



Participation of Children and Teenagers in Public Safety



This document explores the question: what else can be done to involve children more actively in public safety? It presents experiences from several regions and countries in Europe and beyond, which go from basic to advanced approaches involving children and teenagers.

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EENA
European Emergency Number Association
EENA 112
Avenue de la Toison d'Or 79, Brussels, Belgium
T: +32/2.534.97.89
E-mail: info@eena.org

Author(s):

- Iratxe Gomez Susaeta, Atos

Contributor(s):

- Alexis Gizikis, EENA
- Thor Nielsen, N Wise
- Paolo Muneretto, Italian Fire Fighter Corps, Venice Provincial Command
- Bogdan Avram, Asociatia Societatea de Salvare Bucuresti, Romania
- Communications Department of the National Crisis Center, Belgium
- Maya Battisti, Cittadinanzattiva
- Dr. Vassiliki Kotroni & Dr. Katerina Papagiannaki, Institute for Environmental Research & Sustainable Development of the National Observatory of Athens (IERSD/NOA).
- Dr. Kiki Makri, 2nd Experimental High School of Athens
- Zisoula Ntasiou, Hellenic Fire Corps

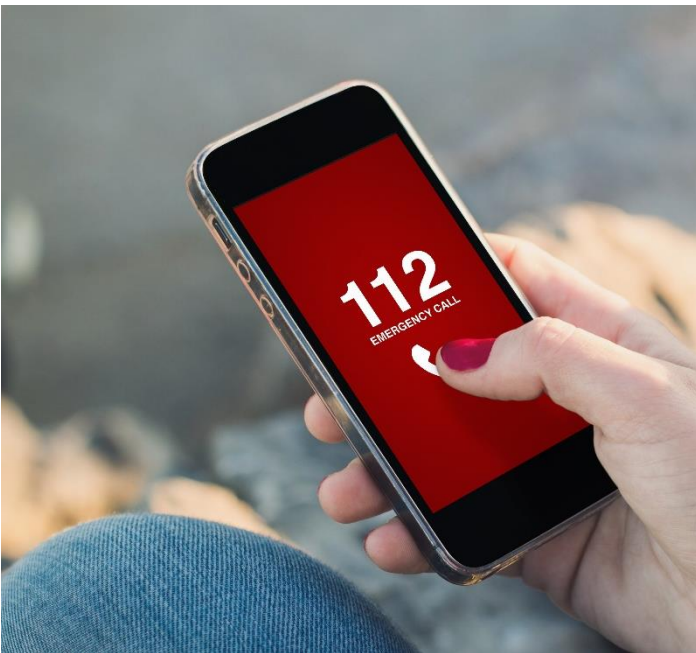
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INTRODUCTION	5
1 WHAT IS BEING DONE ALREADY	6
Non-formal education and awareness.....	6
First aid training.....	6
Visits to PSAPs and emergency bases	8
Events	10
Online resources	11
Youth camps	17
Theatre plays	18
Remarks.....	18
Formal education	19
Volunteering/cadets programmes	21
2 USE CASES	22
A national educational programme	22
Gamification	23
French Young Firefighters	24
Raising awareness on public safety in multiple ways in Romania	27
3 CONCLUSIONS	27
4 EENA RECOMMENDATIONS.....	28
5 ANNEX 1 - QUESTIONNAIRE.....	29



EXECUTIVE SUMMARY

Children and Teenagers in Public Safety

This document explores several case studies of programmes involving children and teenagers in public safety. It explores non-formal education and awareness, such as first aid training and visits to PSAPS; formal education and awareness (lessons and information in national curriculums), and volunteering/cadets programmes.

The document explores in detail examples of national educational programmes, gamification (the use of video games as an awareness tool) and the example of French Young Firefighters. It concludes with a number of recommendations for the further involvement of children and teenagers in public safety, and how to increase awareness among the youth population of Europe. These recommendations include the collaboration of different stakeholders in regards to awareness material publication, the sharing of best practices across Europe, the implementation of public safety awareness in national curriculums, the active involvement of young people in public safety training (such as cadets), and a diverse focus of education on natural disasters as well as first aid.



This document intends to provide a collection of case studies of the involvement of children and teenagers in public safety in Europe, and recommendations on how to further raise awareness among the youth population.



- **Case studies of the involvement of children and teenagers in public safety**
- **Examples of best practices of youth involvement**
- **EENA recommendations on the further advancement of youth public safety awareness**

INTRODUCTION

Preparing the population in public safety aspects is key for having a resilient society and doing so from very early stages in life is also essential. Every young child should be guided on what to do in situations that might require the intervention of firefighters, police or medical services, and they should also become familiar with how emergency services work (i.e. by visiting them).

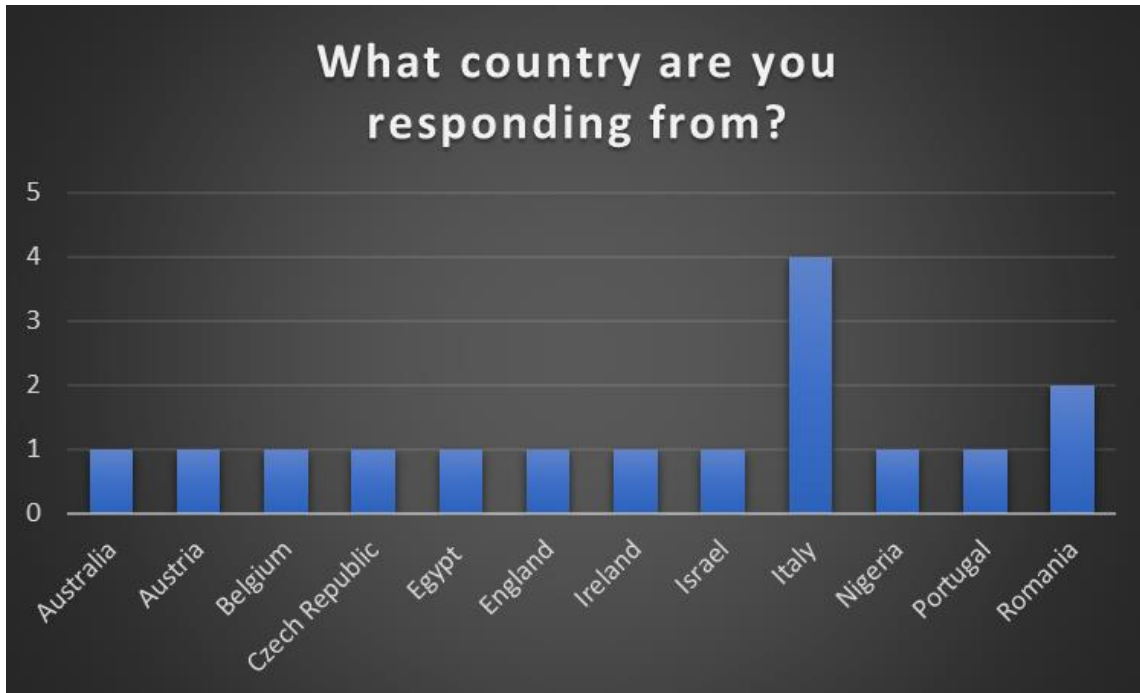
This document explores the question of what else can be done to involve children more actively in public safety? It presents experiences from several regions and countries in Europe and beyond, which go from basic to advanced approaches involving children and teenagers. It will also elaborate in more detail some of the use cases, targeted to cadet/volunteer programs in public safety organizations.

Two sources of information were used to gather input for this document, including a questionnaire sent to members of the Emergency Services Staff Network (ESSN) for which we have received 16 answers, and information collected from social media and online. After the first publication of the document on 4 Oct 2022, new information was received from Greece and has been included in an updated version of the document.

Two of the questions that were raised to EENA's members are the base for the document:

1. Is Public Safety education part of the official curricula in primary and/or secondary school?
2. Can children and/or teenagers be part of public safety groups such as civil protection or firefighters as volunteers?

We also asked them to highlight what they'd like to recommend. The responses received to the questionnaire reflected in some cases whole countries, and in other cases regions within countries. The image below reflects which countries the answers came from:



In the following chapters, we will provide an overview of what is already being done at different levels, followed by specific use cases focusing on different aspects and a section with conclusions and recommendations.

1 | WHAT IS BEING DONE ALREADY

This section is structured in three blocks:

- **Non-formal education and awareness:** Actions for raising awareness or providing training not formally integrated in educational curricula.
- **Formal education in public safety:** Actions providing training integrated in educational curricula.
- **Volunteering / Cadets programs:** Actions for volunteering and cadet programs.

Non-formal education and awareness

The information in this block aims to summarize initiatives carried out in different places with the younger population in mind, which are not part of any formal education per se.

First aid training

First aid training is the most common form of non-formal education and awareness, which can be carried out in the school or club environments.



This social media post from the Basque Regional Police – ERTZAINZA- shows them participating in a hands-on training for primary students in Kukullaga school, organized by a regional EMS association - EusTES , together with local police forces in the region – UDALTZAINGOAK - and the provincial Red Cross (source)



This social media post from DYA Bizkaia – provincial branch of the Spanish emergency medical organization DYA, which has a branch in the Philippines – doing first aid training in The Sto. Tomas Recoletos primary school ([source](#))

Visits to PSAPs and emergency bases

Visits to PSAPs and emergency bases is also quite common, and often the available PSAP visit slots are filled fast, so schools may need to wait for a long time.



This social media post from the Regional 112 organisation in Madrid (Spain) shows 5-year-old children from the Santa María de los Rosales school visiting the 112 Madrid PSAP ([source](#))

112 Galicia
March 31 · 🌐

Hoxe os peques do #ColexioPúblicoArzúa aprenderon con nós a memorizar o número único de emerxencias

👍❤️👍👉👉👉

Que ben o pasamos! 😊

Grazas profes 🙏🙏 polo voso traballo nas aulas 🏫



👍❤️ 58

1 Comment 4 Shares

This social media post from the Regional 112 organisation in Galicia (Spain) shows young children Arzúa public school visiting the 112 Galicia PSAP ([source](#))

Events

All EENA members know about the European 112 day and all the activities that are carried out on the day and week, but there are also other initiatives outside that day, sometimes linked to the civil protection day, firefighters' day, CPR Day and such.

In Italy, in 2015, a "National Day of Safety in Schools" was established by the Ministry of Education in memory of Vito Scafidi, a young student victim of the collapse of a school building, with the aim of supporting schools in organising events to raise awareness and promoting the culture of safety in school buildings.

In the 2021 edition, explained in a blog post as part of the ENGAGE project, a partnership made up by Cittadinanzattiva (national civic association), ANP (national association of school principals) and the Civil Protection Department launched an investigation to understand how

the pandemic changed schools ([link](#)) and created materials to promote resilience in the face of disasters in schools.

“With the National Day of Safety in Schools, we have always aimed at the protagonism of students so that they can live in safe school environments that are suitable for their needs and be the first informants to the community and families regarding the correct behaviour to be implemented in the face of the risks of the territory in which they live”, declares Anna Lisa Mandorino, General Secretary of Cittadinanzattiva. “We ask the institutions to keep maximum attention in the face of the need to have safe schools from a structural point of view but also to keep the focus on prevention from natural risks, such as earthquakes and floods. Emergency tests can be done, even respecting the anti-Covid provisions and there are no exceptions to these protection measures”.

Online resources

Online resources are developed to contain information, quizzes, songs, videos, games, etc. In this sense, **Gamification** of Public Safety awareness is more and more used too, and in some cases so called “influencers” are also involved.

Portugal: There are several online resources we can highlight, like one that focuses on wildfire education ([link](#) and [link](#)) or another one from the Portuguese Cardiology Society in collaboration with a known youtuber and focusing on how to call 112, as shown in the link below.



([source](#))

Spain – Galicia region: A long term collaboration with Os Bolechas - cartoon characters and puppets widely known in the region - resulted in a dedicated website with educational materials that included videos and games too, as shown in the examples below.



(source)



Braulio Bolechas visita o 112

The puppet Braulio Bolechas, in an episode of the Braulio Tuber program, visits the 112 Galicia PSAP with Blanca, and learns a lot about what to do and not to do (source)

Another relevant collaboration is with the Technological Park of Galicia for the so-called “Aula Newton” targeted to youngsters, by developing audiovisual materials showcasing rescue mission.



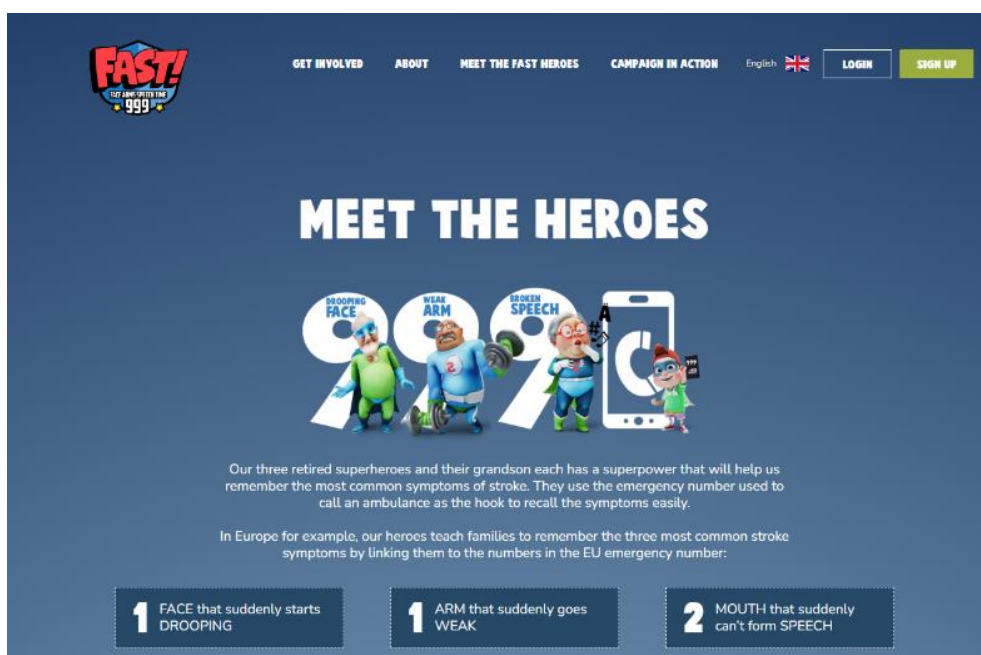
This social media post from the Regional 112 organisation in Galicia (Spain) shows the recording of video in the 112 Galicia PSAP ([source](#))

UK: One of the initiatives mentioned in the questionnaire was a public add campaign run in the UK about “run, hide, tell” in case of knife or gun terrorist attacks, and using popular faces, as seen in the example below:



(source)

Also, the award-winning and record-holder Fast 999 Heroes campaign, endorsed by the World Stroke Organization, serves to educate children in early stroke detection and action in a very sensible way and with relatable cartoon characters. The example hereby presented is focusing on the UK, yet the project is running also in other countries, since the FAST Heroes school-based campaign was developed at the University of Macedonia in collaboration with several partners ([link](#)).



(source)

Belgium: A kids campaign was launched in primary schools in 2016, containing materials such as videos, songs, quizzes, role playing activities, colouring, bingo and other games.

Campagne Kids 112

Matériel pédagogique destiné aux instituteurs de l'enseignement primaire

Année académique 2016-2017

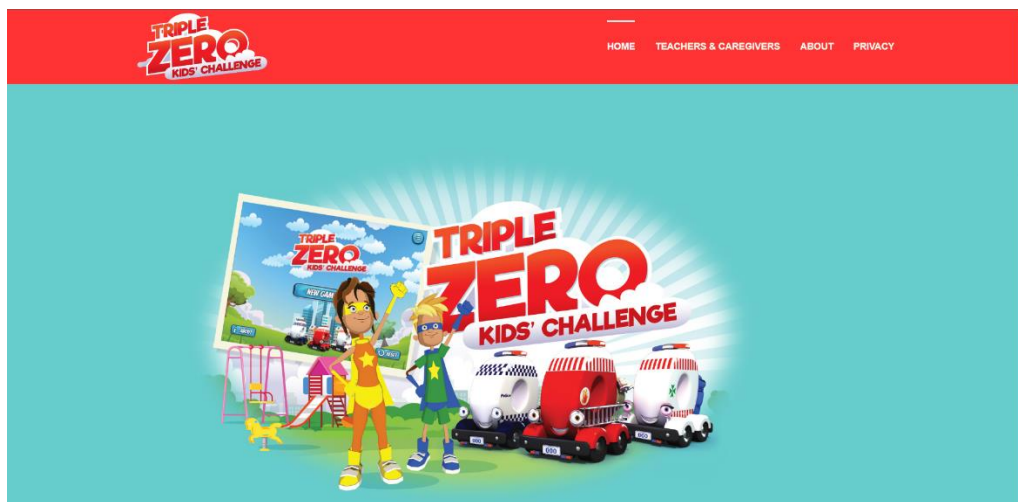


Belgian campaign called "Kids 112" with educational materials destined for teachers in the school year 2016-17 ([source](#))

For the campaign launch in 2016, a "Federal Truck 112" was used that contained an interactive quiz, a photobooth, and even the 112 song in karaoke format.

Spain – Canary Islands region: The 112 in the region have created a video-based guide (Pequeguía - [link](#)) for families to see with their children, intended as a support tool to teach them how to make a 112 call.

Australia: A 'Kids Challenge' for primary school children has been created to educate about contact with Triple Zero ([link](#)), as in the example below.



US: NENA’s program for kids includes a website for 9-1-1 for Kids ([link](#)), which contains resources such as Heroes Awards, videos and more, as seen below.

The screenshot displays the 9-1-1 for Kids website interface. On the left, a sidebar contains sections for '911 HEROES AWARDS' (including 'LOCAL 9-1-1 HEROES' and nomination options for youth, dispatchers, and educators), and 'PRODUCTS & ORDERING' (with links to an online store, PSAPs, and order forms). The main content area features a video player for '9-1-1 For Kids on San Antonio Living' with a news anchor, Shelly Miles, and a headline 'Kids Honored for Quick Thinking That Saved Moms' Lives'. Below the video is a transcript snippet: 'DISPATCHER: "CAN YOU PUT YOUR EAR NEXT TO HER MOUTH AND SEE IF YOU HEAR ANYTHING?" BELLA: "YEAH."' and a weather widget for NBC Chicago. At the bottom, it states 'April is National 911 Education Month'. On the right, a '9-1-1 QUICK FACTS' sidebar lists statistics and a '2019 CALENDAR' of award ceremonies from February to November.

Youth camps

Some organizations carry on multi-week summer camps for young people under 18 years of age, with focus on rescue activities. One such organization is DYA Gipuzkoa in the Basque Country region of Spain, which in summer 2022 has trained over 60 young people between 15 and 18 years.



This social media post from DYA Gipuzkoa – provincial branch of the Spanish emergency medical organization DYA – presents the summer camp for teenagers aged 15-18 (60 in total) in a patient transport training session ([Source](#))

Theatre Plays

Public Safety education can be fun, and this is why the Regional Civil Protection in Catalonia in collaboration with a theatre company developed a play targeted to primary & secondary students, and performed since 2016 in preparation for fire related festivities during the summer solstice.



This YouTube video shows a representation of the "A foc lent" play in summer 2022 ([Source](#))

Competitions

In order to promote knowledge on hazards and the associated preventive measures among secondary school students, the BeSafeNet Olympiad¹ on natural and technological hazards is organised under the auspices of the European and Mediterranean Major Hazards Agreement (EUR-OPA) of the Council of Europe, a platform for co-operation between countries of Europe and the South of the Mediterranean in the field of disaster prevention and preparedness since 1987. Many schools in **Greece** have been participating in the **BeSafeNet Olympiad action**, resulting in approximately 25% of the total country schools participations in the Olympiad originating in Greece.

Educational programmes

¹ <https://besafenet.net>

Most of **Greece's Environmental Education Centers** (ECEs) implement programs for children on geohazards and setup groups collaborating in the production of educational material and employing crowdsourcing approaches to record natural hazard phenomena².

In addition, the METEO unit of the National Observatory of Athens, in Greece, has made a significant contribution with the educational programs for secondary schools:

- The Meteorology educational program "On Winds & Waters (translation)", which is approved by the Greek Institute of Training (INEP)³
- Educational web material on weather and climate⁴

Remarks

All the initiatives that have been identified indicate that public safety educational resources should be interactive, fun, and engaging.

It is worth mentioning that one of the responses in the questionnaire mentioned the following recommendations:

- *"Association games with an emergency-simulation theme.*
- *International, national, and local contests regarding technical applications in the emergency field."*

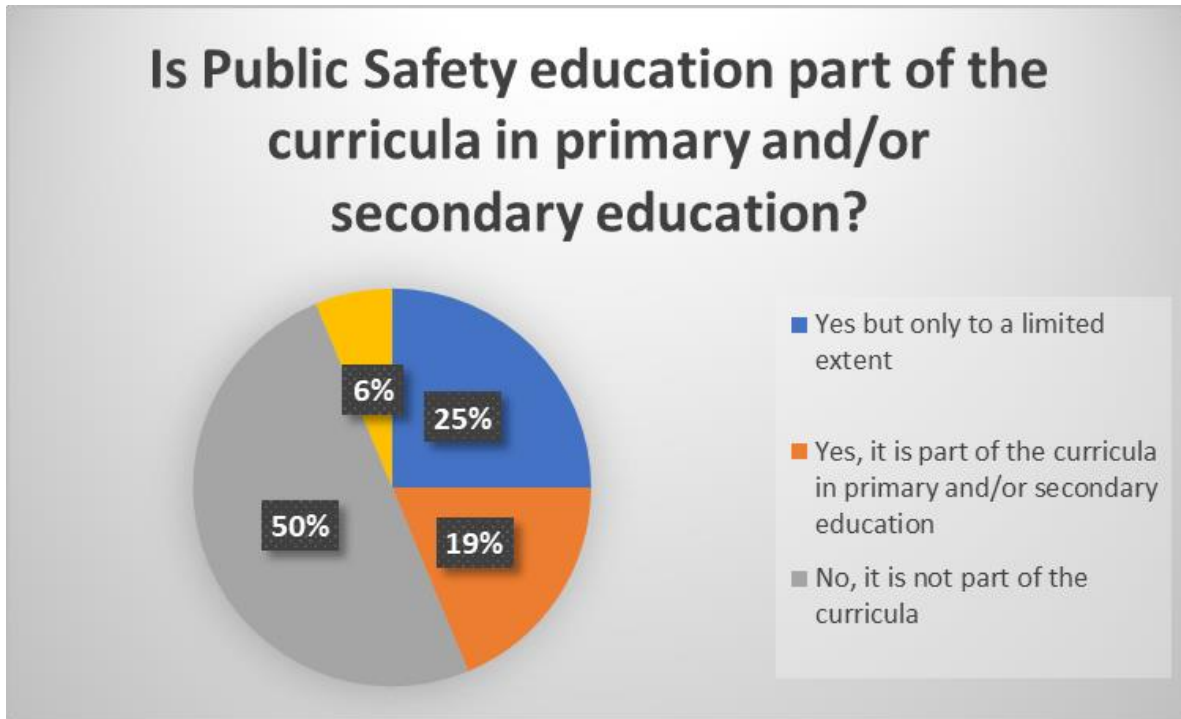
² Indicative such programs are: <http://deukalion.sch.gr/wp/>, <https://kpekrestenon.gr/el/fysikes-katastrofes-prostatayo-ti-fysi-kai-prostateyomai>, <http://www.kpe-thess.gr/el/programs/>, https://www.kpea.gr/forest_fires.php

³ <https://www.meteo.gr/perianemon.cfm>

⁴ <https://meteo.gr/meteoedu/>

Formal Education

We asked EENA members to tell us if Public Safety education is part of the official curricula in Primary and/or Secondary school in the regions/countries.



The responses received reflect clearly that public safety is in most cases not considered as part of the curricula in primary or secondary schools, or it has a limited presence.

In most cases, there is some degree of training about first aid, how to call 112 or what to do in case of an evacuation, and there are also visits to and from public safety organizations (i.e. visits to 112 PSAPs or presentations from public safety experts in the classroom), but only to a limited extent.

The case of the **Czech Republic** stood out (detailed later on in the *use cases* chapter), as education in civil and emergency protection is part of a National Educational Programme that is mandatory for all schools (they elaborate and adjust it for their needs), and with the support of the Fire and Rescue Services in certifying teachers and lecturers, for instance.

The case of **Austria** is different because even if it is not part of the official curricula, materials provided through an educational project supported by the Austrian Fire Brigades can be used by teachers in primary and secondary schools: "Gemeinsam.Sicher.Feuerwehr" ([link](#)).

In **Israel**, 10th grade students have a mandatory 10 hours first aid training, and in primary school classes provided by the Civil Defense on earthquake awareness.

In **Belgium**, the only public safety related education that is part of the official general curriculum is CPR and First Aid: how to take care of a wound, how to alert emergency services, what to do in case someone is drowning, suffocating, suffering from cardiac or respiratory arrest. The response provided stated also that children are not systematically educated on all

different risks that might occur such as storms, heatwaves, fires, terrorist attacks, chemical accidents and so on, which is a very relevant point to raise: *"We think it is very important to educate children from a young age on the different risks that can occur in their environment as a way to improve disaster resilience among the population. Thus education on safety and all different risks, how to prevent them (if possible) and how to act in case they occur should be part of the official curriculum of primary and secondary schools."*

The communication team within the National Crisis Centre of Belgium developed a risk communication campaign, BE-Ready ([link1](#) & [link2](#)), which consists of an educational package for children aged 6-12. The campaign consisted of three ready-made teaching packages on different risks:

- one for 1st & 2nd grades: On emergency situations: cold wave, heatwave, flood, thunderstorms and fire
- one for 3rd & 4th grades: on industrial accident, a forest fire, a flu epidemic, a power outage and theft
- one for 5th & 6th grades: on nuclear accident, a mass event, a cyber-attack and terrorism and an online game for the students.

The existence of this education package was promoted and communicated to schools through brochures, letters, a press conference, and an article in Klasse (magazine for teachers). However, the use of this educational package is voluntary, but ideally this kind of educational content should be included in the official curriculum of schools.

It is relevant to mention that most of the people responding to the questionnaire referred to the need of getting public safety in the curricula of every level of education.

A response that did not have formal education (from Italy) mentioned that some schools in their region do a "Safety week", an initiative to teach safety behaviour; *"I was involved like firefighter and I organized "escape from wildfires", a walk in a room with big pictures depicting a wildfire and an imaginary path to escape (in each picture there was two choices, wrong/right...and children had to choose the right one and go ahead"*.

Another response that did not have formal education (from Romania) recommended the following points:

- *"Integrating information about the Single National Emergency Call System (SNECS) and the responsible use of 112 emergency number into the pre-school and primary school curriculum.*
- *Active involvement of children/teenagers in different educational projects, actions of information presentation. Interactive activities and role-playing represent a useful activity for the simulation of different scenarios regarding the proper behavior in emergency situations.*
- *Active involvement of children/teenagers in various educational projects, besides the actions to present information about 112 Emergency System. Interactive activities and role-playing games represent a useful activity for the simulation of different scenarios regarding the proper behavior in emergency situations.*

And another response mentioned a programme (and a set of toolkits) that could be included on the curriculum in post primary schools, funded by Erasmus+ called BfireSafe@School ([link](#)) that received the European Fire Safety Award 2021 from the European Fire Safety Alliance and Federation of European Fire Officers.

In **Greece**, Education on **earthquake risk protection** measures is mainly included in **primary and secondary** school programs. **Other natural hazards** are approached as follows:

In **primary school**, Geography Course: Thematic Area "Natural hazards – Prevention – Protection": 1. Volcanoes and earthquakes in Greece. 2. Other risks (geological, hydrological, climatic) and protection measures. The aim is for students to recognize natural hazards and related risks and to understand and adopt prevention and protection measures against them (landslides, floods, windstorms, storms, hail, snowfall, frost, wildfires, and heatwaves).

In **secondary school, 1st Grade**, Geology – Geography Courses: section **Changes in the natural environment**: Floods - Lightning - Typhoons - Monsoons. The target is for the students to formulate proposals regarding the prevention of river flood disasters; to learn and adopt solidarity behaviors to offer help in cases of natural disasters; to define what floods are and state their causes; to understand what extreme weather phenomena are and identify those that cause flooding (storms, overheating and melting ice); to define what hurricanes and monsoons are and describe how they are created; to identify the regions of the Earth where hurricanes and monsoons occur and report their effects; to define what lightning is and explain how it is created; to describe the economic and social consequences of floods and the measures taken to limit the disasters they cause.

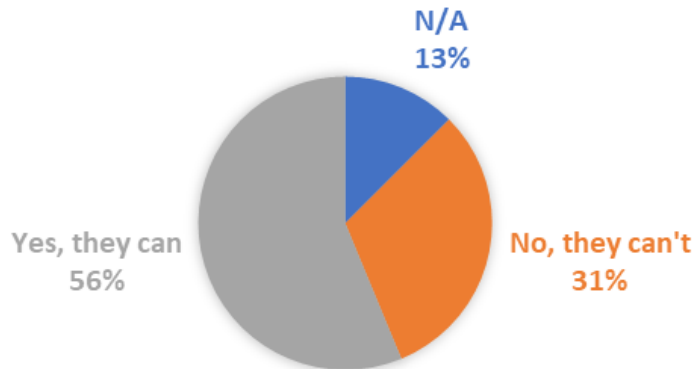
In **secondary school**, Skills workshops: 7-week programs that a teacher can implement on public safety issues. However, the Skills workshops do not constitute a single and specific curriculum, as the teacher chooses among several thematics⁵.

Volunteering/cadets programmes

We asked EENA members to tell us if children and/or teenagers can be involved as volunteers of public safety groups such as civil protection or firefighters in the regions/countries.

⁵ Material is available at <https://elearning.iep.edu.gr/study/course/view.php?id=2002>

CAN CHILDREN / TEENAGERS BE PART OF PUBLIC SAFETY GROUPS (I.E. IN CIVIL PROTECTION, FIREFIGHTING...) AS VOLUNTEERS?



Based on the responses received and the information collected, we can see that several countries / regions allow underage people to be involved in Public Safety groups, in some of them even as young as 8 to 10 years old.

In the **UK**, there are fire cadets, police cadets, St. John Ambulance cadets and even cadets for the armed forces and scouts.

In **Israel**, the Magen David Adom (Israel's national EMS) has a volunteer programme for people aged 15 and older.

In **Italy**, young people aged 16 or older can be part of medical volunteer associations and civil protection, but they cannot participate in emergency response activities.

In **Portugal**, there are schools for young volunteer firefighters & members of civil protection with kids aged 8-13, like the school *Escola de Infantes do Corpo de Bombeiros Voluntários de São Pedro de Sintra* ([link](#)), or the school *Escola de Infantes e Cadetes do Corpo de Bombeiros Voluntários de Castro Verde* ([link](#)). The example below shows a visit of one of the schools to the National Firefighters School of Portugal.

ENB ESCOLA NACIONAL DE BOMBEIROS

- INICIO/NOTÍCIAS
- INSTITUCIONAL
- CENTROS DE FORMAÇÃO
- FORMAÇÃO
- INSTITUIÇÕES E EMPRESAS
- PROJETOS NACIONAIS
- PROJETOS INTERNACIONAIS
- RECURSOS DIGITAIS
- MULTIMÉDIA
- LOJA VIRTUAL
- LINKS
- CONTACTOS

← Página Anterior

Escola de Infantes e Cadetes de Castro Verde em visita de estudo à ENB

2019-04-15 17:37:32

As crianças que integram a Escola de Infantes e Cadetes do Corpo de Bombeiros Voluntários de Castro Verde participaram uma visita de estudo ao Centro de Formação da Escola Nacional de Bombeiros (ENB), em Sintra, no dia 15 de abril.

Depois de assistir a uma apresentação geral sobre a ENB, o grupo composto por 38 elementos visitou o Centro de Simulação e Realidade Virtual, onde se realizam as ações de formação para bombeiros e também as instalações onde decorrem as aulas práticas. No período da tarde os jovens aspirantes a bombeiros continuaram a sua visita de estudo para o INEM - Instituto Nacional de Emergência Médica, I.P.

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Partilhe este artigo

📌 🌐 🐦 📧 📘



In all **Austrian** federal states there are “Feuerwehrjugend” ([link](#)) youth fire brigades (age 10 to 15) and in some of them they have also launched pilot projects for younger kids (ages 6/8 to 10).

The **German Youth Fire Brigade** or “Jugendfeuerwehr(en)” was founded in 1964, and depending on the federal state, kids between the ages of 8 and 10 can join the youth fire brigade and later-on can join the emergency department between the ages of 16 and 18. More than 300,000 girls and boys were active in around 22,900 youth fire brigades nationwide as of December 2021.

In **Romania**, teenagers aged 14 and above, can become volunteers in some national programmes with concern on providing first aid. For example, “*Exista un erou in fiecare dintre voi*” (“There’s a hero in each of you”) - a program initiated and managed by *Asociatia Societatea de Salvare Bucharest* (www.assb.ro), which is training people to provide first aid (the trainings are performed by certified ERC instructors), then alerts them whenever there is a public medical emergency occurring 1 km from their current position (crowdsourcing first responders). It’s their call if they will go and help, or not, but, usually, they are the first on scene and properly act to help the victim until professional help arrives.

In **Greece**, although involvement of children and teenagers in public safety and volunteering groups is not prohibited, it does not happen in practice because there has been no such initiative so far. Respondents mention that such initiatives would be in the right direction and consider the following recommendations:

- Mandatory preparedness exercises in school units for every geohazard, i.e., flood, storm, fire, as it happens with the earthquake.
- Dissemination actions (brochures - videos - visits) of the Ministry of Education with the contribution of the research-scientific organisations.
- Local government outreach activities for the whole family - voluntary participation in skills development programs for prevention and protection against all geohazards.

- Organization and promotion of the voluntary involvement of students and teenagers in decision-making/emergency centres in the Civil Protection and Fire Service to acquire knowledge and experience in risk management.
- Establishment of 112 school day, with modern educational activities such as natural disaster gamification.

The case of **France** is described in more detail in the next section.

2 | USE CASES

A national educational programme

In the Czech Republic, children and teenager education in the fields of civil and emergency protection is part of national educational programme and it is mandatory for all educational institutions, which elaborate and adjust the programme for their own purposes and for specific topics (emergencies, common risks, etc.).

To support this educational framework, the Fire Rescue Service of the Czech Republic (FRS CR) realises its own certified educational programme for teachers and lecturers. And the Fire Rescue Brigade of the Moravian-Silesian Region (FRB MSR), the organizational body of the FRS CR, has been carrying out its own educational activities within this framework for a long time, with up to 239 teachers passing this programme in 2021.

Another educational programme targeted to basic schools is the programme “*Hasik*”, which is focused on schools in high risk territories (flood risk, hazardous materials leak risk, etc.). Here, trained members of FRB MSR educate pupils in specific topics like emergency calling, fire risk prevention at home, what to do in the case of fire, flood etc., public warning, etc.

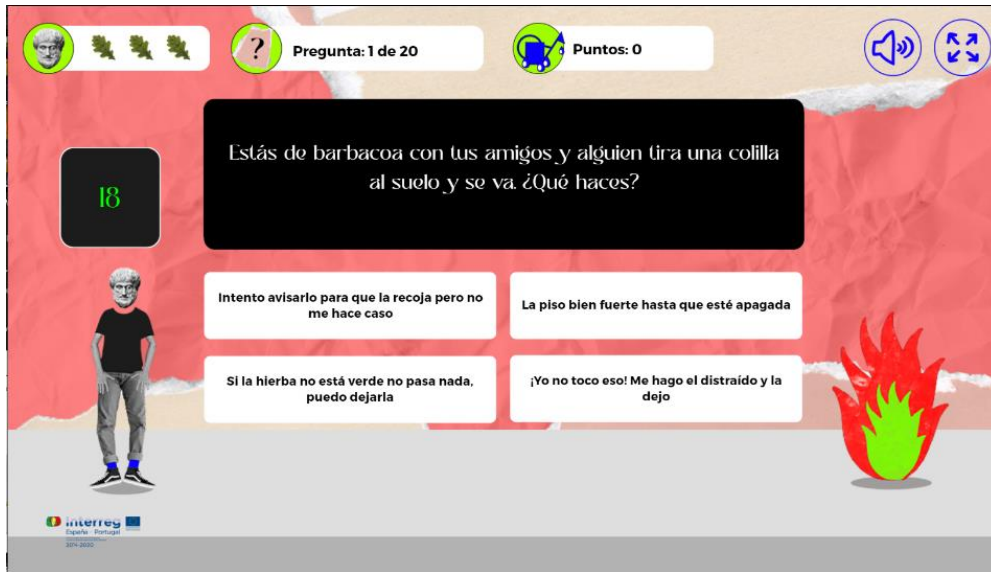
Gamification

Another use case we observed is the use of gamification methods to raise interest on public warning. In the Galicia region, in Spain, resources for public safety awareness for children and teenagers strongly in **gamification**.

This is visible not only with the already established collaboration with *Os Bolechas* and their dedicated site for the younger ones, but also with the new game developed as part of the ARIEM+ project ([link](#)) for cross-border collaboration in public safety.

ARIEM+ is a collaboration mechanism between emergency response organizations in emergencies in the bordering areas of the Spanish regions of Galicia and Castilla-León and northern Portugal. One of the targets of the project was the development of awareness-raising actions for the population (training on prevention and self-protection), and as such, a web portal was developed to contain training materials available in 3 languages (Spanish, Portuguese, and Galician):

- in the form of short 2-minute videos about wildfires and floods
- complemented by a game targeting teens rather than young children with the objective of learning about public safety in a fun way.



The screenshot of the game shows a multiple choice question (out of 20) linked to wildfires, with limited time to respond and a maximum of 3 misses. Scores are added, and a "survival ranking" is available per school and per pupil (source)

French Young Firefighters

The French Firefighters have a curriculum for young people aged 11 to 18 years of age (link), with 1500 *Jeunes sapeurs-pompiers* (JSP) squads and ~30.000 young firefighters for the 2022-23 season all across France.



The social media post from the president of the French Firefighters is welcoming the French young firefighters and everyone else to the new schoolyear (source)

Recruitment campaigns are launched every year, like in the tweet below from the National French Civil Security in early September 2022:



The social media post from the French Civil Protection presents the French young firefighters programme for youngsters aged 11 to 18 with 29200 members nowadays, highlighting the opportunities for learning first aid and also values such as solidarity and collaboration ([source](#))

The training programme has 4 stages, and participants are issued a diploma after 3 years of training; they must be 16 or more in order to receive the national diploma or “*Brevet national de jeune sapeur-pompier*”.

Jeune Sapeur-Pompier (JSP) are organised at regional level:

- The JSP at the Paris Firefighters Brigade (BSPP) have 3 stages for 90-120 kids per year ([link](#))
- The JSP at Marseille Firefighters or “*Cadets des marins-pompiers de Marseille*” train ~50 kids per year ([link](#))
- Different teams often get together for joint exercises, like the JSP Haute-Lozère and the JSP Marvejols:



Jeunes Sapeurs Pompiers de Marvejols (48)

@jspmargejols

...

Une tres belle rencontre entre les JSP de St chely et les JSP de Marvejols.

Merci pour votre invitation Jeunes Sapeurs-Pompiers Haute-Lozère.

Au plaisir de vous recevoir a Marvejols.

@DptLozere48 @VilleMarvejols @stchelydapcher @48ddsis #sdis48 #JSPLOZERE #jsp

[Translate Tweet](#)



The social media post from the regional JSP at Marvejols (France) describes joint training exercise with the regional JSP at Haute-Lozère ([source](#))

- A success story at L’Oise! Recently, a rescue involving a young firefighter from Oise region was presented in social networks ([link](#)); in which a young volunteer firefighter used her training to save her younger brother.

Raising awareness on public safety in multiple ways in Romania

The Special Telecommunications Service (STS), as the appointed administrator of the 112 System in Romania, permanently organises public campaigns, information sessions in educational institutions across the country and promotion events, in order to raise awareness among children regarding the responsible use of the 112 Emergency Service, with:

- **Actions in educational institutions:** For example, in 2019, the 112 Emergency Service operators/call-takers met with thousands of children from different schools across the country (between 2020-2021, these actions were carried out online). The information offered by the 112 Emergency Service professionals is accompanied by materials made by STS (videos, brochures, flyers – adapted to their age), and at the end, the children receive diplomas that attest their participation in these educational sessions
- **Public campaigns:** For example, at the beginning of 2022, STS requested and obtained from the National Audiovisual Council of Romania a recommendation to broadcast on TV and radio an audio-video clips of public utility in which 112 call-takers and dispatchers of specialised intervention agencies send a message that strives for responsibility when calling the 112 Emergency Services.
- **Social media activity:** STS maintains a permanent communication on social media regarding the 112 System – on Facebook, Instagram and LinkedIn. In order to raise the focus on communication and the impact among the citizens, the social media posts containing visual content are also shared and disseminated by the specialized intervention agencies – Ambulance, SMURD, Police, Firefighters, Salvamont
- **Specific events:** Annually, with the occasion of the European 112 Day, STS launches communication and promotion campaigns regarding the 112 System and the use of the 112 Emergency Services. Therefore, open-door days and events are organized in all 112 Call Centres across the country for children and adults, where they can observe the activity of the 112 operators. In the integrated emergency dispatch centres, the events are organized along with the staff from specialized intervention agencies. The promotion actions have also gained the support of public institutions. For example, in 2022, over 40 emblematic buildings in Bucharest and in the country (the Presidential Administration, Government, Parliament, ministries, National Opera, universities across the country, historical citadels etc.) were illuminated in red on 11 February, for the European 112 Day. The action, which underlined the importance of the 112 Emergency Service, was vastly appreciated by the public.

3 | CONCLUSIONS

Considering the lack of formally established public safety education in most countries and acknowledging the few exceptions such as the Czech Republic, it is important to bring together different stakeholders to define strategies for building a resilient society starting from a young age.

Learning when and how to call 112 or providing first aid is essential, but kids also need to know what to do when more severe risks like floods, wildfires, earthquakes, Chemical,

biological, radiological and nuclear – CBRN - incidents etc. occur (in principle based on the risk profile of the region they live in).

For instance, kids are not usually involved outside their school environments in drills, simulations or disaster exercises carried out regionally, nationally or even internationally. Yet should a disaster occur, they need also to be able to react properly, and following the paradigm of “practice makes perfect” their participation in larger exercises should be considered.

Online resources are no doubt useful, with videos and games complementing the common text-based training materials more and more. The use of games for education and awareness is a desirable consequence, as learning through play is usually effective.

And complementing all the above with the possibility of volunteering in Public Safety organizations from early ages is also a desirable possibility, yet this is not legally allowed in some countries.

4 | EENA RECOMMENDATIONS


1. Collaborate with different stakeholders for creating educational materials in different formats, targeted to different age groups.
2. The educational contents should not be limited to First Aid awareness, it should also include specific aspects about the risks in each region/country (floods, earthquakes, wildfires, heatwaves, NRBQ incidents, terrorist attacks...).
3. Ensure that Public Safety education is part of the official curricula in primary and/or secondary schools.
4. Study the possibility of involving youngsters from very early on in public safety activities as volunteers of cadets.
5. Share best practices with other regions / countries.

5 | ANNEX 1 - QUESTIONNAIRE

How are children / teenagers involved in Public Safety activities in your country or region?

The objective of this form is to collect information about how children / teenagers are involved (if at all) in Public Safety activities. The information provided will be used to produce a new EENA document describing examples and best practices.

112

What country or region are you responding for?  Short answer

Short-answer text

Required

Is Public Safety education part of the curricula in primary and/or secondary education? *

Yes, it is part of the curricula in primary and/or secondary education (please provide some details below)

No, it is not part of the curricula

Other...

If you answered Yes to the previous question about education, please elaborate your answer below

Long-answer text

Can children / teenagers be part of Public Safety groups (i.e. in Civil Protection, Firefighting...) * as volunteers?

Yes, they can (please provide some details below)

No, they can't

Other...

If you answered Yes to the previous question about volunteering, please elaborate your answer below

Long-answer text

What would you recommend in order to get children / teenagers more involved in Public Safety awareness?

Long-answer text

Any other initiatives you'd like to mention?

Long-answer text

Optionally, please provide an email address that we can contact you in case we need more information.

Short-answer text