



## Policy for Promoting Safety Education Designed to Create Safe Society: Focusing on Fire Safety Educator

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### A B S T R A C T

In order to meet public expectation amid rising demand for safety caused by frequent safety-related accidents and the occurrence of expanding and complex disasters, the importance of safety education designed to help people develop abilities for survival from fire and disasters as well as for protecting both you and other people. This article aims to seek ways to promote safety education policies using standardized manuals and the Fire Safety Educator led by the Fire Fighting Department in charge of public safety on the front. Currently the South Korean government employ fire fighters using a standardized manual for national safety education and the Fire Safety Educator. It is essential to continue efforts to reinforce safety awareness across the nation. In addition, the government needs to provide assistance to continue developing and studying safety education and relevant practice programs that enables people to be familiar with the standardized manual guided by the Fire Safety Educator.

*Key words: crisis education, fire safety, fighting department, crisisology, disasterology*

### Background and Objective

South Korea is facing an increased number of newly expanding and complex disasters along with previous disasters due to rapidly changing social structures and natural environment (Kim, 2018). Furthermore, the improvement of living standard, rising urban population and industrial advancement underestimating safety result in large-scale accidents. With increasing unstable surrounding factors, safety-related accidents are likely to occur. Such reality brings

about public claim for living in a safe environment (Gong, 2017; The Ministry of Public Safety and Security, 2016).

The importance of safety education designed to meet public expectation for safety and to develop abilities to survive from fire and disasters and to protect all is prevalent in South Korea.

This paper will seek ways to promote safety education policies using standardized national safety education manual and fire safety instructors led by the Fire Fighting Department in charge of ensuring national safety on the front.

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## Safety Education and Fire Safety Instructors

With an aim of removing any possibility of accidents based on mind to secure dignity and safety, people learn techniques in actively responding to situations caused by changing behavior and physical education through safety education. In other words, it enables them to learn knowledge, functions and attitude necessary for individual and public safety in daily routines, respect life and enjoy safe and healthy life; it leads them to get accustomed to safety education (Gal, 2005; Kim, 2009; Bang & Kim, 2001; Sung, *et. al.*, 2010; the National Emergency Management, 2007; Lee, *et. al.*, 1997).

Fire safety education serves as a basic act to safeguard you, families and neighbors from any disaster and accident, aiming to nurture desirable behaviors, attitudes and abilities regarding safety. It encompasses all meanings ranging from teaching abilities to adapt to the real world through survival programs and thereby nurturing active and creative persons (Kim, 2009). Since people can accomplish their goals by pursuing changing behaviors and getting accustomed to right behaviors through repetition, it is closely associated with a behavioral learning theory among other theories such as behaviorism, cognitivism and constructivism (Zo, 2019: 9).

What the most important point in fire safety education is the need to continue ethical practices. Previous studies include domestic research conducted by Lee(2016), Park(2011), Kim(2011), Han(2004), Gu(2009), Jeong(2010), Kim(2011), Choi(2013), Yang(2018), Lee(2005), Choi(2015), Kim(2008), Kim(2006), Nel & Higgs(1992), Ameen, *et. al.*(1996), Arlow & Ulrich(1980), Amett & Hunt(2002), Barnett, *et. al.*(1996), Barnett, *et. al.*(1998), Cohen, *et. al.*(2001), Colby, *et. al.*(1983), Daft(1991), Forsyth, *et. al.*(1998), Harrington(1997), Jones & Ryan(1997), Kim(2003), Morris & McDonald(1995), O'Fallon & Butterfield(2005) and Tyson(1992). First, Lee(2016) examined the effects of morality of safety managers on ethical perception as well as the effects of ethical perception on unethical behaviors in a bid to see the effects of morality of safety managers on ethical judgment as well as unethical behaviors regarding the effects of morality of safety managers on unethical behaviors. The researcher proposed a way to enhance morality of safety managers and organizational morality in a way that creates socially pressing atmosphere and ethical groundwork at the organizational level. In the study on ways to improve fire safety educational institution aiming to raise childrens' safety awareness, Jeong(2009) argued that thinking deriving from being insensitive to safety remains an educational problem, and that immoral behaviors related to safety committed by many people may result from lack of safety educational programs or otherwise gathering small fragments of

information from the programs. In order to avoid a number of casualties, safety managers at every spot need to develop ethical awareness and receive educational programs on safety (Zo, 2019: 37).

The objectives of providing safety education are shown as follows. First, it aims to enhance public awareness and understanding of safety, thereby addressing public indifference and encouraging them to be sensitive to safety. Second, promotion activities on safety-related accidents should continue to emphasize the importance of such education and help people develop their abilities to respond to such accidents. Education should be repeated in daily routines to keep safety in mind instead of holding one session.

With regard to problems related to fire safety education conducted in South Korea, legal evidence is adequate and even school safety education is not systematically conducted. In addition, it is difficult to implement safety education led by fire fighting departments. In particular, the Fire Safety Educator is not properly utilized and its nurturing process and management system are not systematic (Kim, 2011: 49-52).

## Safety Education-related Acts

The Fire Safety Educator is a national certificate designed to actively respond to crises at the initial phase by learning how to evacuate and respond through early fire safety education and training amid the increased number of children accidents due to fire and disasters. Since it was adopted when the Framework Act on Fire-fighting Services was amended for the first time in 2005, it was commissioned to the Human Resources Development Service of Korea and 207 people have acquired certificates in the first national certificate exam held in 2008.

The Fire Safety Educator handles works on fire safety education such as planning, implementation, analysis, assessment and teaching in order to prevent and minimize casualties and property loss in case of disasters for students under the acts on infants at daycare centers, children at kindergartens and elementary and secondary schools (Article 17 and Paragraph 2 of the Framework Act on Fire-fighting Services).

Fire fighters, teachers, principals and teachers at daycare centers, those who completed more than six credits from fire safety education-related courses (major classes opened in the department of emergency rescue, education and other relevant majors), technicians in the areas of safety management, fire facility managers, safety management-related industry engineers, nurses, emergency medical technicians and volunteer fire fighters are entitled to take the exam.

The first exam includes written tests in which participants select three among the theory of fire fighting, emergency and first aid, disaster management and education. For those who passed the exam, they take the second essay exam on practical national safety education and eventually acquire certificates following identification process conducted by the Ministry of Public Administration and Security.

The Fire Safety Educator are assigned to the Fire Fighting Departments, headquarters, fire stations and other places designated by the Presidential Decree (including the Korea Fire Safety Association, cities, provinces and the Korea Fire Institute) under Article 17 and Paragraph 5 (Assignment by the Fire Safety Educator) of the Framework Act on Fire-fighting Services.

## Reality of Safety Education

### Reality of Educational Programs

Acts related to safety education are shown as follows. First, safety education shall be provided to infants at daycare centers under the Article 2 and Paragraph 3 of the Infant Care Act, the Article 2 and Paragraph 2 of the Early Childhood Education Act, students under Article 2 of the Elementary and Secondary Education Act as well as Article 2 of the Higher Education Act in accordance with Article 10 (Safety Education conducted in Schools) of the Framework Act on the Promotion of Safety Education for Citizens.

Second, safety education shall be conducted to those who live in or use such as welfare centers for people with disabilities, children welfare centers, senior welfare centers and social rehabilitation centers for people with mental disabilities under Article 13 (Safety Education such as Social Welfare Centers) of the Framework Act on the Promotion of Safety Education for Citizens, social welfare centers under Article 2 and Paragraph 4 of the Social Welfare Service Act and medical institution managers such as hospitals in accordance with Article 2 and Paragraph 3(3) of the Medical Service Act.

Third, principals shall conduct safety education on the prevention of school safety accidents to students, teachers and other participants and report the results to superintendents on a semester basis under Article 8 (Implementing School Safety Education) of the Act on Prevention of and Compensation for Accidents at School. Safety education categories associated with the Fire Safety Educator are shown as follows.

- ① Under Article 31 of the Children's Welfare Law, education on sanitation management and safety in preparation for dis-

asters to happen such as traffic safety, infectious diseases and prevention of drug abuse

- ② Under Article 23 of the Elementary and Secondary Education Act, education to prevent safety-related accidents shall be conducted if curriculum focuses on experience.

Fourth, theory and practice shall be conducted together for safety education under Article 3 of the Bulletin on Implementing School Safety Education (Student Safety Education). Education shall be offered by ① teachers stipulated by Article 20 and Paragraph 1 of the Early Childhood Education Act, Article 19 and Paragraph 1 of the Elementary and Secondary Education Act, Article 31 and Paragraph 3 of the Lifelong Education Act and Article 23 Paragraph 1 and 2 of the Act on Supporting Education of Korean Nationals Abroad; employees from professional educational centers and agencies to which safety education can be entrusted under Article 2 and Paragraph 4 of rules; those who have certificates related to safety such as doctors, nurses and emergency medical technicians' and people approved by superintendents to have expertise in relevant sectors.

Time and number of safety courses, contents and methods of providing safety education for each grade, stipulated by the bulletin on criterion of implementing school safety education, are shown as follows.

As shown in the above <Table 1>, employees responsible for safety education are not assigned at the 119 Safety Center. What is worse, instructors are changed depending on circumstances. As to the number of office and employee, only a few people can be in charge of providing safety education. As a result, they have no choice but to ask help to private agencies. This involves lack of continuity in providing courses.

### Reality of Safety Education Experience Programs

Safety education are largely classified into fire safety education, fire safety experience hall, fire safety experience cars and classrooms for experiencing future fire fighters.

As a universal curriculum, fire safety education is conducted by gathering students at the auditorium and instilling contents. Such education is slightly ineffective and shows lack of diversity.

Second, individuals or small groups are unable to experience fire safety at fire safety experience halls. Despite high educational effects, experiences are determined by personal interest so that people are inaccessible.

Third, individuals or small groups are also unable to participate in fire safety experience car program. The application and training date is limited, and participation age is limited to 5-8 years old.

<Table 1> Safety education

Division	Unit: number		
	Number of organizations	Number of people	Refer
National Fire Agency	19	130	
Fire Station	219	328	Average 1.5
119 Safety Center	1,055	-	
Safety Experience and Education Center		118	
Total	1,300	576	



Divison	Unit: number		
	Number of organizations	Numver of people	Numver of training in one year
Kindergarten	9,021	675,998	36,084
Elementary School	6,064	2,711,385	24,256
Middle School	3,214	1,334,352	12,856
High School	2,368	1,539,228	9,472
Special School	175	25,860	700
Total	20,842	6,286,823	83,368

Fourth, a classroom for experiencing future fire fighters can be a part of job training designed to understand what fire fighters do instead of providing safety-related education in case of disasters.

### Ways to Promote Safety Education Policies

Safety education should be promoted and applied in daily routines. Due to expensive price, only little people are willing to be instructed and obligated to be completed under relevant acts.

Every one must continue paying attention to and make efforts to create a safe world for socially underprivileged groups such as children, youth, senior people and people with disabilities. To this end, specific policies are presented as follows.

First, the department in charge of “fire safety education” (a temporary title) should be promoted and established in advance. Nowadays a single fire lieutenant in the department of 119 life safety of 119 Fire Services handles all works of the Fire Safety Educator so that a specialized department is required for efficiency and specialization. To this end, acts on fire safety training needs to be enacted and relevant curriculum should be opened. In particular, the Fire Safety Educator should be established in schools in the long-term perspective.

Second, a specialized department should be connected with establishing a pool of the Fire Safety Educator. At the present level, the Fire Safety Educator do not handle personnel, deployment and activities. Despite the presence of the private-run “Korea Fire Safety Association,” its official website has not been updated so far since the latest update in the Ministry of Public Safety and Security in 2018. A scientific and systemic program for personnel management needs to be established by building a pool platform run by the Fire Safety Educator.

Third, a fire safety program tailored to the need of vulnerable

groups is needed in the era of aging society. Up to now, the Fire Safety Educator has focused on children, but needs to be extended to all vulnerable groups. In line with such shift, special policies such as specialization, tailored safety curriculum, textbook development and training teachers are needed to be implemented.

It should be noted that all over the society, people should scale up their efforts to strengthen safety awareness. Furthermore, the government needs to provide assistance to continue developing and studying safety education and relevant practice programs that enables people to be familiar with the standardized manual guided by the Fire Safety Educator.

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