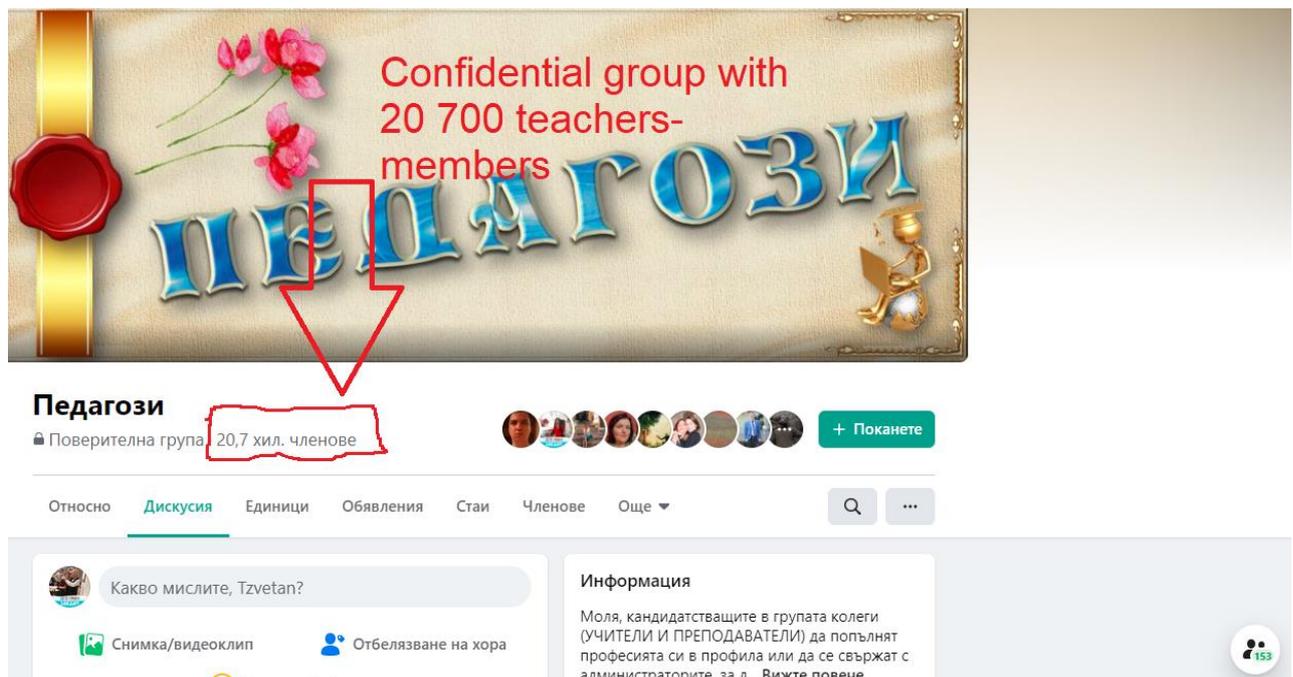


Questions for Teacher Questionnaire on Disaster Education

Total number surveyed teachers: 34

Method of distribution:

The group of teachers who submitted the survey were randomly selected among the closed and trusted professional group on the social network Facebook, which includes only teachers and has national coverage - over 20,000 teachers.



A. Teacher Knowledge or Competence Level on Disaster and Education

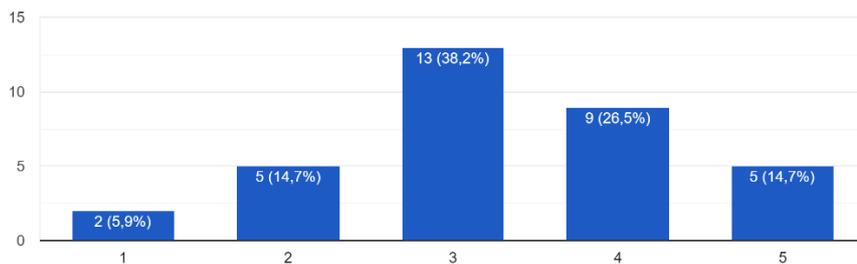
Conclusions:

In terms of preparedness, teachers state a medium and high level of knowledge of the subject and specific terminology, approximately 80%, which is a good prerequisite for upgrading. The results are similar in the answer to the question about educational approaches used in disaster education. Here they demonstrate self-confidence in terms of knowledge of specific educational approaches. Slightly more uncertainty is demonstrated in the answer to the question for the current resources used in disaster education. Here the positive levels of answers, 4 and 5, as well as the negative 1 and 2, are around 40%. The greatest uncertainty is demonstrated in the answer to the question Programs to promote school-based disaster education, where the negative levels 1 and 2 (40%) dominate over positive levels 4 and 5 (30%).

Q1. How familiar are you with the following? (5 Likert scale – 1 (Not familiar at all) – 5 (Very familiar))

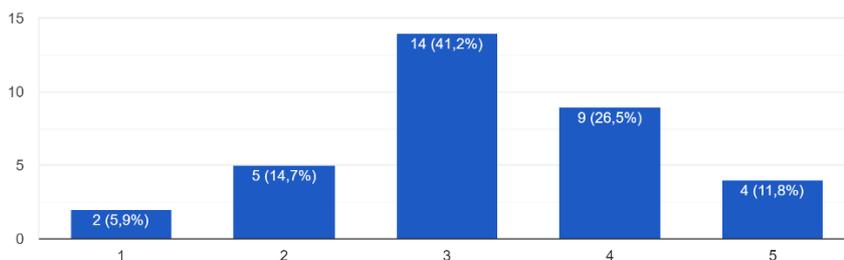
1. Disaster Risk Reduction Terminology

Специфичната терминология
34 отговора



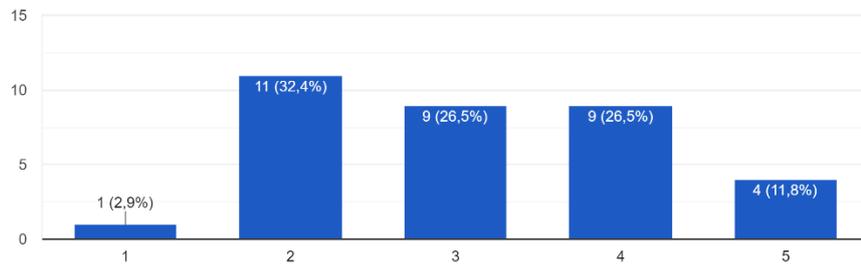
2. Educational approaches used in disaster education

Педагогически подходи, използвани при преподаване на темата за бедствия и аварии
34 отговора



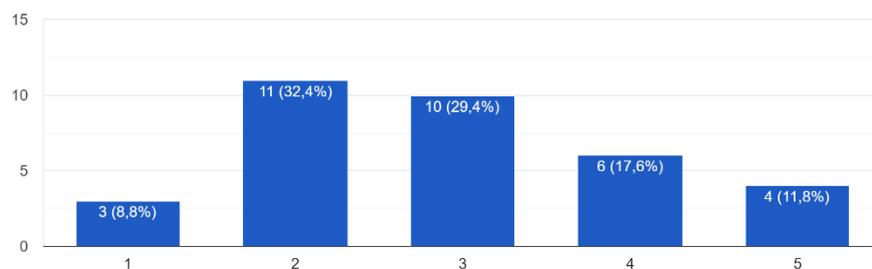
3. Current resources used in disaster education

Актуални образователни ресурси, използвани при обучение
34 отговора



4. Programs to promote school-based disaster education

Образователни програми или пакети, които да подпомагат преподаването в училище
34 отговора



Q2. Please select the best option for you (5 Likert scale – (Not Familiar at all) – 5 (Very familiar))

Conclusions:

Questions 1 to 3 show a completely positive attitude - more than 80%.

Questions 4 and 5 reflect the ambition to work in a modern way - approximately 90%.

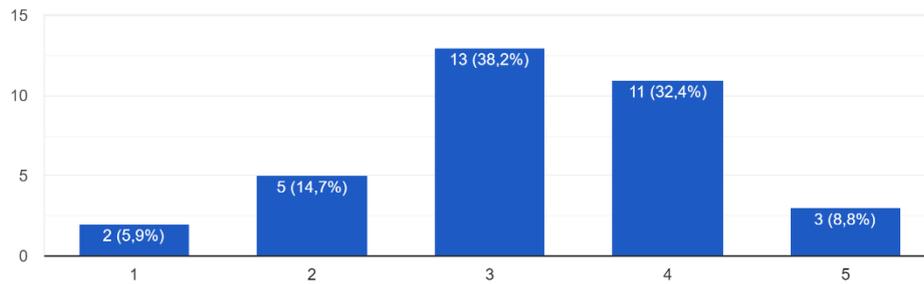
Questions 6 and 7 give us valuable information that the vast majority of teachers believe that they receive adequate support from school management - 35%, and 45% need support to improve their knowledge about disaster education

Questions 8-10 - Teachers show that they are aware of how to search, find resources, how to apply them in the classroom, but in terms if they are adequate for an effective disaster education their conviction is one degree lower.

1. I feel knowledgeable enough to teach disaster management in my classroom.

Чувствам се достатъчно информиран, за да преподавам темата в клас.

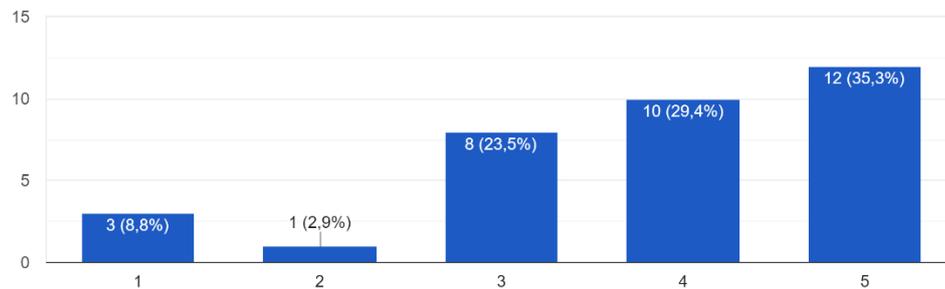
34 отговора



2. I am willing to integrate disaster education into my syllabus

Имам желание да включа темата в учебната си програма и разпределение.

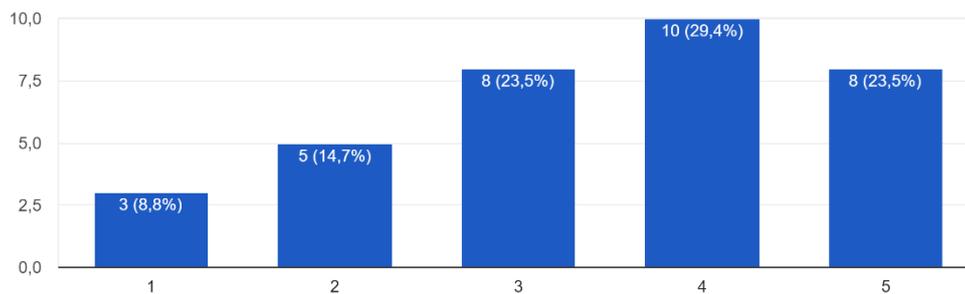
34 отговора



3. I feel competent enough to integrate disaster education into my curriculum.

Чувствам се подготвен да включа темата в учебната си програма и разпределение.

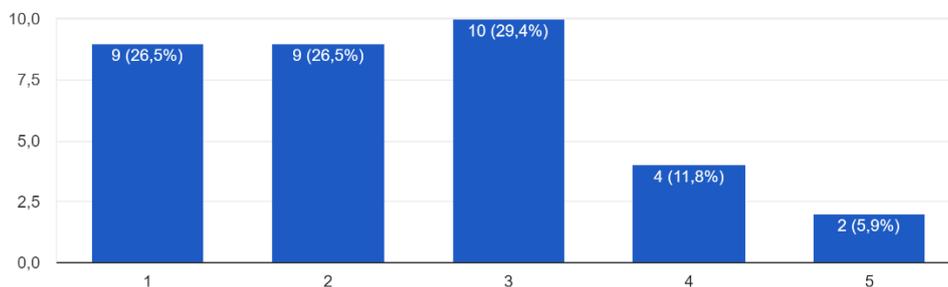
34 отговора



4. I prefer to use traditional approaches in disaster education.

Предпочитам да използвам традиционните подходи в преподаването на темата Бедствия и аварии.

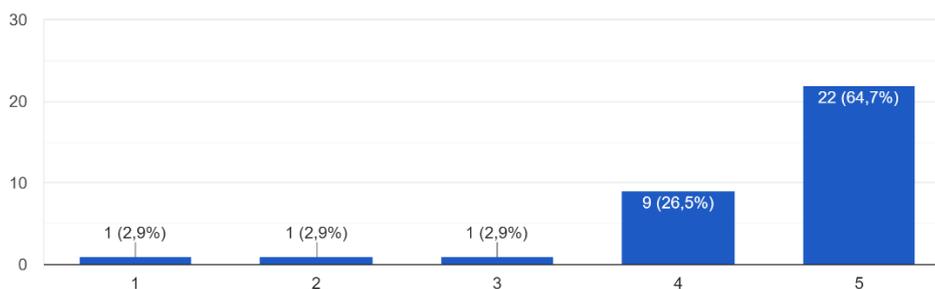
34 отговора



5. I prefer to use innovative and active approaches in disaster education.

Предпочитам да използвам иновативни и интерактивни подходи в преподаването на темата Бедствия и аварии.

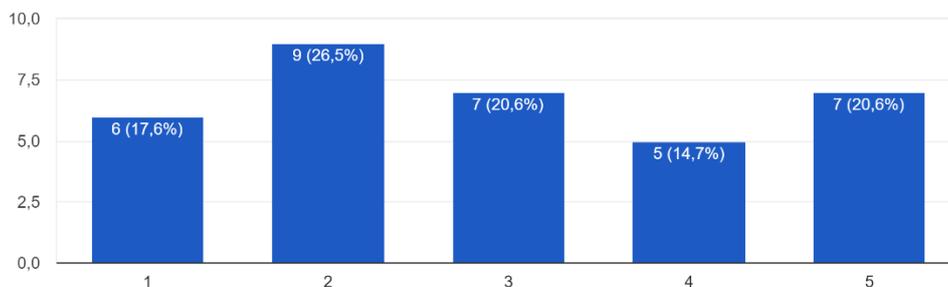
34 отговора



6. I am content with the level of support by school and to improve my knowledge, skills, and competence in teaching disaster to my students.

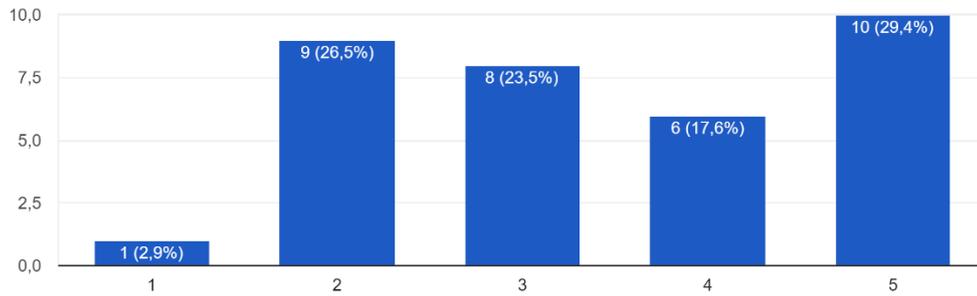
Доволен съм от подкрепата на училищното ръководство, която получавам, за да подобря знанията, уменията и компетентността си в преподаването на темата.

34 отговора



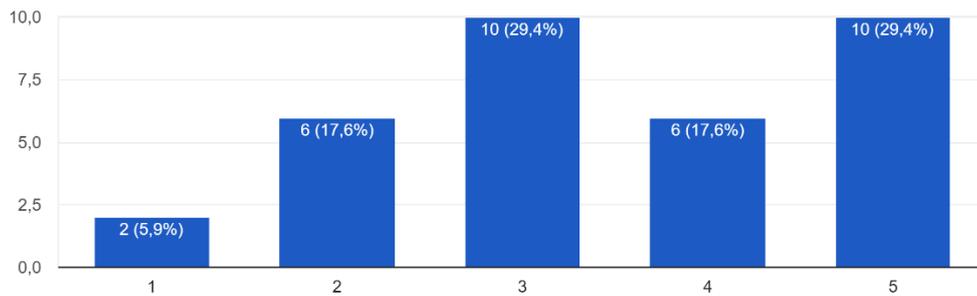
7. I need support to improve my knowledge about disaster education.

Имам нужда от допълнителна училищна подкрепа, за да подобря знанията си по темата.
34 отговора



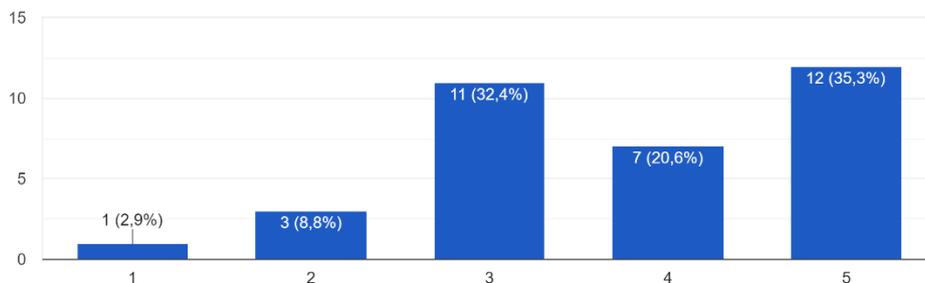
8. I know how to access different range of resources for disaster education.

Зная как и откъде да получа достъп до учебни ресурси по темата.
34 отговора



9. I can easily implement the resources that I find in my classroom.

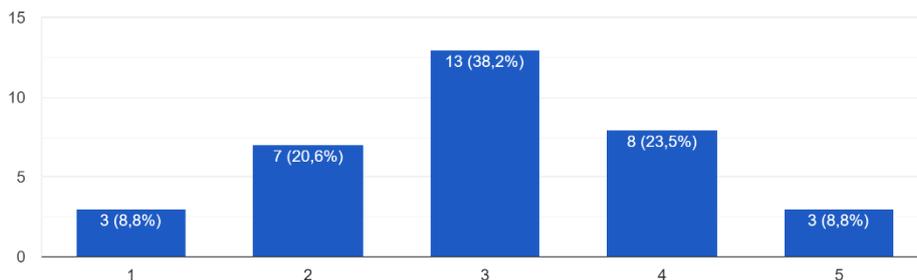
Мога лесно да прилагам ресурсите, които намирам в класната си стая.
34 отговора



10. I think the resources that I use are adequate for an effective disaster education.

Мисля, че ресурсите, които използвам, са достатъчни за ефективно обучение по темата.

34 отговора

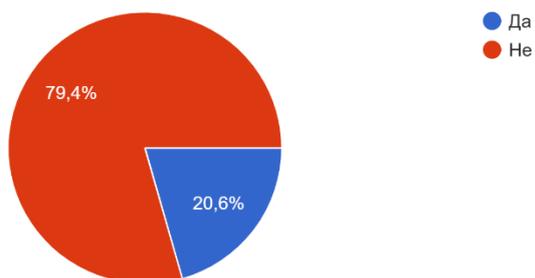


Training and Programs to Promote Disaster Education in Schools

Q3. Did you take courses regarding disaster culture, disaster management, and emergency risk management during your pre-service training? (yes/no)

Участвали ли сте в някакви обучения по темата Бедствия и аварии?

34 отговора



YES: 79,4%

NO: 20,6%

Q4. If yes, what aspects were covered in these course(s)? (open ended)

7 answers:

Rules of conduct and action in case of fires, floods and earthquakes

Earthquake, fire, flood

fire, flood, earthquake and ways to deal with such a situation

Disaster and accident evacuation,

earthquakes, floods, fires, epidemics and pandemics, violence

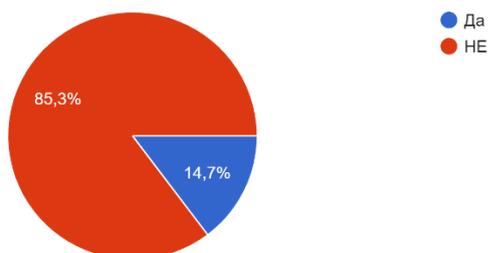
Fire, earthquake, flood, road safety

What to do in case of fire, flood and earthquake

Q5. Have you participated in any in-service training on school-based disaster risk management? (Yes/no)

Участвали ли сте в конкретни обучения за управление на криите и рисковете по време на бедствия и аварии в училище?

34 отговора



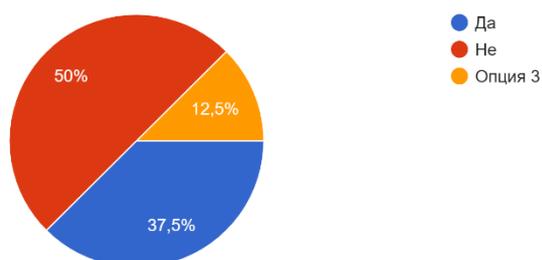
YES: 85,3%

NO: 14,7%

Q6. If yes, Has this in-service training provided you with any teaching materials that you can use in your classroom? (Yes/No)

Ако отговорът е ДА, отговорете предостави ли ви това обучение някакви учебни материали, които да можете да използвате в часовете по темата?

8 отговора



YES: 37,5%

NO: 50%

Other: 12,5%

Q7. What were the areas of focus for the in-service training you have participated in?

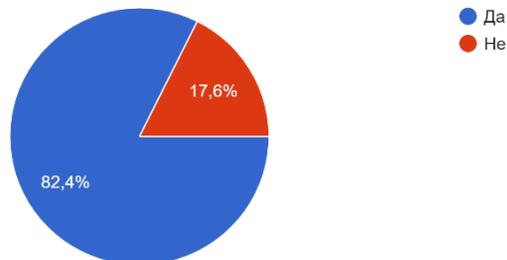
fires, floods and earthquakes

earthquakes, floods, fires

Disaster Education in Curricula and Syllabi

Q8. Is disaster management education part of your curriculum? (yes/no)

Темата за бедствията и аварията част ли е от учебната Ви програма/план/разпределение?
34 отговора



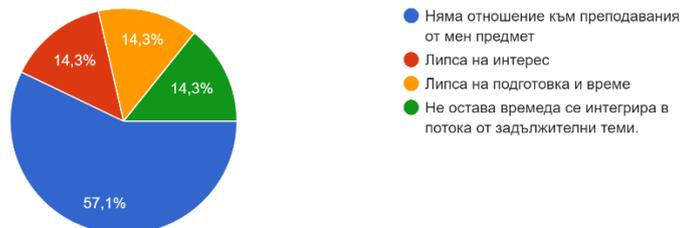
YES: 82,4%

NO: 17,6%

Q9. If no, why not?

- Not relevant to course subjects – blue, 57%
- Lack of interest – red, 14%
- Lack of pedagogical experience or time – yellow, 14%
- It takes a long time to teach compulsory education subjects – green, 14%

Ако е НЕ, защо?
7 отговора

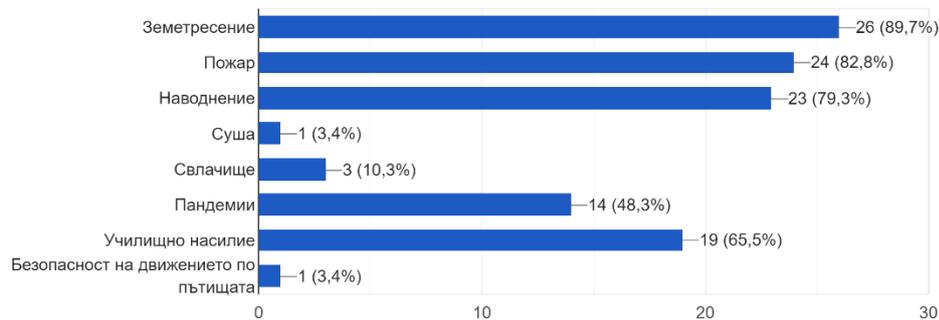


Q10. If disaster risk reduction education is part of your curriculum, then what aspects/hazards (natural and human-induced) are covered?

- Earthquake – 89,7%
- Fire – 82,8%
- Flood – 79,3%
- Drought – 3,4%
- Pandemic – 48,3
- Landslide – 10,3%
- School Violence – 65,5%
- Safety on the road – 3,4%

Ако във Вашата учебна програма/план е включена темата за бедствията и аварията, върху какво акцентирате?

29 отговора

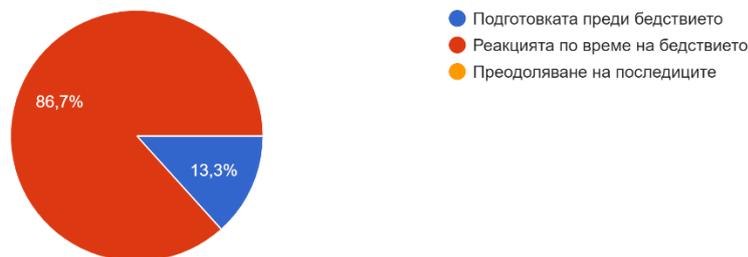


Q11. What dimension of disaster management cycle do you focus in your syllabus?

- Preparedness – 13,3%
- Response – 86,7
- Recovery

Върху кое акцентирате във Вашата програма?

30 отговора



Q12. In what subjects do you integrate disaster management education? (open-ended)

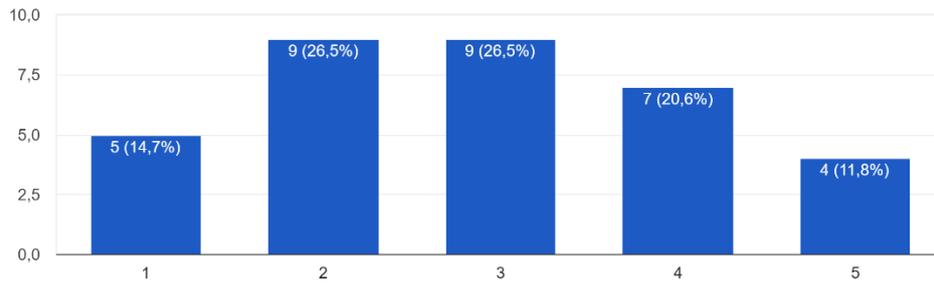
The subjects included in the program of the primary school - 7-14 years old - are mainly indicated. These are subjects such as Man and Society, Man and Nature, Geography, Physics, civic education.

Q13. Which resources do you use? Answers from 1 (not appropriate) to 5 (very appropriate)

- Textbooks

Учебници

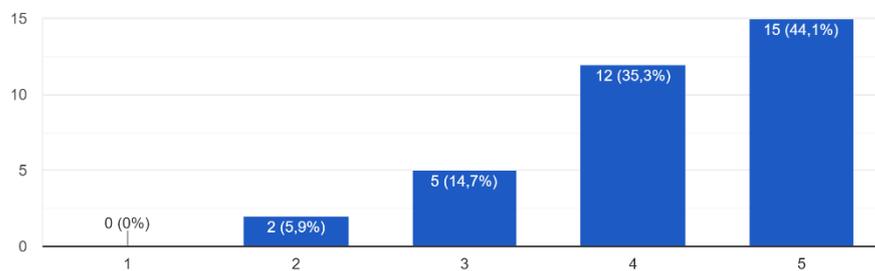
34 отговора



- Internet

Интернет източници

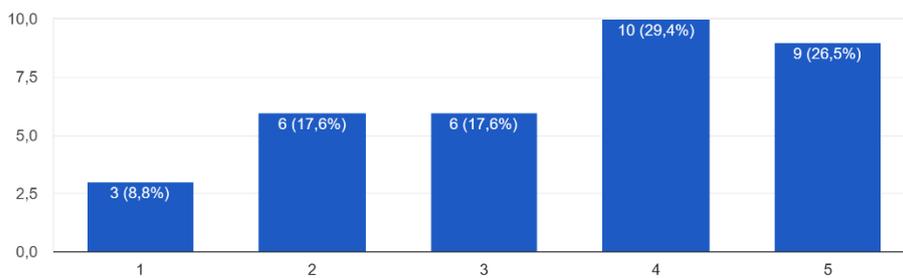
34 отговора



- Resources provided by international organizations

Ресурси, предоставени от неправителствени организации

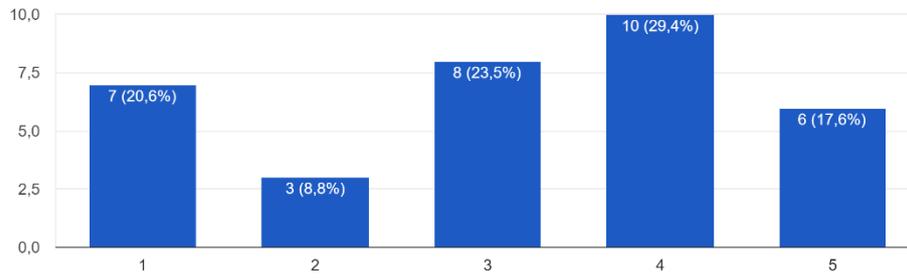
34 отговора



- Newspapers

Медии

34 отговора

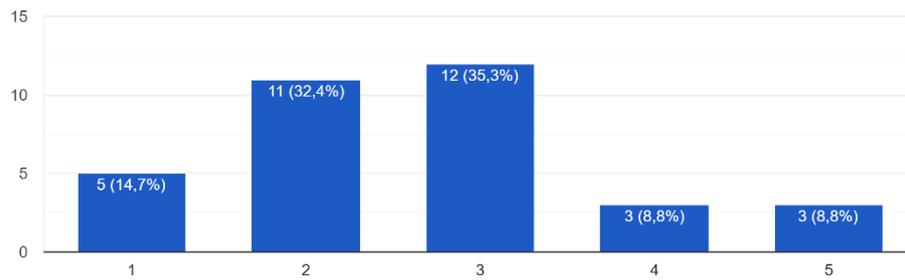


Q14. What approaches or techniques do you adopt while teaching disaster in your classroom?

- Textbook-driven approach

Традиционен, базиран на учебник

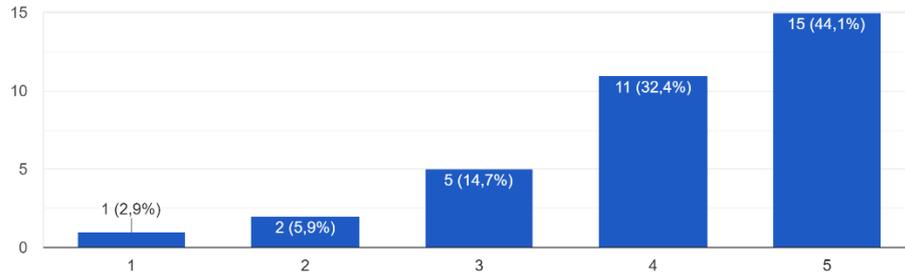
34 отговора



- Pilot project approach

Проектно-базирано обучение

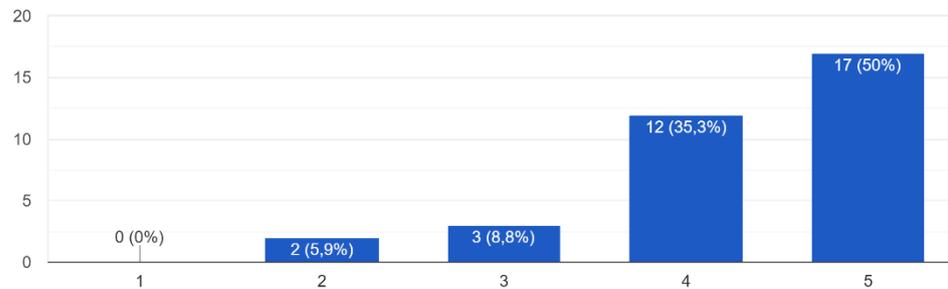
34 отговора



- Affective Approach that requires to adapt the contents towards students' emotional situation and needs.

Съдържанието се адаптира според емоционалната ситуация и нуждите на учениците

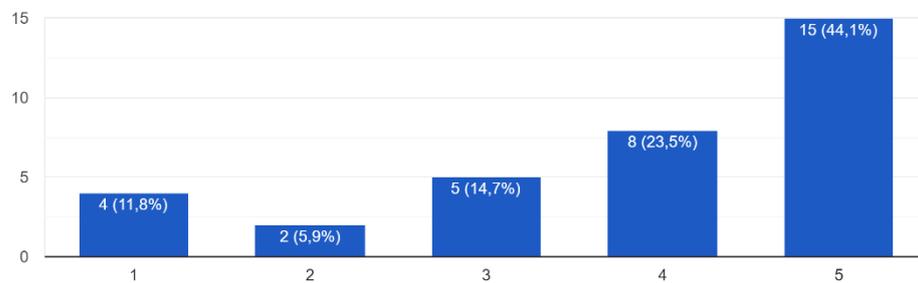
34 отговора



- Experiential Learning Theory

Учене чрез преживяване

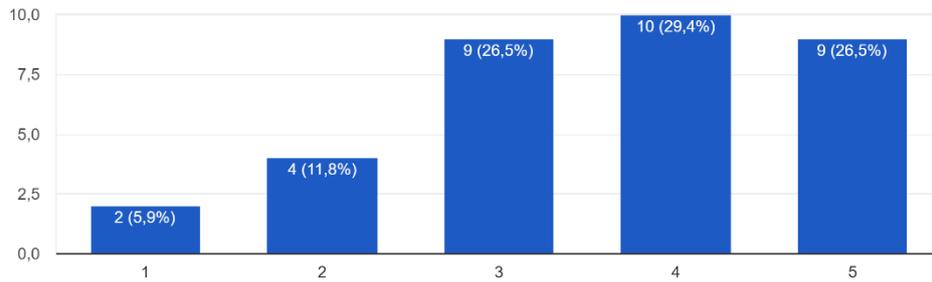
34 отговора



- Symbiosis approach

Аналитичен подход

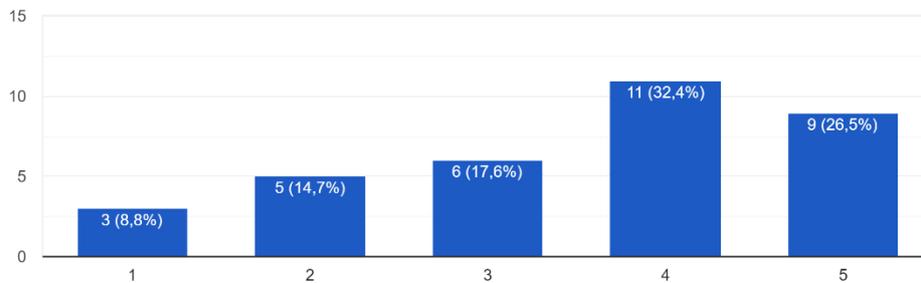
34 отговора



- Multiple Intelligence Theory

Подход, базиран на теорията за множествената интелигентност

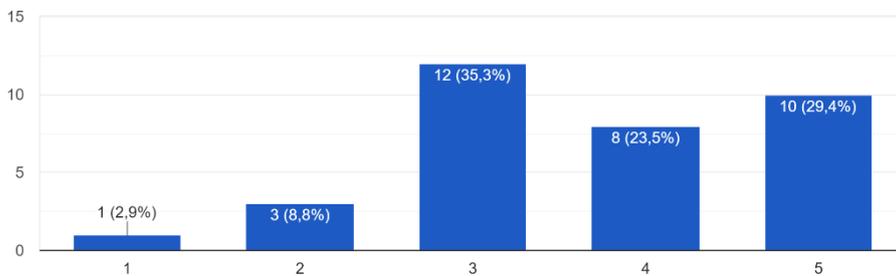
34 отговора



- School Exercises

Упражнения в класната стая

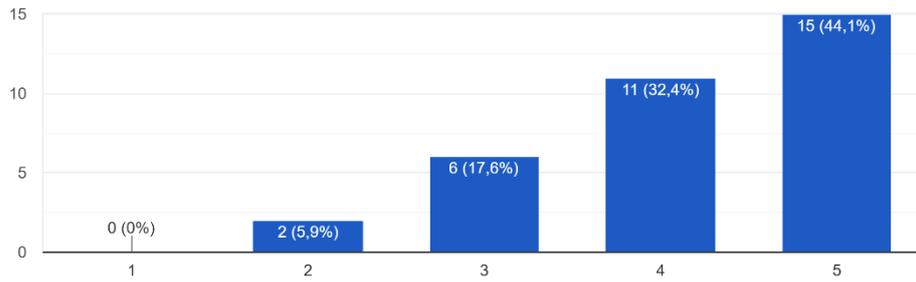
34 отговора



- Case Studies

Примерни казуси

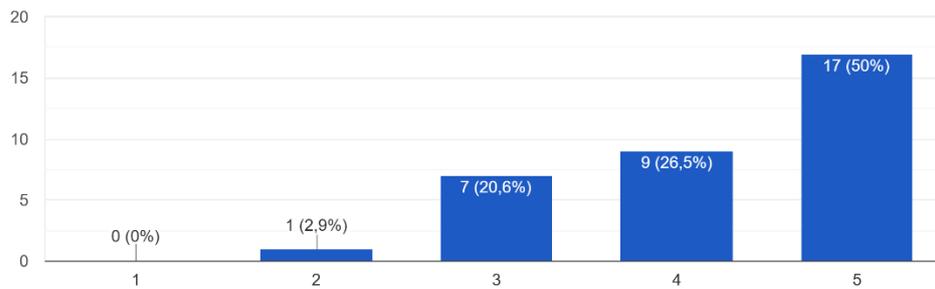
34 отговора



- Discussions

Дискусии

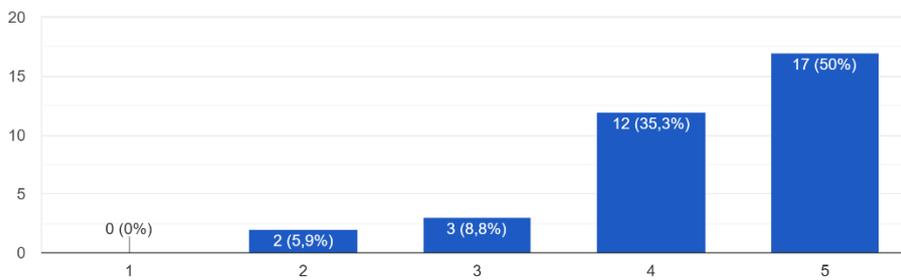
34 отговора



- Drama/Role Playing

Ролеви игра

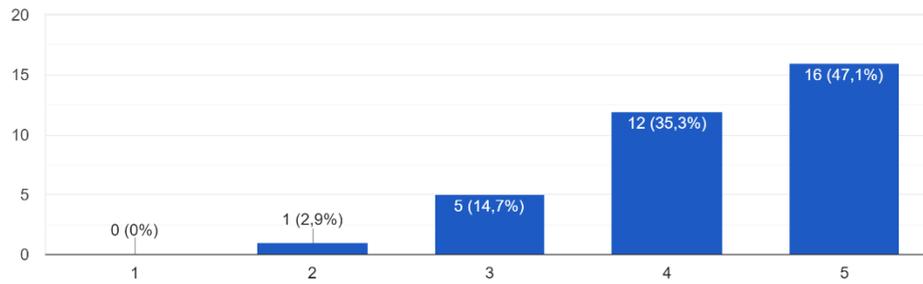
34 отговора



- Educational Games

Образователни игри

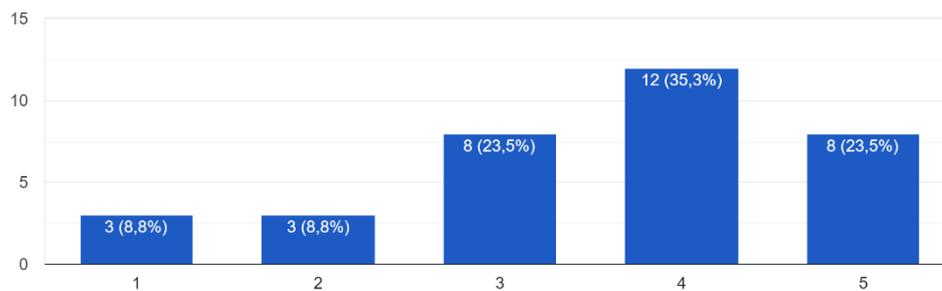
34 отговора



- Lessons by the Guests from relevant organizations (healthcare organizations, psychological counsellors, universities, fire station, police station, volunteer organizations, disaster victims, etc.)

Гост-лекторат

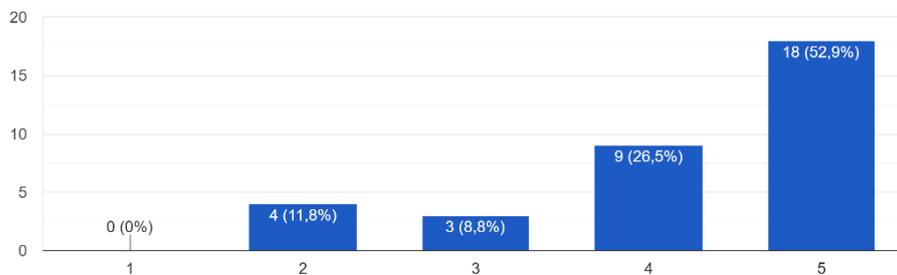
34 отговора



- Mock Drills

Симулация на ситуация

34 отговора



Q15. Please indicate any strengths in disaster education curriculum applied at schools.

The answers are quite chaotic and focus on the benefits rather than the good examples. The presence of some good interactive practices as a simulation of a real situation is reported.

Q16. Please indicate any weaknesses in disaster education curriculum applied at schools.

- Lack of practical orientation.
- Lack of opportunity for exercise and experience.
- There is a need for more exercises and trainings
- Lack of quality learning resources
- Formality in teaching
- Lack of materials
- There are very few topics in the curriculum.
- A few hours
- The few hours.
- There is no real program
- Too much theory in teaching
- Insufficient materials
- Guest speakers - it's boring for children.

Q17. What suggestions do you have for improving disaster education curriculum?

- More hours of exercise.
- More materials and opportunities for simulations
- Practicum course for children, situational learning centers. There were them before.
- Systematic
- Civic education, for example
- More hours in the curriculum for disasters, accidents and pandemics.
- Larger number of hours.
- More hours
- To have a real program
- Look for opportunities for integration with the subjects from compulsory education.
- Guest lecturers
- More interesting speakers, videos and other types of interactivity