

WFAD 2022 Concept note

Lifelong first aid learning



Global First Aid Reference Centre

Saturday 10th September 2022

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World First Aid Day on Saturday 10 September 2022

Lifelong first aid learning

IFRC Global First Aid Reference Centre / WFAD Concept note / Paris - Geneva / April 2022

Introduction

For more than 100 years, first aid has been at the heart of the [International Federation of Red Cross and Red Crescent Societies \(IFRC\)](#). This work prevents and alleviates human suffering. It also promotes peace in the world. Together with its 192 member National Societies, the IFRC aims to respond to emergencies in all parts of the world and also to assist affected populations without discrimination. With the support of the [Global First Aid Reference Centre \(GFARC\)](#), IFRC is the leading first aid provider in care and training worldwide. Each year, the Red Cross Red Crescent National Societies train over 23 million people to save lives through first aid.

First aid knowledge should be available to everyone. Everyone can save lives. Citizens are the first link of the [Chain of Survival Behaviours](#). Dissemination of first aid education and practices make communities more self reliant, safe and resilient. First aid is an integral part of a broader development approach within the IFRC's framework of objectives and its Global Strategy 2030 which aim at reducing the impact of disasters, the number of deaths and illnesses, and at increasing local communities' and civil society's capacities.

Every year, World First Aid Day (WFAD) promotes the accessibility of first aid knowledge and raises awareness about the importance of first aid. WFAD also provides an opportunity for the Red Cross and Red Crescent National Societies and other organizations to highlight their important role in providing high quality first aid trainings and skills to save lives around the world.



2022 Theme: Lifelong first aid learning

World First Aid Day 2022 will focus on the theme of **Lifelong first aid learning**.

The 2022 WFAD theme includes **all age groups**; children, adults and older adults :

Children : In 9 out of 10 cases¹, during an accident, it is the life of a relative that is at stake. Children from the youngest age can perform first aid and save the life of a family member or a schoolmate. Moreover, children themselves face high risk of unintentional injury. It is therefore essential for people who are around a child to have the capacity to respond in an emergency situation. In order to prevent domestic accidents, it is important to increase children's awareness by identifying potential threats in their surrounding environment.

Adults : Although this is the age group of people with the highest level of first aid training worldwide, it remains essential for RCRC National Societies to continue their efforts to train even more adults in first aid. Adults will increase their skills to help themselves, to react quickly and correctly in an accident involving a parent, a child, an infant or a stranger. They will also be more aware of preventive measures, particularly when they attend to children and the elderly.

Older adults : People over 65 years old are the most vulnerable age group to illnesses and domestic accidents. They are more prone to falls and develop cardiovascular disease, and other health issues such as high blood pressure and diabetes. In a world of growing ageing population, where people aged 65 and over represents 1 adult out of 6 in 2050², it is crucial to train more older people in first aid. Older adults need to become aware of risks they face but also of preventive measures. Education on early signs recognition and first aid in an emergency can help reduce suffering and save lives.

Under the theme of **Lifelong First Aid learning**, the Global First Aid Reference Centre aims at :

- **Advocating for first aid knowledge dissemination throughout life for everyone and everywhere**

To promote the greatest number of people to learn first aid **at all ages**, it is a matter of focusing on **the places** people spend the majority of their time and feel most familiar in, whether it is first aid training in schools or in the workplaces or in older people clubs.

¹ French Red Cross, Press release, World First Aid Day, 2018

² United Nations Secretariat. 2019 Revision of World Population Prospects, Department of Economic and Social Affairs, 2019.

All communities have groups of marginalized people. They cannot enjoy general benefits that are accessible to most people in the society. People in situations of **social exclusion** must be included in first aid training. Social exclusion can be defined as "*a social phenomenon that sets aside an individual or a group of individuals who have differences or deficiencies that are considered disabling*"³. This may include, but is not limited to, people with disabilities, women and girls, children and young people in difficult circumstances such as orphans, migrants especially refugees, persons deprived of their liberty or homeless people⁴.

Easy accessibility to first aid knowledge must be considered by using **all available learning methodologies**. Online learning makes it possible for individuals to get free basics in first aid. Afterwards, they can be encouraged to enroll in face-to-face training. However, the current health crisis has highlighted more than ever the challenge of the digital divide. Not everyone is connected in the digital world. Very often, older people remain the most affected by the digital divide due to unequal access and lack of training in internet use. Many are just not accustomed to learn and use the internet. Thus, while online learning is designed and offered to all age groups, it remains the most efficient way to reach out to the younger generations.

- **Promoting the importance of maintaining and refreshing learners' knowledge throughout life, in order to encourage their *confidence to act***

First aid trainings can be reviewed and enriched with **additional activities** to maximize the impact on the learners' confidence to act.

To increase the level of *confidence to act* requires additional efforts not only to **maintain** the participants' level of knowledge after receiving the initial first aid training, but also to **refresh** their skills in the most up-to-date first aid practices. To achieve this increased *confidence to act*, the timeframe to reactivate memory and most appropriate learning modes need to be reviewed. Use of apps, media campaigns, face-to-face learning, events, reflective activities and others may be considered.

- **Supporting the development of first aid training and awareness campaigns with adaptation to needs of all age groups**

Adaptation of **educational methods** in first aid training according to the **specific needs** of different age groups is developing. In order to keep a child's attention during a first aid course, it is necessary to make activities more playful and fun. Similarly, adults and older adults have specific learning needs (see *Studies and key figures* section below).

The challenge is to make all age groups aware of how to respond to accidents among the **most vulnerable populations** through first aid training and targeted communication

³ Chasseriaud, Christian. Report "Grande exclusion sociale", *Archives Nationales*, 1992-1994.

⁴ IFRC. World disasters report "Leaving no one behind", 2018.

campaigns. It is also vital that individuals are capable of implementing risk prevention strategies for themselves and their peers.



Objectives

Through World First Aid Day 2022, the Global First Aid Reference Centre and the International Federation of Red Cross and Red Crescent Societies encourage National Societies to :

- Advocate for saving lives without discrimination.
- Include people of all ages in first aid training, especially those who are left behind.
- Increase first aid training in schools and workplaces.
- Develop first aid training which is accessible and relevant for each targeted group.
- Raise awareness and empower people in first aid education.
- Explore and develop learning methods and material in first aid dissemination.
- Promote refreshing courses and update citizens' first aid knowledge and practice through app or short first aid sessions.



Studies and key figures relating to WFAD 2022 Theme

1. Access to first aid training throughout life

- **Red Cross and Red Crescent Movement is developing inclusive first aid training :** In 2017, 19% of National Societies provide specific first aid training for people with disabilities; 18% of National Societies provide specific first aid training for persons deprived of their liberty; and 10% of National Societies provide specific first aid training for homeless people⁵.
- **Data⁶ is showing the need for continued advocacy and providing first aid training for children and in schools:** In 2017, out of 101 National Societies responded in a questionnaire, only 66% provided specific first aid training for children. 20% of the countries of these National Societies have made first aid training mandatory for pupils and students, and only 27% have made first aid training mandatory for teachers and school staff.
- **Data⁷ on the world's ageing population is showing a need to prioritize and train older adults in first aid :** Between 2000 and 2050, the proportion of the world's population aged over 60 is expected to double. The proportion of the population aged over 65 is growing faster than all other age groups. By 2050, 16% of the world population will be over 65, up from 11% in 2019. One in six people will be over 65. In Europe and North America, the ratio is one in four.

2. Improve participants' confidence to act by maintaining and refreshing their first aid knowledge and practice

- **A study⁸ suggests that there are benefits by enhancing first aid training with additional activities in order to sensitize participants' willingness to help behaviors.** In a study conducted by the Canadian Red Cross, adult first aid trainings were organized in four provinces. Additional activities were offered to learners so they could identify barriers for them to take actions in emergencies. While the results did not significantly demonstrate a positive change in confidence and willingness to act among the intervention group, the study showed that the addition of all activities increased participants' awareness of helping others behaviors.

⁵ Global First Aid Reference Centre (GFARC). Red Cross and Red Crescent Global survey on first aid, 2018

⁶ Ibid.

⁷ United Nations Secretariat. 2019 Revision of World Population Prospects, Department of Economic and Social Affairs, 2019.

⁸ Forsyth, Mark; Muise, Joanna; Newell, Penny; Oliver, Emily. Improving individuals' propensity to act in a medical emergency: A quasi-randomised trial to test the impact of a learning intervention, *Sage Journals*, 2018.

- **The 2020 IFRC International first aid, resuscitation and education guidelines⁹ suggest that :**
 - There is a considerable decrease in knowledge and skills in the months following the initial first aid training session.
 - Refresher and update sessions can be conducted between three and six months after the initial first aid training. Short sessions of 45 minutes or less are beneficial.
 - The use of relevant methods to reactivate memory is recommended: face-to-face training, online training including video training or blended learning.
 - Updating knowledge must include all aspects of the Chain of Survival Behavior : it must therefore concern all first aiders.

- **A GFARC report¹⁰ highlights the need for National Societies to focus on blended learning and online refresher courses :** A majority of National Societies (84,16%) organizes first aid refresher courses for the general public, mostly by face-to-face training. Online training alone is very rarely used in refresher courses. 3% of National Societies in 2015 and 2018 carried out online refresher training alone. However, blended learning is increasing. 22.35% of National Societies offer such refresher courses. The trend of blended refresher first aid learning needs to accelerate further.

3. Develop first aid training and awareness campaigns with adaptations to the needs of different age groups :

- **To adapt first aid education to the specific needs of all age groups :**

Children ¹¹				Adults ¹²	Older adults ¹³
	<i>Stages of child development¹⁴</i>	<i>Advice for parents and caregivers¹⁵</i>	<i>General advice in first aid training</i>		
By the age of 12 months	<i>Tries to imitate words and sounds, responds to simple requests, enjoys playing, repeats sounds and gestures for attention, starts holding objects</i>	<i>Point and name objects, do not leave a child in one position for many hours, play, talk, sing and read to the child</i>	<i>-Prioritize playful and fun activities. Use all learning materials (songs, rhymes,</i>	<i>-Take into consideration the participant's own experience. The adult learner has accumulated experiences that can be used as learning</i>	<i>The adult learning needs can be applied to older adults. However, educational considerations related to the person's advanced age and health should be considered.</i>
					<i>-A more personalized and</i>

⁹ International Federation of Red Cross and Red Crescent Societies (IFRC). International first aid, resuscitation and education guidelines, 2020.

¹⁰ Global First Aid Reference Centre (GFARC). Red Cross and Red Crescent Global survey on first aid, 2018.

¹¹ Belgian Red Cross, Teaching first aid to children in Africa, 2018

¹² Knowles, Malcom. Andragogy: Adult Learning Theory in Perspective, *Sage Journals*, 1978

¹³ Danilewicz, Wioleta; Kramkowska, Emilia. Rethinking teacher education for the 21st century, Chapter V : Exploring Learning and Teaching Needs of Elderly People: A Comparative Study, 2019

¹⁴ Unicef, Facts for Life, Fourth Edition, 2010

¹⁵ Ibid.

<p>By the age of 2 years</p>	<p><i>Walks, climbs and runs, says several words together, points to objects when named, enjoys simple stories and songs, imitates behaviours, follows simple instructions</i></p>	<p><i>Read, sing and play games, teach the child to avoid dangerous objects, talk to the child without using baby talk, provide simple rules, praise the child's achievements, provide reassurance</i></p>	<p>stories, games...)</p> <ul style="list-style-type: none"> -Talk to the child normally, without using baby talk. -Give breaks. -Encourage positive behaviours and praise the child's achievements. 	<p>levers.</p> <ul style="list-style-type: none"> - Utility is important in adult learning motivation. Linking learning to real-life situations helps them to understand the short-term usefulness of learning in the various social situations they occupy. 	<p>individualized contact with the trainer may be required, especially in the context of group work.</p> <p><u>Health related considerations:</u></p> <ul style="list-style-type: none"> -Adapting practice to the senior's health condition. Pay special attention to the comfort of the person. As an example, some older adults have hearing problems. Particular attention can be paid to the trainer's elocution and voice pitch.
<p>By the age of 3 years</p>	<p><i>Kicks and jumps, recognizes and identifies common objects and pictures by pointing, makes short sentences, names colours, understands numbers, uses make-believe objects in play.</i></p>	<p><i>Read and look at books with the child, tell stories, teach rhymes and songs, listen and answer questions, encourage creative play, give simple tasks, acknowledge and encourage positive behaviors, set clear and consistent limits.</i></p>	<ul style="list-style-type: none"> -With children aged over 4-5 years, listen and answer all their questions. -With children aged over 5-6 years, encourage the child to express feelings and beliefs to solve problems. 	<ul style="list-style-type: none"> -The participant should be involved in the determination of the objectives related to his or her learning process, as well as in the evaluation of the results obtained. The instructor's assessment may be accompanied by a self-assessment approach. 	<ul style="list-style-type: none"> -The duration of the training should be limited in order to keep the attention of the person, and not to cause fatigue.
<p>By the age of 5 years</p>	<p><i>Speaks in sentences, plays with peers, answers simple questions, counts 5-10 objects, moves in a coordinated way.</i></p>	<p><i>Listen and interact with the child, tell stories, encourage play and exploration, listen and answer to questions, have conversations, encourage creative play, acknowledge and encourage positive behaviours, set clear and consistent limits.</i></p>	<ul style="list-style-type: none"> -Provide reassurance. -Adapt learning methods to the needs of each age group. -The duration of the training should be limited as the attention of the child quickly dissipates, especially with children below the age of 8 years. 	<ul style="list-style-type: none"> -A focus on practice should be made as adults tend to prefer problem-based learning. -Avoid infantilization. -Give breaks. 	
<p>By the age of 8 years</p>	<p><i>Ability to understand and communicate abstract concepts, development of complex ideas, increase in the child's attention span, ability of the child to situate himself in time, learning ability develops through school (reading, writing, problem solving), peer interactions become more important, self-control and the understanding of complex emotions improve.</i></p>	<p><i>Encourage the child to express feelings and beliefs to solve problems, support the child's strengths and skills, acknowledge and encourage positive behaviours, set clear and consistent limits.</i></p>	<ul style="list-style-type: none"> - Ensure that the child does not remain in the same position for a long time. 		

➤ **Adapting first aid training and awareness campaign contents according to different age groups' specific vulnerabilities :**

- The elderly are more likely to develop cardiovascular diseases such as stroke or heart failure and are prone to falls. According to WHO, in 2010, 69% of stroke patients were

people over the age of 65 who are the most at risk¹⁶. Moreover, the risks of heart attacks also increase with age. Finally, people over 65 are more likely to fall¹⁷. The risk increases for those who are over 85. In France, an increase in mortality from falls for people over 65 years old has been noticed for many years. The implementation of preventive campaigns and specific training for seniors and their families is a major issue.

- **More than 50% of hospitalizations caused by injuries are among people over 65 years old¹⁸.**

- **Children are at high risk of unintentional injury.** According to WHO, injuries cause nearly 950,000 child deaths each year. 90% of these deaths are caused by unintentional injuries in road traffic incidents, falls, drowning and burns¹⁹. These injuries can be prevented through preventive information campaigns targeted for children and adults presenting in their environment.

Key messages

✓ **First Aid education is for everyone and everywhere.**

- Every life counts. Every person deserves medical assistance without discrimination.
- Learning first aid throughout life is important. First aid education is for everyone regardless of its personal circumstances or age. Every person has the capacity to save lives and make the environment safer.
 - From a young age, children should learn basic first aid such as gestures to call help and use of emergency numbers.
 - Older adults are active and they can help save lives in their communities.
- First aid education makes a contribution to all societies by preparing citizens to be more self-reliant, supportive and also active to help preserve others' health and safety.

First aid training does not only provide life-saving skills but it also helps develop participants' empathy, self-confidence and willingness to act.
- First aid training should be available at least at school and at work.

¹⁶ Data from the World Health Organization on cerebrovascular accidents.

¹⁷ Data from Santé Publique France on falls.

¹⁸ World Health Organization, Global Report on Falls Prevention in Older Age, 2007

¹⁹ World Health Organization; Child injuries and Prevention; Tables, figures and maps from the World report on child injury prevention, 2008

- There are many ways to learn first aid. Whether it is through face-to-face training, blended and online learning, or using dedicated apps, different first aid learning modes can be used and investigated.
- ✓ **Maintaining and updating first aid knowledge and practice are crucial to foster learners' confidence to act.**
- First Aid should be learnt throughout life.
- Use innovative ideas to reactivate participants' memory of first aid knowledge and practice. Simple educational tools exist :
 - Since rereading is an excellent way to memorize information, reading first aid stories and first aid posters, articles, memory cards or leaflets can be a fruitful way to remind an individual life saving information and skills.
 - Interactive board games such as card games can be a fun and playful way to learn first aid.
 - First aid websites and apps are also useful to learn and remember life-saving practice. The Resuscitation Council UK offers Life Saver : a tool that allows anyone to mimic CPR compressions on a computer keyboard.
 - In school or at home, life-saving techniques can be practiced on improvised dummies such as bottles filled with water.
- ✓ **It is crucial to develop first aid training and risk awareness raising which are accessible and adapted to the needs of each age group, in particular among older adults and children.**
- Regardless of the age of the individuals, appropriate first aid training methods adapted to their learning needs should be made available.
- Older adults and children are among the most vulnerable age groups to injuries or diseases. Everyone can learn to identify the risks faced by children and older adults. People can also learn how to respond in an emergency situation involving children and older adults. There are many free resources available to develop one's skills and become a First Aid Hero.

Supplemental information to consider when organizing your national activities

The current health crisis requires adaptation in the preparation and organization of WFAD events in order to avoid the spread of Covid-19 infection among first responders, emergency workers and participants.

Always check the rules set by your National Health Agency. National Societies must respect and follow the health regulations in their country.

Communication package

The International Federation of Red Cross and Red Crescent Societies with the Global First Aid Reference Centre and the Communications Department, will provide National Societies with a number of communication tools. These tools are easy to use and printable. These materials and tools are optimized to raise awareness of first aid among all age groups :

- ✓ *A catalog of eight thematic cards for facilitating first aid activities for a wide range of audience*
- ✓ *First aid activities for older adults*
- ✓ *First aid comic strip for teenagers "Daredevil Beary"*
- ✓ *First aid activities for children*
- ✓ *IFRC online courses in first aid for children and infants, adults and older adults*
- ✓ *Poster on ways to maintain first aid knowledge throughout life.*

All the WFAD 2022 communication tools proposed to National Societies will be available online in a dedicated section of the Global First Aid Reference Centre platform.

Depending on the Covid-19 situation in your country, you can also use our [First Aid and Covid-19 pack](#). The pack also offers fun activities for children to learn first aid in the context of the global pandemic.



Calendar

Pre- Launch:

- Tools available : June 2022

Launch:

- World First Aid Day, 10 September, 2022

Report:

- By National Societies: November 2022

About the Global First Aid Reference Centre (GFARC)

The [Global First Aid Reference Centre \(GFARC\)](#) is one of the centers of excellence of the [International Federation of Red Cross and Red Crescent Societies \(IFRC\)](#). Hosted by the French Red Cross, the Centre aims to harmonize first aid practices worldwide through the development of first aid tools, the dissemination of evidence-based guidelines and the provision of training of trainers worldwide. In addition, the GFARC advises and supports the National Societies of the Movement to develop or adapt their training offer to local needs. Based on the premise that every citizen can save lives, the Centre also advocates for the dissemination of a first aid culture throughout the world.

If you have any questions or comments please do not hesitate to contact us on:

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