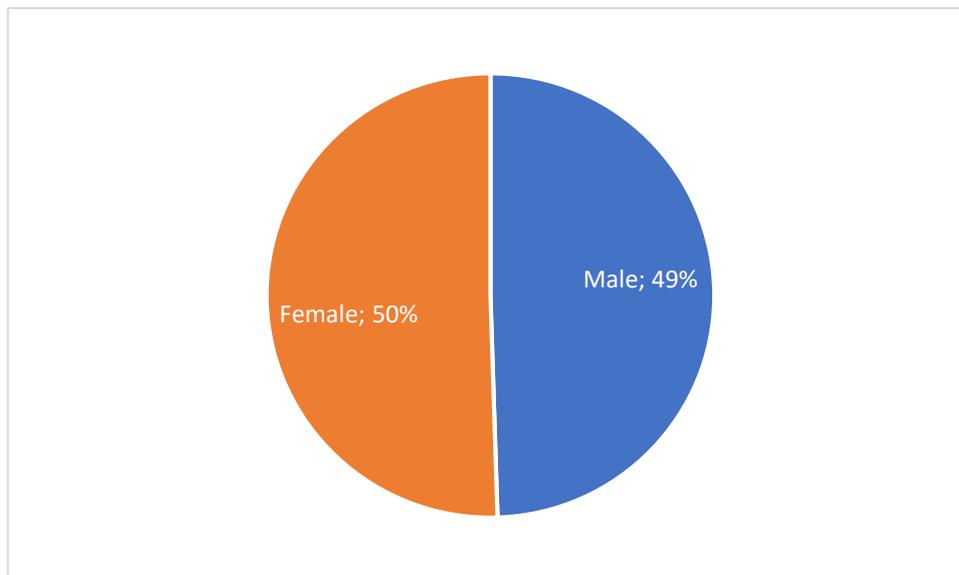
The total number of students, who participated in the study, is 339. The division in gender is almost equal- 49,4% boys and 50,6% girls, which is similar to the demographic in the region for this age group (Graph 1).

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<sup>1</sup> <https://junction.bg/bg/75975>



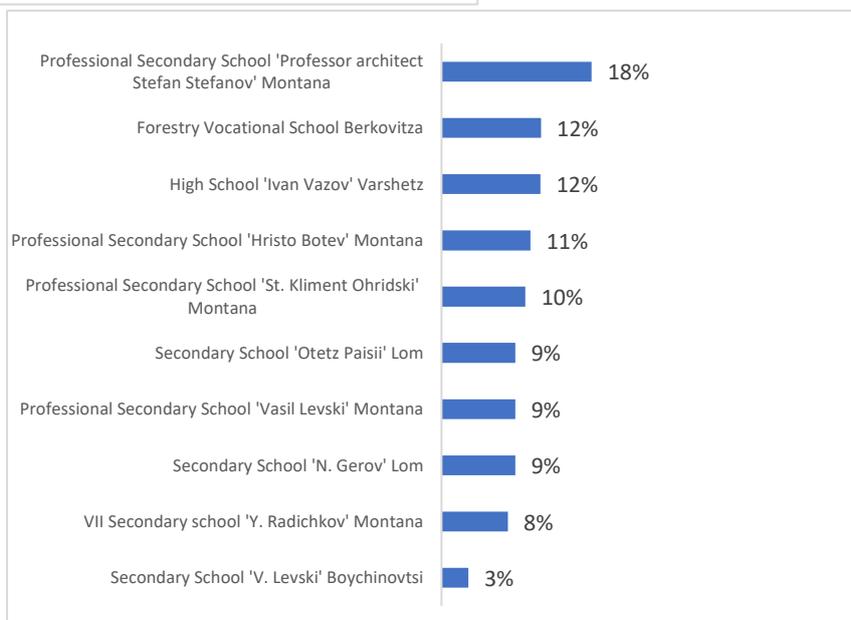
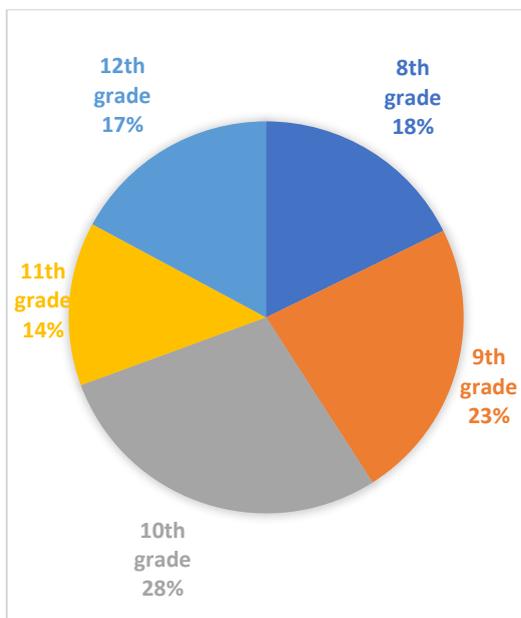
Graph 1 Gender division



On graphs 2 and 3 are shown the distributions by grades and schools. Half of the respondents are students between 9<sup>th</sup> and 10<sup>th</sup> grade. Professional Secondary School ‘Prof. architect St. Stefanov’ in Montana stands out in number of filled out surveys.

Graph 2 School grade distribution

Graph 3 School distribution



### 3. MAIN RESULTS

The main results from the study are presented in the fields, defined as tasks and related to what the training for tackling natural disasters at schools is, up to what degree it leads to forming skills for dealing with crisis situations, whether students participate in voluntary initiatives and what is their attitude towards volunteering in general. In addition, the results present the level up to which these topics are a consequence of the relationships with different institutions, engaged with protecting the population when natural disasters occur.

#### 3.1. TRAINING FOR TACKLING NATURAL DISASTERS



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### 3.1.1. REGULATORY FRAMEWORK

The policies, measures and actions for tackling natural disasters and accidents in the school educational system are regulated by the Law on natural disaster protection<sup>2</sup>, adopted in 2006. According to article 16, paragraph 1 in this law ‘In the system of public education and higher education there is training on natural disaster protection and administering first aid’. In paragraph 3 of the same article it is stated that ‘The Minister of education, youth and science, after consultation with the Minister of internal affairs, affirms the curriculum, training materials and training aid for kindergartens and schools, as well as training plans and preparation of the management and staff in the public education system for natural disaster protection.’

In the Rules of procedure of the Ministry of foreign affairs<sup>3</sup>, article 62, is regulated the activity for prevention from article 17, paragraph 2, point 1 from the Law for the Ministry of internal affairs<sup>4</sup>, which includes assistance for training in natural disaster protection in the system of pre-school and school education. According to this article the Ministry of internal affairs assists the executive authorities in performing their functions for natural disaster protection and makes suggestions for the training in protection from fires, natural disasters and extreme situations, as well as participates in the development of training programs, training materials and training aid.

In the Strategy for reducing the risk of natural disasters 2014-2020<sup>5</sup> it is envisaged to include the main principles, goals and activities, related to reducing the risk of natural disasters in the training programs at all the possible levels and providing equal access. The last one states that education and training should acquire a cross-cutting nature, encompassing the efforts of the competent state institutions, which are responsible, and therefore guarantee the acquisition of the necessary skills and knowledge. Significant attention should be paid to applying contemporary methods of skills and knowledge transfer, by encouraging the implementation of programs for risk evaluation and preparation for tackling natural disasters in the system of secondary and higher education.

In the National program for disaster protection 2014-2018<sup>6</sup> it is indicated that the Minister of education affirms the training programs, instructions, etc. for the kindergartens and schools, as well as types of training plans and preparation for protection from natural disasters for the management, teachers and all school staff

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<sup>2</sup> <https://www.lex.bg/laws/ldoc/2135540282>

<sup>3</sup> <https://www.lex.bg/bg/laws/ldoc/2136265362>

<sup>4</sup> <https://www.lex.bg/bg/laws/ldoc/2136243824>

<sup>5</sup> <http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=894>

<sup>6</sup> <http://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&Id=899>



in the system of public education. In addition, through its regional units, it controls the process of preparation and training of the management staff, teachers and support staff for the best course of action in case of a natural disaster, after agreement from the respective regional units of the Ministry of internal affairs.

According to a project of the Ministry of education from 2015 for the ‘Instruction for the conduction of a training for protection from natural disasters and administering first aid in the system of public education.’<sup>7</sup> According to the Project for Instruction for the conduction of a training for protection from natural disasters and administering first aid in the system of public education, the training of students is conducted by using the possibilities of the school curriculum, determined by the Law on public access to information, as well as in the school period of the class.

Another regulation, which determines the State Educational Standard in the area of protection from natural disasters, accidents and catastrophes is Regulation № 13 from 21.09.2016<sup>8</sup> for the civil, health, ecological and intercultural education. In article 11, paragraph 1 from the regulation, the topic ‘Protection of the population from natural disasters and accidents, as well as administering first aid’ is included in a total of 9 thematic areas, in which the training should be conducted in the school period of the class. In article 5 to the regulation it is stated that the training in this topic is conducted by having five school periods in total during the school year in the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade, while in 11<sup>th</sup> and 12<sup>th</sup> grade there are three school periods during the school year. According to Regulation №13 the protection of the population in natural disasters and accidents, as well as administering first aid, is a part of the civil, health, ecological and intercultural education.

The already mentioned regulations determine the rights and obligations of the participants in the system of education for the conduction of a training, related to providing knowledge and forming skills for behaving in case of fire, other natural disaster or emergency situation, as well as for applying the necessary safety measures and first aid. From the regulations it is clear that in Bulgaria the training in protection from natural disasters, accidents and catastrophes should be conducted at all schools.

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### 3.1.2. TRAINING PRACTICES

The current state of the risk management in cases of natural disasters and accidents, more specifically floods and forest fires is connected to the way, in which the preparation and training of students and teachers is planned.

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<sup>7</sup> <http://www.strategy.bg/FileHandler.ashx?fileId=5891>

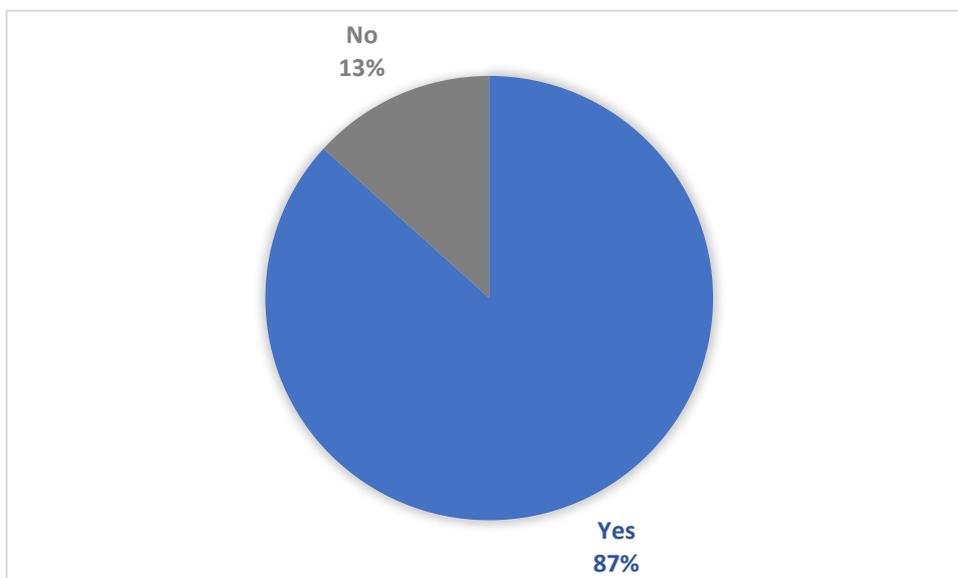
<sup>8</sup> [https://www.mon.bg/upload/2332/naredba\\_13\\_21.09.2016\\_grazhdansko\\_eko\\_obr.pdf](https://www.mon.bg/upload/2332/naredba_13_21.09.2016_grazhdansko_eko_obr.pdf)



Firstly, the process is related to planning the activities for protection. In all the analysed schools there are plans developed for protection in cases of natural disasters and accidents. They are made in the beginning of the school year and contain information regarding the planned measures and responsible people for their implementation. At some of the schools there are new signalling systems, while in others such systems will be created, depending on the planned repair works in parts of the school buildings.

In second place comes the realisation of a training for applying these measures. According to the principals interviewed, the application of protective measures in practice and the student training for reaction in cases of natural disasters and accidents is more significant, because it leads to forming skills for students and teachers. According to the already mentioned regulatory framework, during primary education general knowledge and skills regarding the risks of natural disasters and the ways to behave and act are acquired. In practice, such a training is conducted in all the analyzed schools. Nine out of ten surveyed students say that there is such a training at their school (Graph 4).

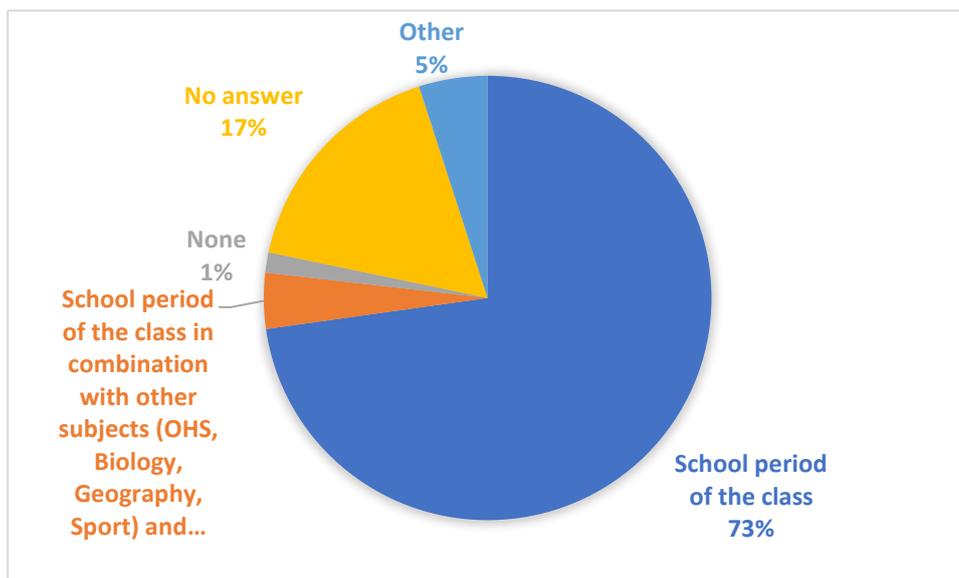
Graph 4 Presence of trainings for dealing with natural disasters at schools



The trainings in the indicated topics are conducted in the school period of the class, in specialised school subjects in the vocational schools, as well as in practical trainings for simulating evacuations.

The results of the study show that the preferred form of training is in the school period of the class, in some cases in combination with other school subjects - occupational health and safety, biology, etc. (Graph 5).

Graph 5 School periods for conduction of training in dealing with natural disasters

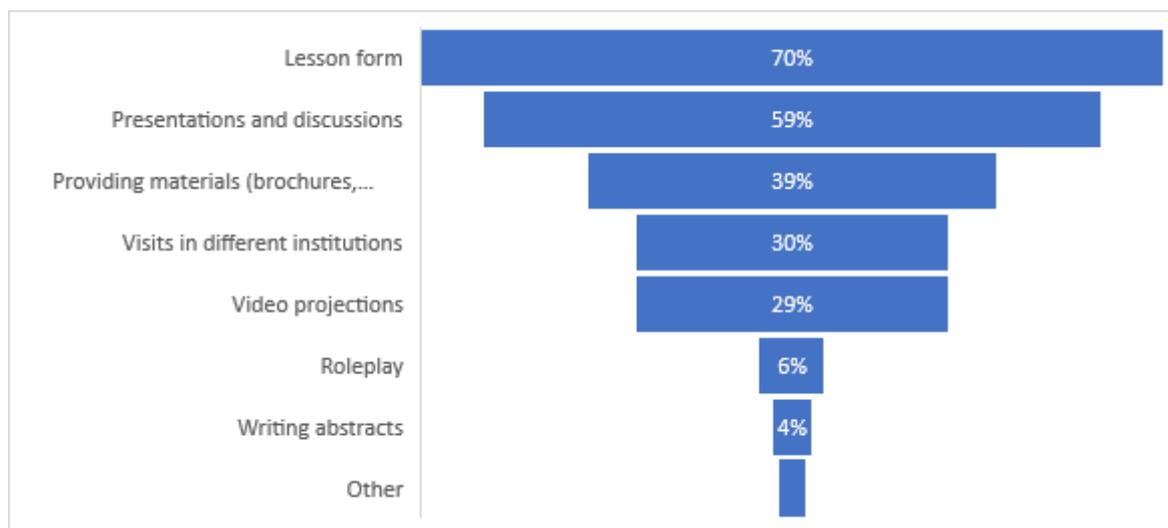


The training in the school period of the class in the indicated topics concerning civil protection is conducted by the class teachers and there are 5 school periods determined to dedicate to the topics in the field of safety. The teachers prepare themselves for teaching these topics, by using provided materials, searching for information on the Internet, preparing presentations. The principals share that they are not always aware of the topics and probably this leads to students' partial lack of constant interest. Besides, the topics require demonstrations and practical tasks, rather than lectures or presentations. In some of the professional schools, which have specialties concerning construction works and forestry, topics regarding reaction in cases of natural disasters and accidents are also studied in the plan for professional education.

The most common and used forms of instruction remain lessons, indicated by 2/3 of the students (Graph 6).



Graph 6 Most used forms of instruction



This data confirms the opinions of principals and teachers that practical exercises in the classrooms as well as outside the school, are conducted less frequently than traditional lectures on behalf of the teacher.

In addition, some principals share the opinion, which is also a recommendation, that there is a need for diversification of the teaching process. Professionals who work and are engaged in ensuring safety from natural disasters and accidents, could also present the topics. Another good practice, which is shared, is for prepared specialists, including parents, to present the topics.

*With a more figurative and interesting approach and when the person presenting is qualified, children's attention is captured. It is good for such a person to participate in the exercises and play a video, they will watch it with interest. (Interview, principal)*

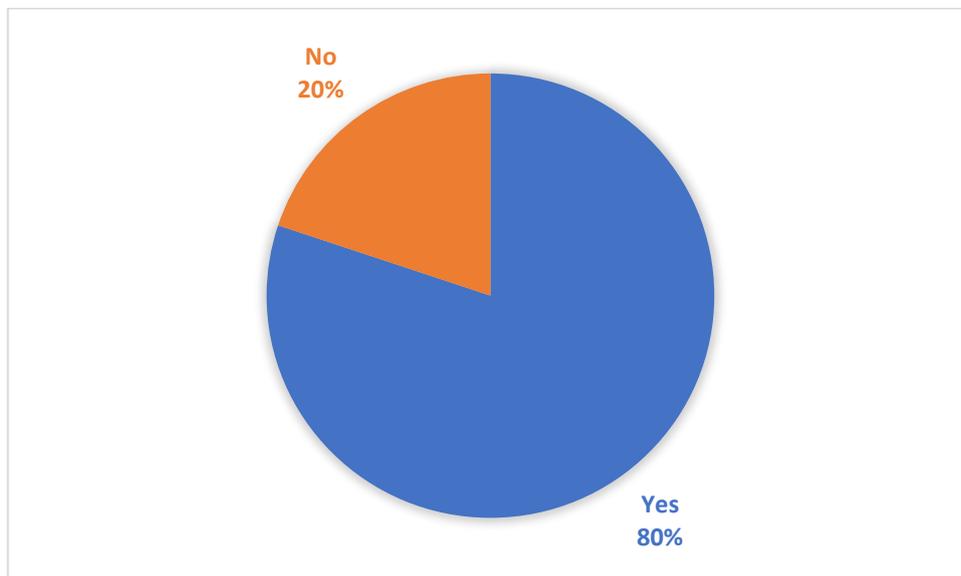
According to some of the interviewed a training is sometimes conducted in the Civil Protection Centre in Montana. The data shows that these trainings in place are more interesting for the students.

In the third place comes the realization of practical forms of evacuation, through which preparation and a kind of a test of skills is realized. This is indicated in article 5, paragraph 3, of the project of the instruction: „A training is conducted in practical exercises as well, regarding learning and applying the plan for protection in cases of



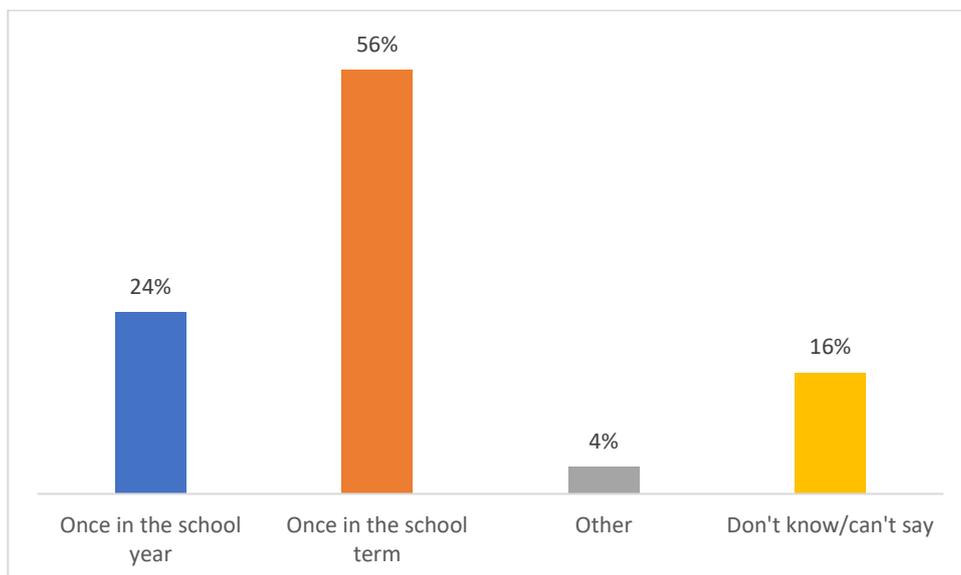
natural disasters of the residents.“ Every four out of five surveyed students confirm that such practical exercises are conducted (Graph 7).

Graph 7 Presence of practical exercises at the schools



The data shows that more than a half of the schools in the region conduct practical training twice a year, once a school term. (Graph 8).

Graph 8 Frequency of the practical exercises



The data shows that the trainings are conducted in a similar way in all the schools. According to the people interviewed, the teachers are informed, and they are prepared to conduct the evacuation exercise, while the students are not informed. It is expected that the students should act according to how prepared they are to



leave the building in a calm manner and follow instructions. These instructions include ‘*how to get out of the building, at what distance they should be, where to be, how to stand, how much time to stay*’, etc. (Interview, principal)

*This is very important for the health and safety of the children. It should not be underestimated, although it sometimes is. It shouldn't be a formality. (Interview, principal)*

The exercises with firefighters participating are more interesting for the students. However, these do not always happen, according to the people interviewed, and depend on the available options.

Regarding the available materials for preparation of the teachers, in some of the schools it was shared that they have materials on paper and provide them to the teachers, if they want. Some of the principals have, however, made recommendations regarding the curriculum and school periods. They believe they should be oriented more towards the specific school or region where it is located and, therefore, be less generalized.

The data from the conducted study shows that all the necessary forms and methods of instruction for dealing with natural disasters and accidents are used in the schools. This leads to a certain level of awareness of students and teachers in the main topics, but the lack of attractive forms of presenting the material and a small number of visits in institutions and practical exercises, poses the question about whether they have skills for coping in such situations.

### 3.2. LEVEL OF PREPARATION OF THE STUDENTS FOR REACTION IN CRISIS SITUATIONS

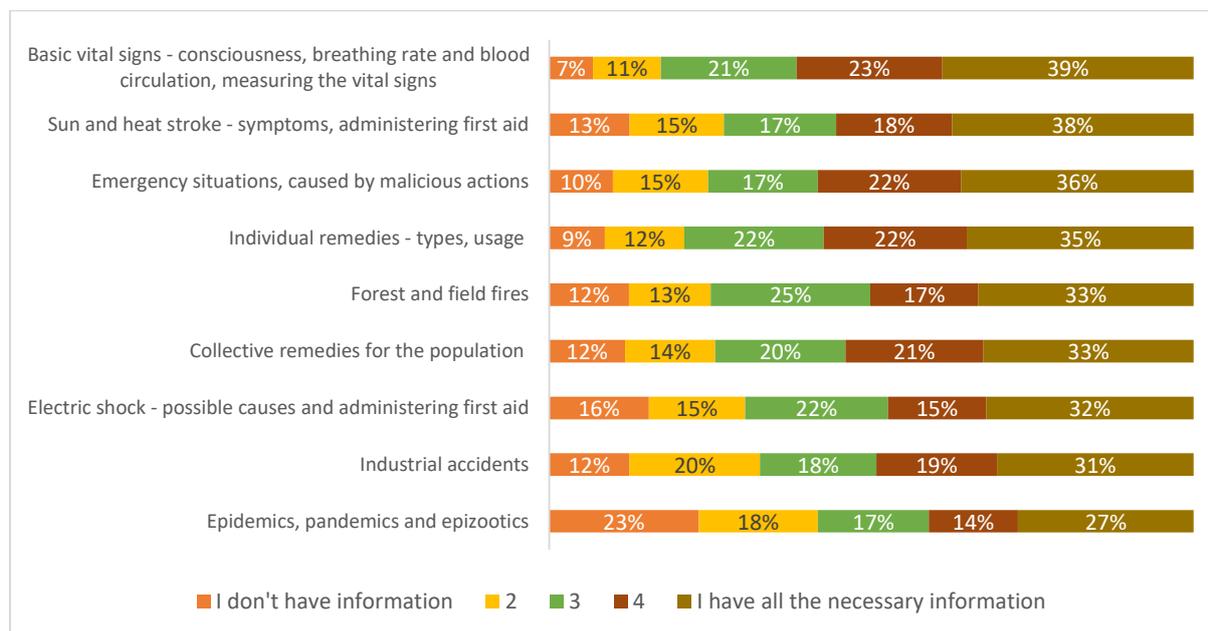
The model of behaviour of the students and teachers in crisis situations, as well as their level of preparation regarding reactions in such situations are defined by the level of awareness, practical skills and interest.

#### 3.2.1. LEVEL OF AWARENESS

There is a high level of awareness of the students in topics, regarding the main vital indicators, sun and heat stroke, emergency situations and individual remedies. More than 35% of student respondents declare that they have all the necessary information (Graph 9).

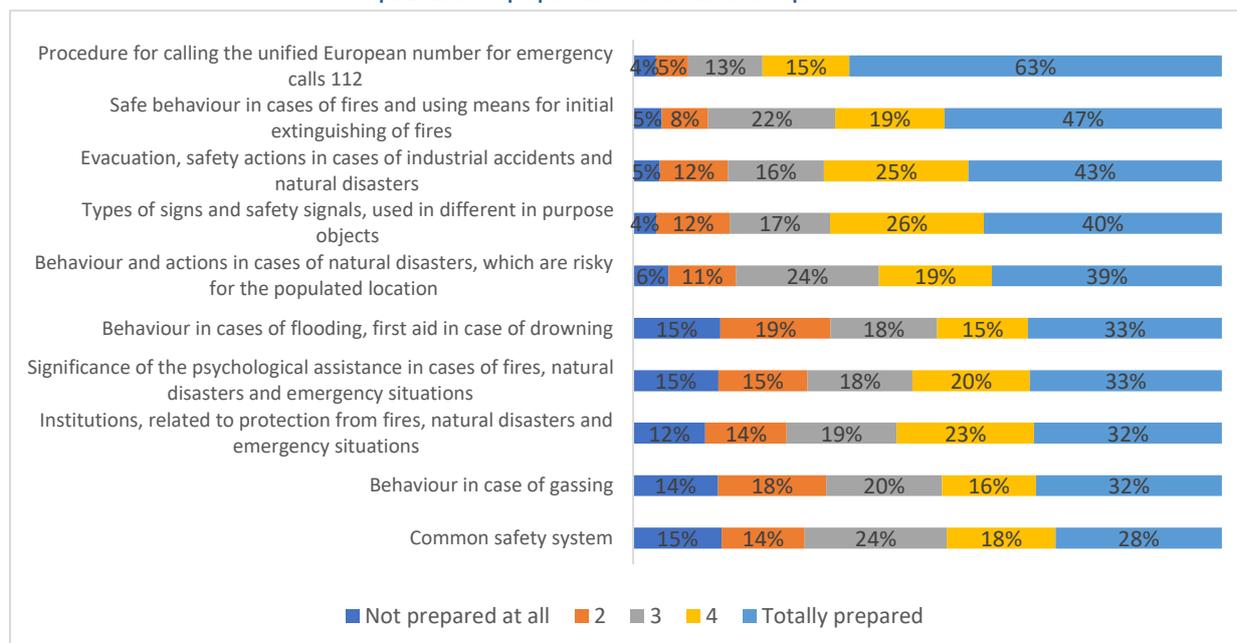


Graph 9 Level of awareness



The data from the study among students shows that they feel well prepared on the suggested topics for protection from natural disasters and accidents. It seems that the unified European number for emergency calls 112 is best known, as well as behaviour in fires and industrial accidents. (Graph 10)

Graph 10 Level of preparedness in the different topics



In most schools it is not shared that there are situations, requiring to test this knowledge in practice. Only in two of the analysed schools there have been



situations, which have led to the need for an emergency response. According to the principals of these schools, the students have dealt with the problem. A factor for the coping was the good level of preparation of the teachers and the organisation, which was created.

Despite the declared high level of preparation of the students, some of the principals of the analysed schools share their doubts regarding it. According to them, this preparation is mainly theoretical and does not guarantee safe behaviour in case of a serious risk.

*We do what we can, but I am not sure that the students are prepared. Five school periods of the class are hardly enough. But neither can the school handle everything. (Interview, principal)*

In addition, some of the principals share their concerns regarding the extent to which all the necessary conditions for safety have been created. These topics are often connected to the old school buildings, the presence of financial capacity, the preparation of teachers, the small number of school periods dedicated to these topics, the available materials for preparation and simulation games.

*School safety is a very serious problem, it is financial. Look how many entrances the school has. I used to lock up the main entrance, but the kids jumped over, which was dangerous. A school can't cope solely with the delegated budget.*

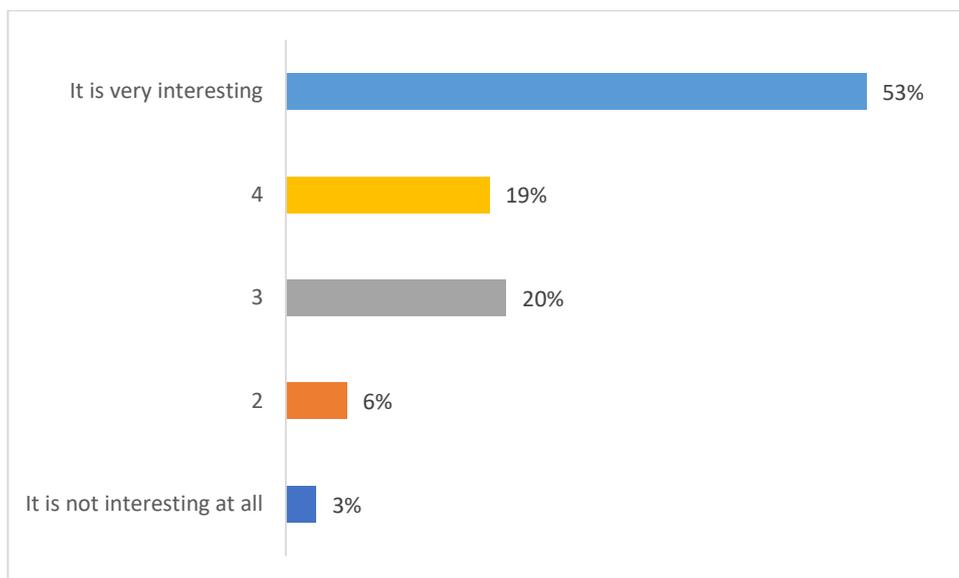
*The strategies and plans are obligatory, we need to focus on development. However, there aren't enough kids, therefore finances are lacking. Desire is one thing, reality is another. (Interview, principal)*

### 3.2.2. LEVEL OF INTEREST

For nearly  $\frac{3}{4}$  of the surveyed students the training in dealing with natural disasters and accidents is interesting, while more than a half of them find it very interesting. The opposite replies are barely 9% - students who think the training is not interesting (Graph 11). This difference is significant, even if we suppose there is some natural tendency to increase the positive, socially acceptable responses. It shows that these topics cause interest, which is a good basis for development of practically oriented programs and methods for presenting.



Graph 11 Level of interest in the training, regarding natural disasters



In this sense it is important to review their recommendations, which align with the opinions of principals and teachers. According to students' opinions, the diversification of the teaching material with more presentations and practical exercises, as well as visits to authorized services (fire department, civil protection) are steps towards achieving the common wish 'To make it more interesting'.

Graph 12 Recommendations regarding the training for dealing with natural disasters



The level of awareness of the students on the suggested topics for protection from natural disasters and accidents is high. The results are similar concerning the presence of interest in these topics, which should be used in view of diversifying the teaching process, by using more presentations and practical exercises.



According to the principals however, students aren't equally prepared to react in different situations. Therefore, in order to form skills they need more school periods with more practical exercises and simulation games.

### 3.3. ATTITUDES TOWARDS VOLUNTEERING

#### 3.3.1. MAIN PRINCIPLES AND FRAMEWORK FOR IMPLEMENTATION

The desk review, related to volunteering in Bulgaria, shows that there is a lack of consistent policy at the national level, regarding this topic. In 2012 a project of Law for volunteering is developed. Since then, it has not become an enacted law. The topic of volunteering is highlighted in the Strategy for youth 2012 - 2020<sup>9</sup>. Additionally, principles of working with volunteers can be found for different organisations in the country, as well as local ones - BRC (Bulgarian Red Cross), association 'Samaritani'. In the Labour code<sup>10</sup> the words 'volunteering' or 'free labour' are not mentioned, so it does not regulate this type of activity.

According to the abovementioned project of the Law for volunteering, the principles of volunteering are the following: 'legality, free choice, equality, personal responsibility'. The personal data of the volunteer is protected according to the conditions in the 'Law for personal data protection'.<sup>11</sup>

Regarding the European policies in the field of volunteering, the 'Policy framework for volunteering in Europe'<sup>12</sup> is developed in 2011 in relation to the European year of volunteering. It contains principles for measuring quality, information about interested parties, regulatory framework, regarding volunteering, with examples from different European countries and other relevant information, as well as recommendations about policies in the field of volunteering.

#### 3.3.2. PRESENCE OF INITIATIVES AND ATTITUDES OF THE STUDENTS

The data from the study shows that there are volunteer initiatives at the schools, but their presence depends on different factors, which are not connected with school activities. These initiatives are rather a result of external organisations' activities and some children's personal actions.

*Volunteering – they participate in traffic safety quizzes; a teacher is trained to make them. (Interview, principal)*

<sup>9</sup> [http://mpes.government.bg/Documents/Documents/Strategii/strategy\\_youth\\_2012-2020.pdf](http://mpes.government.bg/Documents/Documents/Strategii/strategy_youth_2012-2020.pdf)

<sup>10</sup> <https://www.lex.bg/laws/ldoc/1594373121>

<sup>11</sup> <https://parliament.bg/bills/41/202-01-68.pdf>

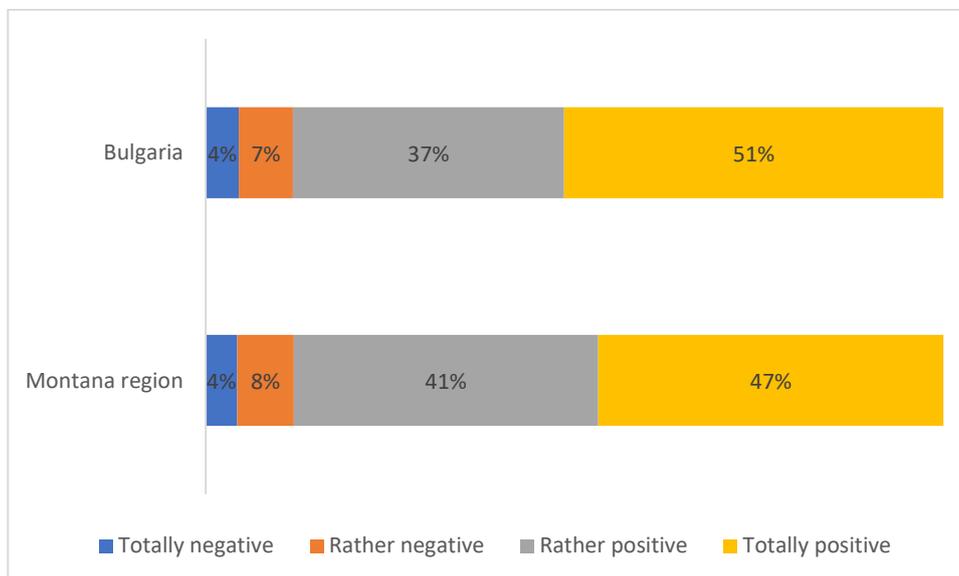
<sup>12</sup> [http://www.kansalaisareena.fi/EYV2011Alliance\\_PAVE\\_copyfriendly.pdf](http://www.kansalaisareena.fi/EYV2011Alliance_PAVE_copyfriendly.pdf)



The topics about volunteering initiatives are different, for example the club ‘Young benefactor’. The main activities in volunteering are rather related to social work and support for families at risk and orphan children. Other respondents share about volunteering initiatives mainly concerning topics such as national campaigns against drug abuse, human trafficking, violence, etc. They also share about BRC activities and organising volunteering initiatives, for example ‘Peers teach peers’.

The opinion of students, regarding participation in volunteering initiatives is totally positive, concerning national and some regional ones. The major share of them (respectively 51 % for the country and 47% for the region) declare that they have a totally positive attitude towards volunteering (Graph 13).

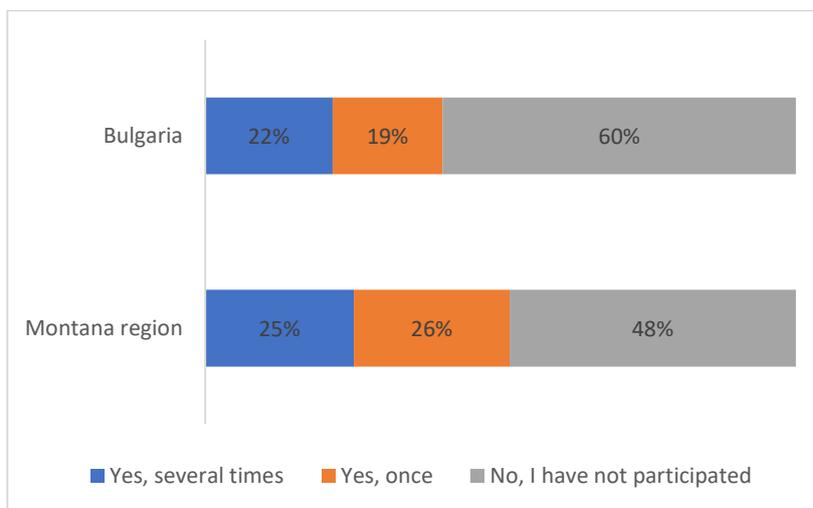
Graph 13 Attitudes toward volunteering



Asked up to what degree this attitude has been realized and whether they participate in such initiatives, they respond negatively. It seems that 60% and respectively 48% of the students surveyed have not participated in such activities at the national and regional level equally (Graph 14).



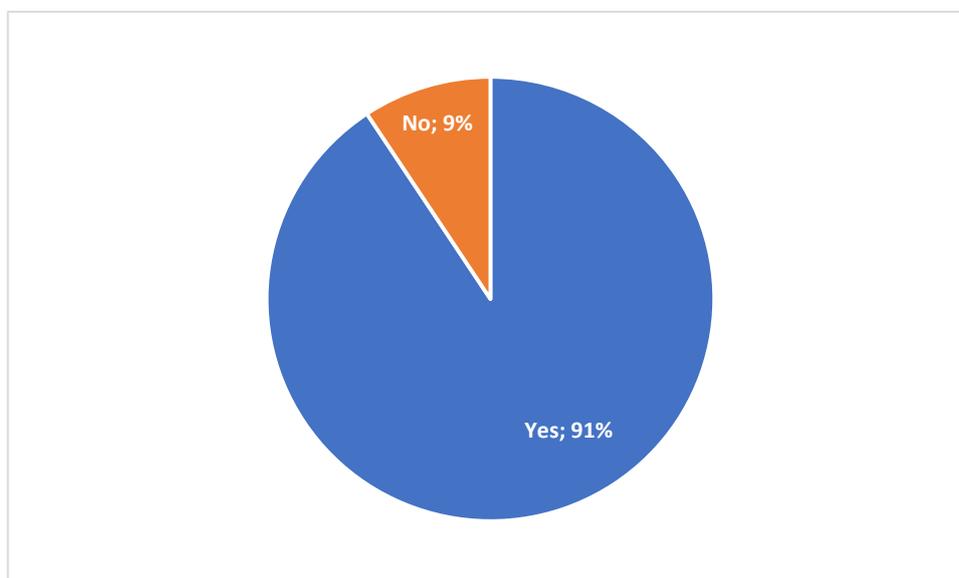
Graph 14 Participation in volunteering activities



The data shows that in spite of the declared positive attitude towards volunteering, conditions haven't been created at school and outside the educational institutions for organisation and realisation of volunteering initiatives.

In this sense, it is important to note that 91% of students say they are ready and inclined to participate in voluntary work, if they are offered or find the right form and initiative (Graph 15).

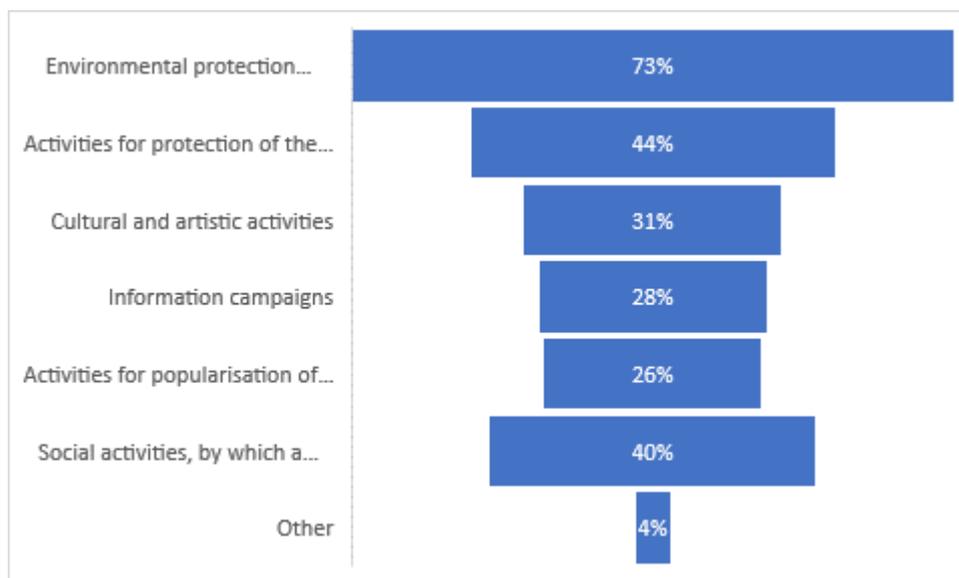
Graph 15 Attitudes towards participation in volunteering initiatives



The fields, which young people prefer, are environmental protection activities (indicated by 73 %), activities for protection of the population (44 %) and social work (40 %) (Graph 16).



Graph 16 Areas of volunteering



This shows a variety of interests and motivational strategies, which could be used for initiating volunteering initiatives at a local level.

### 3.3.3. GOOD PRACTICES

The good practices are selected on the basis of the size and scope of volunteer networks and organisations, which implement volunteering activities, the country, where they are implemented, as well as the frequency of encounter - for example if a volunteer initiative is implemented by different organisations in various contexts in a similar way, it is defined as a good practice.

The good practices in the area of voluntary initiatives could be seen in different online platforms. By using one such platform for instance<sup>13</sup> those who wish to become volunteers could choose a country in Europe (the UN has such a platform for the whole world), to select a field of interest (such as for example taking care of children, ecological initiatives, teaching, etc.) and find the necessary information about voluntary initiatives, for which to apply.

Good practices in the field of volunteering also exist in Bulgaria. ‘On the 5<sup>th</sup> of December - the International day of the volunteer - the participants in the Winter Academy together with members of the National team for work in cases of natural disasters, accidents and catastrophes (NTWCNDAC), the Voluntary team for working in cases of natural disasters, accidents and catastrophes (VTWCNDAC) - Sofia, Young

<sup>13</sup> [https://www.gooverseas.com/volunteer-abroad/europe?utm\\_expid=.k\\_nxtgmWTFqhFq7lypzxA.0&utm\\_referrer=https%3A%2F%2Fwww.google.com%2F](https://www.gooverseas.com/volunteer-abroad/europe?utm_expid=.k_nxtgmWTFqhFq7lypzxA.0&utm_referrer=https%3A%2F%2Fwww.google.com%2F)



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accidents team (YAT) - Sofia and VII district office Fire service and protection of the population (DOFSPP) organise a joint demonstration, by which they show how the teams of BRC cooperate in case of a crisis situation. In the script of the simulation exercise are included actions in case of an earthquake followed by a fire at the territory of the National educationally-logistics centre for BRC.<sup>14</sup> BRC also conducts trainings of volunteers for administering first aid.

Another practice, which is international and restored in Bulgaria, is the organisation 'Youth fire brigades' (YFB) 'Young firefighter'.<sup>15</sup> In Bulgaria it is reinstated in the beginning of the school year 1999/2000 according to a developed 'Example statute', included in the Directions of the Ministry of education and science (DMES), regarding organisation of the activities in the system of preschool and school education. The main goal of the youth movement is to increase the physical capability of young people and develop lasting practical skills, as well as readiness to act in the right way in cases of fires and other natural disasters.

CVS Bulgaria (Cooperation for voluntary service) is a part of an international voluntary network and the projects are financed by the Erasmus+ program. Examples for projects are living at an eco-village for a certain period of time, working with children in kindergartens, volunteering at a social service for people with disabilities, art organisations, etc.

### 3.4. RELATIONSHIPS BETWEEN THE INSTITUTIONS

In the process of conducting the research, main partners of the school institutions are identified, the relationships with which help the process of preparation for prevention and implementation of actions for protection and reaction in cases of natural disasters and accidents.

Firstly, among these institutions, the schools indicate fire safety services. The level of relationships between the schools and institutions, responsible for civil protection, is rather low and is often expressed in realising control functions. This is valid mainly for fire safety services, which have specific requirements, conduct regular check-ups and control the process of implementation. These requirements, often restrictive in nature, are related to the presence of equipment, as well as preparation of the team in the schools regarding the way of usage. Schools do not always have enough opportunities to deal with all the prescriptions within the delegated budget. The situations are different for the municipal and state schools and according to respondents it is easier for the municipal schools to deal with these prescriptions and requirements.

<sup>14</sup> <https://www.redcross.bg/files/16012-bulletin-bg-03-09.12.2018.pdf>

<sup>15</sup> [http://pojarna.com/bg/sections/rabota\\_s\\_deca/](http://pojarna.com/bg/sections/rabota_s_deca/)



Practices, connected with additional exercises for children, are offered by the fire safety services, such as the club ‘Young firefighters.’ According to some of the interviewed, fire safety services often actively participate in the evacuation exercises through support in organising demonstrations.

There is a lack of information on whether and how it is decided if the plans for action are realised and whether students have the necessary skills and knowledge. Usually, the check-ups are made based on documentation and on behalf of the fire safety organs. It isn’t mentioned that there are conducted trainings or feedback from the students and teachers regarding the level of competence and skills for dealing with situations requiring civil protection.

Other institutions and services with an important role in the preparation of children and teachers are the local structures of BRC. Some of the schools share about mutual activities, events and trainings with them, but the data shows that the number of these initiatives decreases in time. The presence of joint activities, according to principals, depends on the people in the local services and available projects. The available trainings for students and teachers have been organised on the topic *‘administering first aid in natural disasters and accidents is interesting, but there is not much offering, even on behalf of BRC’ (Interview, principal)*.

Additionally, respondents share about joint activities together with the civil protection services and RHI. The contacts with the Civil protection service are defined as useful, clearly oriented, with good basis and prepared specialists, but they have stopped in time, which is defined rather as a problem, because the children enjoyed it and it was very useful, when they organised safety exercises as well.

## 4. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. MAIN CONCLUSIONS

The conducted research shows that there is a clear structured regulatory framework, which indicated how and in what forms such as minimum requirements, the training in protection from natural disasters and accidents should be implemented.

These requirements are followed by the schools, although in some cases in a rather formal way. This is true especially for writing up plans and organising evacuation training exercises. These exercises spark interest only when representatives of institutions participate, and their aim is to demonstrate.

The training in the suggested topics for the school period of the class, including topics in the field of activities for protection and reactions in cases of natural disasters is implemented mainly by the class teachers, who prepare themselves or use materials, provided by the schools.



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The students declare a high level of awareness and interest towards the suggested topics for training in protection from natural disasters and accidents.

The principals and teachers share some reservations regarding the level of practical preparation of the students for reactions in cases of different natural disasters, referring to their experience mainly from preparation for reactions in cases of fire and, more rarely, earthquakes.

The voluntary initiatives are not highly represented in the schools. They are rather the result of external initiatives of other organisations or the students themselves. The data shows a clear positive attitude toward participating in volunteering initiatives and a variety of topics, which motivate the students to participate.

The relationships between the schools and other institutions in topics, regarding preparation for protection in cases of natural disasters and accidents, is not systematic and is often limited to realising their control functions. Up to the level to which joint actions, such as trainings and initiatives are organised, they are interesting and effective, but not systematic.

#### 4.2. RECOMMENDATIONS

Regarding the curriculum and materials, it is recommended to make the study programs and information more diverse and develop presentation formats and videos, together with a development of opportunities for demonstration of the topics. In addition, if there is an opportunity, the number of study hours could be increased and add topics, identified as important, but also interesting for the students.

Concerning the method of instruction, it is recommended to make it more diverse and use more individual forms of working with students in an independent way, conduct observations, make visits to different services and institutions, make presentations, etc.

In regard to the voluntary initiatives, the recommendation is to strengthen the initiative in the school community to identify topics and causes, prepare the students, realise initiatives and analyse the results in order to motivate them.

Regarding the relationships with other institutions, the recommendation is towards initiating joint meetings and conversations for mutual planning of actions for prevention, distributions of responsibilities, joint activities, etc.



## APPENDIX 1

### Interview guide for principals and pedagogical staff

#### 1. Introduction

- Of the study - goals, tasks, the researcher presents him/herself, the way in which the interview will be recorded, guarantying anonymity, etc.
- Of the respondent - name, profession, previous experience

#### 2. Information about the school

- Number of students, teachers, profile, history of creation

#### 3. Risk management - training

- How is the training in risk prevention and management organised at your school?
- Do you have a plan for protection from natural disasters?
- Does it contain:
  - The risks in the object according to the municipal plan for protection from natural disasters
  - Measures for protection
  - Task division, responsible structures and persons for implementing the measures, which are envisaged
  - Time needed for reaction
- Resources, necessary for implementing the envisaged measures
- Which are the main risks in the region, which could threaten the school?
- How many study hours/how often do you conduct trainings in each of the classes?
- In which subjects?
- How often do you have practical exercises?

#### 4. Interaction with the components of the unified rescue system

- According to your opinion, are the pedagogical staff/students prepared enough to deal with natural disasters and accidents?
- How do you cooperate with services and organisations, engaged with the topic (civil protection, fire safety, BRC)?

#### 5. Voluntary initiatives

- Do you have a practice or working initiatives for volunteer work of teachers/students?



- What are they (if such exist)? Say more about them.

### 6. Recommendations

- What recommendations would you give? What do you think should change, in order for the students to be more prepared?

## APPENDIX 2

### Research in the field of risk prevention and risk management in the region of Montana

Hello,

We would like to invite you to participate in a study in the field of risk prevention and risk management from flooding and fires in the region of Montana, by filling out this survey.

We would like to know whether you have undergone training on how to deal with natural disasters and crisis situations, as well as administering first aid.

The research is anonymous, so do not write your name. You can answer the questions you want to, by circling the respective numbers next to them or write down your opinion in the space provided.

Thank you!

#### 1. What is your gender?

- Male ..... 1
- Female ..... 2

#### 2. What class you are in?

8      9      10      11      12

#### 3. Is there training for dealing with natural disasters at your school?

- Yes ..... 1
- No ..... 2 (Skip to B. 7)

#### 4. In which subjects is the training for dealing with natural disasters conducted?

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**5. Have you had practical exercises for dealing with natural disasters?**

- Yes ..... 1
- No ..... 2(Skip to B. 8)

**6. How often do you have practical exercises?**

- Once in the school year ..... 1
- Once in the school term ..... 2
- Other (please, clarify)..... 3
- I don't know/I can't say ..... 5

**7. What are the most often used forms of instruction? (More than one answer is possible)**

- The teacher teaches a lesson ..... 1
- Video projections ..... 2
- Providing materials (brochures, pamphlets) ..... 3
- Presentations and discussions ..... 4
- Writing up abstracts ..... 5
- Roleplay ..... 6
- Visits to different institutions..... 7
- Other (please, specify) ..... 8

**8. Please, evaluate on a scale from 1 to 5, where 1 means 'I am not prepared enough', while 5 means 'I am totally prepared', what is the degree up to which you feel prepared in the following topics.**

	I am not prepared at all				I am totally prepared
Behaviour and actions in cases of natural disasters, risky for the region and location	1	2	3	4	5
Behaviour in case of gassing	1	2	3	4	5
Safe behaviour in cases of fires and using means for initial extinguishing of fires	1	2	3	4	5



Evacuation, safety actions in cases of industrial accidents and natural disasters	1	2	3	4	5
Behaviour in cases of flooding, first aid in case of drowning	1	2	3	4	5
Significance of the psychological assistance in cases of fires, natural disasters and emergency situations	1	2	3	4	5
Institutions, related to protection from fires, natural disasters and emergency situations	1	2	3	4	5
Procedure for calling the unified European number for emergency calls 112	1	2	3	4	5
Types of signs and safety signals, used in different in purpose objects	1	2	3	4	5
Common safety system	1	2	3	4	5

9. Please evaluate up to what degree you have information on the following topics on a scale from 1 to 5, where 1 means 'I don't have information', while 5 means 'I have all the necessary information'.

	I don't have information 1				I have all the necessary information 5
Forest and field fires	1	2	3	4	5
Basic vital signs - consciousness, breathing rate and blood circulation, measuring the vital signs	1	2	3	4	5
Individual remedies - types, usage	1	2	3	4	5
Industrial accidents	1	2	3	4	5
Epidemics, pandemics and epizootics	1	2	3	4	5
Collective remedies for the population	1	2	3	4	5



Electric shock - possible causes and administering first aid	1	2	3	4	5
Emergency situations, caused by malicious actions	1	2	3	4	5
Sun and heat stroke - symptoms, administering first aid	1	2	3	4	5

10. Up to what degree is the training, regarding natural disasters, interesting for you?

1 It is not interesting at all				5 It is very interesting for me
1	2	3	4	5

11. What is your opinion regarding participation in voluntary activities in the region of Montana or Bulgaria?

	Totally negative	Rather negative	Rather positive	Totally positive
In Montana	1	2	3	4
In Bulgaria	1	2	3	4

12. Have you participated in voluntary initiatives in the region of Montana or Bulgaria?

	Yes, several times	Yes, once	No, I have not participated
In Montana	1	2	3
In Bulgaria	1	2	3

13. Would you participate in voluntary initiatives in the future?



- Yes ..... 1
- No ..... 2

**14. Which of the following areas of volunteering are you interested in?**

- Activities for protection of the environment ..... 1
- Activities for protection of the population in cases of natural disasters and emergency situations ..... 2
- Cultural and artistic activities ..... 3
- Information campaigns ..... 4
- Activities for popularising voluntary work ..... 5
- Social work, by which a contact with children/people in need is established ..... 6
- Other (please, specify) ..... 7

**15. What recommendations would you give regarding the training for dealing with natural disasters?**

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