

Youth Perspectives Road Map

for the participation of South Australian
young people in disaster resilience.

JANUARY 2021

the
power of
humanity





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DISCLAIMER

While the emergency management sector was engaged throughout this project, including through the project Steering Committee, this Youth Perspectives Road Map primarily expresses young people’s perspectives on disaster resilience through increased youth voice and participation in emergency management. As such, the views of young people expressed within may or may not directly align with the current strategic objectives of agencies and organisations involved in building disaster resilience in South Australia.

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Foreword



Jai O'Toole

*Director — South Australia
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2020 has challenged the very fabric of our society and truly demonstrated the impact that emergencies such as bushfires, floods, heatwaves and pandemics can have on our communities. These events have highlighted the challenges and complexity of overcoming emergencies as individuals and as a community. They have also reinforced the inherent strength and capacity of communities to respond, support themselves and each other, and bounce forward.

Young people, more than ever, need to be involved in helping to build resilient communities. Not simply for the benefit and wellbeing of young people, but because their inherent strengths and capacity, as well as their perspective, mean they have much to offer to improve the wellbeing of entire communities.

'Leave it to Z' has provided a platform to further the voice and participation of young people in emergency management in South Australia. Young people have laid out a vision where decision-makers and leaders throughout the sector are able to listen well, and include young people as citizens of today - not tomorrow.

It is our hope that you, and your organisation, will consider and utilise this Youth Perspectives Road Map, and that you will journey with us in further developing and embedding youth voice and participation in emergency management in South Australia.



Anita Chaplin

*Chairperson — SA Youth Advisory Committee
Australian Red Cross*

The cornerstone of the Leave it to Z project is the importance of including young people meaningfully in emergency management and disaster resilience processes, at every level. Whilst emergencies and natural disasters occur all over the world and impact everyone, traditionally young people have not been part of decision-making in emergency planning. We have discovered throughout this project that young people have a wide range of strengths and experiences that are not currently being utilised in State disaster resilience and recovery planning. At the same time, young people are particularly at risk to emergencies and benefit from support to develop their resilience, knowledge and skills around disaster resilience.

Young people are already making important contributions in all stages of emergency situations. As well, children and young people have demonstrated competency, and their participation improves the quality and reach of emergency work. Effective inclusion of young people in disaster resilience is a task for the many, not just the few - and together we can work towards a resilient South Australia, with young people at the forefront.

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**Government of
South Australia**



**DISASTER
RESILIENT
AUSTRALIA**

Executive Summary

This Youth Perspectives Road Map provides a series of recommendations for the participation and engagement of young people in disaster resilience, based on the findings of the Leave it to Z Conversations Report, and further engagement with young people throughout the course of the Leave it to Z project.

The Leave it to Z project comprised three phases;

- Co-design, where activities and workshops were developed alongside young people to engage young people across south australia,
- Conversations, where young people were consulted and surveyed regarding participation in emergency management and disaster resilience building, and;
- Sustainability planning, where conversations were synthesised into a Youth Perspectives Road Map for youth participation in emergency management.

The consultation phase sought the input of over 570 young people across South Australia, through workshops and surveys. Further workshops, consultation and discussions have helped to refine and validate the content presented within the Youth Perspectives Road Map to ensure that the document accurately represents the perspectives of young people, and can be used as such in further implementation. Detailed methodology can be found in Appendix A.

The Conversations Report and Youth Perspectives Road Map outline the desire and need for young people to play a greater role in disaster resilience and emergency management activities. First and foremost, it is clear that young people have a capacity and willingness to be involved in their own personal resilience, and the resilience of their communities. When young people are informed, upskilled and provided with opportunities to participate in meaningful ways, the resilience of South Australian communities is strengthened significantly. The Road Map itself is broken into five outcomes, and twenty-six indicators, supported by a number of ideas provided by young people on how the outcomes can be achieved.

The information, recommendations and ideas found within this document is intended for all individuals, groups or bodies that contribute, in some way, to the disaster resilience of South Australian young people. It provides insightful guidance on several key steps that will enable young people to contribute meaningfully to disaster resilience. This document should be shared widely, and used to inform project, program and services into the future.

The Conversations Report and Youth Perspectives Road Map was written using the perspectives of a diverse sample of young people. Workshops and consultation was completed with young people from ages 10 through to 25, and included young people from diverse settings; each of the following are not mutually exclusive: primary school through to tertiary education, country and metropolitan groups, various interest-groups, communities of diverse of cultural and linguistic backgrounds, and varied life circumstance.



Introduction

The inclusion of young people in emergency preparedness, response and recovery is increasingly being seen as an important step toward building the resilience of South Australia by the Government and Emergency Management organisations. Research has shown that young people can face many lasting impacts of emergencies and disasters, including loss of familiar places and possessions, family violence, development of mental health disorders, reduced academic achievement and loss of community connections.

Research conducted through the Leave it to Z project has demonstrated that young people want and need to be involved in emergency management activities to a greater degree. The Office of the Advocate for Children & Young People in New South Wales released a report in 2020 titled Children & Young People's Experience of Disaster. This report emphasises the need to begin seeing young people as current leaders, not simply leaders of the future. Leave it to Z has demonstrated that young people in South Australia have strong thoughts and feelings toward their role in emergency preparedness, response and recovery, and the positive impact that their participation can have on themselves as individuals, as well as their families and broader communities.

In July 2020, Australian Red Cross released the Conversations Report in the second phase of the Leave it to Z project, which outlines the opinions, desires and recommendations of over 570 young people in regards to their participation in disaster resilience activities in South Australia. This Youth Perspectives Road Map builds on the findings from this report, synthesising and establishing various pathways, from the perspective of young people, for further engagement between organisations and young people to shape a more resilient future.

A Youth Perspective

This road map presents the perspectives of over 570 young people. It outlines the aspects of disaster resilience that young people have said are most important to them, as well as potential activities and strategies that young people believe would have an impact on the resilience, preparedness, and participation of young people. It is intended to provide guidance, from a youth perspective, on how agencies, organisations, groups and communities involved in emergency management, can build youth engagement and participation into their actions.

The recommendations within this road map have been collated from the input, suggestions and ideas generated by young people across South Australia. This road map is informed by:

- The findings of the Leave it to Z Conversations Report.
- Workshops, surveys and interviews with young people, and Emergency Management sector representatives.
- Similar youth-led and youth-focused research and reports conducted across Australian and international contexts.

This work aligns with a number of youth engagement and participation reports from across Australia. These documents demonstrate the necessity and value of involving young people in building a resilient and thriving Australia. Below are excerpts from some of these reports which emphasise the need, urgency and positive outcomes of building genuine youth participation in disaster resilience across Australia.

Our World Our Say Report, World Vision Australia 2020¹

“Not only are young people in Australia experiencing natural hazards, but that they are experiencing them more often. Young people are telling Australia that although their education has had a strong focus on causes and impacts of natural hazards, it has not equipped them with the skills and knowledge needed to help mitigate the impact of disasters on themselves and their communities. School curricula are focusing exclusively on what is, rather than what could be, missing an opportunity to empower and invest in young people as creators of a new and better world.

[We need to] ensure young people are provided with the knowledge and skills to: plan and prepare for natural hazards, care for themselves and others in a crisis, access emergency alerts and warnings, and prevent or reduce the risk of a disaster.”

1. Williams, M., & Little, B. (2020). Our World, Our Say: Children and young people lead Australia's largest climate and disaster risk survey. Australian Journal of Emergency Management, The, 35(2), 9

**Reflections on COVID, Commissioner
for Children and Young People,
South Australia 2020²**

“Young people have said they want to be able to trust leaders and representatives. They want to trust their governments and to have faith in their effectiveness. They see trust in institutions as an extension of trust in individuals, and as a foundation for building strong and resilient communities.

Whilst adults have numerous opportunities to provide their feedback on almost every aspect of their lives, either as a citizen, parent, worker or customer – either in person or online – these opportunities do not map equally onto the lives of Australia’s young people. Avenues for feedback from children and young people are often perceived and experienced by them as inappropriate, unsafe, diminished and in some cases non-existent. [There is a] need to create more opportunities for young people to have direct input into shaping the future they have imagined in meaningful and practical ways.”

**Children and Young People’s Experience of
Disaster. Advocate for Children and Young
People, NSW 2020³**

“We all say that children and young people are resilient and our future leaders, but this report demonstrates that they are leaders now, and that they have strong thoughts and feelings about how they can support and guide us through disasters.”

**People at Risk in Emergencies Framework,
Australian Red Cross 2018⁴**

“It is important that emergency preparedness, response and recovery activities with people at risk adopt a strengths based approach that aims to build upon existing capability rather than focussing on an individual’s vulnerabilities. For example, there has been a tendency to leave children and youth out of emergency preparedness, thinking they lack the emotional skills to discuss potential impacts of an emergency. However, there is increasing evidence that active involvement in emergency preparedness helps to manage fear and increases children and youth wellbeing following an emergency.”

2. Connolly, H. Commissioner for Children and Young People, South Australia (2020) Reflections on COVID-19 — In their own words, South Australian young people reflect on the impact of the coronavirus on their world and their futures

3. Advocate for Children and Young People, State of NSW (2020). Children And Young People’s Experience Of Disaster 2020. Sydney: Office of the Advocate for Children and Young People.

4. Australian Red Cross. (2018). People at risk in emergencies framework for South Australia. Melbourne: Australian Red Cross.

A Framework for Youth Participation

Article 12 of the UN Convention on the Rights of the Child states that children have ‘the right to express [their] views freely in all matters affecting [them], the views of the child being given due weight in accordance with the age and maturity of the child.’

Based on Article 12, the Lundy model⁵ asserts that in order to successfully build genuine youth voice, and invite them into active participation within their communities, four elements are necessary, which follow a logical, chronological order:

1. **Space** - A safe, inclusive space must be created for young people to form their views. This includes the provision of information and education to develop knowledge, skills, and understanding around emergency risk, preparedness, response and recovery.
2. **Voice** - Young people must be provided with opportunities to express their view. This includes the opportunity to participate in conversations about matters that concern them, and utilise the knowledge, skills, and understanding they have developed.
3. **Audience** - The individuals holding the decision-making power must listen to young people’s views. This means that young people start to begin having an impact on emergency management discourse in this community.
4. **Influence** - Those in positions of decision-making power must act upon the views of young people, as appropriate, and transfer decision-making power to young people, where possible. This empowers young people to create positive change in their community.

The individuals holding decision-making power vary according to the context and as such so too does how the elements outlined above are applied within organisations, communities and families.

5. Kennan, D., Brady, B., & Forkan, C. (2019). Space, voice, audience and influence: The Lundy model of participation (2007) in child welfare practice. *Practice*, 31(3), 205-218.

SPACE

HOW: Provide a safe and inclusive place for young people to form their views.

- Have young people’s views been actively sought?
- Have steps been taken to ensure that all young people can take part?
- Do young people know they do not have to take part?
- Do young people have access to information and education that can help them form their views?

VOICE

HOW: Provide opportunities for young people to express their views.

- Have young people been provided with a safe space in which to express their views?
- Do young people have a range of communication options for freely expressing their views?
- Do young people have the option of expressing their views anonymously?
- Have those who are facilitating the expression of children’s views had the appropriate training?
- Have young people been given a range of options as to how they might choose to express themselves?

AUDIENCE

HOW: Ensure that young people’s views are communicated to someone with the responsibility to listen.

- Is there a process for communicating young people’s views?
- Do young people know who their views are being communicated to?
- Are young people’s views being communicated to persons/bodies with the power to make decisions and take action?
- Is there a procedure for documenting the views expressed by young people?

INFLUENCE

HOW: Ensure that young people’s views are taken seriously and acted upon, where appropriate.

- Were the young people’s views considered by those with the power to effect change?
- Are there procedures in place that ensure that the young people’s views have been taken seriously?
- Have the young people been provided with feedback explaining the reasons for decisions taken?
- Have the young people been provided with opportunity to respond to the feedback?



Youth Perspectives Theory of Change for Disaster Resilience

Young People play an active role in emergency preparedness, response and recovery

EMPOWERING CAPACITIES

Environment

Where young people are involved, a youth-inclusive and friendly environment is created where they feel comfortable to express their genuine thoughts, ideas and perspectives, regardless of who is in the room.

Knowledge

Knowledge helps young people feel calm, make decisions, and enables a greater level of understanding which drives participation in preparedness action.

Teamwork

Young people are involved in a meaningful way as part of a team, responsibility is shared and individuals are valued for their skills, rather than their age.

PARTICIPATION MODEL

Space & Knowledge

Voice & Participation

Audience & Impact

Influence & Change

OUTCOME 1

Young people know, understand, and can respond to, the risks they may encounter.

OUTCOME 2

Young people's strengths are recognised and encouraged.

OUTCOME 3

Young people are active contributors in discussions & planning at home and in the community.

OUTCOME 4

Young people are included as decision makers and leaders.

OUTCOME 5

Young people are connected and supported emotionally before, during and after emergencies.

Space & Knowledge

1.1 Relevant and practical disaster resilience activities for educational settings are developed.

Voice & Participation

2.1 Young people are upskilled, and offered opportunities to put these skills into practice.

Space & Knowledge

3.1 Plans and information are easily accessible and shared with young people in an appropriate way, so their participation in discussions and planning is supported.

Voice & Participation

4.1 Work delivered to, or for, young people is co-designed with young people.

Space & Knowledge

5.1 Support and resources are targeted effectively for young people, and disseminated through channels where young people are active.

1.2 Young people are represented positively within awareness campaigns, which engage through positive messaging and creativity.

2.2 Volunteer opportunities for young people are engaging and visible.

3.2 Partnerships and communication pathways are developed to build the connection between organisations and young people.

4.2 Young people have opportunities to participate which have a genuine impact on emergency management discourse.

5.2 Opportunities are embedded in disaster resilience activities for young people to connect socially and build their networks.

1.3 Young people are connected and engaged through online platforms they utilise.

2.3A Positive examples of youth participation are fostered and captured.

3.3 Activities which engage community members, equally consider young people as a key demographic within that community.

4.3 Young people are offered and developed in leadership roles which assist organisations to plan and facilitate engagement activities.

5.3 Effective professional support is provided within communities, and young people are equipped, trained and developed to support one another emotionally.

1.4 Young people have the opportunity to learn from the experience of others.

2.3B Positive examples of youth participation are promoted.

3.4 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

4.4 Organisational culture in emergency management organisations fosters youth leadership and decision making.

5.4 Mental health and emotional needs are addressed before, during and after emergencies.

1.5 Disaster resilience messaging for young people is consistent and ongoing.

2.4 Lived experience of young people is understood and equally valued with learned experience.

3.5 Families are equipped to have inclusive conversations with their young people.

4.5 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

5.5 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

1.6 Tertiary education institutions are included for information provision and capacity building activities.

2.5 Young people in volunteering and leadership positions receive formal recognition.

3.6 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

4.6 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

5.6 Adults who work with young people are upskilled to better engage with young people.

Influence & Change

2.6 Adults who work with young people are upskilled to better engage with young people.

3.6 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

4.6 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

5.6 Adults who work with young people are upskilled to better engage with young people.

Road Map Ideas from Young People

OUTCOME 1

Young people know, understand, and can respond to, the risks they may encounter.

Emphasise the 'why' alongside the 'how' in order for young people to understand the important of preparedness.	Make disaster resilience education an essential part of the curriculum, by including lessons on how to be ready for, stay safe and behave in different emergency situations. For example, a subject called 'fire health and safety' to teach key skills and knowledge about bushfires.
Disaster resilience education focusses on local risk, ensuring that the skills have real impact and are usable for the future	
Diversify representation on social media and websites to include young people of all cultural backgrounds.	Young people engaged through appealing mediums, such as video games and videos, to see what they would do in an emergency situation, connected to theory where they can learn what they should do.
Create a verified social media account that engages with young people on relevant platforms including: Youtube, Facebook, Instagram, Tik Tok and Twitter.	Organise a multi-school educational convention big convention for students with key speakers, activities and freebies for students to learn and engage in preparedness.
Make content accessible for multi-cultural groups. E.g. multiple languages	Q&A sessions with disaster resilience experts on disaster/emergency topics.
Connecting with influencers and well-known young people to spread awareness by social media, esp Instagram, Tiktok and Twitter.	Information sessions provided at educational institutions and interest-based community groups on preparing for emergencies.
Utilise existing information sharing networks within various communities, e.g. tertiary education institutions.	CRP and other critical emergency skills learnt and practiced in schools.
Further advertising aimed at families and young people.	

OUTCOME 2

Young people's strengths are recognised and encouraged.

Introduce a compulsory school subject, to be passed by year 10 and incorporated within the personal learning plan. This could include both basic and complex first aid skills, progressive development in content including road safety training and road rules, how to use logic to assess whether an event is an emergency or not, and finally how to respond calmly and practically.	A book or a list of challenges that young people can do to learn to prepare and respond if there is an emergency.
Segments created on Behind the News which cover various emergency preparedness and resilience topics, for example what to do in an emergency.	Apps and alert systems used and developed to effectively inform young people.
Run competitions to promote engagement, i.e tag two people to win a prize	Videos on YouTube to teach young people how to prepare and respond to an emergency, such as step by step instructional videos.
Run practical, problem-solving emergency management workshops and activities in schools, for example: simulations (online or in person), drills for emergencies other than fires, lockdown drills, 'escape game' style activity for emergencies.	Develop visual material which provide critical information regarding emergencies, which can be displayed in key public areas.
Workshops or workbooks supplied to enable study about emergencies, and included in the school curriculum.	Centralised EM website which link and help young people 'know where to start' and provides daily updates.
	Have a range of diverse opportunities available to reflect young peoples interests, ask young people what their interests are and how they would like to support different initiatives.
	Run events specifically for young people, in a way that interests young people
	Awards and sharing on social media.

OUTCOME 3

Young people are active contributors in discussions & planning at home and in the community.

Promote volunteer participation in EM agencies as resume building opportunities for young people and resource onboarding support for young people within agencies.	Advocate for young person participation in existing programs.	Invite youth sector to run trainings on how to best work with and engage young people.	Engagement opportunities should be available at diverse times, to allow young people to engage at times convenient for them.
Showcase young people volunteering in emergency management to promote engagement.	Feedback mechanisms in programs or initiatives. For example 'send us a photo of you doing X'	Create a Volunteer Hub website where young people are able to identify volunteering opportunities matched to their skills and interests.	Have a representative/s from different age groups to voice the concerns of a larger group of people.
Positive stories shared on social media, celebrating significant narratives and individuals.	Provide short-term internships for young people to upskill in specific areas. For example, event planning or policy.	Development of a 'how to reach young people' toolkit, intended to enable and equip organisations to effectively reach young people.	Young people should be consulted on what most affects them - and they should be asked about what affects them the most.
Provide incentivised (certified, accredited or financial) EM training options, for example specialised subject for tertiary students, similarly accredited to first aid.	Offer placement or work experience opportunities to universities in relevant subject areas.	Ensure young people have multiple mediums to be involved, including online and in-person.	Ensure that information sharing is two ways - allow young people to reflect and ask questions.
Share and recognise young people's achievements internally within your organisation.	Professional development sessions for teachers on emergency management and disaster resilience topics.	Design structures for young people to continually be involved in community planning.	Where decisions are being made that affect young people, ensure there is a young person representative in the discussion.
An awareness raising video challenge which young people can get involved in, to promote to young people from young people.	Volunteer and leadership opportunities are developed to provide SACE points, certifications and/or evidenced professional development.	Young people should be asked in formats that suit them, for example surveys on Instagram, or Google forms.	Increase dialogue between young and older people. Have young and older people work together on tasks to build relationships.
Develop clearer connections between recognised training pathways & development, to future opportunities such as education or jobs.	Resources developed for adults on how to talk with young people, and include them in emergency planning.	Ensure young people and youth advisory committees are represented at community forums.	Resource on how to have difficult conversations for young people.

OUTCOME 4

Young people are included as decision makers and leaders.

Young people are appointed as leaders to plan and facilitate practice drills in schools.	Implement a youth advisory committee within your organisation to consult on key decisions involving young people.
Get young people to either create or review online content to ensure the content is engaging and visually appealing.	Have progression/promotional structures within volunteering opportunities.
Include young people in the decision making process, at every step.	Build a culture of round table discussions, rather than top down instruction.
Employ or consult capable young people to advise on youth engagement.	Young people involved in new leadership roles which help with planning and facilitating practical engagement activities.
Develop partnerships with organisations to facilitate co-design with young people.	Promotion of leadership opportunities over the key social media platforms created
Create opportunities for young people to speak at events.	Young people are included in the design process for resources, services and programs. For example, consultation or design workshops, or measurables for youth participation and voice.
Have genuine, designated positions for young people to ensure representation.	Mentoring and buddy programs, and other supporting structures, to support young staff and volunteers in leadership.
Engage young people to ask young people. Ensuring that co-design or knowledge previously obtained from young people is used.	
Consult young people on where work should be focused, such as climate change.	

OUTCOME 5

Young people are connected and supported emotionally before, during and after emergencies.

'Young person expert' within organisations to drive youth engagement.	Explore and develop partnerships with mental health agencies to provide support for young people after emergencies.
Run creative competitions to see which young people come up with the best ideas.	Provide a peer-to-peer learning and feedback space, so that students have the opportunity to ask questions about emotional topics, and other students could reply with opinions, ideas and feedback.
Survey the needs of families with young children for age appropriate content creation ideas.	Run a mandatory emergencies + wellbeing session in schools - one day external training, so that young people understand what it means to support another person, what are the right things to say and do to help them (eg run PPA sessions)
Safe spaces (with blankets and pillows) for young people, created at relief centers, where they can be with their family and their needs are considered.	Run psychological/mental health first-aid training for young people in tertiary education
Free to access mental health programs.	Run community based well-being and resilience programs for young people.
Distribute mental health resources during programs.	
Always have a younger volunteer/staff member in emergency activation/recovery centers for young people to speak to.	
Have the ability to run live chats, create safe space chats for young people.	
Provide internal training to ensure mental health needs of staff, volunteers and clients is supported.	



Outcomes & Indicators

The Conversations Report contains significant insight into a multitude of areas which young people are interested and capable of participating in. From these insights, an Impact Statement, five Outcomes and three Empowering Capacities have been established to inform the future work of building youth participation in emergency management activities in South Australia.

Impact Statement

Through the Conversations Report, young people consistently indicated their desire for greater participation, in a genuine, meaningful way for the betterment of communities and their resilience. The high level impact that the Leave it to Z project seeks to achieve is that:

Young people play an active role in emergency preparedness, response and recovery.

Empowering Capacities

Empowering capacities enable young people to participate in safe and meaningful ways. They should be considered and included in all engagement with young people.

Environment:

Where young people are involved, an inclusive and friendly environment is created where they feel comfortable to express their thoughts, ideas and perspectives, regardless of who is in the room.

Teamwork:

Young people are involved in a meaningful way as part of a team, where responsibility is shared and individuals are valued for their skills, rather than their age.

Knowledge:

Knowledge helps young people feel calm, make decisions, and enables a greater level of understanding which drives action and participation in emergency management.



Young people know, understand, and can respond to the risks they may encounter.

Overview

Many young people who have not experienced an emergency in their home, school, or community do not know what risks they are exposed to. Young people have said an increased understanding of risk drives action and participation in preparedness, response and recovery. Young people would like it to be clearer where and who to access information from, and to learn about risk and emergencies in a practical way; from family, support networks and schools.

Indicators

1.1 Relevant and practical disaster resilience activities for educational settings are developed.

Young people value learning about emergencies, and believe if they learn about emergencies from a young age they will be more resilient to the impacts of them now, and in the future. Specifically, young people want to learn about disaster risk through practical activities, for example practice drills or other hands-on activities. It is important that these activities are relevant, varied and interesting, and incorporate age-appropriate information and teamwork. Young people have said that school is an ideal setting for this to occur, and want more opportunities to engage in disaster resilience education at school.

1.2 Young people are represented positively within awareness campaigns, which engage through positive messaging and creativity.

Young people believe awareness campaigns are an effective way to learn, and they want these campaigns to better engage and connect with young people, through positive messaging and creativity. In order to have the greatest impact, young people want to be seen and represented in a positive light, focusing on strengths, not weaknesses.

1.3 Young people are connected through online platforms they utilise.

Young people feel communication methods used in emergency management often target adults, and would like to see public communications shift to better target young people. Public communications should use language appropriate for young people, and be disseminated through popular online platforms, where they are already represented and active.

1.4 Young people have the opportunity to learn from the experience of others.

Young people want to have more opportunities to learn about emergencies from the experience of others, including other young people. Hands on activities and group discussions with these experienced people help young people to build their understanding of how they can contribute to preparing for, responding to and recovering from emergencies.

1.5 Disaster resilience messaging for young people is consistent and ongoing.

Young people believe greater consistency with messaging surrounding disaster resilience would have a positive impact on developing knowledge and skills. Young people want frequent reminders to keep the knowledge fresh in their minds, in a way that is engaging and interesting.

1.6 Tertiary education institutions are engaged in information provision and capacity building activities.

Young people learn about emergencies mostly during primary school years and would like to see this expanded, to encompass more education settings, specifically at the tertiary level. Tertiary education institutions are a key connection point for young adults, and those who have travelled internationally to study; ensuring that key disaster resilience messaging reaches this cohort would have a significant positive benefit on community resilience.



Young people's strengths are recognised and encouraged.

Overview

Young people have the capacity and capability to contribute meaningfully to their families and communities. Young people want their voice to be valued, and their experience seen as reliable. Through equipping young people with information, skills and the confidence to use them, young people can help inform and prepare others, and play an active role in emergencies. Young people want to be involved based on a recognition of their skills, not excluded because of their age.

Indicators

2.1 Young people are upskilled, and offered opportunities to put these skills into practice.

Young people want opportunities to be upskilled in areas related to emergency preparedness, response and recovery, supplemented with practical opportunities, both real-life and exercises, where they can put their knowledge and skills into practice. Putting knowledge and skills into practice builds competence and allows young people to perform better when their knowledge and skills are really needed.

2.2 Volunteer and leadership opportunities are engaging and visible.

Young people are motivated to volunteer for many different reasons, and are interested in both structured and ad hoc opportunities. They want to see and be involved in volunteering opportunities tailored to them, which includes how they are designed and promoted. They feel participation would increase if the associated benefits were made clear, such as SACE points, certificates, training, professional development and pathways to careers. Young people want to see these opportunities promoted through avenues where young people are already engaged, so as many young people as possible can participate.

2.3 Positive examples of youth participation are fostered, captured and promoted.

When young people see positive examples of youth participation, it helps them to see how they might be involved. Furthermore, recognition and appreciation of their contribution makes young people feel great; it both encourages existing participation, and helps work towards building participation in other groups of young people. Young people want to see positive examples of youth participation captured and shared, in order to build the identity and presence of young people in disaster resilience.

2.4 Lived experience is understood and equally valued with learned experience.

Young people want adults to recognise that young people know the most about being a young person during an emergency. The experience of community members, especially young people, should help to inform awareness and action to make disaster resilience work current, relevant and meaningful. If adults understood and valued lived experience equally with learned experience, this would have a positive impact on participation and inclusion for young people.

2.5 Young people in volunteering and leadership positions receive formal recognition.

Young people appreciate recognition for their involvement and efforts. Qualifications and micro-credentials helps them to demonstrate their skills and expertise to others. This type of recognition can help them to accomplish more and access further opportunities in the future.

2.6 Adults who work with young people are upskilled to better engage with young people.

Young people want to be acknowledged, included, and to be useful. Adults who enable these things, and are future focused in their work, are positive contributors to meaningful and effective youth engagement. Young people want to see adults who work with young people endeavour to adopt best practice principles in working with young people.



Young people are active contributors in discussions & planning at home and in the community.

Overview

Young people want to make plans for emergencies, but not on their own. Teamwork is one of the most common strengths and values that young people hold. They want to be included in planning with their support networks, and considered by organisations and governments that make plans for the wider community, in order for their voices to be heard, and their needs addressed.

Indicators

3.1 Plans and information are easily accessible and shared with young people in an appropriate way, so their participation in discussions and planning is supported.

When young people are equipped with relevant information that they are able to easily understand, they are better placed to actively participate in discussions and planning. Young people want easy access to the emergency information and plans they need to make informed decisions, and this information should be shared with young people by relevant and reputable organisations, in order for young people to have confidence in their knowledge.

3.2 Partnerships and communication pathways exist which build the connection between organisations and young people.

Young people want an ongoing connection with the organisations who they see as important, reputable and essential in emergencies. Through this, young people want the opportunity to ask questions they need answers to, in order to stay updated with the latest news and initiatives, and to help inform their families and communities. Partnerships between emergency management organisations and organisations with which young people are already engaged (e.g. youth organisations, education institutions) will help to build these connections.

3.3 Activities which engage community members, equally consider young people as a key demographic within that community.

Where communities are consulted or engaged, young people should have equal representation in these activities. Young people want to be included

in ways that are appropriate, so they can learn and experience first hand, and be active participants in their community.

3.4 Young people are included in discussions that may affect them, and their needs are considered and included in community plans.

Young people want to be treated in a way that recognises that they have something to contribute, and be given the opportunity to share what is important to them. Young people want to be included in significant discussions, and planning, in order to voice their needs and do their part to help. In order to achieve this, they need to be consulted, and have their needs discussed in a way where they are genuinely heard. Ideally, young people would ask other young people about their needs, so that there is more opportunity for discussion and understanding between peers. If it is not appropriate for young people to ask young people, then principles of co-design should be utilised to ensure genuine voice and participation.

3.5 Families are equipped to have inclusive conversations with their young people.

Most planning and discussions around emergencies in the family or household context happen between adults. Young people believe it is important that families are provided with skills, tools and resources that enable and equip adults to have inclusive, open conversations with the young people in their home.



Young people are included as decision makers and leaders.

Overview

Young people want to be included as decision makers and leaders in emergency preparedness, response and recovery. Including young people in key decisions that affect them leads to better policy, processes and services which meet their needs. Including and supporting young people from an early age helps to develop the resilience of both families and communities now, and into the future.

Indicators

4.1 Work delivered to, or for, young people is co-designed with young people.

Services and resources are often delivered to, or created for young people. Young people want to see resources, programs and services for young people, designed and developed alongside young people. Adopting principles of co-design ensures that young people are included in the work, so that services and resources are co-created by young people, thus maximising the relevance and impact these initiatives have for young people.

4.2 Young people have opportunities to participate which have a genuine impact on emergency management discourse.

Young people do not want to be treated as 'citizens of tomorrow,' but instead recognised as citizens and leaders of today. Young people want real opportunities, with real people, to take responsibility and have an influence on disaster resilience across South Australia.

4.3 Young people are offered and developed in leadership roles which assist organisations to plan and facilitate engagement activities.

Young people have valuable knowledge and experience by which to assist organisations to plan and facilitate practical engagement activities with their demographic. Young People who are involved in volunteering and leadership are motivated by being able to contribute to their community, and build their skills, knowledge and connections both socially and professionally. These young people want training in leadership, and mentoring in times of calm, to enable them to develop and support the organisations they are part of in meaningful ways.

4.4 Organisational culture is built which fosters youth leadership and decision making.

Engaging young people can happen at all levels of an organisation, whether that is through direct work, advocacy or support of colleagues. Building the voice of young people within emergency management and disaster resilience activities is a task for all, not just a few. When there are allies throughout the organisation, young people feel more comfortable expressing their views, and stepping into responsibilities they otherwise would not.



Young people are connected and supported emotionally before, during and after emergencies.

Overview

Young people see emotional support as a crucial part of preparing for, responding to and recovering from emergencies. Young people are concerned about those who have fewer connections, and may not receive the emotional support they need. Mental health issues are prevalent already in our communities and can be made worse by experiencing an emergency. Having one-on-one support from family, carers, friends and peers is the key way in which young people want to be emotionally supported. When more significant mental health issues arise, young people want quality professional support to be available to them from counsellors and/or psychologists trained in working with young people.

Indicators

5.1 Support and resources are targeted effectively for young people, and actively disseminated through channels where young people are active.

Young people want supports and resources developed specifically for young people, so that they are useful and relevant. Young people feel effective targeting would maximise the impact for young people, and that the best way to achieve this is to include young people in development processes. Furthermore, actively promoting supports and resources through channels where young people are active will help to ensure they are known and accessible to them.

5.2 Opportunities are embedded in disaster resilience activities for young people to connect socially and build their networks.

Building social and professional networks helps young people stay connected, support one another, engage in opportunities to have a voice, and influence discussions and decisions. These networks are often developed through volunteering, leadership opportunities, and/or community events. Connections create meaning for young people, and should be a central factor in providing opportunities for young people to be involved, even if this is byproduct of their involvement rather than the core purpose.

5.3 Effective professional support is provided within communities, and young people are equipped, trained and developed to support one other emotionally.

Young people want effective professional support to be provided within communities, and for young people to be equipped, trained and developed to support one other emotionally too. Having a sense of support and capability in addressing their own, and each other's emotional needs, makes young people feel empowered. When young people are equipped within their communities to support each other, and professional services are made available, this paves the way for an emotionally resilient community.

5.4 Mental health and emotional needs are addressed before, during and after emergencies.

Addressing mental health and emotional needs contributes to the development of resilient individuals and communities. Adults should recognise the capacity and capability of young people in terms of their ability to navigate and process emotions. Young people want to see greater attention given to developing emotional resilience and positive mental health prior to emergencies, rather than responding reactively after an emergency.



Appendix

Methodology

This project has utilised a co-design approach, engaging young people between the ages of 10-25, emergency management organisations, and youth organisations. Co-designing involves collecting the ideas, perspectives and experiences of individuals who are directly impacted by an issue. This process reveals barriers and opportunity areas to develop solutions. Incorporating the perspectives of young people as well as front line staff in the Emergency Management and Youth Sectors provided a meaningful and collaborative process to identify barriers, gaps, and solutions for all involved.

Phase 1: The Co-Design Process

Young people in collaboration with Emergency Management Sector representatives and Youth Sector representatives developed workshop content and plan for the consultation and engagement of young people across South Australia. The Steering Committee included young people, the Australian Red Cross, The South Australian Country Fire Service (SACFS), South Australian State Emergency Service (SASES), Youth Affairs Council of South Australia (YACSA), South Australian Fire and Emergency Service Commission (SAFECOM), and an independent youth engagement consultant. Including content development, the Steering Committee provided advice and direction to the project as a whole.

Phase 2: Consultation

Initial conversations took place with over 570 young people across South Australia, across a variety of contexts including schools, recreational clubs, emergency services groups and youth care services. The young people were asked a variety of questions, through workshops, pertaining to youth involvement in emergency management. The results of these workshops were then collated and can be found in the Conversations Report, available at www.redcross.org/leaveittoz.

The Conversations Report, which captured the ideas and perspective of young people, contains the raw findings of young people's perspectives of youth participation in disaster resilience building, and was used to inform the development of the Youth Perspectives Road Map. The Conversations Report was written using the perspectives of a diverse sample of young people. Workshops and consultation was completed with young people from ages 10 through to 25, and included young people from diverse settings; each of the following are not mutually exclusive: primary school through to tertiary education, country and metropolitan groups, various interest-groups, communities of diverse of cultural and linguistic backgrounds, and varied life circumstance.

Phase 3: Planning for Sustainability

The third and final phase of the project included the development of the Youth Perspectives Road Map, which, through conversations with key young people, synthesised the data collected in Phase 2 into pathways towards greater participation of young people in disaster resilience building and emergency management. The pathways are comprised of outcomes and a series of indicators, supported by a collection of practical ideas from young people in how organisations could begin to work towards these outcomes.

Ongoing conversations with young people and emergency management representatives on the Steering Committee, as well as a joint workshop between emergency management representatives and young people collected additional data which supported verification and refining of the Road Map content. The Road Map consists of five key outcomes for youth participation in disaster resilience and emergency management, supplemented by twenty-six indicators for success. All of the content is formed from the perspectives of young people, and framed positively in order to establish clear direction and goals for youth participation in disaster resilience building into the future.





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