

Implementing disaster resilience education for young people

Speed read

- Three important components of effective disaster resilience education (DRE) implementation are (1) educator training (2) provision of support networks (3) the ability to tap into young people's learning modes.
- DRE programs can be implemented by educators or learning partners, e.g. emergency service agencies and humanitarian organisations.
- DRE can be implemented across a range of settings, e.g. in schools and early learning settings or in other learning settings such as at home, community groups and clubs.

Key points

Implementation considerations for effective DRE:

PRINCIPLE	IMPLEMENTATION CONSIDERATIONS
PLACE THE LEARNER AT THE CENTRE	<ul style="list-style-type: none">• How will learners be encouraged influence and co-design the learning objectives, success criteria and activities?• Are learners' voices and choices being strengthened through negotiated learning objectives and success criteria?• Have learners' existing experiences, interests and questions about hazards and emergencies been included?• How is learner wellbeing monitored throughout the program?• Is there a focus on mental wellbeing, peer support and coping strategies?• Have child-safe principles been upheld throughout the activities and program?
REFLECT THE LOCAL CONTEXT	<ul style="list-style-type: none">• What local stories, knowledge, perspectives and experiences of disasters and local challenges have been heard? From who?• Have local specialist and leaders been engaged to deliver and participate in learning activities?
BE INCLUSIVE	<ul style="list-style-type: none">• Are resources available in other languages that can be shared with the learning community (including parents, carers and family members)?• Is there a common understanding of concepts? Have supportive audio, visual, physical or tactile prompts been considered and included?• Have specific accessibility needs of learners in relation to physical activities, access to technology, anxiety or sensitivity to noise been considered and accommodated?

Quick Guide

ESTABLISH AND STRENGTHEN PARTNERSHIPS	<ul style="list-style-type: none">• Have partnership opportunities with fire and emergency services, First Nations, health and wellbeing groups and organisations, hazard management experts, community groups and networks, intergenerational groups, LGBTQIA+, CALD groups been explored, established, maintained?
ENGAGE AND CHALLENGE LEARNERS	<ul style="list-style-type: none">• Have there been opportunities for learners to ask questions and provide feedback on levels of interest and engagement?• Are goals reflected in learning activities?
FOCUS ON ACTION	<ul style="list-style-type: none">• Are learning activities with a focus on developing solutions to local challenges for an authentic audience (e.g. parents, peers, staff, local government, community leaders and other members) being developed?
BUILD CAPABILITY	<ul style="list-style-type: none">• Have opportunities for assessment and evaluation of learners, learning and learning activities been integrated throughout the design and implementation of the initiative (linked to appropriate curriculum frameworks or standards)?

Take action

- Build your own capability and subject matter confidence through AIDR's [Education for Young People](#) website where you can learn more about DRE, find educator resources, ways to connect and collaborate and see DRE in action.
- Read the case studies of successfully implemented programs such as Birdie's Tree, The Pillowcase Program and Disaster Resilience Education Tasmania, Play School Everyday Helpers and Stormbirds Chapter 4 of the [Disaster Resilience Education for Young People](#) (AIDR 2021) Handbook.
- Join the [Disaster Resilient Australia New Zealand School Education Network](#). This network exists to support and promote good practice, action-oriented and collaborative DRE initiatives.

More information

- [Disaster Resilience Education for Young People](#) (AIDR 2021)
- [Community Engagement for Disaster Resilience](#) (AIDR 2020)
- [Our World, Our Say Report](#) (2020)
- [Child-centred disaster risk reduction](#) (BNHCRC)
- [Comprehensive School Safety Framework](#) (2022)
- [National Principles for Child Safe Organisations](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#) (2019)
- [National Disaster Risk Reduction Framework](#) (2018)
- [Sendai Framework for Disaster Risk Reduction](#) (2015–2030)