GUIDANCE NOTE

Engaging Children and Young People in Local Emergency Management Planning

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VICTORIA State Government | Families, Fairness and Housing

Document overview

Purpose

This Guidance Note (guidance) provides advice to Municipal Emergency Management Planning Committees (MEMPCs), council emergency management practitioners and community committees/organisations to assist them to engage children and young people in local emergency management planning.

This guidance recognises and builds on existing work being undertaken in this space, and seeks to bring together key principles, practical approaches and resources in a single accessible reference document.

This guidance responds to **Recommendation 58** of the Legislative Council Environment and Planning Committee's *Inquiry into Climate Resilience: Final Report* (March 2026) which calls on the Victorian Government to:

> *"work with local government, community organisations and children and young people to incorporate youth-specific roles into local emergency management planning."*

Why engaging children and young people in emergency management matters

Children and young people are critical stakeholders in emergency planning. They will bear the long-term consequences of today's decisions, and bring agency, energy and insight to efforts to increase community resilience. While emergencies pose risks to their education, health, safety and wellbeing, children and young people are not just impacted by emergencies, they are active contributors across the emergency management continuum. Providing them with knowledge, skills and opportunities to share their experience and act, enables them to contribute positively to the safety and resilience of people, places and the natural environment.[1]

Engaging children and young people in local emergency management planning supports shared responsibility as outlined in the State Emergency Management Plan (SEMP), and delivers benefits for both children and young people as well as their families and communities:

Benefits for children and young people	Benefits for communities
• Opportunities to contribute to meaningful roles (e.g., sitting on a youth advisory sub-committee, contributing to relief centre design) • Develop and contribute skills (e.g., practical, first aid, leadership, public speaking, technology), awareness and community connection • Pathways into future leadership and community roles • Improved long-term recovery outcomes (e.g., stronger resilience, better mental health and educational outcomes).	• Better planning through embedding lived experience and place-based insight (e.g., young people identifying local hazards or evacuation barriers adults may miss e.g., where young people gather, school routes) • Broader reach through young people's networks • More inclusive planning and participation • Investment in the future of local communities and its leaders.

[1] https://knowledge.aidr.org.au/resources/ajem-april-2020-why-focus-on-children-a-literature-review-of-child-centred-climate-change-adaptation-approaches/

Audience

This guidance is intended for:

- MEMPC members and their member agencies[2]
- council emergency management and youth services practitioners
- community committees/organisations involved in local emergency management planning, including those leading or supporting Community Emergency Management Plans (CEMPs)
- consultants and small organisations leading grant-funded CEMP projects.

It may also be useful for:

- Regional Emergency Management Planning Committees (REMPCs)
- state government emergency management agencies, including Control Agencies
- schools and tertiary institutions interested in strengthening students' emergency management knowledge, emergency preparedness, climate resilience and adaptation
- children and young people seeking opportunities to participate in their communities.

Edition and review

This is the first edition of this guidance. It will be reviewed in 2028, with the review to be co-designed with stakeholders, including children and young people.

Scope

This guidance is non-mandatory and designed to complement existing emergency management planning frameworks established under the Emergency Management Act 2013 (Vic) and the SEMP. It does not create new legislative or regulatory obligations.

This guidance applies across all stages of local emergency management planning, supporting MEMPCs and community organisations to engage children and young people in planning for preparedness, response, relief and recovery.[3]

Defining 'children and young people'

For this guidance, children and young people refers to those from early childhood through to age 25 and encompasses:

Age group	Characteristics to consider	Engagement partnerships and opportunities
Early childhood (under 5)	Highly dependent on parents/caregivers; engagement happens through family and early childhood services.	Maternal and child health programs, early childhood centres and kindergarten programs, family-based emergency preparedness.
Children (5-11)	School-based; networked through schools, family, and community.	Primary schools, family-based engagement, community youth services, sporting clubs, etc.
Young people (12-17)	Secondary school, highly networked, digitally savvy, often community-minded and socially motivated. May volunteer in junior brigade or other programs.	(Sub) committee membership, school partnerships, community groups, focus groups, youth advisory groups, junior emergency service programs, Surf Life Saving Nippers, social media

[2] https://www.legislation.vic.gov.au/in-force/acts/emergency-management-act-2013

[3] *Emergency Management Act 2013* (Vic) s 59B

		(noting age restrictions), peer-to-peer approaches, co-designed activities.
Young adults (18-25)	Diverse circumstances (study, work, parenthood); may be financially independent or constrained; higher capacity for formal participation; often motivated by climate concern, social justice and meaningful contribution.	Dedicated positions on MEMPCs, sub-committee membership, facilitation roles, paid and mentored opportunities, skills and qualification pathways, volunteer positions, consultation sessions, peer-to-peer approaches, co-designed activities.

Principles for children and youth engagement

These evidence-based principles draw on established frameworks and provide fundamental values to inform and guide decision-making processes when undertaking emergency management planning with children and young people.

Principle 1: Meaningful participation	Engagement provides genuine opportunities for children and young people to influence planning. Their input must be acknowledged, and they should receive feedback showing how their contributions were considered and acted on.
Principle 2: Accessible and inclusive	Engagement is designed to be inclusive of diverse children and young people and tailored to their stage of development (cognitive, social and emotional), including format, timing, language and accessibility.
Principle 3: Safe and supported	The safety of children and young people is paramount in all engagement. Engagement aligns with the Victorian Child Safe Standards. Working With Children Check (WWCC) and Working With Vulnerable People (WWVP) requirements are met. Appropriate safeguards are in place, and participation is supported by suitably qualified adults. Trauma-informed practice is embedded across all engagement.
Principle 4: Strengths-based	Children and young people are recognised for the skills, knowledge and perspectives they bring, rather than viewed as at-risk passive participants. Emergency management professionals also recognise the limitations of their own expertise and the systems they operate within. Engagement is mutually respectful.
Principle 5: Rights-based	Children and young people's participation in emergency planning that affects them is a right rather than symbolic or optional exercise.[4]
Principle 6: Embedded and sustained	Engagement with children and young people is integrated into planning cycles rather than undertaken as one-off activities, supporting community level and individual outcomes over time.
Principle 7: Culturally safe	Engagement is culturally safe for all children and young people, recognising and valuing diverse cultural backgrounds, languages and identities. Engagement with Aboriginal and Torres Strait Islander children and young people is undertaken in partnership with First Peoples organisations, including Aboriginal Community Controlled Organisations (ACCOs) and Traditional Owner Corporations where planning involves Country, sacred sites or waterways. Engagement with culturally and linguistically diverse, migrant and refugee children and young people is undertaken through trusted community organisations. Practitioners actively develop their own cultural awareness.

[4] UN Convention on the Rights of the Child – Article 12 https://www.unicef.org/child-rights-convention/convention-text

Principle 8: Continuous improvement	Engagement practices evolve through transparency, reflection, feedback and learning. Limitations are acknowledged and each engagement encompasses continuous improvement from lessons learnt.

Engagement in practice

This section outlines practical engagement approaches and case studies to effectively engage children and young people in local emergency management planning before, during, and after an emergency.

Engagement should be tailored to local context and consider intersectionality, recognising that overlapping factors – including, but not limited to, Aboriginal and Torres Strait Islander identity, disability, cultural and linguistic background, age, sex, sexuality, gender and location – may influence needs, access and participation. Engagement approaches will vary across age groups, settings and communities and should reach beyond emergency management pathways. Timing (activities outside of school or work hours) and accessibility remain important across all age groups.

For early childhood and children in young people under 18, the following considerations apply:

- **Child safety requirements** – WWCC and WWVP legislative requirements apply. Engagement must align with Victorian Child Safe Standards.
- **Developmental considerations** – engagement must be responsive to children and young people's stage of cognitive, social and emotional development to be accessible and appropriate.
- **Trauma-informed** – engagement on emergency-related topics may surface distress. Approaches must be trauma-informed and supported by suitably qualified adults.
- **Parental/guardian consent** – this must be gained for children and young people aged under 16, and preferably be a written document kept on file that includes dates and details of activities to be undertaken, the names and signatures of the person giving consent and their contact details.[5]

Engagement steps for MEMPCs and community committees and organisations

The following steps provide a practical pathway to embed children and young people's voice into local emergency management planning. These steps are entry points, not a prescriptive checklist.

Step 1: Map your existing connections. Before starting anything new, identify what already exists. This may include a council's youth services team, community youth services, local youth advisory councils, junior programs in emergency service organisations and schools or community organisations with relevant relationships.

Tip: Hold an internal stocktake – within your MEMPC or community organisation – with whoever leads on youth, community development and emergency management. Ask councils, agencies, government departments, local schools, neighbourhood houses, and youth organisations who children and young people are already engaged with.

Step 2: Design age-appropriate and culturally appropriate engagement. Different age groups need different approaches. For school-aged children, consider partnering with schools or emergency service junior programs, noting that not all children attend school. For young people, consider (sub)committee membership or facilitation roles. For all ages, use existing community events, social media (noting age restrictions) and schedule activities at times that work for young people. For culturally safe engagement, partner with trusted community organisations, Traditional Owner groups, ACCOs and Elders. Be mindful of exposure to traumatic and age-appropriate content and ensure appropriate supports are in place.

[5] https://www.yacvic.org.au/yerp/safety/consent-young-people/

Tip: Co-design activities with children and young people themselves where possible:

- Don't assume you already know what children and young people think or experience. The barriers, challenges and worries they face in an emergency are often one adults don't see or anticipate.
- Consider when it makes sense to engage young people within a family context and when to engage them separately with their peers as their experiences with a family can differ from those of their parents and peers.
- Test meeting times and format with a small group before scaling and create a welcoming environment.
- Partner with trusted intermediaries (youth workers, teachers, ACCOs) rather than approaching them directly.

Step 3: Create formal channels for youth voice. Sustained impact requires ongoing engagement. There are many ways to do this. Options include:

- using existing youth structures e.g., partner with school Student Representative Councils, Koorie Youth Council, Youth Affairs Council Victoria, Centre for Multicultural Youth or other youth bodies
- bringing young people onto your existing committee
- establishing a new structure e.g., set up a young people's subcommittee/ advisory group
- embedding children and young people's voices into planning processes e.g., make engagement a standing agenda item
- building children and young people's voice into your Municipal Emergency Management Plan (MEMP), Community Emergency Management Plan (CEMP), review cycles and post emergency debriefs
- using lighter touch channels e.g., online surveys, social media engagement and peer facilitation models (e.g., training young people to gather and communicate the views of their peers into planning).

Tip: Start small, bringing one or two young members into an existing committee or partnering with an existing youth body is often more achievable than establishing a new structure from scratch. Offer pre-briefings, avoid acronyms, and provide a buddy or mentor. Build inclusive practice into induction and onboarding processes. See the Macedon Ranges case study on page 7.

Step 4: Support and resource children and young people to undertake meaningful roles. Meaningful participation goes beyond consultation. Provide clear position descriptions, defined responsibilities, reporting lines, training and remuneration (where appropriate). Roles will vary by age and developmental stage:

- For children: Age-appropriate roles such as participating in classroom-based preparedness activities, contributing ideas through schools or early learning settings, or co-designing materials for peers. MEMPC member agencies/community organisations can support these roles by providing subject-matter expertise, resource materials, etc. where possible
- For young people and young adults: Roles may include trained volunteers, peer facilitators, recovery committee members and youth representatives in planning and paid or mentored opportunities.

Tip: Budget for participation costs upfront e.g., sitting fees, travel, meals, training. Provide induction tailored to young people's needs. Pair each role with a contact person and ongoing support, not a one-off briefing.

Step 5: Close the loop. Always report back to young people on how their input was embedded in practice and how it impacted community outcomes. Recognise their contributions through acknowledgement, references, providing a copy of the product, certificates or paid opportunities. Celebrate publicly where appropriate and with consent through newsletters, local or social media. This builds trust and sustains engagement over time.

The above suggested steps can be adapted to your local context and capacity as appropriate, noting not all approaches will be suitable. Meaningful engagement takes time to build and sustain and will require work,

ongoing support, and consideration of remuneration. However, starting small and building relationships is more effective than a large one-off exercise. The goal is sustained engagement over multiple planning cycles.

Tip: Children and young people will not always self-identify into formal emergency management engagement processes. Although young adults are more likely to do so, clear pathways will increase participation. Effective engagement requires deliberate outreach through community youth services, schools, social media (note age restrictions for under 16s), community organisations and volunteer pathways.

Case Study: Children and Young People Emergency Sub-Plan – Macedon Ranges Shire Council (2012-2020)

Before the 2009 Victorian bushfires, Macedon Ranges Shire had no specific arrangements for children and young people in its emergency management planning. In 2012, the Shire's Youth Service Development Unit and Emergency Management Unit jointly hosted a Youth Emergency Management Workshop.

Fourteen young people aged 16 to 23, recruited through schools and social media, came together to identify emergency management issues and develop ideas for improving community preparedness. For most, it was the first time their views had been formally sought. The workshop produced three priorities: improving young people's knowledge of emergency management; creating a formal youth voice in planning; and building peer-to-peer training pathways.

Following this workshop, the MEMPC endorsed the creation of a Children and Young People Emergency Sub-Committee with a mandate to report at each meeting and appointed two secondary school students as the first regular young members of the full committee. The Sub-Committee developed the 2018 Children and Young People Emergency Sub-Plan as a formal component of the MEMP, and redesigned relief centre planning to include a dedicated space for youth. The Sub-Committee disbanded in 2020.

Key activities:

- actively involved young people in planning and relief centre design ensures their unique needs and perspectives, are met, ensuring better preparedness
- formalised youth roles and responsibilities to ensure sustained voice and influence
- moved beyond consultation to developing dedicated Children and Young People Sub-Plan
- (re)designed emergency relief and recovery centres to include dedicated youth spaces.

Sources: Hocking, Taylor & Tupek (2014), AJEM Vol. 29 No. 1; AJEM Oct 2017; mrsc.vic.gov.au.

Engaging children and young people in local emergency management planning for preparedness

Empowering children and young people with emergency management knowledge and skills, such as hazard awareness, preparedness practices and recovery literacy, enables them to transition from at-risk observers to active participants and leaders in preparedness planning and activities.

Key partners in emergency preparedness activities may include but are not limited to; councils, MEMPC member agencies[6], community youth services, schools, early learning settings, junior emergency management programs and youth organisations.

Examples of preparedness and educative approaches may include:

For children:

- partnering with early learning settings and primary schools to deliver curriculum-based, age-appropriate preparedness education (e.g., Australian Red Cross Pillowcase Program, ABC Early Education Helping Hands Toolkit)

[6] https://www.legislation.vic.gov.au/in-force/acts/emergency-management-act-2013

- family-based emergency preparedness, with children encouraged to help build the household emergency management plan or “go bag”
- school-based exercises and drill that build familiarity in a safe and supported way.

For young people and young adults:

- partnering with local secondary schools, TAFEs and universities to deliver emergency preparedness education aligned with the Victorian curriculum
- inviting school groups/youth groups, etc. to participate in multi-agency emergency management exercises or community resilience events
- running discussion-based (tabletop) exercises with young people and young adults to understand their perspectives, and how they may prepare, respond, and recover to different emergency scenarios, with findings to inform MEMP, communication plans, etc.
- engaging young people and young adults when developing Community Emergency Management Plans – a strong entry point for participation in community-led planning
- supporting student-led projects on local hazards, climate risks or community resilience (e.g., Country Fire Authority’s Schools in Fire Country program)
- peer-to-peer education and knowledge sharing. Peer-to-peer is the most effective engagement model. Supporting young people to lead engagement and communicate within their networks can increase reach and authenticity. In practice, this means organisations train and support young people on preparedness messaging and activities, which those young people then deliver to their peers through schools, clubs and networks
- youth input into community mapping exercises of risks, assets and youth sub-plans.

Case Study: Upwey High School – Student-Led Fire Safety Project

Upwey High School, located in Melbourne’s outer east, sits in one of Victoria’s most fire-prone areas – rated category 3 on the Department of Education’s bushfire risk register.

Beginning in 2023, five Year 10 students led a three-year research project investigating fire safety planning in schools. They began with a focus group to assess what students already knew and what they wanted to learn, followed by two workshops on fires in the Dandenong Ranges and how the local community responds to emergencies. After participating in school fire drills, the students offered practical suggestions on how drills could be made more efficient and how procedures could be more clearly communicated.

The students presented their work to the Yarra Ranges MEMPC), bringing a young people’s voice directly into local emergency management planning.

From the MEMP presentation, the students were invited and subsequently presented at a Yarra Ranges Council meeting, sharing the work done by their group and the school toward youth-led bushfire awareness in the school context.

This connection and information sharing have led the group and Upwey Secondary College to participate in a local disaster resilience forum (Big Map) in Belgrave and surrounds, where the voice of youth was keenly sought out, and the Upwey students significantly contributed.

An unintended consequence is the keen interest among some participating students in Emergency Management as a career pathway.

Their work has had real impact:

- Upwey High School staff are now developing a Year 7 humanities unit based on the students’ research
- The Year 10 students are helping design the curriculum and mentor younger students
- The unit will be shared with other schools in high fire-risk areas, extending the impact beyond Upwey.

The students presented at the Emergency Management Conference, the Australian Institute for Disaster Resilience panel event. In the students’ own words: “Having the opportunity to speak to people who can make big changes has empowered us.”

Key lessons:

- sustained, student-led research projects can produce credible, actionable outcomes when supported by school staff and the wider EM sector
- MEMPCs are accessible to young people – direct presentations by students are a low-cost, high-impact way to bring youth voice into planning
- student work can shape curriculum, not just policy – extending the benefit to younger cohorts and other schools
- empowering young people to lead, not just contribute, builds confidence and capability that lasts well beyond the project.

Sources: Ranges Trader Star Mail (Feb 2026); Australian Institute for Disaster Resilience (aidr.org.au)

Engaging children and young people in local emergency management planning for response

Engaging children and young people in response planning means involving them, ahead of time, in shaping how a community will respond, so that response arrangements reflect their needs, networks and insights.

Operational response is led by incident controllers and emergency services. This guidance does not suggest operational roles for children and young people during an active emergency. Engagement in response planning happens before an emergency, and can include:

- involving young people in designing how emergency warnings and information will reach them (e.g., which channels, platforms and language work best)
- drawing on young people's local knowledge to identify risks and barriers relevant to response (e.g., where young people gather, transport dependencies)
- ensuring young people's specific needs are built into relief and welfare planning
- planning how any already-trained young people and young adults (e.g., junior brigade members) may participate strictly within emergency service arrangements.

Engaging children and young people in local emergency management planning for relief

Supporting children and young people in relief planning empowers them to feel safe, informed and able to help with the immediate aftermath of an emergency, as part of response activities. Roles in relief settings must be carefully considered.

Key partners in relief activities may include; councils, government departments, Australian Red Cross (ARC), Victorian Council of Churches Emergencies Ministry (VCCEM), the Salvation Army, food relief organisations, community youth services, schools, youth organisations, etc.

Effective engagement in relief includes:

For children:

- seeking input into how relief centres can be made welcoming and age-appropriate (e.g., activity spaces, familiar items, clear signage)
- supporting family-based relief planning so children know what to expect.

For young people and young adults (with appropriate training and supervision/support):

- contributing to the design of relief centre spaces so they meet the needs of children and young people and planning ahead for age-appropriate volunteer or peer support roles in relief settings – including training pathways, supervision arrangements, trauma-informed supports and planning communication channels that reach young people through their networks.

Engaging children and young people in local emergency management planning for recovery

Supporting children and young people's involvement in recovery planning empowers them to process the emotional impact of emergencies, while actively participating in community recovery and future emergency management planning.

Key partners in recovery activities may include: councils, government departments, community recovery committees, ARC, VCCEM, youth mental health providers, community youth services, schools, youth organisations and community groups.

Examples of effective engagement of children and young people - inclusive recovery (with appropriate training and supervision/support) may include:

- volunteering in Recovery Centres/Hubs
- the inclusion of young people as members of community recovery committees
- supporting young people's ideas and contributions to community-led recovery initiatives, such as clean-up efforts, community events and storytelling projects and recovery activities
- training and formalised support for trained youth peer support workers to support others
- creating trauma-informed opportunities for children and young people to reflect on what worked, what didn't and what helped them feel safe
- enabling trained young people to leverage their networks and skills to support recovery efforts through the promotion of community events and to encourage and increase participation of children and young people.

Case Study: Future Proof – Young People, Disaster Recovery and (Re)building Communities (Eastern Victoria, 2022–24)

Future proof shows what becomes possible when recovery planning intentionally engages young people as leaders rather than recipients.

Future Proof was a large-scale, multi-council project led by Youth Affairs Council Victoria (YACVic) that engaged young people aged 12–25 from communities affected by the Black Summer bushfires to drive recovery outcomes and build disaster resilience in their communities.

The project brought together 14 partner organisations across local government, Aboriginal Community Controlled Organisations, employment networks and tertiary institutions, and engaged over 350 young people across East Gippsland through youth advisory groups, where up to 10 young people in each area led disaster resilience and prevention projects.

Future Proof created career pathways, supporting young people to begin careers in emergency management, youth work, community services, mental health or community development.

A related initiative, Gippsland Youth, was established in 2022 through bushfire recovery funding as an outreach service for young people across East Gippsland and Wellington. By 2025, it had secured a permanent home in Bairnsdale and engaged more than 700 young people through community events, school holiday programs and ongoing support.

Key lessons:

- future workforce: Young people's engagement in emergency management can move beyond participation to workforce development, building long-term capacity within affected communities
- empower young people: Success comes from moving beyond consultation to empowering young people to actively lead disaster resilience and prevention projects
- prioritise multisector partnerships: Combining the expertise of local government, with key community groups including Aboriginal Community Controlled Organisations and employment and education providers is critical in ensuring youth-led recover is culturally safe and effective.

Resources

The following resources support engagement. Navigate to each organisation's website directly, as links and contacts change frequently.

Organisation	Website	Details
AgVic Young Farmers Advisory Group	agriculture.vic.gov.au	For rural and regional councils, the AgVic Young Farmers Advisory Group is a potential avenue for engaging young people with agricultural backgrounds in emergency management planning.
Australian Disaster Resilience Knowledge Hub	Knowledge.aidr.org.au	A national repository of resources on disaster resilience, including the peer-reviewed Australian Journal of Emergency Management.
Australian Red Cross – Pillowcase Program	Redcross.org.au	A school-based emergency preparedness program for primary school-aged children. It is a practical, accessible starting point engaging children.
ABC Early Education Helping Hands Disaster Resilience Tool Kit	Abc.net.au/abckids/early-education	Curriculum planning tool kit to help young children and families prepare for, respond to and recover from emergencies.
Centre of Excellence: Young People & Disasters (Centre) YACVic and Victoria University	https://www.vu.edu.au/institute-for-sustainable-industries-liveable-cities-isilc/disciplines-areas-of-research/new-frontiers-in-advocacy-justice-education-practice/youth-community-research/centre-of-excellence-young-people-and-disasters	A research and knowledge-translation hub that can support children and young people engagement though evidence-based, strengths-based and place-based approaches. Note: the Centre is currently developing a new website to be live in the latter part of 2026. It will act as a clearing house for knowledge translation around youth participation and disasters.
Centre for Multi-cultural Youth	cmy.net.au	*The Inclusive Organisations* guide provides a framework to help organisations reduce the barriers that prevent young people from migrant and refugee backgrounds from accessing services.
CFA – Schools In Fire Country	Cfa.vic.gov.au/schools	Hazard-specific education program supporting student-led projects on fire safety and resilience.
Child Safe Standards – Commission for Children and Young People	Ccyp.vic.gov.au	Provides guidance on the Child Safe Standards and apply to organisations working with children and young people.
Disaster Resilience Education for Young People collection	Knowledge.aidr.org.au	A curated collection of resources focused specifically on disaster resilience education for young people, hosted on the Australian Disaster Resilience Knowledge Hub.

Emerging Minds Community Trauma Toolkit	Emergingminds.com.au	Resources grouped into key audiences uniquely placed to support children and families in the event of a natural disaster or traumatic event.
Emergency Management Victoria Library	Emv.vic.gov.au	Hosts information and resources to support emergency management planning at state, regional, municipal, and community levels.
FAQs about preparing for State, Regional and Municipal emergency management plans	• FAQs about preparing State, Regional and Municipal emergency management plans | Emergency Management Victoria • Guidelines for preparing State, Regionals and Municipal Emergency Management Plans	Provides information and guidelines on how to prepare State, regional and municipal emergency management plans (SEMPs, REMPs and MEMPs).
Koorie Youth Council - Wayipunga	WAYIPUNGA - Koorie Youth Council	Framework supporting workers, organisations and government with strategies to support Aboriginal young people's participation.
Municipal Public Health and Wellbeing planning	health.vic.gov.au	Provides information on how to consider climate change in Public Health and Wellbeing Plans, providing a legislative lever for embedding youth engagement in emergency preparedness at a local government level.
Natural Hazards Research Australia	Homepage | Natural Hazards Research Australia	Includes Dr Briony Towers' research on child-centred disaster risk reduction.
Recovery Frameworks	Recovery.vic.gov.au	The overarching framework for emergency recovery in Victoria. Provides policy context for recovery planning, including community recovery committees and psychosocial support.
Understanding Intersectionality	Understanding intersectionality | vic.gov.au	Victorian Government resource explaining intersectionality and its application in policy and practice.
Unimelb Children and Disasters Advisory Committee	Melbourne School of Population & Global Health | University of Melbourne	Research and advisory body focused on children and disasters.
Victorian Emergency Management Planning Toolkit for People Most at Risk	Emv.vic.gov.au	The Planning Toolkit is a practical resource providing a range of guidance and support materials, to help emergency management practitioners to consider and plan for the needs of groups of people and communities most at risk in emergencies.
Victoria Student Representative Council	Home | VicSRC	Victorian Student Representative Council – resource hub for student voice and engagement.
YACVic Youth Engagement Resource Platform	https://www.yacvic.org.au/yerp/	YERP is an online toolkit on youth participation, engagement and empowerment for young people (12-25) and anyone working with young people or seeking to involve young people in their work. Includes a section on disasters.

Appendix A: Relevant policy, framework and legislative references

The following references provide the legislative policy and practice context that supports this guidance.

Victorian legislation and policy

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
  https://www.legislation.vic.gov.au/in-force/acts/charter-of-human-rights-and-responsibilities-act-2006
- Child Wellbeing and Safety Act 2005 (Vic)
  https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005
- Parliamentary Inquiry into Climate Resilience – Findings 72, Recommendation 58 (August 2025)
  Final report: https://www.parliament.vic.gov.au/get-involved/inquiries/climateresilience/reports/
- Public Health and Wellbeing Act 2008 (Vic)
  https://www.legislation.vic.gov.au/in-force/acts/public-health-and-wellbeing-act-2008
- Victorian Aboriginal Affairs Framework
  https://www.aboriginalvictoria.vic.gov.au/victorian-aboriginal-affairs-framework
- Victorian Child Safe Standards
  https://ccyp.vic.gov.au/child-safe-standards/
- Victoria's Climate Change Strategy 2026–30

Emergency management and resilience frameworks

- Emergency Management Act 2013 (Vic) – Part 6
  https://www.legislation.vic.gov.au/in-force/acts/emergency-management-act-2013
- National Disaster Risk Reduction Framework (Australia)
  https://www.homeaffairs.gov.au/emergency/files/national-disaster-risk-reduction-framework.pdf
- State Emergency Management Plan (SEMP)
  https://www.emv.vic.gov.au/policies/state-emergency-management-plan

Youth participation frameworks

- IAP2 Public Participation Spectrum
  https://www.iap2.org/page/pillars
- UN Convention on the Rights of the Child – Article 12
  https://www.unicef.org/child-rights-convention/convention-text
- YACVic – 'A Seat at the Table: Young People and Disaster Recovery'
  Resource page: https://www.yacvic.org.au/advocacy/seat-at-the-table-brv/
  Direct PDF: https://www.yacvic.org.au/assets/Documents/YACVic-Seat-at-the-Table-Resource.pdf
- YACVic – Code of Ethical Practice for the Victorian Youth Sector
  https://www.yacvic.org.au/policy-advocacy/code-of-ethical-practice/

International frameworks

- Sendai Framework for Disaster Risk Reduction 2015–2030
  https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
- UNICEF Child-Centred Risk Assessment framework
  https://www.unicef.org/media/60806/file/CCRA-Technical-Guidance.pdf