**Part I: General information about the selected tool**

**Denomination/Title of the tool**

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| --- |
| Preparation for work with children with disabilities in case of natural and man-made disasters |

**Year of production**

|  |
| --- |
| 2017 |

**Language/es**

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| --- |
| BG |

**Country of production**

|  |
| --- |
| Bulgaria |

**Kind of tool**

**□** Ministerial Educational Program

**□ local/regional**/national level or extracurricular activities

□ model of web awareness campaigns

□ web tools indicating how to behave in case of disaster / first aid

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

□ other

**General aim of the tool (selected as many as appropriated)**

□ **Training for volunteers**

**□ Training for school teachers**

□ **Training for school staff**

□ **Information about the correct behaviors in case of disaster**

**□ Information about the rules of preventions**

**□ Education for students**

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

□ **Natural disasters in general**

□ **Anthropic disaster in general**

□ **Earthquakes**

□ **Floods**

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

□ **Wildfires**

□ **Urban fires**

□ **Health disasters**

□ Other

**Brief description of the tool**

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| Campaign to enhance training and better interaction between volunteers and children with mental and physical disabilities. |

**Web address/link**

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| <https://www.facebook.com/Dobrovolno/?ref=br_rs> |

**Users/target (selected as many as appropriated)**

□ **Volunteers**

□ Civil protection professionals

□ **Pre-primary educators**

□**Primary school teachers**

□ **Secondary school teachers**

□ University educative staff

□ **Pre-primary kids**

□ **Primary school children**

□ **Secondary school students**

□ University students

□ **School staff**

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

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| --- |
| **Voluntary unit for disaster response of Sofia Municipality** |

**Part II – Analysis of the Tool**

**Description of the aim of the tool and of its contents**

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| --- |
| Practical sessions between volunteers, teachers, school staff and children with mental and physical disabilities. During a disaster, one of the main tasks of the voluntary squad, according to the municipal action plan is evacuation and rescue of people with disabilities, including children.  There are several schools and daycare centers on the territory of the city that cater to children, including with severe illnesses.In these cases, volunteers make organized visits to children.  Unlike working with other students, the approach is different here - all volunteers enter peacefully, make small gifts (toys or treats, if allowed) and hold individual games with children. Then, in small groups, everyone is picked up together with the volunteers in fire trucks. |

**Pedagogical/didactic strategy of the tool**

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| Because of the specifics of some of the children's illnesses, they could not be prepared for action in case of disaster. On the other hand, the appearance of volunteers shortly after or during a stressful situation of natural disasters can scare the children. That is why a recurrent approach has been chosen by uniformed volunteers who gradually and under the supervision of pedagogues come close to children. Afterwards, fire fighting cars are visited in the form of a game. In this way, a subconscious feeling and a positive association with the uniforms and fire trucks are built up in the children. So in the event of a disaster the appearance of the volunteers not only will not stress the children, but it is even expected to work them soothing and easy to be able to be picked up in the cars for evacuation. |

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**Part III – Assessment of the tool**

**Main successful characteristics**

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| * Building a strong relationship between rescuers/volunteers and children; * Positive image of the fire fighters and volunteers in child consciousness; * Making an evacuation in the form of a game that would make it easier to act in a real situation; |

**Main points of weakness**

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| --- |
| * Lack of e-learning resources adapted for disabled children; * Lack of a curriculum developed jointly by pedagogues, psychologists, firefighters and volunteers, to be followed and upgraded at each subsequent visit; * Lack of rhythm and cyclicity of visits. They are still sporadic. |

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