Research on the Training System of Socialized Fire Education and Training Lecturer

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Abstract. It is the key to prevent fires to improve the quality and ability of fire safety of the whole people. Everyone is a disseminator of fire protection publicity and education, and all walks of life undertake the work of fire protection publicity and education, and the required abilities should meet different standards. In this study, the advanced training system of foreign fire education personnel is used for reference by literature research, so as to limit the crowd range and ability requirements of "socialized fire education and training instructors" in China, and provide some theoretical support for the development direction and training strategy of socialized fire education and training instructors in China in the future.

1. Introduction

In 1995, the Outline of Fire Protection Reform and Development, which was approved by the General Office of the State Council and formulated by the Ministry of Public Security, put forward the idea of "socialization of fire protection work" for the first time\(^{[1]}\). All departments, industries, units and members of society should enhance their awareness of fire control law and fire control safety, and all of them have the responsibility to attach importance to and do a good job in fire control. However, the fire protection publicity and education work in China started late, and it is still at a lagging stage in this respect. The fire protection publicity and education training lecturers are uneven, and the publicity effect is not satisfactory. Due to the current weak awareness of fire control safety among the public and inadequate fire control publicity and education, the fire control market in China is chaotic, fire control scams are repeatedly banned, and national vicious fire accidents occur every year. Therefore, China pays more and more attention to fire control publicity and education work.

Some major industrial countries in the world, from social education to vocational education, have established their own distinctive public fire education system\(^{[2]}\). Therefore, this study draws on the advantages of the training system of fire education and training instructors in developed countries and combines the reality of fire safety education in China, so as to better promote the development of socialized fire education and training instructors in China and enhance the effect of fire safety education.
2. The Range of Employees of Socialized Fire Education and Training Lecturers

2.1. The Range of Employees of Foreign Socialized Fire Education and Training Lecturers

2.1.1. Employees of American Socialized Fire Education and Training Lecturers

The United States has paid attention to fire science education since the 1920s. As the requirement of standardizing socialized fire education lecturers, this standard specification defines the professional performance requirements and responsibilities of American public fire and life safety educators, public information management and youth intervention experts. Up to now, the United States has gradually formed a mature socialized fire education and training system. Whether it is community or school fire education, the United States has its own unique management mode and method.

Looking at the fire safety education in the United States, its education and training methods are mainly "fire week", community fire protection, fire education for children and adolescents, and formulating the "National Community Safety Plan" to ensure the life safety of community residents and children. and youth fire brigade intervention experts. The establishment of this standard has greatly promoted the practice level and ability of American fire safety education officials. Safety Code" in order to improve the fire safety awareness of government officials and nationals. In 1985, National fire protection association has published NFPA1035 "Standard for Professional Qualification for Public Fire and Life Safety Educator"[3].

After studying many documents, the American official government has not given a clear definition to the socialized fire education and training instructors, which are mainly composed of local fire departments, local firefighters, fire experts and scholars, fire association members, school teachers, parents, fire volunteers, members of social units and community workers.

2.1.2. The Range of Employees of Socialized Fire Education and Training Instructors in France

France's fire protection publicity and education cause is affected by the rapid development of economy and advanced science and technology, showing a rapid development trend. They also carry out fire protection safety education and education through fire prevention week and community publicity. In France, the fire protection publicity day is scheduled on Wednesday of the first week of each month, and the provincial governors and mayors are responsible for organizing personnel to carry out fire protection knowledge education and publicity[4]. French socialized fire protection education teachers are divided into four categories, including ordinary firefighters, volunteer firefighters, fire officials and responsible persons.

2.2. Probe Into the Employees of Socialized Fire Education and Training Lecturers in China

Based on the scope and responsibilities of socialized fire education and training lecturers in the United States and Japan, it can be seen that from the national government to the grassroots, everyone plays the role of socialized fire education and training lecturer. action and publicity work is a work jointly completed by multi-departments and multi-categories of people, facing different groups, such as the elderly, teenagers, children, students, etc., which requires different fire science popularization workers to adopt different ways to carry out publicity and education. At present, our country just lacks the clarity of this classification and responsibilities. According to the different roles and teaching objects, this study makes a systematic classification of the lecturers of socialized fire education and training in China. (As shown in Figure 1.)
3. Training System of Foreign Socialized Fire Education and Training Instructors

3.1. The Training System of Socialized Fire Education and Training Instructors in the United States

The national fire protection association (NFPA) issued NFPA 1035 "Standard on Fire and Life Safety Educator" for these people in order to ensure their qualifications as fire and life safety educators, public information officers, young fire intervention experts and young fire project managers. By studying the code, national fire protection association has trained the fire safety ability of these four types of personnel and skills and job performance requirements specified in the fire protection qualification grade that fire protection and life safety educators, public information officers, young fire intervention experts and young fire protection project managers should possess, and formulates comprehensive community fire and injury prevention plans to eliminate or alleviate situations endangering life, health, property or environment. By formulating Fire Protection and Life Safety Education Strategy, fire protection and life safety education plans, activities and initiatives are launched to achieve the effect of fire protection publicity and education. (As shown in Table 1.)

Table 1. Training contents of American socialized fire education and training instructors.

<table>
<thead>
<tr>
<th>Training lecturer</th>
<th>Ability and quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire control education</td>
<td>Necessary knowledge of fire, including fire behavior and human behavior in fire;</td>
</tr>
<tr>
<td>Fire fighting and life</td>
<td>General necessary skills</td>
</tr>
<tr>
<td></td>
<td>Management skills</td>
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</tbody>
</table>

Figure 1. Practitioners of social fire education and training lecturers.
<table>
<thead>
<tr>
<th>Safety educator</th>
<th>Planning and developing ability</th>
</tr>
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<tr>
<td></td>
<td>Education and implementation ability</td>
</tr>
<tr>
<td>Public information officer</td>
<td>General necessary knowledge</td>
</tr>
<tr>
<td></td>
<td>General necessary skills</td>
</tr>
<tr>
<td>Youth fire control</td>
<td>General necessary knowledge, including fire safety education, interview techniques, symptoms and signs of abuse or neglect, characteristics of juvenile fires, federal, tribal, state and provincial laws governing juveniles, fire causes and prevention, fire characteristics and behaviors, etc.;</td>
</tr>
<tr>
<td>Intervention expert</td>
<td>General necessary skills, using oral and written communication skills; Use interpersonal communication skills; Use interview skills; Collect and properly maintain the required information; Provide education and intervention;</td>
</tr>
<tr>
<td></td>
<td>Planning and development capacity</td>
</tr>
<tr>
<td></td>
<td>Education and implementation</td>
</tr>
<tr>
<td>Project manager</td>
<td>General necessary knowledge. Federal, tribal, state and provincial laws, including arson and illegal use of explosives, project policies and procedures, and organizational management;</td>
</tr>
<tr>
<td></td>
<td>General necessary skills, using oral and written communication skills; Coordinate community resources, services and organizations; Make and manage budget;</td>
</tr>
<tr>
<td>Youth fire control</td>
<td>Management, according to the community needs assessment, formulate planning policies and procedures; Planning objectives; Community and institutional resources, services and organizations; So that the project policies and procedures conform to and support the project objectives and community needs;</td>
</tr>
<tr>
<td></td>
<td>Plan and develop capacity, establish an inter-agency network, and give a current list of institutions, inter-agency agreements and agreements, so as to clarify roles and responsibilities; Identify tasks, inter-agency agreements and interventions; And the duplication of services is avoided;</td>
</tr>
<tr>
<td></td>
<td>Evaluate the ability</td>
</tr>
</tbody>
</table>

### 3.2. The Training System of Socialized Fire Education and Training Instructors in France

France also takes the lead in training lecturers for fire protection education, mainly focusing on the training of colleges and universities.

The fire rescue training centers or fire rescue centers in various provinces are responsible for the fire protection education and training for young people. They will appoint special personnel as instructors to educate and train young people, and guide them to learn French fire protection laws and regulations, fire protection knowledge and emergency rescue knowledge. After two years of theoretical study and practical rescue training, they will be issued a certificate of completion after passing the examination, which will become the basis for volunteer firefighters.

The French Civil Defence Academy is responsible for the fire education and training of social and civil security workers. Its main training targets are persons in charge of fire scene rescue, elected representatives, provincial governors, mayors of cities and owners of private enterprises.
They publicize and educate ordinary citizens on fire laws and regulations and popularize the basic common sense of preventing escape and self-rescue[5].

3.3. Summary

The training system of socialized fire education and training instructors in the United States and France is perfect, but the training objects are mostly firefighters and government officials, and the scope of fire education and training instructors is too narrow, and there is a lack of assessment standards, which makes it easy for fire education and training instructors to have uneven abilities and professional qualities.

4. Enlightenment from the Training System of Socialized Fire Education and Training Instructors in China

4.1. To Strengthen the Management of Social Fire Education, Clear Education Content

Social fire education is mainly aimed at different groups. To train social fire education and training instructors according to different sectors, we should first improve their basic knowledge reserves, namely, basic knowledge of fire safety, basic knowledge of fire laws and regulations, basic requirements of fire control work, training of basic fire control ability, ability and skills of publicity and communication, and then analyze their abilities according to their specific work contents and roles.

4.2. Construct the Curriculum System of Socialized Fire Education and Training Instructors to Realize the Theoretical and Practical Value

Under the current social and economic development background, with the reform of fire protection system and the opening of fire protection market, the demand for fire protection talents in the country and society is increasingly urgent. The development of socialized fire protection education and training instructors cannot be separated from the support and guarantee of curriculum system construction. The importance of constructing socialized fire protection education and training instructors' curriculum system has become increasingly prominent. It is necessary to formulate scientific and reasonable training objectives, set up standardized and standardized courses, ensure the effective development and implementation of courses, and provide guarantee for the development of fire protection education and training.

4.3. Establish Assessment Standards for Socialized Fire Education and Training Lecturers to Realize Standardization

Unreasonable talent structure and lack of experience in fire protection publicity and education work are common. Facing the severe fire safety situation, establishing the assessment standard of fire education and training instructors is a standardized solution to solve these problems, which is of great positive significance for comprehensively improving the fire safety management level, ensuring the healthy development of economic construction and building a well-off society in an all-round way. The qualified fire science popularization personnel can effectively guide the masses to actively participate in the fire protection work, educate the masses on fire safety, improve the fire protection quality of the whole people, and thus prevent and reduce fire hazards.
5. Conclusion

By analyzing the foreign socialized fire education and training instructor system, it is of great significance to improve the training system of socialized fire education and training instructors in China from the aspects of determining the scope of socialized fire education and training instructors, social fire education management and fire education in fire colleges.

Acknowledgement

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