INSTITUTE FOR SUSTAINABLE FUTURES

WATER IN NORTH EAST VICTORIA
REGIONAL COMMUNITY DEVELOPMENT CLIMATE ADAPTATION PLAN – FINAL REPORT

Institute for **Sustainable Futures**

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ABOUT THE AUTHORS

The Institute for Sustainable Futures (ISF) was established by the University of Technology, Sydney in 1996 to work with industry, government and the community to develop sustainable futures through research and consultancy. Our mission is to create change toward sustainable futures that protect and enhance the environment, human well-being and social equity. We seek to adopt an inter-disciplinary approach to our work and engage our partner organisations in a collaborative process that emphasises strategic decision-making.

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Regional Community Development Climate Adaptation Plan:
Final Report

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ABBREVIATIONS

ALWF	Adapting to a Low Water Future
ARMB	Alpine Resort Management Board
AVCLP	Alpine Valleys Community Leadership Program
CBI	Community Building Initiative
CBA	Community-based adaptation
CBSM	Community Based Social Marketing
CCA	Climate change adaptation
CRC	Community Resilience Committee
DEC	Department of Environment and Conservation (NSW)
DRR	Disaster risk reduction
DSE	Department of Sustainability and the Environment (Victoria)
EPA	Environment Protection Authority Victoria
IPCC	Intergovernmental Panel on Climate Change
ISF	Institute for Sustainable Futures
LGAs	Local Government Areas
NBN	National Broadband Network
NCCARF	National Climate Change Adaptation Research Facility
NECMA	North East Catchment Management Authority
NEGHA	North East Greenhouse Alliance
NELGN	North East Local Government Network
RDV	Regional Development Victoria
RMF	Regional Management Forum
SEAP	*Water in the North East – Socioeconomic Adaptation Planning*
SES	(Victoria) State Emergency Service
VCCCAR	Victorian Centre for Climate Change Adaptation Research
WHO	World Health Organisation
YCEN	Yackandandah Community Education Network

EXECUTIVE SUMMARY

The North East Greenhouse Alliance (NEGHA) engaged the Institute for Sustainable Futures (ISF) at the University of Technology, Sydney to develop a program to engage communities in North East Victoria in climate change adaptation. This is the Final Report from the project.

What were the project objectives?

The objectives of the project were to:

- Investigate the feasibility of existing community engagement proposals and recommendations for North East Victoria
- Review best practice in community engagement on climate change adaptation (CCA) and propose additional initiatives that are consistent with best practice
- Deliver three pilot initiatives to test practical community engagement approaches with communities in North East Victoria
- Evaluate and fully document the pilot initiatives
- Prepare a comprehensive Regional Community Development Climate Adaptation Plan containing a toolbox of community engagement approaches that Councils and others can adopt.

What did we do?

We reviewed reports from previous consultancies undertaken on climate change adaptation for NEGHA to gain an understanding of the current situation in the region. We also reviewed best-practice in community engagement on climate change adaptation to provide inspiration for the community engagement program.

In consultation with the Steering Group for the project, we applied a set of selection criteria to identify community groups that are vulnerable to climate change and to select potential pilot community engagement activities. These activities were further developed and refined by weaving together our desktop research with a series of interviews with key stakeholders and knowledge holders at councils, other agencies or community groups.

We undertook three pilot community engagement programs:

- The North East Brains Trust – workshops on climate change resilience with older people in Wodonga and Tallangatta
- A grassroots community leadership pilot program, involving members of the Harrietville Community Building Initiative and community leaders in Yackandandah
- A trial of several mobile outreach activities on climate change resilience in Wangaratta, alongside a trial of Wangaratta Council's new eco-living trailer.

We evaluated the pilot activities using participant feedback surveys, facilitator observations and reflections and analysis of the outputs from the activities. Finally, we drew on the evaluation and our desktop research to develop a toolbox of ten recommended community engagement activities. These are intended for future use by NEGHA, member Councils and other organisations to engage the community in climate change adaptation activities.

What were our guiding principles?

We developed ten community engagement principles to guide the design and implementation of the pilot initiatives and future engagement activities in the region. These principles were based on our desktop research on best practice in community engagement. The principles were:

- Raising awareness – embed activities to raise awareness of climate change in all community engagement activities
- A focus on positive action – adopt a positive, inspiring and fun approach to reduce fearful reactions to climate change, as these work against taking action
- Building resilience and adaptive capacity –build the resilience and capacity of the community to adapt to long-term climate trends and unpredictable climate shocks, such as fires, floods and heatwaves
- Practical – ensure that what we ask of participants is practical in the context of the infrastructure and cultures they are embedded in and the practical knowledge they possess
- Community-led –help communities to understand the issues affecting them and support communities to design and lead their own solutions
- Flexible and adaptable – ensure that a range of activities are available that can be adapted to different contexts
- Place-based – be responsive to local context and draw out actions from the community that are appropriate and sensitive to the local landscape
- Diverse engagement techniques – use diverse engagement techniques to cater for differing learning styles and preferences
- Testing and evaluation – ensure that all activities are piloted and evaluated
- Lasting engagement – aim for lasting engagement with communities rather than one-off activities.

What happened during the Brains Trust pilot?

The 'Brains Trust' pilot sought to engage community 'elders' in testing activities to help seniors to prepare for climate-related emergencies. Seniors are potentially more vulnerable to climate change than other groups. However, our pilot aimed to recognise and draw on the wisdom and experience of seniors. Seniors often know their community very well and have experienced and survived climate-related emergencies, so they are well placed to act as a 'brains trust' for testing community engagement activities.

We held two Brains Trust workshops – one in Wodonga and one in Tallangatta. The intent was to see if the approach worked in an urban community that was relatively well-connected (Wodonga) and in a more isolated township (Tallangatta).

Participants were recruited with assistance from the respective Councils. They participated in a 3-hour workshop. The workshops included a presentation on climate change in the region, a story telling activity, developing a vision of a climate-resilient community, testing an emergency planning resource developed for seniors by the Red Cross and creating 'resilience posters' as a visual resource for use during emergencies.

Participants founds the workshops useful and engaging and we are confident that the concept of a Brains Trust workshop could be used to test other community engagement activities. Several of the workshop activities were further developed as part of the final toolbox of community engagement activities.

What happened during the grassroots community leadership pilot?

The Harrietville Community Building Initiative (CBI) is a group of community leaders working to improve sustainability and amenity in Harrietville, supported by Alpine Shire Council. We held a workshop with this group to understand and document the approach that they have taken as a case study for other communities. The case study is provided in Appendix 5. In the workshop, we also explored key lessons and critical success factors with the group, provided then with other resources that might support their activities and facilitated a future-focused discussion for them to think about next steps for their group.

In the second stage of this pilot, we convened a workshop for community leaders in Yackandandah to explore what they could do to improve community resilience. Two representatives from the Harrietville CBI attended the Yackandandah workshop to share their stories and experiences and there were also speakers from Indigo Shire Council, Solar North East and Yack Sustainability. The workshop gave an overview of 'tools', programs or approaches that have a climate change adaptation or resiliency focus. There was discussion of what would help to strengthen community leadership in the area and how a broader range of groups could see climate change adaptation as part of their work.

The workshops were again well received by the participants. Participants stressed that there are many existing community groups and the challenge is not to create new groups but to connect, coordinate and support those that already exist. Groups were keen to find ways to attract and involve younger people, perhaps through the use of social media. Groups also saw a role for Councils to offer support but there is a need for continuity so that trusting relationships can be established.

Several of the ideas presented by participants were further developed as part of the toolbox of engagement activities.

What happened during the mobile outreach pilot?

The mobile outreach pilot tested five community engagement activities designed to be easily set up alongside a mobile trailer at events, schools or shopping centres. The intent was to provide a set of fun activities that would fit in well at a festival or farmers market and would get people thinking about climate resilience without being too onerous. We tested the activities with staff from Wangaratta Council as part of a trial of Council's new eco-living trailer. Some members of the public that were passing by the activity also chose to participate.

The five activities were:

- A passive reading activity, where participants could learn more about climate change by reading information posted on a board
- 'Make your mark' – participants could use pins to mark places on a map where they had experienced extreme weather events
- Sharing local resilience tips by writing them up on a board after discussions with the facilitator
- A resiliency pledge activity, where participants were given sheets showing possible actions they could take and were asked to tick off those they had done. They were then asked to commit to an action, to write it up on a 'speech bubble' and to have a photograph taken with their commitment. Photographs were provided to participants and a copy was posted on a noticeboard.
- A game with buckets and juggling balls where participants were asked to come up with benefits or outcomes for particular resiliency actions.

The level of engagement in the activities varied – for example, the resilience pledge was popular and participants seemed to find it engaging, whereas there was very little participation in the bucket game. There were logistical problems on the day – the exhibit was not as 'mobile' as we would have liked and was not designed to cope with wind. Nevertheless, there was good participation in the activities and we think that the idea of using fun activities like this for mobile outreach is sound. The mobile outreach activities are further developed in the toolbox of community engagement activities.

What was the final outcome?

We drew on the pilots and our desktop research to develop a toolbox of ten community engagement activities that NEGHA, the member Councils and other organisations can use to engage the community in climate change adaptation. The toolbox contains diverse activities suited to different audiences, locations and purposes. It is not intended that each Council would implement all of these community engagement activities. Rather, Councils can pick and choose from the listed activities as appropriate to suit the particular context and purpose of engagement. Table ES1 provides a summary of the recommended community engagement activities with key information to help Councils choose which activities to implement.

Table ES1: Summary of recommended community engagement activities.

Activity	Description	Audience	Location	Purpose
1. Brains Trust workshop	Engage community 'elders' as a 'brains trust' to gather local knowledge and identify or test appropriate community engagement practices for the local context	Particularly older people and farmers with experience of climate variability but can include other community leaders	All	Consultation Piloting activities
2. Facilitated emergency planning	Take individuals or groups through a facilitated process of developing an emergency response plan, using existing resources	All, but particularly older people and other vulnerable groups	All	Personal emergency planning
3. Climate resilience stories	Share personal stories of experiences with climate variability and responses. Can work at multiple scales, from a small workshop activity to a community-wide project.	All, but particularly focused on older people sharing their stories with younger people	All	Raising awareness of impacts and responses Strengthening community networks
4. Resilience posters	Develop a one-page poster with essential information for climate emergencies in a highly visual form. This is useful both as a workshop activity for individuals or small groups and at a community scale.	All	All	Personal emergency planning Raising awareness of community networks and resources
5. Community resilience audits	Identifying existing community groups and networks in a particular location to identify what is already being done to build community resilience, which groups are well placed to do	Councils, community leaders	All but may be more useful for strong place-based communities in	Identifying community groups and networks

Activity	Description	Audience	Location	Purpose
	more and where connections could be made or strengthened		townships	
6. Support and coordination for existing groups	Instead of establishing new groups, provide resources, support and specific training for existing groups to take a stronger role in building community resilience and adapting to climate change.	Community leaders	All but may be more effective in townships	Strengthening community networks Getting resilience and climate change adaptation on the agenda of existing groups Building personal capacity to lead climate change adaptation actions
7. Local and regional exchange events	Community groups are often unaware of other groups that are doing similar work, both locally and regionally. Regular community exchange events at different scales, from towns, to LGAs to the North East Victoria region can bring groups together and strengthen community networks.	Community leaders	All	Raising awareness of community networks and resources Strengthening community networks
8. Regional climate resilience web portal	Establish a regional web portal to act as a clearinghouse for information on climate change resilience. The portal could provide real-time information during emergencies. It could also include a participatory Google mapping function to allow the community to share local	General public, comfortable with Internet use	All with good Internet access	Raising awareness of impacts and responses Raising awareness of community networks

Activity	Description	Audience	Location	Purpose
	experiences of climate impacts, identify examples of local actions to improve resilience and share emergency responses plans.			and resources
9. Community participation in resilience planning and recovery	Communities should be directly involved in resilience planning and recovery planning through deliberative and inclusive processes	Community leaders or randomly selected general public	All	Consulting and involving communities in decisions about climate change adaptation
10. Mobile outreach activities	Use fun activities to engage and motivate people to take climate change adaptation actions in diverse locations such as markets, festivals, fetes and schools	General public	At events	Raising awareness of impacts and responses Motivating individual action to adapt to climate change

1 INTRODUCTION

1.1 BACKGROUND

The North East Greenhouse Alliance (NEGHA) engaged the Institute for Sustainable Futures (ISF) at the University of Technology, Sydney to develop a 'Social Planning, Community Development and Behaviour Program'. For simplicity, we refer to this as a **Community Engagement Program** throughout this document.

NEGHA is a partnership between six local governments and the North East Catchment Management Authority (NECMA). Several other organisations, including LaTrobe and Charles Sturt Universities, North East Water and the regional Environment Protection Authority (EPA) office, are also partners and associate members of the alliance. Established in 2005, NEGHA provides a framework for working together on greenhouse projects in North East Victoria. Wodonga City Council hosts NEGHA.

North East Victoria is part of the Hume Region of Victoria. Different organisations define the boundaries of North East Victoria in different ways. For the purposes of this study, North East Victoria encompasses the Upper Hume local government areas of Wodonga City, Towong Shire and Indigo Shire and three of the four Central Hume local government areas – Alpine Shire, Benalla Rural City and the Rural City of Wangaratta. It also includes the Alpine Resorts of Falls Creek, Mt Hotham and Mt Buller/ Mt Stirling. See Figure 1 in Section 3.1 for a map of the region.

The study region is bounded by the Murray River in the north, the Victorian Alps in the south, the New South Wales border in the east and the Warby Ranges in the west. It has an area of approximately 19,000 square kilometres and is home to roughly 100,000 people. The region is economically diverse, rich in natural assets and experiences significant climate variability (DSE, 2008b). In recent years, it has experienced drought, bushfires, heat waves and floods.

Under the Australian Government's *Strengthening Basin Communities* program, NEGHA previously received funding for its *Adapting to a Low Water Future* (ALWF) project. The ALWF project included reports on:

- The regional context (Crase, 2010; Beverly & Hocking, 2010; Ananda, 2010; Crase & Clarke, 2010; Watson, 2010)
- A risk assessment process (Kinrade, Arold, Benedyka & Carolane, 2011)
- A review of municipal documents (Martin, 2011)
- An investigation of options for improving water security, sullage and sewage performance in small rural towns (Coombes et al., 2012; Coombes, Colegate, McBride, Want, et al., 2012)
- A skills gap and training needs analysis (Mitchell, Watkins, Charles-Jones & Klippel, 2011)
- An analysis of drivers and barriers for key stakeholders for adapting to climate change (RDC & Fishbowl PR, 2011)
- Development of a model Climate Change Action Plan (Tribal Frog, 2012a, 2012b)
- An overview report on the entire project (Martin, 2012).

This previous work sets the scene for the current consultancy.

The current consultancy is part of the *Water in the North East – Socioeconomic Adaptation Planning* (SEAP) project, which is also funded under *Strengthening Basin Communities*. This larger project has 3 phases:

- Phase 1 – vulnerability assessment and resilience planning
- Phase 2 – socio-economic planning, development and change program studies
- Phase 3 – regional climate change adaptation strategy.

The major output of Phase 1 was a *Socioeconomic Resilience Plan* (Arold & Kinrade, 2012), which identified vulnerable groups and opportunities to improve resilience. There were also specific reports on community consultation (GPS Research, 2011b) and industry consultation (GPS Research, 2011a).

The current consultancy on a Community Engagement Program is part of Phase 2 of the SEAP project. Other Phase 2 consultancies focus on industry engagement and consolidation of existing strategies and recommendations. URS is managing both of these consultancies. Phase 3 will consolidate all of these consultancies into a Regional Climate Change Adaptation Strategy.

1.2 OBJECTIVES

The aim specified by NEGHA for this consultancy was to 'plan and build resilience and capacity for communities to respond to climate change through the development and delivery of practical solutions and tools'.

In keeping with this aim, our vision for the consultancy was that it would provide a way to move beyond research and consultation to positive action. There has already been a lot of research on climate change adaptation in the region as part of this project and previous projects. There has also been a lot of stakeholder consultation and some community consultation. It is important to avoid 'consultation fatigue' and deliver inspiring action-oriented programs that build on the existing research and consultation.

The main objective of our consultancy was to design, run and evaluate feasibility tests of 3 community change initiatives. Each involved different vulnerable community groups and was located in different local government areas. Each used a different community engagement technique, suited to the target group and location.

We have thoroughly evaluated these initiatives to draw out lessons and identify improvements. We then propose a menu of community engagement initiatives that Councils could adopt in their communities in the future.

In summary, the objectives for the project were to:

- Investigate the feasibility of existing community engagement proposals and recommendations for North East Victoria
- Review best practice in community engagement on climate change adaptation (CCA) and propose additional initiatives that are consistent with best practice
- Deliver three pilot initiatives to test practical community engagement approaches with communities in North East Victoria
- Evaluate and fully document the pilot initiatives
- Prepare a comprehensive Regional Community Development Climate Adaptation Plan containing a toolbox of community engagement approaches that Councils and others can adopt.

- Deliver a Capacity Building Workshop for Councils and other project stakeholders to present the toolbox of community engagement activities and advise stakeholders on how to implement the plan.

1.3 REPORT STRUCTURE

This Final Report documents all work under the consultancy, including Activity Reports for each of the three pilot activities and a toolbox of community engagement activities. The report is structured as follows:

Background and methodology	Sections 2, 3, 4 and 5
Pilots: How we chose and designed the pilots	Sections 6 and 7
Pilots: What we did for the three pilots	Sections 8, 9, 10 and appendices
Action: What we propose	Section 11 and appendices

Details on each section and its contents are as follows:

Background and methodology

- Section 2 documents our approach to this project
- Section 3 provides context on North East Victoria and projected climate change challenges
- Section 4 discusses community engagement principles that guide our approach to this project
- Section 5 summarises and assesses recommendations on community engagement from the previous consultancies to identify their suitability for inclusion in the toolbox of community engagement activities.

Pilots – how we chose and designed the pilots

- Section 6 reports on the application of a set of selection criteria to identify suitable pilot community engagement initiatives
- Section 7 documents the thinking process used to design the pilot programs in detail.

Pilots – what we did

- Section 8 reports on and evaluates the 'Brains Trust' workshops held in Wodonga and Tallangatta, which worked with community elders on climate change adaptation
- Section 8.6 reports on and evaluates the second pilot, which explored ways to support community leadership through workshops in Harrietville and Yackandandah
- Section 10 reports on and evaluates the use of mobile outreach activities on climate change adaptation in conjunction with Wangaratta Council's eco-living trailer.

Action – what we propose

- Section 11 presents the toolbox of community engagement activities on climate adaptation for North East Victoria.

1.4 DELIVERABLES

This section briefly identifies where the key deliverables required for this consultancy are located in the report.

Community Behaviour Change Program

The consultancy was required to deliver a Community Behaviour Change Program, which must identify potential vulnerable community areas/groups in consultation with the Steering Committees and implement pilot programs.

This report documents a pilot Community Behaviour Change Program and provides recommendations for community engagement activities that could be pursued by Councils and other organisations in future to continue behaviour change in the region.

Sections 2.3 and 6 describe how we worked with the SEAP Steering Group to identify vulnerable community groups. Sections 8, 9 and 10 document the three pilot behaviour change programs that emerged from this process and their outcomes. Section 11 provides a toolbox of recommended community engagement activities for facilitating further behaviour change in the region.

Practical Solutions and Tools

The three pilot activities described in Sections 8, 9 and 10 were designed to engage communities in a very practical way in taking actions to improve climate change resilience. The pilot activities were practical solutions and tools in their own right and were used to develop a community engagement toolbox, presented in Section 11.

Regional Climate Change Adaptation Community Development Plan

The community engagement toolbox presented in Section 11 equates to the Regional Climate Change Adaptation Community Development Plan. Our intention is that Councils and other organisations will take up whichever of these activities are appropriate to help them to facilitate community responses to climate change in the region.

Background and methodology

Sections 2, 3, 4 and 5

2 OUR APPROACH

This section documents our approach to each of the consultancy tasks. The main tasks were:

- A situation analysis (Section 2.1)
- Review of community engagement practices (Section 2.2)
- Selection of the pilot community engagement activities (Section 2.3)
- Design and implementation of the three pilot programs (Section 2.4)
- Evaluation of the pilots (Section 2.5)
- Developing the toolbox of community engagement activities (Section 2.6).

2.1 SITUATION ANALYSIS

Our first task was to thoroughly assess the current situation in North East Victoria with respect to climate change adaptation and community engagement. The objective was to gain a comprehensive understanding of current adaptation practices in the community as a starting point for designing a transition to new practices.

Given the substantial amount of work on climate change adaptation already undertaken in North East Victoria, the primary focus of the situation analysis was on reviewing outputs from previous consultancies commissioned by NEGHA. NEGHA provided copies of all previous reports from the Adapting to a Low Water Future project and the current SEAP project. Some additional literature was identified through web searches and conversations with project stakeholders.

The situation analysis informed all subsequent tasks but was particularly important for our understanding of climate change issues in North East Victoria, which is documented in Section 3.

2.2 REVIEW OF COMMUNITY ENGAGEMENT PRACTICES

Our project team started this project with strong practical knowledge on community engagement in diverse contexts. We built on this existing knowledge through a literature review on community engagement techniques in the context of climate change adaptation. The focus of the literature review was primarily on identifying case studies of initiatives elsewhere that engaged the community in climate change adaptation activities.

We started by reviewing engagement activities currently underway in Australia and then broadened our search for international case studies. The fifty identified case studies were used as a source of inspiration for the design of community engagement programs.

Many of the CCA engagement case studies in Australia, Europe and North America focus on involving communities in **planning for adaptation** rather than **engaging communities in taking specific adaptation actions**. Where the CCA engagement programs in Australia have been action-based, they have tended to work with farmers and the agricultural sector. Several stakeholders, such as the Victorian Centre for Climate Change Adaptation Research (VCCCAR) and The Climate Institute, provided contacts and background information about specific engagement projects with older people and grassroots community resilience groups in Victoria, which were helpful starting points for the design of the community engagement pilots.

Many case studies of 'hands on', 'action-based' engagement in CCA strategies, tools and approaches were found in the aid and international development sector, where "Community-based Adaptation" or CBA is a common practice. CBA is also commonly combined with Disaster Risk Reduction (DRR) and social capital initiatives. However, these approaches have generally not been applied with Australian communities.

One of the main questions arising from our review of community engagement practices was "*How can we develop these workshops with people on the ground or representatives from the vulnerable groups?"* This theme was highlighted in many of the case studies as essential for the success of the engagement.

The review of community engagement practices also indicated that climate change adaptation activities should:

- Have a focus on empowerment, resilience, and positive action rather than a 'doom and gloom' message
- Have the explicit goal of reducing vulnerability to the impacts of climate change
- Value the local/traditional climate knowledge in planning for CCA as well as scientific climate information
- Use a holistic analysis of people's vulnerability to climate change, examining both current and projected climate risks.

The review of community engagement practices fed into the development of the Community Engagement Principles outlined in Section 4.2 and informed the design of the three pilot activities and the final Community Engagement Program (Section 11).

2.3 SELECTION OF PILOT ACTIVITIES

To identify which community engagement activities to pilot from many possibilities, we proceeded as follows:

1. Reviewed previous work to identify community groups that are vulnerable to climate change in North East Victoria
2. Developed a set of selection criteria to help us choose which vulnerable groups were the highest priority to work with
3. Prepared a Discussion Paper on our initial assessment against these selection criteria
4. Facilitated a workshop with the SEAP Steering Group to run through the selection criteria and seek agreement on three vulnerable groups to work with.

The selection criteria, and our assessments against each, are outlined in Section 6.

2.4 PILOT DESIGN AND IMPLEMENTATION

Once the broad parameters were chosen for each pilot (e.g. a target audience, a type of engagement, a preferred location) a more detailed design phase began. Separate teams were assigned to the development of each of the three pilots.

The pilot design process needed to weave together ideas on best practice from our review of community engagement practices and an understanding of the regional context while responding adaptively to strategic and operational opportunities and constraints. Specifically the pilot design phase wove together our desktop research with a series of interviews with key stakeholders and knowledge holders at councils, other agencies or community groups.

This process enabled each of the three teams to modify a general pilot idea to the specifics of a particular town, within the constraints of a tight timeline. In some cases key features of the pilots were determined by pragmatism – needing to find a willing host community, the need to work with interested participants, testing multiple possible engagement elements in one pilot process.

A specific template was used by the teams to structure thinking in the design phase – and this is attached as Appendix 1. The template guided a process of learning about the local context, identifying and learning from similar programs elsewhere, drawing on our community engagement principles (Section 4) and responding to logistical challenges. Section 7 documents the pilot design process and its outcomes. Sections 8, 8.6 and 0 describe the activities undertaken for each of the three pilots.

2.5 PILOT EVALUATION

The pilot activities were held between Thursday 26th April 2012 and Monday 30th April 2012. Afterwards, we evaluated each of the pilot activities and used the outcomes to design the toolbox of community engagement activities provided in Section 11. This section outlines the evaluation approach.

2.5.1   Outcome hierarchy

When designing evaluation of a program, it is useful to develop an outcome hierarchy to clarify the program logic (DEC, 2004). Table 2 summarises a general outcome hierarchy for the pilots and their potential contribution to the Community Engagement Program. More specific outcome hierarchies were also developed for each pilot. These are discussed for each pilot in Section 7.

Due to the time constraints for the consultancy, our primary focus was on evaluating the immediate outcomes of the small-scale pilot activities. However, we also comment on likely intermediate outcomes where possible. It was not possible to say much about the ultimate outcomes in the time available, although we designed the Program with this ultimate outcome in mind.

Table 2: A general outcome hierarchy for the pilots.

Timeframe	Outcomes
Ultimate	• A well-designed Community Engagement Program creates change in community practices that improves adaptation and resilience to climate change in North East Victoria
Intermediate outcomes sought	• The feasibility of the broader Community Engagement Program is sufficiently tested through pilot activities • There is uptake of the Program by stakeholders and the community • The community is more aware of the need to adapt to climate change and the actions that can be taken
Immediate outcomes sought	• Pilot activities are clearly described and documented • Participants and stakeholders are inspired by the activities • Participants and stakeholders see the activities as useful • Participants and stakeholders believe the pilot activities could be used elsewhere in the region
Activities	• See Section 6 for a discussion on how the pilot activities were selected and Section 7 for details on the design of each pilot
Needs	• The community in North East Victoria, particularly vulnerable groups, are engaged in practical actions to adapt to climate change • Greater community awareness of the need for climate change adaptation and actions that can be taken • Councils are provided with a set of practical actions and tools they can take to engage their community in climate change adaptation

2.5.2   Evaluation framework

We used the outcomes hierarchy in Table 2 to guide the development of a general evaluation framework for the pilot activities. The general evaluation framework is summarised in Table 3. Specific evaluation frameworks for each of the three pilots are provided in Sections 7.2.7, 7.3.7 and 7.4.7.

We used the general evaluation framework to identify key sources of data for the evaluations of each pilot. These sources are discussed in Section 2.5.3.

2.5.3   Evaluation activities

We drew on three main sources of data to evaluate the pilot activities, as discussed below. Evaluation outcomes for each pilot are discussed in Sections 8.6, 9.6 and 10.6.

Observation

Observation is an ethnographic research strategy in which the researcher observes and records the actions of research participants (Gobo, 2011). There are two main types of observation: non-participant observation and participant observation. In the former, the researcher observes participants 'from a distance' without interacting with them. In the latter, the researcher establishes a direct relationship with the participants in their own

environment with the purpose of observing and describing their social actions (Gobo, 2011).

We employed participant observation as part of the evaluation of all three pilot activities. Members of the research team facilitated and engaged in the activities and observed the resulting interactions. The facilitation team wrote notes during the process and gathered together for a debriefing meeting after the activity, during which additional observations were shared and recorded. Observers of the pilot activity (e.g. Council staff) were also invited to share their observations. The types of things we looked for in our observations included:

- The extent to which different people engaged in the activities (i.e. who actively participated and who seemed less engaged or left out)
- The way in which different activities were received by participants
- Periods when the activities were flowing really well and periods when they did not flow so well
- The interactions between the participants.

For the pilot on outreach activities to build resilience (see Section 10), we also employed non-participant observation. One member of the research team did not engage in the activities or with the research participants but made observations on:

- Who was drawn to the exhibit?
- Who was not drawn to the exhibit?
- For people who were drawn to the exhibit, how did they engage with the different activities? In what order did they engage, and how did they move within the exhibit?
- How successful were different facilitation strategies in drawing people to the exhibit, keeping them engaged and leading them through the process in a particular order?

Table 3: A general evaluation framework for the pilot activities.

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
Ultimate outcomes *A well-designed Community Engagement Program creates change in community practices that improves adaptation and resilience to climate change in North East Victoria*	Unable to evaluate during timeframe of consultancy			
Intermediate outcomes *1. The feasibility of the broader Community Engagement Program is sufficiently tested through pilot activities* *2. There is uptake of the Program by stakeholders and the community* *3. The community is more aware of the need to adapt to climate change and the actions that can be taken*	1. Does the team feel that the pilots provided sufficient testing? 2. Unable to evaluate during timeframe of the consultancy 3. Unable to evaluate during timeframe of the consultancy		1. Team debriefs for each pilot, internal evaluation workshop	
Immediate outcomes *1. Pilot activities are clearly described and documented* *2. Participants and stakeholders are inspired by the activities* *3. Participants and stakeholders see the activities as useful* *4. Participants and stakeholders believe the pilot*	1. What was actually done in each pilot? 2. What was the experience like for participants? 3 and 4. What did the participants think of the pilot activities?	2. Satisfaction with workshop 3 and 4. Participant assessment of activities	1. Pilot templates and activity reports, facilitator notes, audio recordings, pilot outputs, team debriefs for each pilot 2, 3 and 4. Evaluation survey, facilitator observations	

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
activities could be used elsewhere in the region				
Activities	See Section 7			
Needs *1. The community in North East Victoria, particularly vulnerable groups, are engaged in practical actions to adapt to climate change* *2. Greater community awareness of the need for climate change adaptation and actions that can be taken* *3. Councils are provided with a set of practical actions and tools they can take to engage their community in climate change adaptation*	1 and 2. Unable to evaluate during timeframe of consultancy. 3. Council satisfaction with project outputs		3. Acceptance of Final Report	

Evaluation surveys

All participants in the pilot activities were invited to complete evaluation surveys at the conclusion of the activity. The questions asked on the evaluation surveys varied depending on the pilot and the specific community engagement approaches it was testing. Surveys were administered as paper forms, which participants were asked to fill out before leaving.

Evaluation of outputs

The final source of data for evaluation was assessment of the quality of the outcomes of each of the pilot activities. Each pilot included specific activities that produced an output, such as photographs showing actions that participants had committed to, or maps showing available emergency response services. We collected these outputs and assessed them to get a sense of whether the quality of what was produced matched our expectations.

2.6 DEVELOPING THE COMMUNITY ENGAGEMENT TOOLBOX

The final toolbox of community engagement activities (see Section 11) drew on previous recommendations (e.g. Arold & Kinrade 2012), our review of community engagement practices, research findings from the pilot design and delivery phase (e.g. ideas for activities raised by workshop participants) and the results and evaluation of the pilot activities themselves. It proposes a suite of community engagement activities that the member Councils could choose to pursue.

Each proposed activity is categorised by the target audience, the degree of resourcing required, the stakeholders who would need to be engaged in delivery, and the outputs and possible outcomes of that activity.

3 CLIMATE CHANGE AND NORTH EAST VICTORIA

This section draws on our situation analysis (see Section 2.1) to describe the regional context for climate change adaptation and community engagement in North East Victoria.

3.1 NORTH EAST VICTORIA

3.1.1   Geography and boundaries

North East Victoria, as defined for this study, encompasses the local government areas (LGAs) of Alpine Shire, Benalla Rural City, Indigo Shire, Towong Shire, Rural City of Wangaratta and City of Wodonga. It also includes the Alpine Resorts of Falls Creek, Mt Hotham and Mt Buller/ Mt Stirling. As Figure 1 illustrates, these LGAs are part of Victoria's Hume Region and sit within two sub-regions: Central Hume and Upper Hume.
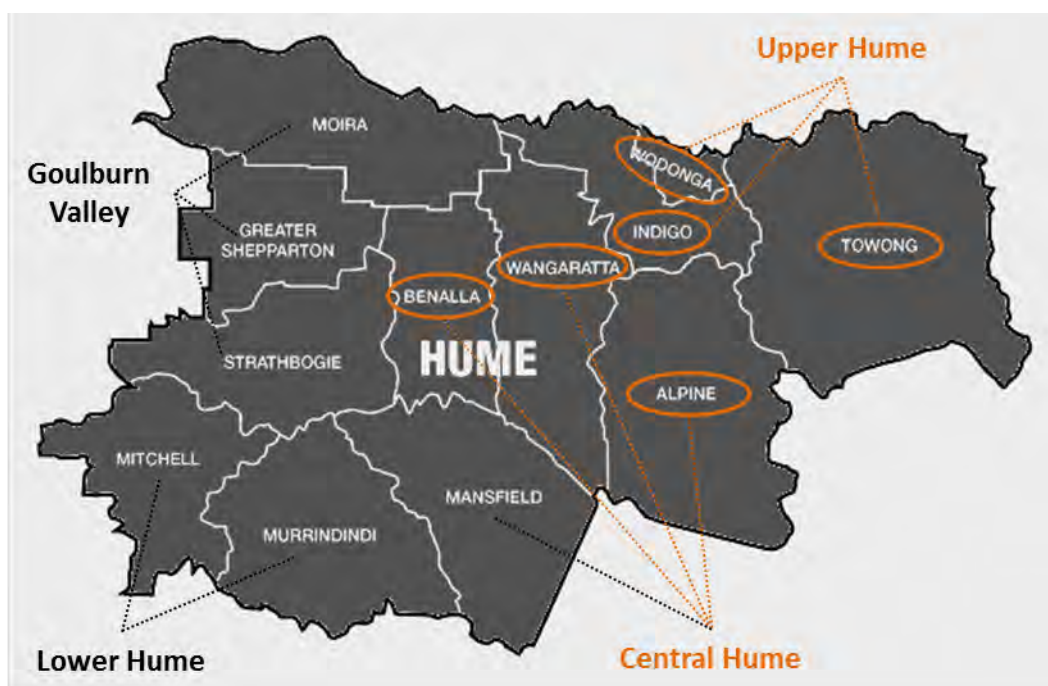
Figure 1: Geographic location of the Hume sub-regions and local government areas relevant to the study (in orange). Adapted from Regional Development Victoria (2011).

3.1.2   Major natural features

The region is bounded by the Murray River in the north, the Victorian Alps in the south, the New South Wales border in the east and the Warby Ranges in the west. With an area of approximately 19,000 square kilometres (DSE, 2008b), it contains the headwaters of several major rivers of Victoria (National Water Commission, 2012b). Although most of the study region lies within the North East Catchment, areas such as Benalla and the Alpine Resorts of Mt Buller and Mt Stirling fall under the Goulburn Broken Catchment.

The rivers that flow into the upper Murray River, including those flowing through North East Victoria, provide about 40% of the total water in the Murray-Darling Basin. Major water bodies of the region include:

- Murray River, Mitta Mitta River, Kiewa River, and Ovens River, in the North East Catchment, (National Water Commission, 2012b);
- Lakes Mulwala and Mokoan, and Broken River, in the Goulburn Broken Catchment, (National Water Commission, 2012a).

3.1.3   Towns and Cities

Wodonga and Wangarratta are two of Victoria's 10 largest regional cities (in 2006) and as of 2006 had more than 29,500 people, and 16,750 respectively (Mckenzie & Frieden 2010, p.5). Both towns experienced population growth between 2001 and 2006 – 0.74% for Wodonga, and 0.49% for Wangaratta (Mckenzie & Frieden 2010, p.5). There are numerous smaller townships throughout the region. The total population of the region is approximately 100,000 people (ABS, 2011).

3.1.4   Land use

Approximately 54% of the North East region is covered by public land (Department of Primary Industries, 2009) which contains more than 200 reserves and parks (Waterwatch Victoria, 2012). Agriculture is the main commercial activity in the region, accounting for 41% of its land area, of which 65% is used for sheep and beef grazing and 23% for dairy (Department of Primary Industries, 2008b). Other land uses include tourism, particularly in the Alpine area, and industrial and rural-urban development concentrated mainly around major centres (Department of Primary Industries, 2008b).

Important conservation areas in the region include the Alpine National Park, Lake Eildon National Park, Kinglake National Park, Mount Buffalo National Park, and Snowy River National Park (Department of Primary Industries, 2012).

3.2 CLIMATE CHALLENGES

Most of the region is characterised by a temperate climate, with a significant gradation in average temperatures and rainfall between the north and south areas. Average annual daily temperatures vary from around 12^0C to 16^0C in central and northern areas, and about 6^0C to 8^0C in the alpine resorts (Arold & Kinrade, 2012). While northern parts of the region receive approximately 600 mm of rainfall annually, on average, areas in the south, alongside the Great Divide, receive up to 1800 mm (Arold & Kinrade, 2012).

There is evidence the climate in North East Victoria is getting warmer. Observed increases are greatest in the alpine areas, where an increase of about 0.2°C per decade over the last 35 years has been observed. In the wider region, average temperatures over the period between 1998 and 2007 were around 0.5°C higher than over the 30 year period between 1961 and 1990 (Arold & Kinrade, 2012).The region has also experienced a decline in rainfall over the past decade. Between 1998 and 2007 the average rainfall of the North East and Goulburn Broken catchment areas was 12% and 17% below the 1961 to 1990 average, respectively. On average, each year, there were 18 and 17 fewer rainy days in the North East and Goulburn Broken catchment areas, respectively (DSE, 2008b, 2008a).

Over the past 50 years, the alpine areas have also experienced a significant decrease in snow cover, both in depth and duration. There has also been a decrease in the frequency

of big snowfall events and the spring thaw has been starting, on average, 2 days earlier each decade (Arold & Kinrade, 2012).

In recent history the region has experienced a number of extreme climate-related events, including the prolonged drought in the 1990s and 2000s, major bushfires such as the 2003 Great Divide fires, the 2006-07 Victorian Alps fires and the 2009 Black Saturday fires (Arold & Kinrade, 2012), and more recently the flood events of October 2010 (North East Catchment Management Authority, n.d.) and March 2012 (Department of Health Victoria, 2011).

Looking ahead, projected climate change impacts in North East Victoria include: an increase in the frequency of extreme high temperature days and heatwaves; an increase in length of the fire season and in the frequency of high and extreme fire risk days, which could increase by 66% by 2050; rainfall becoming less reliable and more extreme; and increased exposure to intense rainfall events and associated flooding in low lying regions (Arold & Kinrade, 2012).

Average annual rainfall could decrease by up to 28% by 2070. The length of the fire season is projected to increase. Average annual temperature could increase by up to 4°C by 2070 (Arold & Kinrade, 2012).[1]

These projected impacts are of two types:

- Short-term, unpredictable *climate shocks*, such as fires, floods, storms and heatwaves
- Long-term, relatively predictable *climate trends*, such as progressive reductions in water availability, loss of snow cover and increases in rainfall intensity.

These climate shocks and climate trends pose risks to the assets and livelihoods of communities in North East Victoria. These impacts will also have indirect economic and social effects and implications for the delivery of local community services.

Communities can adapt to shocks and trends by taking practical actions to avoid or reduce the risks. Communities can also build their resilience, which is their ability to bounce back after shocks.

3.3 THE COMMUNITY

3.3.1   Demographics

As Victoria's population ages, the net movement from Melbourne to regional Victoria is projected to increase from 8,000 per year in 2006 to over 14,000 per year by 2036 (Mckenzie & Frieden 2010, p.25). With a total population of roughly 100,000 people (ABS, 2011), North East Victoria is one of the fastest growing regions in Victoria (City of Wodonga, 2012).

Overall the region is characterised by an ageing population (NEGHA, 2011). Apart from Wodonga and the Alpine Resorts, most of the region has a relatively high proportion of people over 65 years of age (Arold and Kinrade 2012). In the upper hume sub-region, it is projected that by 2036 the number of people aged over 60 years will have more than

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[1] The projected impacts presented here are based on modelling by the CSIRO (see http://www.climatechangeinaustralia.gov.au/futureclimate.php). Upper-bound impacts, based on the CSIRO's highest modeled temperature impacts, are given because actual climate change measured to date is most consistent with this scenario.

doubled and represent one-third of the population (Hume Regional Management Forum 2010c, p.15). Responding to an ageing population is clearly a high priority for any community engagement program in the region.

3.3.2   Market research

GPS Research (2011b) conducted an online survey across the region. There were 134 respondents, which is a fairly small sample given that the total population of the region is about 100,000. Although the sample is not sufficient to be statistically representative of the regional population, the results provide some indications of the level of concern about climate variability and change in the region. Of the 134 respondents, 39% said that they were fairly or very concerned with this issue and 18% responded that they were a little concerned (GPS Research, 2011b).

However, when asked how serious they believed the threat of climate variability and change is to their overall personal wellbeing and that of their families, 50% of the respondents considered it a minor threat or not a threat at all. In addition, 52% of the surveyed population considered the threat of climate variability and change in the North East Victoria region as a minor threat or not a threat at all (GPS Research, 2011b).

On the other hand, 61% of the respondents agreed that local councils should respond to climate variability and change. At least 60% agreed that local councils should pre-empt climate change by: doing things that make their communities more resilient to future climate variability and change, providing information in practical ways; and offering assistance to help them change their behaviours to better respond to climate variability and change (GPS Research, 2011b).

The limited existing market research paints a picture of a community that is fairly typical of Australia as a whole, in which a majority of people believe that climate change is happening but many believe it is due to natural causes and few see it as a really serious issue that requires an urgent response.

3.3.3   Regional economy and industries

Overall the region has a reasonably diversified economy (Arold & Kinrade, 2012). Although livestock and crop production are the predominant industries in the region (Department of Primary Industries, 2012), other industries such as manufacturing, retail, health care, public administration, and tourism also provide a significant and diverse employment base for the region (Hume Regional Management Forum 2010a; Hume Regional Management Forum 2010c).

Some of these industries tend to be more predominant in some LGAs than others. For example, there is a strong manufacturing base in Wodonga and Benalla, and both Wodonga and Wangaratta are strong in service based industries, whereas the Alpine region is renowned for its tourism industry (Hume Regional Management Forum, 2010a, 2010c).

3.3.4   Community networks and information-sharing

Community networks and cohesiveness are very important contributors to the climate change adaptive capacity of communities (Arold and Kinrade 2012). Overall data on the region's levels of volunteerism and access to support people have from family, friends and neighbours indicate that community networks and cohesiveness are strong (Arold and Kinrade 2012).

Programs such as the Alpine Valleys Community Leadership Program (AVCLP) also play a role in strengthening community networks in the region. Emerging out of North East AgCare in 1998, and based in Wangaratta, the AVCLP has been working to develop community leadership in the region by providing training in leadership skills and providing networking opportunities for community members and business leaders (Alpine Valleys Community Leadership Program, n.d.). The Alpine Valleys Community Leadership Program covers North East Victoria and the New South Wales border region encompassing the shires of Alpine Shire, Albury City, Benalla Rural City, Indigo Shire, Mansfield Shire, Moira Shire, Rural City of Wangaratta, Towong Shire and the City of Wodonga.

Several initiatives exist to keep track of vulnerable members of the community in the event of extreme weather events. For example, the Victorian Government's Community Registers Initiative invests in supporting and developing registers of vulnerable individuals.

3.3.5   Consumption patterns

Household energy consumption in the region is close to or below the Victoria average (Arold & Kinrade, 2012). Areas with access to reticulated gas (Benalla, Wangaratta and Wodonga) tend to have higher energy consumption than areas not connected to reticulated gas (most of Alpine and Towong, Wangaratta South and North and parts of Indigo). This may be due to the use of reticulated gas for heating during winter. However, it is important to note that in locations where there is no access to reticulated gas, people may be using other sources of heating, such as solid fuel heaters, which are not captured by household consumption data (Arold & Kinrade, 2012).

Respondents to an on-line survey conducted in late 2011 indicated that there has been relatively high take-up of low cost actions aimed at reducing energy consumption and improving thermal comfort in the home, such as draught proofing (51 percent) (Arold & Kinrade, 2012).

Household water consumption in the region also ranges from low to moderate levels when compared with other regions in Victoria (Arold & Kinrade, 2012). Water consumption is particularly low in parts of Alpine and Towong Shires and Benalla. This could be due to: local climate conditions; the level of nature of water restrictions that were in place at the time of data collection; other water savings initiatives that have been implemented in North East Victoria and other parts of Victoria; and household size (Arold & Kinrade, 2012).

Respondents to an on-line survey conducted in late 2011 indicated a high take-up of low cost water efficiency measures such as:

- Improved garden watering practices (81 percent) and
- Water efficient shower heads (69 percent) (Arold & Kinrade, 2012).

3.3.6   Previous consultation

There have been several previous community consultation projects with a focus on climate change, including:

- **Local Voices Shaping our Future.** The Local Voices Shaping our Future project was funded by the Department of Sustainability and Environment (DSE) in partnership with Alpine Shire Council and the Rural City of Wangaratta. The first of its kind in North-East Victoria, this innovative project was designed to bring

together randomly selected, representative groups of everyday citizens to be included in deliberations about climate change that directly contribute to decision making at the local level. The project delivered 50 recommendations on how to work together to respond to a varying climate and some of these recommendations, including Wangaratta Council's eco living trailer, have been implemented.

- **Alpine Shire Youth Council.** Alpine Shire has established a Youth Council to ensure that the views of young people are conveyed to Council and that young people can contribute to their community. At the Youth Council's Climate Change Forum, 30 young people and a panel came together to talk about climate change science, cut through the myths and formulate ideas and actions to safeguard the future of the Alpine Shire.
- **Survey of community members.** Phase 1 of the SEAP project included an on-line survey of community members and a series of focus groups discussions with industries and industry representatives between November and December 2011 (GPS Research, 2011b, 2011a).

There has also been substantial stakeholder consultation as part of previous NEGHA projects.

3.4 GOVERNANCE AND PLANNING

There are a number of governance, planning and regional development bodies in the region. These include:

- **Councils** - As noted in Section 3.1, North East Victoria covers 6 local government areas (LGAs). It also includes the Alpine Resorts, which are classified as Crown land reserves and managed by their own management boards – Alpine Resort Management Boards (ARMBs) - and not by the local government of the surrounding shires (Victorian Department of Sustainability and Environment, 2011).
- **Regional Development Victoria** - Regional Development Victoria (RDV) is the state Government's lead agency for development in rural and regional Victoria (Regional Development Victoria, 2011). The Hume Regional Development Australia (RDA) Committee is the entity of this agency responsible for the Hume region, which includes North East Victoria. This committee works in collaboration with the Hume Regional Management Forum and the North East Local Government Network (NEGLN) to develop and implement strategic planning in the region (Regional Development Victoria, 2012a).
- **The Hume Regional Management Forum** (Hume RMF) – the Hume RMF was established under the Victorian Government social policy framework, to facilitate constructive dialogue and partnerships between the state's government departments and local government (Wear, 2008). A key initiative of the Hume RMF is the *Hume Strategy for Sustainable Communities 2010-2020* (Hume Regional Management Forum, 2010b), which comprises a regional plan as well as sub regional plans under five key themes: environment, communities, economy, transport, and land use. Overall the plan recognises, as key directions for the future, the importance of anticipating and adapting to climate change impacts, strengthening increasing communities' resilience.
- **Catchment Management Authority –** The North East Catchment Management Authority (predominantly) and the Goulburn Broken Catchment Management Authority are the agencies responsible for the development of the region's

catchment strategies, which provide the primary framework for land, water and biodiversity management in the catchment areas of North East Victoria (Goulburn Broken Catchment Management Authority n.d.; Victorian Catchment Management Council 2011).

To date, there have been few plans specifically focused on climate change adaptation in the region. One exception is Alpine Shire Council's Climate Change Draft Action Plan (Tribal Frog, 2012a), which is intended as a template for other councils to use in developing their own Climate Change Action Plans (Tribal Frog, 2012b). NEGHA commissioned this work as part of the ALWF project.

Many other plans are potentially relevant to climate change adaptation, including:

- Community Plans, such as the Yackandandah Community Plan, which can help to build community resilience
- Heatwave Response Plans
- Council Plans.

3.5 INFRASTRUCTURE

3.5.1   Transport networks

The region has a number of major transport corridors (Regional Development Victoria 2011a). However, overall there is limited access to public transport in the region. This tends to be greater in urban centres such as Wodonga and Wangaratta. People generally rely heavily on motor vehicles to commute. Car ownership rates are relatively high and, as analysed by Arold and Kinrade (Arold & Kinrade, 2012), these tend to be higher in areas where access to public transport is lower. In areas such as Towong, Alpine, Murrindindi and Mansfield, the percentage of households without a vehicle is lower than 20% (Arold & Kinrade, 2012). In the context of increasing fuel prices, this may have negative implications in terms of climate change adaptive capacity.

In addition, with the growth of urban centres, the ageing and less mobile population in rural areas will need improved transport capacity within and between major centres and particularly to Melbourne. However, provision of public transport to all communities is somewhat challenging due to the region's settlement distribution. The regional plan for the Hume Region recognises the importance of maintaining the service provided by the V/Line road-coach network as well as good connections between rail and local bus services (Hume Regional Management Forum, 2010b).

3.5.2   Emergency services

Victoria's emergency management legislative framework and arrangements are defined under the Emergency Management Act 1986 and a central plan - Emergency Management Manual Victoria - which identifies key lead and support agencies involved and their roles and responsibilities (Office of the Emergency Services Commissioner, 2010). Different organisations assume different roles, depending on the component of emergency management (prevention, response, or recovery) and the type of emergency incident (Office of the Emergency Services Commissioner 2010; Office of the Emergency Services Commissioner 2012).

Key agencies involved in emergency management in the region include:

- Victoria State Emergency Service (SES) - responsible for flood, storm, tsunami, and earthquake response, as well as road crash rescue. It works closely with local governments to develop emergency management plans, as well as community education about emergency preparedness (Victoria State Emergency Service, n.d.).
- Country Fire Authority (CFA) Victoria - responsible for fire emergency response and recovery, and community education about fire emergency preparedness (Country Fire Authority, n.d.).

3.5.3 Utility infrastructure

Energy

Most of North East Victoria's electricity demand is supplied by brown coal generators in the Latrobe Valley (Department of Primary Industries, 2011a) and natural gas piped from Gippsland in south-east Victoria at Esso/BHP production areas (Department of Primary Industries, 2012).

Key agencies and companies with ownership and operation control over the transmission and distribution networks in the region include:

- SPI AusNet – owns and operates Victoria's high-voltage electricity transmission system and owns and maintains the North East region distribution network (SP AusNet n.d.)
- GasNet (APA Group) – owns the region's gas transmission system (Department of Primary Industries, 2011a)
- Australian Energy Market Operator (AEMO) – state-owned agency with operational control over the state's electricity and gas transmission systems (Department of Primary Industries, 2011a)
- The energy retail market is highly competitive and includes seven electricity providers (Department of Primary Industries, 2011b, 2012).

Electricity supply infrastructure in rural areas is also ageing and unreliable in the event of extreme climatic conditions, when sudden demand increase can occur (Hume Regional Management Forum, 2010c). Current Victorian Government policy is to stop electricity being provided to properties on single-wire earth return lines during certain periods (e.g. high fire risk days) as one way to reduce fire risk.

Although the rate of access to natural gas is highest in Victoria (Department of Primary Industries, 2011a), most rural areas in the state's North East region lack reticulated supply of this resource (Hume Regional Management Forum 2010a, 2010c). As such, people in these areas tend to rely heavily on firewood for residential heating, as the cost of bottled liquefied petroleum gas is relatively high.

The Hume Regional Management Forum (2010c, pg. 31) established as an action of regional significance to "identify and develop opportunities for development of renewable energy sources across the region."

The North East Solar PV Community Hub, which comprises seven of the region's Councils, has recently received $5 million funding from the state government's Solar Hubs Program. It is planned that "around 2,100 households in the north east region will be installed with over 4.2 MW of solar PV, saving more than 441,000 tonnes of CO_2 emissions over the life of the panels (Alpine Shire Council, 2012).

Water

Goulburn-Murray Rural Water Corporation has been appointed by Department of Sustainability and Environment as the resource manager for northern Victorian water systems and is the region's major wholesaler (Goulburn-Murray Water, 2010). This agency is responsible for all Victorian Murray entitlement holders' seasonal determinations and works closely with the Murray-Darling Basin Authority, who determines the bulk water allocation to each of the Murray system states (Goulburn-Murray Water, 2010).

In addition to the Murray River, other important water sources in the region are the Ovens River, the King River and the Mitta Mitta River (North East Water, n.d.).

North East Water operates as a retailer that on-sells water from Goulburn-Murray Water. It operates 22 water treatment plants (North East Water, n.d.), and provides water and sewerage services to 37 towns, villages and cities and an estimated population of 115,131 people (North East Water, n.d.).

However, a number of settlements in the Upper Hume sub region lack reticulated domestic water supply. This raises a concern for future water security in existing homes and public health risks, particularly in the context of predicted impacts of climate change such as water shortages due to drought events (Hume Regional Management Forum, 2010c). NEGHA has commissioned work to look at improving water security and wastewater management in the region (Coombes et al., 2012; Coombes, Colegate, McBride, Want & Steel, 2012).

Most of the North East Victoria region's LGAs are located within Declared Special Areas (Water Supply Catchments) and a Special Area Plan applies to the LGA Towong, in the Upper Hume sub region. Declared Special Areas are officially recognised, under the Catchment and Land Protection Act 1994, as catchments for water supply purposes, highlighting their importance for water supply purposes (Department of Primary Industries, 2008a). Special Area Plans determine where and how certain types of land uses may or may not be undertaken with the aim of minimising any negative impacts on water related values. Under these plans, land use activities which are likely to result in degradation of water quality and impose health risks to domestic water supplies, may be subject to land use conditions (Department of Primary Industries, 2011b).

Telecommunications

When compared to metropolitan areas such as Melbourne, regional Victoria is less well served by telecommunication infrastructure and services, representing almost a third of Victoria's unmet demand for broadband (Access Economics Pty Limited, 2010). For telecommunications companies, the lower population densities of some regional or remote areas, make the business case for upgrading or installing new broadband infrastructure much less attractive than in metropolitan areas (Department of Planning and Community Development, n.d.). The Black Saturday fires highlighted existing black areas where there is no telecommunications coverage at all, which severely impacted the ability of community to respond to the crisis.

While first wave broadband is widely available across the state, second wave broadband coverage in regional areas is sparse, available only in regional towns and centres of over 200 people (Victorian Government, 2011). LGAs with the highest levels of unmet demand for second wave broadband as a share of population include Towong and Wangaratta, while Wodonga's unmet demand is as low as in the Melbourne metropolitan area (Access Economics Pty Limited, 2010).

In recognition of the importance of telecommunications infrastructure to support access to educational and health services in regional and remote areas, the Hume Regional Management Forum (2010a, p.38) plans to 'establish a regional project to develop a business case that seeks to maximise the reach of the NBN into Hume region', and 'advocate for open access to latest generation internet technology for all settlements'.

4 COMMUNITY ENGAGEMENT PRINCIPLES

This section defines a set of community engagement principles that we used to guide the design of the pilot activities and the proposed community engagement program. The principles draw on the literature on community engagement. Section 4.1 provides a framework for understanding climate change adaptation at a community scale. Section 4.2 summarises the community engagement principles that we used during the project.

4.1 CLIMATE CHANGE ADAPATION AT A COMMUNITY SCALE

4.1.1   What is climate change adaptation?

According to Wiseman et al (2011a, pp.7-8):

> Adaptation involves changes in social-ecological systems in response to actual and expected impacts of climate change in the context of interacting non‑climatic changes. Adaptation strategies and actions can range from short-term coping to longer‑term, deeper transformations, aim to meet more than climate change goals alone, and may or may not succeed in moderating harm or exploiting beneficial opportunities

More simply, climate change adaptation is 'the process of reducing one's vulnerability to climate change impacts' (Wiseman et al. 2011, p.8).

There are many types of adaptation processes, including incremental improvement and/or transformation of existing structures and processes, and proactive anticipatory actions or post-impact reactions. Adaptation is a continuous, ever-changing process involving cycles of decision making, planning, action, observation, and above all, social learning and continuous adjustment (Wiseman, Biggs, Rickards & Edwards, 2011).

Adaptation activities may be designed to respond to either short-term climate-related 'shocks' such as droughts, floods, bushfires and heat waves, or long-term climate-related trends, such as shifting rainfall patterns and changes in ecosystem viability. Some adaptation activities will respond to both shocks and trends.

4.1.2   Framing of climate change adaptation

In recent work on framing climate change adaptation in the Victorian context, Fünfgeld & McEvoy (2011, p.5) identify four commonly used framings of adaptation:

- **A hazards approach.** 'Hazards' are closely linked to disaster risk management. This natural disasters frame has been a dominant consideration in policy discussion on climate change. Increasingly broader notions of climatic hazards are being adopted, linked with other socio-economic and environmental trends, for example population expansion into bushfire prone areas in South East Australia or coastal zones likely to be affected by sea level rise or storm surges.
- **Risk management approach.** This is the dominant organisational practice for dealing with many types of uncertainties in local government and the private sector. Central to the notion of risk are uncertainty and perception. Risk is defined as the combined product of hazards, exposure and vulnerability and there is a close connection between hazards and risk management approaches.

- **Vulnerability approach.** This focuses on who or what will be affected and in what way. A wide range of possible policy responses to vulnerability are possible. For example, *outcome vulnerability* relates to the residual impacts (e.g. on a habitat, an ecosystem, or a municipality) after all feasible adaptation responses have been taken into account. A *contextual framing* of vulnerability considers vulnerability in the broader context of interactions between climate and society.
- **Resilience approach.** The 'resilience' concept originated in ecology but is now being translated and applied to human systems. According to Folke (2006, p.253), the resilience approach 'emphasizes non-linear dynamics, thresholds, uncertainty and surprise, how periods of gradual change interplay with periods of rapid change and how such dynamics interact across temporal and spatial scales'. For Arold and Kinrade (2012, p.52), 'the essence of resilience (in a community or a system) is its ability to utilise community resources to transform and respond to change in an adaptive way'. They argue that 'a resilient community is able to employ its resources and its adaptive capacities in a proactive and pre-emptive way, whereas a less resilient community may only be able to take action after the change has had an impact (or not at all)'. Further, 'a resilient community has the flexibility and creativity to develop and embrace new and alternative ways of doing things'.

Previous work for NEGHA primarily adopts the vulnerability and resilience framings. Phase 1 of the *Water in the North East – Socioeconomic Adaptation Planning* (SEAP) project assessed the vulnerability of communities in North East Victoria and provided recommendations to improve community resilience (Arold & Kinrade, 2012). Arold and Kinrade considered and drew on previous studies of community vulnerability in a low water future (Crase & Clarke, 2010; Crase, 2010; Beverly & Hocking, 2010; Kinrade, Arold, Benedyka & Carolane, 2011).

The Intergovernmental Panel on Climate Change (IPCC, 2007) defines vulnerability as:

> the degree to which a system is susceptible to, and unable to cope with, adverse effects of climate change, including climate variability and extremes. *Vulnerability* is a function of the character, magnitude and rate of climate change and the variation to which a system is exposed, its sensitivity and its adaptive capacity.

Vulnerability thinking as it is applied to climate change adaptation has emerged from the hazards research literature and the human geography, global development and poverty literature (Fünfgeld & McEvoy, 2011).

Arold and Kinrade (2012) used a framework adapted from Schröter (2004) for assessing vulnerability of a regional community or economy. This framework defines vulnerability as a function of *potential impacts* and *adaptive capacity* of the community, with potential impacts being a function of *exposure* of the community to change and *sensitivity* of the community to the change. Arold and Kinrade (2012, p.3) define the key terms as follows:

- *Exposure* is the magnitude and nature of the change or related event. For communities in North East Victoria, exposure could be viewed in terms of the quantum of the reductions in the availability of water as a consequence of climate change or an increase in the magnitude or severity of climate extremes such as droughts, floods or bushfires.
- *Sensitivity* measures the responsiveness of a community or system to an exposure/change event. By definition, more sensitive systems are more responsive. Sensitivity will vary across communities and systems according to their characteristics. For instance, industries with greater dependence upon water will likely show a larger reaction (sensitivity) to reductions in available water (exposure) than those systems not as dependent upon water. Similarly, those

communities with a high dependence on water sensitive industries will be more sensitive to a reduction in available water than those communities with a more diverse economic base. Exposure and sensitivity together determine the magnitude of the potential impact associated with climate change.

- *Adaptive capacity* describes the ability of a community to modify or change its characteristics or behaviour to cope better with actual or anticipated impacts. For example, all other factors being equal, a community with lower community stress and more financial resources may have greater adaptive capacity to deal with impacts than a community experiencing higher stress, and with less financial resources.

- *Resilience* is a concept that is closely related to both vulnerability and adaptive capacity. In environmental and social sciences literature resilience has been defined in three different ways – as recovery, as stability and as transformation. The essence of resilience in a community or a system is its ability to utilise community resources to transform and respond to change in an adaptive way.

In other words, the vulnerability of an economic sector or community group to climate change depends on both the potential impact of climate change on that sector or group and their adaptive capacity. Vulnerability is highest when the impacts of climate change are significant and adaptive capacity, or resilience, is low. Figure 2 depicts these relationships graphically. For consistency, we use the same vulnerability framework in this project.

Figure 2: Components of vulnerability (adapted from Arold & Kinrade 2012, p.3)**.**
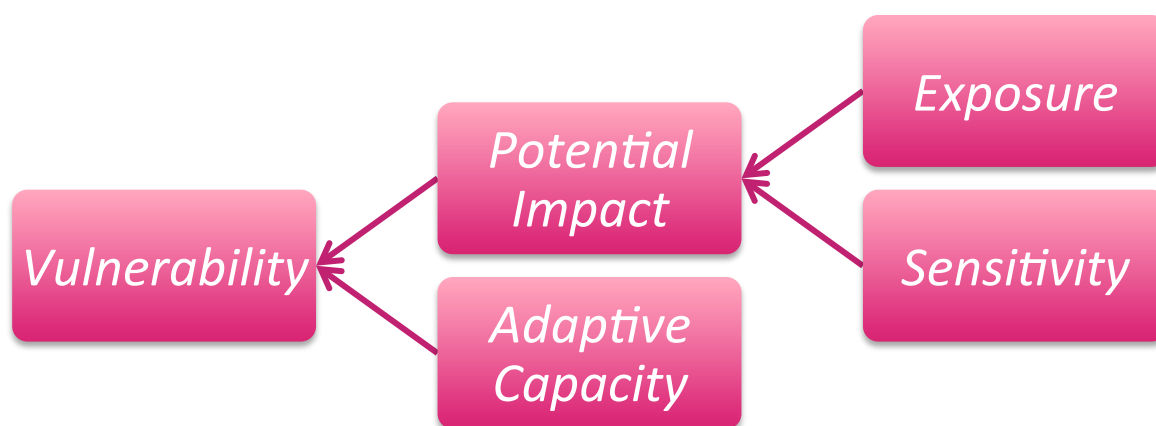
Although 'vulnerability' is a useful concept in understanding the interactions between climate and biophysical-social systems and prioritising efforts to engage communities, it is not necessarily an appropriate term to use with communities. People may for example be offended at the thought that 'outsiders' consider them vulnerable, or the label might suggest a collective identity at odds with other characteristics such as strength, adaptability and resilience. The focus of community engagement initiatives should be on building the adaptive capacity, resilience and strength of communities to respond to climate change. In our community engagement initiatives we will therefore emphasis a community resilience framing rather than a community vulnerability framing.

4.1.3   Adaptation pathways

Gardner et al. (2009) present a framework for stakeholder engagement on climate change adaptation. Gardner et al. (2009) note that stakeholder engagement is critical for adaptation to climate change because adaptation is highly context-dependent and may require substantial changes in local practices. Stakeholders need to be involved in understanding this context and in developing ownership of changes to local practices.

Therefore, in developing their framework, Gardner et al. (2009, p.18) assume that 'the fundamental aim of engaging with stakeholder groups is for those groups that are vulnerable to action themselves to plan for climate adaptation'. Further, they argue that:

> a group's decision to undertake adaptation planning represents the end stage of a pathway or chain of preconditions'. In particular, for a group to engage in adaptation planning requires (obviously) a willingness to do so, which in turn requires a sense of responsibility for providing a solution, which in turn is requires a recognition of the problem (in this case the group's own vulnerability to climate change). Recognition of the problem itself requires a clear understanding of climate change issues. Different stakeholder groups will be in different positions along this pathway – the group's position will determine the nature and extent of engagement required in order for the group to progress towards the end point of adaptation planning (Gardner, Dowd, Mason & Ashworth, 2009).

The resulting framework is shown in Figure 3.

In reality, we find this model too rigid and linear to adequately represent the complex ways communities engage with climate change adaptation. Nevertheless, it is helpful for identifying the barriers that need to be overcome to successfully adapt to climate change and the drivers that might help in doing so. The barriers include:

- Misinformation, uncertainty and scepticism
- Negative emotional reactions
- Expectations that a solution will be provided
- Lack of resources.

Drawing on this framework, Gardner et al. (2009) define a set of principles for community engagement on climate change adaptation. Prior to engagement, they highlight the need to:

- Set goals and plan
- Contextualise the issue
- Define the stakeholders
- Manage expectations.

With respect to actual engagement processes, they recommend the use of group discussions, varied presentation formats, allowing for mutual influence and fostering trust, respect and ownership. In relation to climate change / adaptation issues specifically, they recommend addressing gaps in knowledge, acknowledging uncertainty, addressing scepticism and addressing emotional reactions. Finally, they recommend that engagement follow-up and evaluation should aim to maintain contact and provide feedback, plan for evaluation from the outset, evaluate both the process and outcomes and acknowledge other impacts. We have drawn on these principles in defining our own community engagement principles in Section 4.2.

4.1.4 Barriers to climate change adaptation

The Productivity Commission was recently requested to assess the regulatory and policy barriers to climate change adaptation. The Commission defined a barrier to climate change adaptation as anything that might prevent the community from using its resources in the most advantageous way to respond to climate change impacts. The existence of a barrier, according to the Commission (Productivity Commission 2012, p.53), means there is the potential for resources to be reallocated in ways that make better adaptation actions possible and in turn improve the wellbeing of the community as a whole.

The Commission (2012, p. 53) noted that barriers could include market failures, policy and regulatory barriers, governance and institutional barriers, and behavioural barriers, and, that a barrier could mean that adaptation actions: (1) are the wrong sort of adaptation actions, (2) are insufficient or are over and above what is needed, or (3) do not occur at the right time.

As part of the inquiry, the Commission (2012, p. 13; 115) identified several potential barriers that could be limiting local governments' ability to plan for and implement climate change adaptation measures. These include:

- Lack of clarity on roles and responsibilities for climate change adaptation – including responsibility for managing risks of climate change in the areas of land use planning and emergency management
- Lack of capacity in councils to effectively plan for and implement adaptation measures – whether that be financial constraints or shortages of professional and technical expertise
- Uncertainty about legal liability of local governments hindering adaptation efforts. According to the report, some councils are reluctant to release information on the vulnerability of properties to climatic events because they are concerned that this could impact negatively on property values or lead to legal disputes.

To address these barriers, the Commission has recommended that firstly roles and responsibilities between state and Northern Territory governments and local governments should be clarified. The recommendation is that a comprehensive and up-to-date list of laws which delegate regulatory roles to local governments be published to assist state, territory and local governments to assess whether local governments have the capacity to effectively discharge their roles (Productivity Commission 2012, p. 20, Draft Recommendation 7.1).

The Commission also recommends that State and Northern Territory governments should clarify the legal liability of local governments regarding climate change adaptation matters and the processes required to manage that liability (Productivity Commission 2012, p. 20, Draft Recommendation 7.2).

More broadly, the Commission noted that state and territory governments need to ensure local governments have the capacity to carry out their responsibilities effectively (Productivity Commission, p. 115). Local Governments could benefit from better information and guidance to support local government decision making. Current information and guidance does not appear to be meeting the requirements of some councils. The Commission also recommended that greater coordination and collaboration among local governments can address some of the capacity constraints they face – such as through the establishment of regional organisations of councils or alliances to

undertake common activities, or joint activities such as resource sharing (Productivity Commission, 2012, p. 115).

Stakeholders and the public are invited to examine the draft report and provide written comment by Friday 8 June 2012. The final report will be prepared after submissions have been received and will be forwarded to the Australian Government in September 2012.
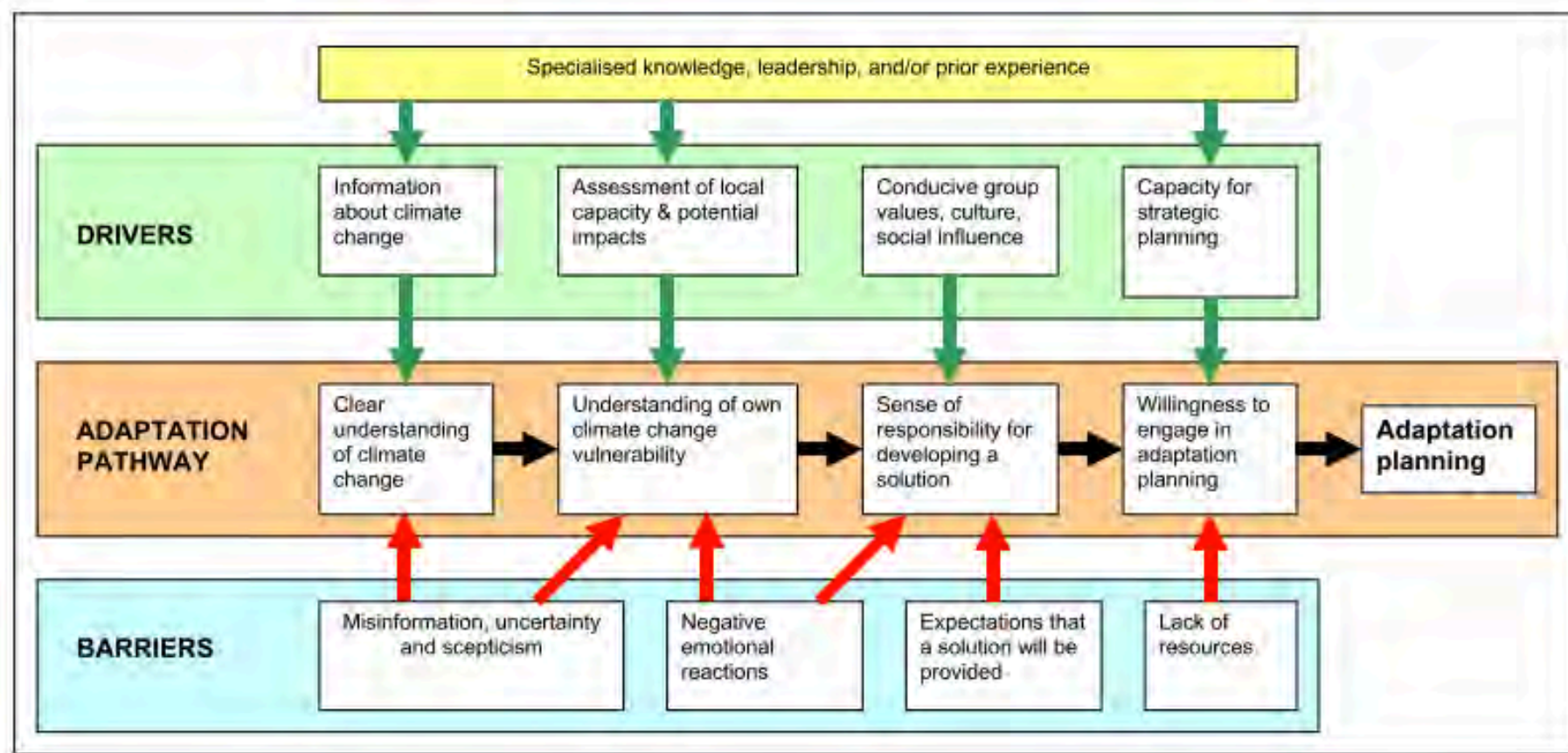
Figure 3: A pathway for adaptation engagement with associated drivers and barriers (Gardner, Dowd, Mason & Ashworth, 2009)**.**

4.2 COMMUNITY ENGAGEMENT PRINCIPLES

Drawing on the discussion above and our own experience with community engagement, we have developed a set of community engagement principles for climate change adaptation to guide the design of the community engagement activities proposed in this report. The principles are described below.

4.2.1   Raising awareness

Gardner et al. (2009) note that misinformation, uncertainty and skepticism are key barriers to successful climate change adaptation. While the primary goal of our community engagement programs is to motivate practical action, the programs will also need to build accurate knowledge about climate change and its impacts within the community. Indeed, Gardner et al. (2009) see this as an essential step on the pathway to climate change adaptation. Activities to raise awareness about climate change without spending too much time in polarising debates should be embedded in all of the community engagement activities. One way to avoid polarisation is to keep a focus on positive actions (see below), including actions that will have benefits regardless of how the climate changes.

4.2.2   A focus on positive action

Climate change is a topic that often carries a message of doom and gloom. This can be counter-productive. Scary, depressing messages that highlight personal vulnerability tend to bring about negative emotions in an audience and this can lead to fear, despair, feelings of helplessness and apathy. This is particularly true when people are uncertain about what they can do to respond.

In response, community engagement programs need to be positive, inspiring and fun. They may use innovative approaches such as visioning to draw out positive visions of the future. They may use enjoyable creative practices such as drawing, photography, storytelling and community art projects to engage participants in a different way.

One of the best ways to overcome negative emotional responses to climate change is to ground programs in positive actions that participants can take to make a difference. The specific actions will depend on the communities involved but they should be tangible, practical and fun.

A positive focus also means avoiding the language of vulnerability and highlighting instead the potential to build the resilience and adaptive capacity of communities, as discussed below.

4.2.3   Building resilience and adaptive capacity

Ultimately, the actions taken in the test programs and the subsequent engagement programs need to build the resilience and capacity of the community to adapt to long-term climate trends and unpredictable climate shocks, such as fires, floods and heatwaves. These trends and shocks can have an impact on individual and community assets and on livelihoods.

Framing climate change adaptation as being about building resilience rather than reducing vulnerability is consistent with the positive focus discussed above. It also provides space for discussion of actions that can increase the general resilience and strength of communities that may not seem specifically linked to climate change. This can

be important for engaging members of the community that have doubts about the reality and seriousness of climate change.

The kind of actions needed to build resilience and adaptive capacity are well understood and are documented for the region in the *Vulnerability Assessment and Resilience Plan* (Arold & Kinrade, 2012). The challenge for our consultancy was to find ways to make those actions desirable and attractive for the local communities.

Building resilience and adaptive capacity might also involve making resources available to the community that were not previously available, including financial resources, infrastructure or access to practical knowledge.

4.2.4   Practical

A common failing of behaviour change programs is to ask participants to take on behaviours that are not practical due to other constraints they face. Our approach draws on a framework called social practice theory to avoid this failing. Social practice theory recognises that what people do is not entirely up to them; it is heavily influenced by the infrastructure around them and the groups that they belong to. This framework is summarised in Figure 4.

The things we do are certainly influenced by our practical knowledge, values, attitudes and habits (the self). But we can only act on our knowledge and values if the surrounding infrastructure allows it. Here, infrastructure refers not only to physical infrastructure (such as roads) but also to financial infrastructure (such as penalties and incentives) and legal infrastructure (such as rules and regulations). As an example, if a farmer wants to change their crop mix in response to a changing climate, they need to be able to get access to new types of seed and equipment required to plant, maintain and harvest that crop.

The groups we belong to also have a powerful influence us. We respond to our friends, family, peers and community and try and comply with the social norms they establish. The things we see or hear in the media influence us and we feel bound by collective decisions. To continue the above example, if a group of farmers get together and collectively decide to plant a new type of crop, each individual will be more motivated to carry through on the action.

Applying this social practice framework ensures that engagement programs have a strong practical focus. In preparing each program, we will look at the changes in self, infrastructure and group that are needed to remove barriers and sustain new behaviours. This means that it may sometimes make more sense to work with people outside a vulnerable community to facilitate new practices. For example, if infants are a vulnerable group, then the appropriate participants in our program might be new parents, health professionals or pre-school carers that work with infants.

Figure 4: The influences on human behaviour.

The self
- Knowledge
- Values
- Attitudes
- Frames
- Habits
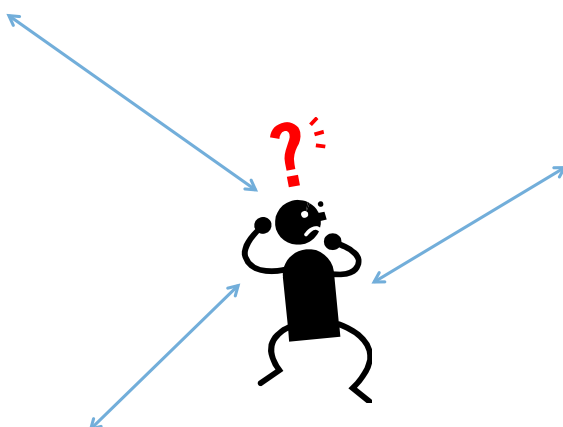
The infrastructure
- Local context
- Technology and infrastructure
- The financial landscape
- Rules and institutions

The group
- Friends, family, peers, communities
- Media
- Social norms
- Art and culture
- Collective decision-making

4.2.5   Community-led

In our experience, the most successful community change initiatives are community-led. People don't like having change forced upon them against their will. They want to decide what changes they need to make and how to go about them. Our role as change agents is to facilitate this process, helping communities to understand the issues affecting them and to design and implement their own solutions. When solutions come from the community, they are much more likely to have a lasting impact.

In practice, this means that our engagement programs will provide facilitated processes that will help participants to build their awareness about climate change adaptation, understand possible responses and then design and implement their own responses. As noted by Gardner et al. (2009), the ultimate goal is for vulnerable communities to take sustained action themselves.

This principle extends to preparing communities to respond themselves in the wake of natural disasters, when it may take time for the official emergency response to become effective. Community leaders need to be ready to act in the crucial period before outside help arrives.

4.2.6   Flexible and adaptable

All communities are different and there is no single community change program that will work everywhere, in all situations. For this reason, we have proposed and tested multiple programs that use different community engagement techniques to see which have the most appeal and are most suited for North East Victorian communities.

The intention is to deliver a flexible set of community engagement modules that Councils can take up and apply after the project is complete. In Section 11, we provide guidance on when each type of community engagement approach is likely to be most useful and Councils will then be able to pick and choose to suit their needs and those of the community.

4.2.7   Place-based

One of the things that makes communities different is their place. Place-based community engagement approaches recognise that local context is critical. Actions that make sense in one place may have less value in another. Engagement programs should be responsive to local context and should draw out actions from the community that are appropriate and sensitive to the local landscape.

4.2.8   Diverse engagement techniques

People learn in different ways, which means that a single engagement technique will not motivate everyone to adapt to climate change. Some people are visual learners, others learn through movement and doing and others learn through talking and discussion. To reach as many people as possible, community engagement programs need to use diverse engagement techniques that suit different learning styles and motivations.

When designing a community engagement program, this means providing a suite of engagement techniques to suit different audiences, as well as using diverse facilitation techniques within any particular engagement.

4.2.9   Testing and evaluation

Given the importance of local context in climate change adaptation, it is not possible to be certain in advance that a particular engagement activity will work. Testing and evaluation is a critical element in the design of community engagement programs. The pilot activities undertaken as part of this project were thoroughly evaluated to draw out lessons for the broader community engagement program described in Section 11. Guidance is also provided on future evaluation of the proposed community engagement program.

4.2.10   Lasting engagement

Finally, community engagement programs should aim to last beyond the scope of the particular project that initiates them. While there is only so much we can do in the time available for this project, we will attempt to build pathways for the engagement activities to continue into the future if suitable resources and motivation are available.

5 PREVIOUS RECOMMENDATIONS

Many of the previous consultancies for NEGHA made recommendations that have some relevance to community engagement. Two sources of recommendations that are particularly relevant are *Climate Change in North East Victoria: Socioeconomic Resilience Plan* (Arold & Kinrade, 2012) and the Alpine Shire Climate Change Action Plan (Tribal Frog, 2012a).

Arold and Kinrade (2012, p.73) identified a range of programs and initiatives already in place in North East Victoria which have the effect of building resilience within individual LGAs and regionally. Some are focused on emergency management such as preparation or review of municipal emergency management plans while others are focused on broader community resilience such as health and wellbeing strategies or strengthening community networks. A key recommendation of the report is that further efforts should build on existing organisations and strengths and networks. Section 7 of their report provides 12 recommendations on building community resilience.

Alpine Shire also went through a process of prioritising actions for their Alpine Shire Council Climate Change Draft Action Plan 2012-2016 (Tribal Frog, 2012a). The process included collating over 260 recommendations from relevant reports and incorporating those relevant to council operations and service delivery (Tribal Frog, 2012b). The outcome is a plan identifying 35 relevant actions for Alpine Shire under the headings of Education and Awareness, Council Business and Advocacy. Although many of the actions listed influence community engagement planning, the 13 actions under the Education and Awareness category relate most directly to community engagement.

Our intention is for the toolbox of community engagement activities in Section 11 to be a single source of community engagement recommendations from the ALWF and SEAP projects. It is therefore important to review these and other previous recommendations and see whether and how they can be incorporated into the toolbox.

As part of Phase 2 of the SEAP project, URS (URS, 2012) has reviewed all previous work under the ALWF and SEAP projects to collate and consolidate the existing recommendations. Rather than repeat that work, we have relied on their compilation of recommendations as the starting point for our review of previous recommendations. A draft version of the URS report outlined 5 strategic areas in which recommended actions were categorised:

1. Regional Economic Development Strategy
2. Regional investment Attraction Strategy for Adapting to Climate Variability
3. Regional Tourism Strategy for Adapting to Climate Variability
4. Regional Urban and Rural Land Planning Strategy for Adapting to Climate Vulnerability
5. Regional Climate Change Adaptation Community Development Plan.

Strategy 5, the Regional Climate Change Adaptation Community Development Plan includes recommendations on community engagement with the business sector, education sector and broader community, as well as recommendations on establishing partnerships. We have omitted the recommendations on engaging with the business sector and establishing partnerships, as they fall outside the scope of our consultancy. The remaining recommendations are listed in Table 4.

We have assessed each of the recommendations for its potential to comply with the community engagement principles from Section 4 and provided comments on how each recommendation could be taken forward in the toolbox of community engagement activities.

Table 4: Previous recommendations identified as relevant to the toolbox of community engagement activities from the URS report.

No.	Recommendation	Fit with Community Engagement Principles	Comments
20-1	NECMA, working with councils and other agencies should develop and implement a region wide information and education campaign to advise the community on potential climate change impacts on floodplain use and management	1, 2 (potentially), 3, 10 (potentially)	It is unclear why the focus of this recommendation has narrowed to floodplain use and management. The original recommendation from Arold and Kinrade (2012) was for broader education on climate impacts and extremes.

Regardless, while raising awareness is important and this program has the potential to engage the community in positive actions to build resilience and adaptive capacity, much of the literature on climate change communications indicates that general education programs are less successful than tailored approaches at a local scale. Different communities in the region face different climate hazards and need different information. We do not see an education program at a regional level as a high priority. Education at a community scale is preferable. |
| 20-2 | Councils and partners should be more explicit in education programmes that flood plains are for flooding and reduce future (housing and building) development in these areas | 1 | This is a recommendation on messaging rather than the process of community engagement. Our toolbox of community engagement activities is more focused on processes than specific messages. Regardless, it would seem that development plans and practices are a better mechanisms to prevent building on flood plains than community education. |

No.	Recommendation	Fit with Community Engagement Principles	Comments
21	Councils should undertake a regional information and education campaign targeting community expectations on levels of service and Councils' ability to deliver with regards to stormwater and flood management	1	Again this is a messaging recommendation and less relevant to our toolbox of community engagement activities. It is an appropriate message but regional education may not be the best way to get the message out.
22	A regional groundwater resource education program should be developed to increase community understanding of groundwater resource and quality issues and the interaction and interdependencies between ground and surface water supplies - The program could be developed and led by G-MW, potentially through the proposed North East Regional Groundwater Monitoring Partnership.	1	Again this is a messaging recommendation and less relevant to our toolbox of community engagement activities. It is an appropriate message but regional education may not be the best way to get the message out.
49-1	Councils should regularly share relevant environmental, sustainability and climate change educational information through local communication channels such as their websites, local and regional networks and local community groups.	1, 7, 10	It is certainly important to regularly share information on climate change and adaptation through appropriate local channels. The toolbox of community engagement activities should consider ways to make this information sharing as effective as possible.
52	Build and improve support for groups throughout the LGA to: enhance climate action; support the School Environment Education Directory (SEED) and encourage local schools to participate in climate action.	2, 3, 4, 5, 6, 7, 10	This kind of approach of supporting existing groups to adapt to climate change, including schools, is potentially consistent with many of our community engagement principles. A mechanism for supporting existing groups will be a high priority for the toolbox of community engagement activities.
52,	Establish an annual Youth Climate Change Forum;	1, 2, 3, 4, 5, 7, 10	There are two quite distinct recommendations here that

No.	Recommendation	Fit with Community Engagement Principles	Comments
49-2	Support and promote whole of community sustainability projects. Collaborate with conservation, environmental groups, and schools to promote environmental responsibility.		have been combined. The former is certainly a good idea although there are questions about the purpose of such a forum. It would be important to clarify the purpose as part of the toolbox of community engagement activities. The second recommendation is aligned with Recommendation 6 above and is equally important to take forward.
4	Educate the public about reducing the risk of bushfires and give them the skills to manage urban and rural land	1	Again this is a messaging recommendation and less relevant to our toolbox of community engagement activities. It is an appropriate message but general education may not be the best way to get the message out.
52, 53	Employ an officer within the environment section to facilitate community education programs around climate change and environmental issues; recognise the value of established and emerging community organisations in building community resilience	1, 5, 7, 10	This is a better recommendation than some of the others on community education because it leaves open the possibility that education programs will be local and work with existing community organisations.
14	Community resilience committees should be established in each of the region's local government areas	2, 3, 4, 5, 6, 7, 10	Providing some form of community-led coordination of resilience-building actions is highly recommended and will be picked up in the toolbox of community engagement activities.
10-5	Build the resilience of local communities to climate change and variability by the Councils providing	2, 3, 7, 10	It is important for Councils to demonstrate leadership but the actions that Councils take will often be quite

No.	Recommendation	Fit with Community Engagement Principles	Comments
	leadership and a demonstration of good practice to the community		different to those that communities need to take. Providing appropriate Council support for communities to take action may be more important.
71	Encourage and support community initiatives to reduce waste to landfill: Investigate the suitability of providing an incentive for residents to purchase compost bins; Continue to reduce waste to landfill and improve opportunities to recycle within Alpine Shire; Investigate the introduction of a regular kerb-side green waste collection bin; Establish green waste sites.	2, 4, 10	Actions to reduce waste are important but are not relevant to climate change adaptation
84-1	Instigate a collaborative body that might be known as 'Water Skills Training Centre.'	1, 2, 3, 4, 8, 10	The focus of this recommendation needs to be clarified before we can comment further
84-3	With respect to water planning for the NEGHA partners, and in lieu of a Water Skills Training Centre, we recommend the creation of a training co-ordinator role for water management in the North East.		The focus of this recommendation needs to be clarified before we can comment further

Pilots: How we chose and designed the pilots

Sections 6 and 7

6 SELECTION OF PILOT ACTIVITIES

Having established a set of community engagement principles (Section 4) and reviewed previous recommendations on community engagement (Section 5), the next task was to identify which vulnerable groups to work with for the pilot activities. This section describes the criteria we used to decide which groups to work with to develop pilot community engagement initiatives and outlines our assessment against each of the criteria.

Note that we use the word 'community' in this report to refer to a place-based group of people living in a town or region and 'group' to mean a specific subset of that community with demographic, social or other characteristics in common. For example, we might refer to the *community* of Wodonga and a target *group* of people with an existing health condition.

6.1 SELECTION CRITERIA FOR PILOT ACTIVITIES

To help decide which vulnerable groups to work with for the pilot activities, we used the following criteria:

- **Vulnerability** – the groups that are most vulnerable to climate change are preferred (where 'most vulnerable' groups are those with highest exposure to climate change impacts, highest sensitivity to those impacts, lowest adaptive capacity or some combination of all three). NEGHA specified this focus on vulnerable groups and we believe it is appropriate to make best use of available resources.
- **Not targeted by existing or proposed programs** – where other Phase 2 SEAP projects will be targeting a particular group to support adaptation, or where another agency has clear intention to provide tangible support, this may be a reason to select an alternate group. (Note that in some cases an additional program may still be useful, to augment the work of other agencies). The goal of this criteria is to ensure consideration of equity of resource distribution across affected groups, and where possible to ensure fair access to support.
- **Receptiveness** – the vulnerable groups should not have been so heavily consulted that they are experiencing 'consultation fatigue' and will not be receptive to participation.
- **Scalability** - it is preferable to work with large vulnerable groups than small vulnerable groups as the results will then have wider applicability and the program will have greater capacity for subsequent broad implementation (although this needs to be balanced against the criteria on representativeness and location discussed below)
- **Representativeness** – the three groups should be as representative as possible of the diverse types of vulnerability that exist in North East Victoria. For example, including a mix of place-based communities and distributed groups within the selected pilot initiatives.
- **Feasibility** – it should be practical and feasible to work with each group. This may mean that effective communication channels or networks already exist, or there is demonstrated interest from the group in participating in civic programs. Given the very short timeframe for the consultancy, the ability to get a meaningful pilot up and running within six weeks is also crucial. In practice, this means that there is a preference for building on existing initiatives.

- **Location** – each vulnerable group should be located in a different Local Government Area.

In using the above criteria to consider a proposed group, there may be cases where a group performs poorly on one criterion but this is balanced by high performance against several others. For example, a particular group may be deemed more difficult to engage with in a practical sense due to particular demographic characteristics (therefore scoring low on feasibility) but the high level of vulnerability and degree to which they have not yet been engaged with through other programs could lead to a decision to still select them as one of the 3 target groups.

The 3 groups also needed to be balanced in terms of risk of implementation – that is, if one group seems to be risky in terms of feasibility, the other 2 groups should be selected to balance this, and have high feasibility. This will optimise the likelihood of positive results from the program, within the project budget and available time.

The criteria listed above were used to guide a workshop session with the SEAP Steering Group on 21st March 2012. Below, we provide a discussion against each criterion, drawing on our own research and the workshop discussions.

6.2 VULNERABILITY

Arold and Kinrade (2012) applied the vulnerability framework discussed in Section 4.1.2 to identify vulnerable groups in North East Victoria. They argue that:

> At first glance, the economy and community of North East Victoria appear quite well placed to deal with the potential impacts of climate change and variability. The region's economy is diverse and structurally sound. Communities in the region have moderate to high levels of income, education and other factors that contribute to social capacity. There are also strong community networks and levels of cohesiveness within the region (Arold & Kinrade 2012, p.44).

However, Arold and Kinrade (2012, p.44) go on to identify the following sectors and groups as particularly vulnerable:

- The agricultural sector across the region, but especially in Towong
- The tourism sector, especially in Alpine Shire
- Food & beverages processing, pulp & paper, wood products and textile manufacturing industries, especially in Wangaratta and Indigo Shire
- Communities vulnerable to climate extremes (heatwaves, bushfires, floods and storms), with a particular emphasis on:
    - The elderly
    - People with pre-existing health concerns
    - Households on low incomes
    - Isolated communities (either geographically or lacking access to support networks).

They find that:

> All LGAs in the region have pockets where there are significant proportions of people in one or more of these categories. Benalla has significant proportions of people in most of these categories. Wangaratta, Alpine and Towong have significant proportions of people in a number of these categories (2012, p.44).

To summarise, vulnerable groups in the community include:

- Community members that are employed in vulnerable economic sectors, such as agriculture, timber industries and tourism
- Vulnerable groups that are distributed across the region, such as the elderly, people with pre-existing health concerns or households on low incomes
- Place-based communities that are vulnerable due to isolation
- Place-based communities that have a high proportion of vulnerable community groups.

These same vulnerable sectors and groups were reiterated in discussions with the SEAP Steering Group on 21st March 2012. Discussion of vulnerable industry sectors centred around forestry, agriculture, food processing, wood products manufacturing, pulp and paper and textiles industries, and (snow-based) tourism in the alpine regions.

The SEAP Steering Group noted that while vulnerability exists in various forms in the region, there is also a great deal of resilience and preparedness. For example the Alpine Shire was noted as being a very resilient community, as exemplified by a strong Community Resilience Committee, worthy of modelling in other regions.

Likewise, for Benalla, which was identified as an area experiencing high levels of disadvantage, the Steering Group noted that the Benalla and District Community Taskforce is in place and working on improving health and wellbeing, education, employment and training in the town. Heat wave plans are also in place at the LGA level across the region.

Also, innovative communication systems are in place such as the Mudgegonga walkie-talkie radio system and the use of a vulnerable persons register in the region (for SES and other emergency services). Further, a process is in place for elderly people in Benalla on 'code red' days, where people are put in contact with a carer.

While recognising the high level of resilience in the region, and existing plans for emergency management and preparedness, it was still felt that particular groups could benefit greatly from additional assistance with practical tools and actions for climate change adaptation and behaviour change.

In most parts of the region, with the exception of Wodonga and the Alpine Resorts there are relatively high proportions of elderly people (defined as people over 65 years of age). The SEAP Steering Group reiterated the vulnerability of elderly people in the region and indicated their preference for a pilot with this vulnerable group.

As Figure 5 shows, the proportion of persons aged 65 and over is above the regional Victorian average in Towong, Alpine, Benalla and Wangaratta.

Arold and Kinrade (2012) used ABS data to demonstrate that communities in larger urban centres in the North East region (such as Benalla, Corryong, Myrtleford and Wangaratta) tend, on average to have lower economic resources than households in smaller townships and rural households. These data are shown in Figure 6.

According to Arold and Kinrade (2012), the larger urban centres also tend to have more households with lower income and housing stress, and fewer households with high income or home ownership. The proportions of dwellings rented from government housing authority and households receiving rent assistance are higher in larger centres of Benalla, Wangaratta and Wodonga. By contrast, rural areas have a lower unemployment rate and greater proportion of home ownership.

A number of communities in the region do not have sewerage, and mobility levels are low, as shown in Figure 7 below.

The Steering Group noted that the elderly are particularly vulnerable if located in isolated areas, or not living with carers. They pointed out that communication systems such as SMS text messaging and the internet were less accessible to the elderly, as they had greater difficulty understanding these new technologies, putting them at greater risk of missing out on important messages during a climate-related emergency, such as bushfires, floods and heatwaves.

Figure 5: Proportion of persons aged 65 and over, North East Victoria (Arold & Kinrade 2012, p.35)**.**

Source: ABS Census 2006

The Steering Group also felt that, due to their fixed incomes, some elderly people would likely face difficulties paying energy bills as electricity and gas prices increased in the future. Also, elderly people were considered vulnerable and less able to respond to certain risks because of difficulties with physical incapacity and/or lack of mobility.

The elderly were also likely to find it difficult to recover from impacts or events due to a lack of resources and/or the absence of social of family networks around them.

For all of these reasons, the Steering Group felt that there was a strong case for carrying out a pilot initiative involving the elderly. Given the different challenges faced by elderly people in well-connected communities and isolated townships, there is also a case for conducting separate pilot activities in these locations.

Figure 6: Index of economic resources (Arold & Kinrade 2012, p.34)**.**
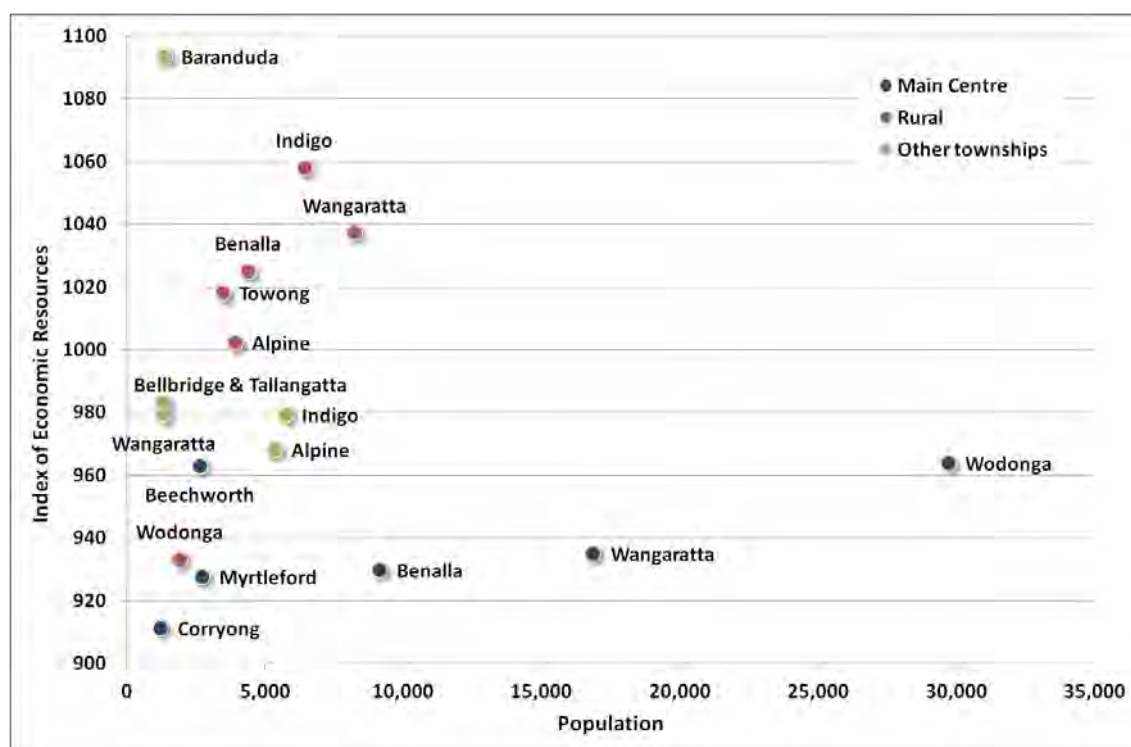
Source: ABS SEIFA 2006

Note: Other townships in Alpine and Indigo Shire and the Rural City of Wangaratta include:

Alpine: *Bright, Mount Beauty, Dinner Plain, Harrietville, Porepunkah, Tawonga and Wandiligong;*

Indigo: *Barnawartha, Kiewa, Tangambalanga and Yackandandah*

Wangaratta: *Eldorado, Glenrowan, Milawa, Moyhu and Oxley*

Figure 7: Indicators of mobility – dwellings with no motor vehicle and access to public transport (Arold & Kinrade 2012, p.38)**.**
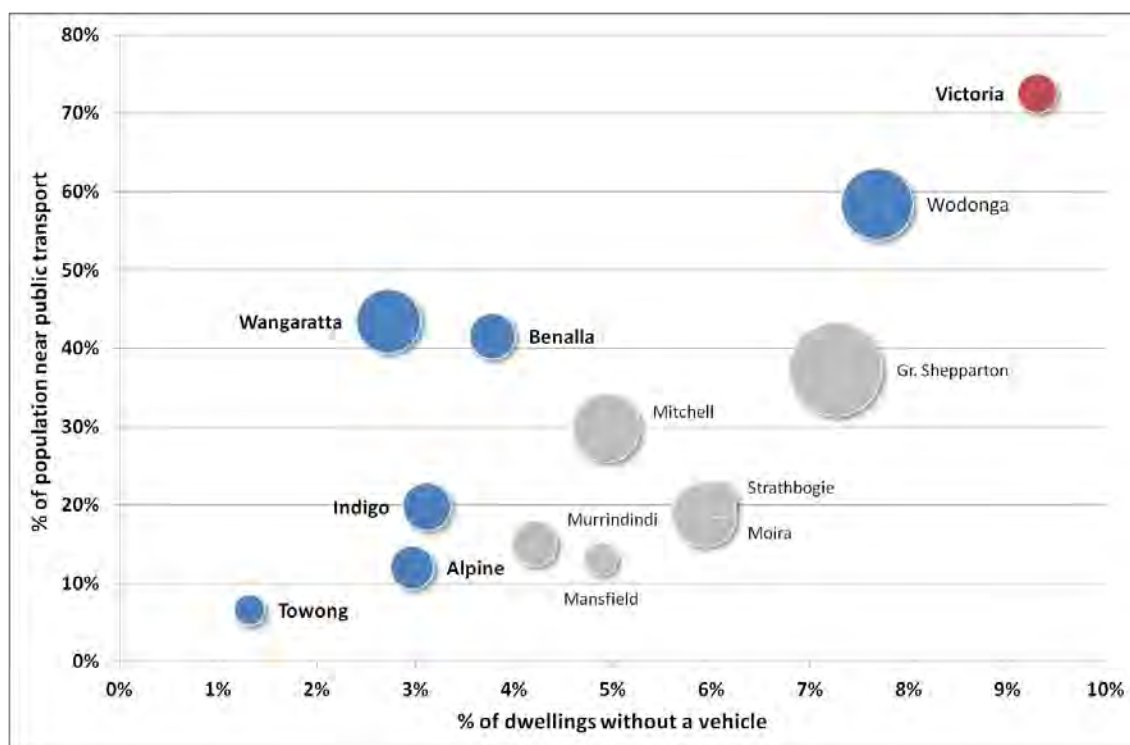
Source: ABS Census 2006, Department of Health 2010
Note: Bubble size indicates population size, except for Victoria

6.3 NOT TARGETED BY EXISTING PROGRAMS

During the workshop, the SEAP Steering Group emphasised Manufacturing/food processing, Tourism and Agriculture as the most vulnerable industry sectors. Following discussions with the Steering Group, a preliminary decision was made on the scope of the URS consultancy on vulnerable industry sectors. The URS team were advised to focus on:

- Manufacturing industry in Wangaratta or Benalla
- Tourism in Indigo or Alpine Shires.

To ensure the broadest coverage of vulnerable groups across the region, our pilot initiatives will aim to target alternative groups and areas.

Previous work identified the agricultural sector as vulnerable to climate change. The Steering Group did not direct URS to conduct a pilot with the agricultural sector and indicated that a lot of assistance is already becoming available for agricultural industries, such as the development of carbon farming industry opportunities. Nevertheless, at the individual/family level there is probably a need to further support farmers and other agricultural sector workers with emotional and psychological support e.g. grief counselling after drought or natural disasters.

Working with the agricultural sector arguably falls under the scope of the URS consultancy on vulnerable industry sectors rather than this one. However, farmers are an important part of the community and engagement with farmers as a vulnerable group should not be

ruled out as part of this consultancy. Nevertheless, we note that the SEAP Steering Group felt that a lot of work was already being undertaken with farmers, making this a lower priority for this consultancy.

6.4 RECEPTIVENESS

The Steering Group did not advise that any particular groups needed to be avoided due to lack of receptiveness or consultation fatigue. However, they did note that Corryong has a more traditional, conservative community that might be more difficult to engage in discussions on climate change. Representatives from Wangaratta also indicated the need to seek Council approval for community engagement work.

The Steering Group considered the Harriettville community in the Alpine Shire to be very engaged, with a committed group already working with council through the Harrietville Community Building Initiative (CBI) to put in place actions to reduce energy and water use by tourists and implement community green waste initiatives. The group is driven by the community with assistance from Alpine Shire Council.

Although engaging the Corryong community on climate change may be difficult, the Steering Group noted the importance of agriculture to the Corryong community and indicated that Towong Council had previously expressed interest in doing work in that area on agriculture.

Eldorado township was considered receptive to change. Eldorado has an active community group involved in the town's tourism centre, afterschool care centre and working with older groups – they are very 'protective of their community' said one Steering Group member.

6.5 SCALABILITY

Elderly people are a growing sector of the community and represented across the region, so pilots in one location are potentially scalable across all LGAs. It would improve scalability if a pilot with elderly people looked at two situations – a well-connected community (such as Wodonga) and a more isolated rural community. Note that this also applies to other distributed groups, such as people with health concerns or on fixed incomes. However, the elderly is the largest of these groups and contains large proportions of the other groups. Working with the elderly is scalable to other groups on fixed incomes in principle, although communication messages would need to be different.

Anything on agriculture would be highly scalable, given that there are farming communities across the entire region.

Most of the LGAs have isolated townships so pilots in one township could have applications elsewhere.

The Steering Group noted that, with climate change adaptation, it is important to remember that we are all vulnerable to the climate change impacts. Therefore, the project could have greater benefit to the region if programs are designed for both vulnerable groups and the wider community. For example, a program could work with the elderly, but use a similar (albeit modified) approach for engaging the general public. We looked for opportunities for this kind of scalability and representativeness during development of the pilot initiatives.

Options recommended by Arold and Kinrade (2012), such as establishing Community Resilience Committees in each LGA, are also highly scalable.

6.6 REPRESENTATIVENESS

For the SEAP project as a whole, working with a mix of economic sectors, place-based groups and distributed community groups would provide the most representative mix. As the URS consultancy focuses on economic sectors, a representative mix for this consultancy would be to include at least:

- A group that is distributed across the community, such as the elderly or people with existing health concerns. This pilot would trial engagement approaches that are more general, and less tied to place.
- A place-based community, where the pilot uses engagement approaches that are more place-specific.

Overlaying that, we needed to ensure that the pilots pick up both well-connected and isolated communities. Based on this criterion, a pilot with older people in a well-connected and isolated community and a place-based application of the approach adopted by the Harrietville CBI emerge as highly appropriate for pilots. Both are discussed in more detail below.

6.7 FEASIBILITY

Given the tight timeframes for this consultancy, one of the key considerations for feasibility is whether there is an existing program that we can build on for the pilot initiatives. The Steering Group suggested several existing initiatives that could support pilot initiatives, which are discussed below. The Steering Group also noted that engaging communities with mental health issues would not be feasible in the timeframe.

6.7.1 The Harrietville Community Building Initiative

The Steering Group indicated that there is an existing grassroots community group in Harrietville (Alpine Shire), with a focus on climate change adaptation, that is seen as a successful case study in community engagement. Our subsequent investigations indicated that this group is called the Harrietville Community Building Initiative and has received support from Alpine Shire over several years. The Steering Group suggested that this successful model could be documented and reproduced in any of the following towns: Eldorado, Walwa, Corryong, Eskdale, and/or other isolated townships in Wangaratta.

6.7.2 The Eco-Living Trailer

During the Steering Group workshop and a subsequent meeting, Wangaratta Council representatives indicated that they were developing an Eco-Living Trailer for engaging with isolated communities that are not able to visit their sustainability community centre. The Victoria State Emergency Service (SES) has a similar trailer, focused on emergency preparedness. Wangaratta Council representatives suggested expanding the activities included with the trailers to focus on the link between water use and sewage, which would be relevant for urban areas and small townships that use septic tanks. At the time of the Steering Group workshop, the trailer initiative was largely mitigation focused, with no plans for inclusion of specific climate change adaptation activities or actions.

The Eco-Living Trailer will be placed at festivals and other community events where people are not expecting to get involved, which may make engagement challenging. Representatives from Wangaratta Council also noted that the SES trailer is often

misunderstood because the public suspect the SES of using the trailer primarily for recruitment of volunteers. The public are not aware of the SESs role in education and preparing for climate change adaptation. While the Steering Group saw the incorporation of climate change adaptation activities into the Eco-Living Trailer as a promising approach, further research was needed to determine the suitability of this method of community engagement.

6.7.3   Community Resilience Committees

The Steering Group also considered the Alpine Community Resilience Committee to be a success story that could be documented as a good model for other communities to adopt. The resilience committee originally formed as a recovery committee following the 2006 fires in the Alpine Shire, but this committee evolved to become more focused on climate change resilience, and to ensure that resilience continues. The towns of Eldorado and Walwa were identified by the Steering Group as possible locations that could benefit from starting a similar committee. Arold and Kinrade (2012) recommended establishment of community resilience committees in all LGAs to provide coordination for community climate change adaptation.

6.8 LOCATION

At the time of the workshop, URS were likely to carry out pilot activities with industry sectors in Benalla (possibly Wangaratta) and Indigo (possibly Alpine) LGAs. To ensure a spread of initiatives across the region, our pilot activities should therefore focus on Wodonga, Towong and possibly Wangaratta or Alpine (depending on the final URS choices). On this basis, the tentative set of pilot activities agreed at the workshop was:

- Working with older people in Wodonga and an isolated community in Towong or Alpine LGAs
- Transferring the Harrietville model to Walwa (in Towong Shire)
- Mobile engagement in Wangaratta.

6.9 CONCLUSION

Table 5 provides our assessment of all suggestions from the project team and steering group against the criteria above. Suggestions are included as follows:

- Only those groups identified as **vulnerable** are included
- Those that are **already targeted** by an existing program are included in the table but most details are not completed as they will not be followed up within this project
- Location is noted to ensure a mix of LGAs.

The initiatives are listed in an approximate order of priority. Our reasoning for this order is as follows:

- Working with older people is seen as a definite pilot, based on the input and assessment to date, as older people are particularly vulnerable and the number of older people is high and growing across the region
- Transfer of the approach used in the Harrietville CBI is seen as promising, although the grassroots nature of the community group may make replication and transfer difficult, so further investigation is needed before confirming this as a pilot

- Mobile community engagement via trailers is also a promising approach but it remains to be seen whether suitable climate adaptation activities can be devised that would adequately engage the community when mounted on a trailer
- Community Resilience Committees were recommended in previous work but not agreed as a pilot during the Steering Group workshop. We would like to do more work on this option to see if it could be developed into a pilot, possibly in combination with one of the other pilots.
- The agricultural sector is a vulnerable group that is not specifically targeted by any pilot activities and could be considered for a pilot if other options fall through.

The top three initiatives in the list were taken forward and further developed as potential pilot activities.

Table 5: Pilot activity options and assessment against the criteria.

Suggested initiative *(and suggested by whom)*	Target group	Suggested location (town or region) *Local Government Area*	Group is place based or dispersed?	Community connected or less connected?	Comments: - **Targeted by existing programs?** - **Scalable?** - **Feasible** - **Receptive?**
Working with older people *(Wodonga)*	Older people	Wodonga and an isolated community	Dispersed	Less connected	Not targeting by existing programs Highly scalable Feasible
Building on the Harrietville model *(Alpine Shire)*	Whole community and specific vulnerable groups	Eldorado Walwa Corryong Eskdale Isolated townships in Wangaratta	Place-based	Less connected	Not targeted by existing programs Highly scalable Feasible Some townships receptive (e.g. Eldorado and Walwa, but perhaps not Corryong)
Mobile community engagement *(Wangaratta)*	Whole community but particularly isolated townships	Wangaratta	Both	Both	The SES also has a trailer. Highly scalable Builds on existing program, therefore high feasibility
Community resilience committee *(Alpine)*	Whole community	Eldorado Walwa All LGAs			Not targeted by existing programs Highly scalable
Working with the agricultural sector *(Towong)*	Vulnerable industry sector – agriculture	Corryong Towong Bega Strathmerton			Within scope of URS consultancy but could be considered in community consultancy
Working with the Manufacturing industry *(Wangaratta, Benalla)*	Vulnerable industry sector – manufacturing	Wangaratta Benalla			Likely targeted by URS consultancy
Working with the tourism industry *(Indigo, Alpine)*	Vulnerable industry sector – tourism	Indigo Alpine			Likely targeted by URS consultancy
Working with the textiles industry *(Wangaratta)*	Vulnerable industry sector – textiles	Wangaratta			Within scope of URS consultancy

7 **PILOT PROGRAM DESIGN**

This section describes the process we went through to design each of the pilot programs in detail, starting from the three ideas that emerged as the highest priorities in Section 6.9. Section 7.1 summarises our general design process for the three pilots. Sections 7.2, 7.3 and 7.4 provide specific details for each pilot.

7.1 GENERAL DESIGN PROCESS

Following the workshop with the SEAP Steering Group, we undertook the following tasks to further develop each of the tentative pilot ideas into feasible pilot activities:

1. *Learning about the local context* – We spoke with **local experts** (from community, councils, universities) about the target group and pilot idea to draw out lessons learnt about engaging these groups, or working in this location (including opportunities and barriers to work in this specific context). We did this to gain specific insights into things such as existing communication channels that we could use to recruit participants or promote the program, existing locations and ways that people come together, specific attitudinal and demographic details of the target group, details about access and human geography of the target location.
2. *Learning from similar programs* – We drew out principles and design features from **other programs** targeting the particular group, location or behaviour. These programs may have taken place locally, elsewhere in Australia, or elsewhere in the world. Where possible we focused on programs that were for the target group and target behaviours that were proposed during the workshop with the Steering Group. Where these were not readily available (i.e. no such program had taken place previously) then we drew on the experience of other programs that targeted the group or set of behaviours.
3. *Building on our community engagement principles* – We drew on the **community engagement principles** discussed in Section 4 to incorporate best-practice community engagement features into the design of each pilot initiative. In most cases, this required further specific investigation of the community engagement literature relevant to each pilot.
4. *Managing logistics and feasibility* – We worked with representatives from the NEGHA member Councils and other organisations to design processes that would be feasible in the short timeframe, provided a good distribution across LGAs and tied in with existing programs and initiatives wherever possible. This was an iterative process that led to some changes from the original pilot ideas proposed during the Steering Group workshop.

Specific teams were assigned to the development of each pilot and used a pro-forma to guide their research against the four tasks above. The pro-forma is provided in Appendix 1.

Figure 8: Distribution of the pilot activities.

Mobile Outreach Resilience Activity — Wangaratta, 26 April 2012 (25 participants)

Community Leaders' Workshop — Harrietville, 26 April 2012 (11 participants)

Yackandandah, 29 April 2012 (7 participants)

Brains Trust workshop — Wodonga, 27 April 2012 (6 participants)

Towong, 30 April 2012 (10 participants)
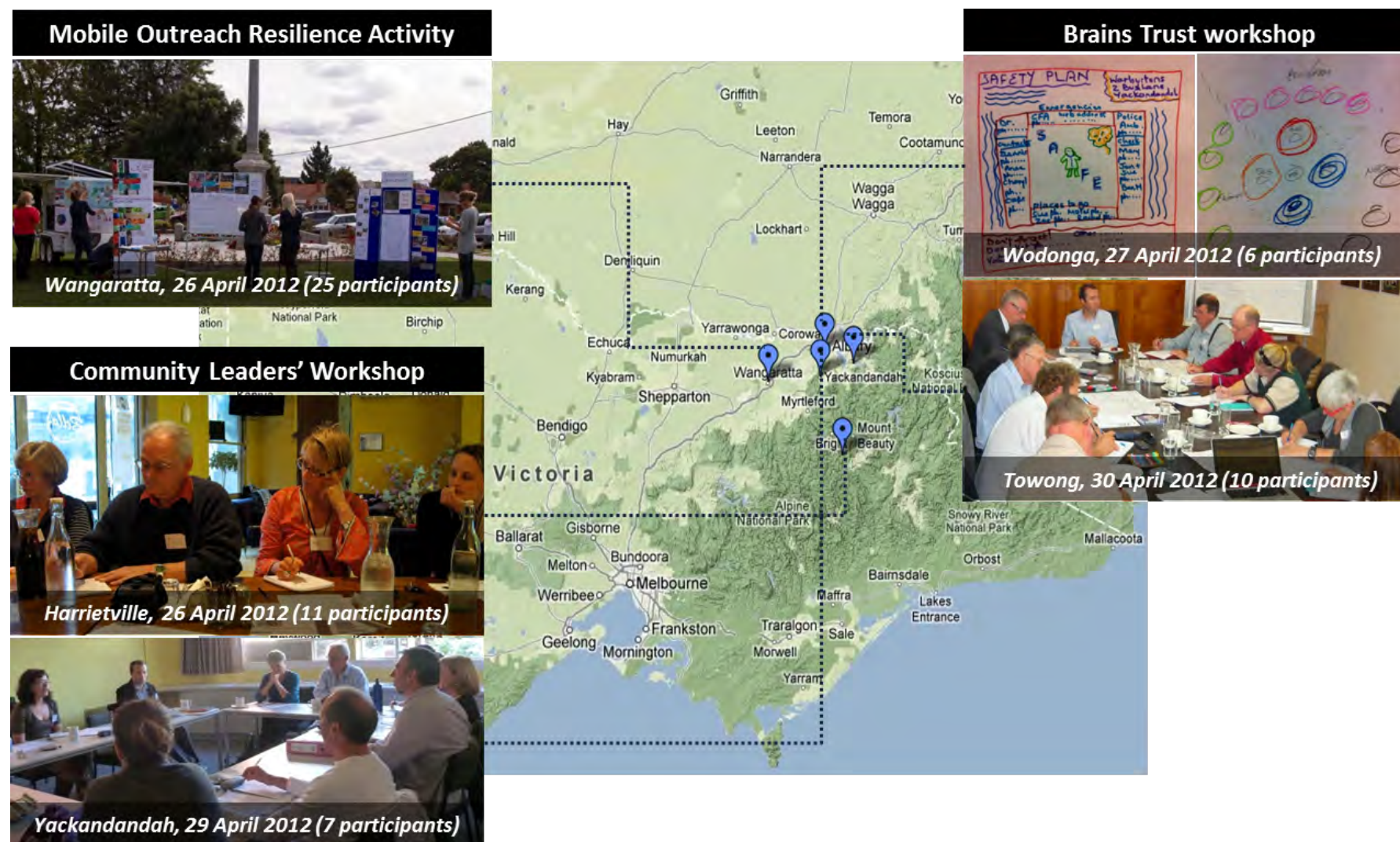
7.2 THE NORTH EAST BRAINS TRUST

This section outlines the thinking process and justification for decisions made during the design of the 'Brains Trust' pilot for older people. Section 8 provides a full activity report on the pilot, including running sheets and outputs.

7.2.1   The original idea

The original idea emerging from the workshop with the Steering Group was for a pilot with older people, probably in two locations – Wodonga and an isolated rural community in Towong Shire or Alpine Shire. The idea of having both Wodonga and an isolated rural community was to look at different approaches for reaching people in these different circumstances. As described elsewhere, older people may be physically, financially or emotionally less resilient in facing the effects of a changing climate than others in the population. On the other hand, many older people have already experienced enormous changes during their lifetimes, which can build personal resilience.

Approach

The approach of this pilot was to recognise and treat older people in the community as valuable members of society who have a lot to offer in building resilient communities. The North East 'Brains Trust' (a name selected by one of the interviewees) celebrates and makes use of the accumulated experience and knowledge of older people in the North East community who may help their community adapt and build resilience to climate change. The appropriateness of this approach was confirmed through a review of existing programs and research, which is detailed in Section 7.2.2, and interviews with local stakeholders in aged care, health and emergency services, which are summarised and discussed in Section 7.2.3.

This pilot recognises that many older people have grown up through the depression, times of war and numerous climate events, and have faced many other challenges. Consequently, a wealth of experience in building resilience through hard times rests within this part of the community. The North East 'Brains Trust' recognises that these experiences bring further opportunities to tap into the values of thrift, helping your neighbours, and strong and connected communities, all of which can be identified as valuable ingredients for resilient communities. This pilot seeks to acknowledge and draw out the value that older people offer communities. No matter how fragile and vulnerable some older people may be, their stories and experiences can be a great source of learning and inspiration.

The North East 'Brains Trust' seeks to harness the value that older people offer communities that face challenges such as adapting and building resilience to climate change. It helps older people become change agents by:

- Motivating action through building awareness and knowledge of climate change impacts
- Enabling action by building awareness and knowledge of existing resources such as available emergency services (before, during and after) and tapping into established local community groups
- Inspiring action through a positive framing of issues and focusing on the strengths of older people in the community and the wider local community (and avoiding stereotypes of older people as incapable, passive or dismissive)

- Empowering older people by using their existing knowledge, ideas and networks to design tools that will help both themselves and their communities to adapt and build resilience to climate change.

7.2.2   Similar or related programs

The North East Brains Trust adopts a bottom up participatory approach that enables older people to express their situation and develop resources and strategies to respond effectively. This kind of approach is recommended by the United Nations for empowering older people to contribute to society and to participate in decision making processes – "because older people are the ultimate experts on their own lives" (World Health Organisation, 2007).

The United Nations identifies that a culture that recognizes, respects and includes older people reinforces empowerment and self-worth in its community members (World Health Organisation, 2007). The North East Brains Trust sought to adopt a similar approach. It used an existing resource and sought to understand what tools older people could find useful and engaging for adapting to and becoming resilient to challenges posed by the changing climate.

Three specific programs provided inspiration for this pilot:

- The Elders
- Aged Friendly Cities Initiative
- Red Cross Emergency RediPlan.

The Elders

The North East Brains Trust is loosely modeled on "The Elders[2]" – an independent group of global leaders who work together for peace and human rights. The Elders were brought together in 2007 by Nelson Mandela to represent an independent voice and promote the shared interests of humanity, and the universal human rights we all share. The group was formed from the simple idea that many people look to their elders for guidance or to help resolve disputes.

The Elders initiative details specific criteria for what makes an 'elder'. However, these criteria are focused on an international scale and need some translation to make sense at a local scale. For us, the main elements were that elders bring with them a wealth of diverse expertise and experience and a commitment to creating change. Being an elder is less about age and more about experience and wisdom.

Age-Friendly Cities Initiative

This program is also informed by and modeled on the World Health Organization's (WHO) age friendly cities initiative. The WHO developed the Age-Friendly Cities (AFC) project to engage cities worldwide in making their communities more age-friendly by identifying key elements needed to ensure that cities support healthy aging. In an age-friendly city (or community), policies, services, settings and structures support and enable people to age actively by (WHO 2007, p. 5):

- recognizing the wide range of capacities and resources among older people;

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[2] http://www.theelders.org/home

- anticipating and responding flexibly to ageing-related needs and preferences;
- respecting their decisions and lifestyle choices;
- protecting those who are most vulnerable; and
- promoting their inclusion in and contribution to all areas of community life.

Red Cross Emergency RediPlan

There are many resources available to assist people in preparing for bushfires, floods, heatwaves and other climate related emergencies. However, Susan Sheldrick, the Community Resilience Coordinator for the North East (Hume) Region at Victoria State Emergency Services, identified that the *Red Cross Emergency RediPlan* (Australian Red Cross, 2009) is one of few resources that covers a range of emergency situations in the one pack. Further, this resource specifically targets seniors.

The North East Brains Trust used this resource to test how useful and engaging older people found this sort of resource in helping them to prepare for emergencies. The RediPlan included worksheets to assist people in creating contact lists of people and services they could seek help from in the case of an emergency, as well as encouragement for planning to assist others in emergency situations. The North East Brains Trust built on this aspect of the plan and developed a separate activity that involved designing and creating a 'Resilience Poster' that captured this contact information.

7.2.3   The local context

As noted above, the original idea for this pilot was to work with older people in Wodonga and an isolated rural community in Towong or Alpine Shire. As our initial contacts with Towong Shire representatives were very positive and we were already working with Alpine Shire in relation to the Harrietville Community Building Initiative (see Section 7.3), we made an early decision to focus on an isolated community in Towong Shire. Tallangatta was identified as a suitable location in consultation with Towong Shire representatives. An advantage of this location is that it also has a high proportion of farmers, which is another group that is potentially vulnerable to climate change.

The Central Hume sub region has experienced a slowing of growth in larger urban centres and ageing population in rural areas (Hume Regional Management Forum, 2010a). In the Upper Hume sub region, the number of people aged over 60 years is expected to more than double and to comprise one-third of the population in 2036. Wodonga, however, has a higher than average proportion of residents aged 18 to 34 years compared with Victoria as a whole (Hume Regional Management Forum, 2010c).

Key steps taken for understanding the local context of Wodonga and Towong included:

- Review of council websites and other resources that identify existing services, key contacts and resources that relate to preparing and supporting older people in adapting to climate change (including community building and support initiatives);
- Interviews with key stakeholders in aged and health care services, emergency services and related research.

The following is a snapshot of our review or resources:

Wodonga Council[3]

- Wodonga has a population of around 35,000. The Wodonga Council has a strong focus on community wellbeing and improving quality of life of its seniors. It takes a lead role in strategically planning services and facilities to meet the needs of older people. Some initiatives include:
    o Aged Friendly Cities program (see Section 7.2.2)
    o Senior celebrations month (as part of the Living Longer, Loving Life program)
    o On the council's website you can find resources to help prepare for emergencies including fact sheets for preparing for fires, floods, heat stress, storms and preparing animals in the event of an emergency. Services such as the CFA and Red Cross provide many resources to help council and community plan for emergencies.
    o Wodonga Council offers a Home and Community Care (HACC) program, which includes a range of services such as property modifications for safety, and group activities.
    o The Wodonga City Council Sustainable Living Guide was developed in conjunction with The Natural Strategies Group. This Guide is designed to help Wodonga City Council residents take action to live more sustainably at home and in the community.

The key message here is that a lot is already going on in the community to work with and support older people and any pilot program needed to fit in with these existing programs.

Towong Shire Council[4]

- Towong has a population of around 6,019.
- Health Care Services in Walwa, Corryong and Tallangatta offer a range of acute hospital, aged care, community and home based support services
- There are many resources on the council website to help the community plan for emergencies and to build resilience to climate change. These include fact sheets for preparing for fires, floods, and saving energy.
- Relevant council services include the community support committee, flood recovery and preparing for a bushfire.
- There is a very detailed Community Directory available through the council website which provides contact details for people and services that can provide information and support relating to different climate emergencies. It also lists community organisations, health and aged care services and environmental services in the local area.

Towong Shire is vulnerable for several reasons:

- Towong has a relatively low level of economic diversity compared with other parts of the region and Victoria.
- Towong is particularly reliant on climate dependent industries (Arold & Kinrade, 2012) yet climate change does not appear in core council documents.
- Only half the households in Towong are connected to reticulated water supply. (Arold & Kinrade, 2012). Households not connected to reticulated water supply rely

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[3] http://www.wodonga.vic.gov.au/council/services/disaster/index.htm
[4] http://www.towong.vic.gov.au/Page/Page.asp?Page_Id=64

on tank or bore water. These households are particularly at risk of low water availability due to extended dry periods and droughts (Arold and Kinrade 2012). Assuming that each residential connection corresponds to a private dwelling, about two-thirds of households in Alpine and Indigo Shires and Wangaratta and almost all households in Wodonga are connected to reticulated water supply (Arold and Kinrade 2012).

- Towong has not as yet developed a Sustainable Water Use plan and the Stormwater Management Plan has not been implemented (Martin, 2011).

The following is a summary of interviews with key stakeholders:

Initial discussions with Professor Rod Keenen from the Victorian Centre for Climate Change Adaptation Research (VCCCAR) identified contacts for us to interview. We conducted interviews with key stakeholders in aged and health care services, emergency services and related research that provided insights into the local context.

Wodonga

In Wodonga we interviewed: Deb Mackinlay, Manager Community Support and Aged Care, Wodonga Council; Jan Ryan Project Manager, Water in North East Victoria - Socioeconomic Adaptation Planning, North East Greenhouse Alliance; and Professor Jeni Warburton, Faculty of Health Sciences La Trobe University.

Some key findings from interviews:

- Existing elderly community groups that may be potentially interested to act as community leaders for this work were identified as:
    - o 'Senior celebrations' committee (who are helping to set up a senior celebrations event in October)
    - o Wodonga's 'Age-friendly cities' committee
    - o Men's Sheds (who could potentially be trained to perform home and community care checkups and energy audits)

- Possibility to present the findings at the October elderly celebrations events.

- Favourable feedback to idea of supporting participants to write up their experience of the workshops and to share these through local newsletters or papers.

- CFA website and sources are valuable, as are SES and Red Cross services. There are so many available resources to help prepare people for climate change related events and impacts but there is a lack of knowledge as to how to engage people with such services and available resources.

- Potential to help foster elderly champions, as 'sustainability and environment leadership' is one of the 10 priority areas in Wodonga's 'Living Longer, Loving Life, Aging Well' Strategy.

- A focus group with older members of the community was conducted by Wodonga Council, where the term 'seniors' was elected as the preferred term for describing the 'older community'.

- Different methods may be appropriate for attracting the 'connected' verses 'non-connected' members of the target audience. The connected people will be those

involved in community groups and so contactable via talking to leaders of these groups. Suggestions for reaching the 'non-connected' people included through 'meals on wheels', local quarterly newsletters, and the city-life newsletter.

- Suggested methods for contacting seniors in general included doctors, chemists, rehabilitation wards, falls prevention programs, the primary care partnership, residential care services and other trusted sources.

- Elderly community are generally sceptical of climate change - best to avoid language of climate change and focus on issues such as how to reduce energy bills and how to act fast in the case of fires and floods and other climate related emergencies.

Towong Shire and more general comments

We interviewed Mel Sporry, Manager Community Health & Wellbeing, Towong Shire Council, Sue Sheldrick, Community Resilience Coordinator, North East (Hume) Region, Victoria State Emergency Service and Dr Annie Bolitho, a Consultant and associate of the Melbourne Sustainable Society Institute who is conducting research on heat stress.

Some key findings from these interviews:

- Identified existing Towong Shire community groups that may be potentially interested to act as community leaders for this work or otherwise be involved:

   o Community support and community advisory group (the community advisory group is a group of elderly people who advise the health services team).

- A key climate change related issue for older people in this region: increasing electricity prices and the flow on effect of this such as affordability for healthy foods and participation in healthy activities.

- 3 health services units have recently formed an alliance due to recognition of doubling up of services and lack of collaboration. A key issue is that 'people find it hard to find out who to call for what, when etc'.

- The Red Cross RediPlan was recommended as a comprehensive and clear tool for engaging older people in emergency readiness planning and preparations.

- In current heat stress research taking place via interview, many people are indicating that elderly people aren't always as vulnerable as many may assume and this is likely to be due to their experience. Dr Bolitho felt the 'Elders' approach (treating older people as valuable sources of knowledge and experience) fits well with these findings.

- Value of involving elderly champions in the design of the workshop.

- There was support for the idea of the 'preparedness pack' and inviting elderly champions to help in the design of this – perhaps identifying key bits of information that would be useful to have in it. It was suggested that we include three quotes

from three people that demonstrate community experiences such as "last year in the fires..."; "we have felt the risks increasing..." etc.

- In terms of diverse participation, it is relatively easy to identify some champions such as those involved in natural resources and land care but harder to find others e.g indigenous communities, women, and single parents. It was suggested that a vulnerable group often overlooked is families living in caravan communities. The North East Catchment Authority has worked with this group before and thus would be a good point of contact if targeting this vulnerable group.

- Received positive feedback in response to the idea of the Resilience Poster activity and a suggestion that Council would also find such a poster valuable.

- Important to make relevant council members aware of this work get their involvement in some way for buy in. Importance of getting people from health and economics involved.

- Also important to keep the tone friendly and conversational in style; have conversations with the participants beforehand. Ideally, know some of their stories and demonstrate this knowledge; show you are part of the community.

Box 1 – language when referring to Older residents

It appears that internationally, some programs use 'Elders', some 'Seniors' and some 'Older people'. A focus group with older members of the community was conducted by Wodonga Council, where the term 'seniors' was elected as the preferred term for describing the 'older community'.

A survey was conducted through the Age-Friendly Cities program which provides useful information about appropriate language and terms to use when engaging 'seniors'. For example they preferred the term 'quiet achievers' over 'champions' or 'leaders'.

7.2.4   Relevant theory and practice

International work on engaging older people in climate change mitigation and adaptation actions

The Stockholm Environment Institute (Haq, Brown & Hards, 2010) has published on elderly people and climate change in 'Older People and Climate Change: the Case for Better Engagement' and the UK has developed a policy brief that details impacts of climate change on the elderly. Specific principles and approaches are suggested for working with seniors, including:

- **Abandoning old stereotypes -** Avoid treating seniors as incapable, passive or disinterested.
- **Get to know your target audience** - Avoid generalising your target group. Find out the particular interests, values, motivations and behaviours of the seniors you are hoping to reach and be aware of the differences that exist within your target audience.
- **Use trusted brands -** Use trusted sources and methods of communications to recruit and engage seniors. This could be local community groups.

- **Use peer to peer communication -** Use existing social networks
- **Use positive messages -** Aim to inspire action rather than induce fear or guilt and suggest specific actions that seniors can take to act upon any new interests and motivations.
- **Use the right "frames" -** Tailor your information to appeal to the interests and values of the target audience (for example values of thriftiness and intergenerational justice).
- **Show real life examples -** Inspire the target audience to act by showing examples of what others are doing; this can also be reassuring to people to know they are not alone and may appeal to community values that are common to seniors.
- **Develop an inclusive dialogue -** Show respect for the experiences and knowledge that seniors bring to the table. It is important to listen to the voices of the target audience.

Some considerations important for this program include:

- Better understanding and characterising the group: for example distinguishing between baby boomers (50-64), seniors (65-74) or elders (75+) (as used by Haq, Brown and Hards (2010)).

- Understanding older people's specific attitudes to climate change in this geographic context. For example a 2010 UK survey found that older people were significantly more likely to not feel that they will be affected by climate change compared to a younger age groups (44% compared with 24%) (Haq, Brown & Hards, 2010).

- Understanding the various roles that older people may play in relation to climate change – being a 'casualty', a contributor and/or a campaigner, and creating interactions that are non threatening and do not arouse fear or guilt (Haq, Brown & Hards, 2010).

- Being targeted about which communication methods will best work – considering issues such as Internet access or mobility in designing programs.

- Exploring the use of trusted networks and peer to peer education

    - Careful consideration of 'framing' – for example emphasising a positive message, and connecting to values such as 'thrift, intergenerational justice, and doing their bit for the environment' (Haq, Brown & Hards 2010, p.12)

- The program will need to target the community's specific concerns about climate variability – for example focusing on areas that they are most concerned about. According to social research in the area this appears to be financial impacts rather than health impacts (GPS Research 2011b, p.5).

- The importance of mass media (radio or television) and print media, as a communication channel for this community (GPS Research 2011b, p.30).

- Recognising that the elderly are generally sceptical of climate change, the program will adopt language that focuses on risk and resilience/focus on issues such as

how to reduce energy bills and how to act fast in case of fires, floods, heatwaves/how to recover after a fire/flood/heatwave.

- Specific work on heat stress - Considerable work has taken place in the area of identifying who might be at risk due to issues of increased temperatures and durations of hot temperatures.

The literature supports our view that community 'Elders' can take leadership in ensuring a safe, secure, equitable and sustainable future for older people in the region. An Elder is a change-maker – someone who can lead by example, creating positive social change and inspiring other seniors and elderly community members and their families to do the same: 'Older people are more likely to engage with ideas if they are presented by people they know and trust' (Haq et al 2010, p. 10). The Elders would share a common commitment to improving the wellbeing of their communities and bring with them a wealth of diverse expertise and experience.

Being led by the Elders in the region, this model embraces the "active ageing" concept. Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age. The Elders program embraces the value of intergenerational solidarity. That is, it should foster solidarity between generations and within communities.

Storytelling

A particular technique we used to open both of the Brains Trust workshops was to start by having the participants tell stories about what they were passionate about, what they loved about their community, the challenges for their community and their experiences with extreme climate events. This approach was loosely modelled on Les Robinson's suggestions on facilitating 'action conversations' (Robinson, 2010). It sought to open the conversation with 'heart' and 'head' questions, before moving later in the workshop to practical 'hands' questions. Section 7.4.4 provides further discussion on this approach, as it was also central to the pilot on outreach resilience activities.

7.2.5   Assessment against community engagement principles

Table 6 summarises specific design choices made so that the pilot design was more consistent with the community engagement principles defined in Section 4.

Table 6: Ways in which the pilot design sought to comply with our community engagement principles.

Principle	Assessment
Raising awareness	The workshops were designed to raise awareness around the impacts of climate change and practical actions to take to help become better prepared for these impacts. Going through the 'RediPlan' was a particularly valuable activity in raising awareness of risks and information sources to draw upon to become better prepared. The notion of resilience was also explored – the workshop was designed to help participants build a picture of what a resilient community looks like and what they can do to contribute to such a community.

Principle	Assessment
Positive action	A key aspect of the workshops was the focus on practical actions that could be taken to act upon the information and experiences being shared on the challenges that the changing climate is bringing to the community. A particular focus was on actions that the community could pursue together. Questions used to guide group discussions that demonstrate the focus on positive action include: 'what is a strength of your community', 'what can you do to help build a resilient community', 'who can you contact in the time of an emergency' and 'what can you do after this workshop to become better prepared'.
Building resilience and adaptive capacity	All of the activities in the workshops were designed to build resilience and adaptive capacity. The story telling and visioning activities helped to motivate and inspire positive action toward building resilience and adaptive capacity by demonstrating the real impacts of climate change (flood, bush fire, heatwave, storm and the more incremental impacts such as drought and increasing energy prices). The RediPlan and resilience poster activities required participants to reflect on information sources and actions that they could draw on in meeting these challenges.
Practical	The local context of where the workshops were based was taken into account when designing the workshops to ensure that each activity had relevancy, was engaging and would lead to practical outcomes for the community. We spoke to local stakeholders working in council, research and aged and health care services to ensure the workshops would be relevant and useful for workshop participants.
Community-led	The approach of the workshops was to involve participants (and other members of the community through interviews) as much as possible. The activities acknowledged and were designed to benefit from the wealth of experience that rests with the seniors of communities – they provided opportunities for participants to share ideas for improving the usefulness of existing resources and how to make such resources and future resources more engaging for seniors. Community leaders were also heavily involved in the recruiting process.
Flexible and adaptive	The time spent on each activity differed in the two workshops. The team decided to be flexible with the times allocated in the running sheets to suit the interests and needs that the groups demonstrated. For example, the participants at both workshops showed a great interest in the story telling activity. The participants at the Towong workshop appeared particularly interested and engaged in the resilience poster activity so more time was spent on this activity than at the Wodonga workshop, where more time was spent on evaluating the RediPlan.
Place-based	The workshops began with an overview of how climate change is affecting the local area and the sharing of experiences with climate

Principle	Assessment
	related events from all participants. Beginning the workshops like this helped to ground the activities to come in the local context. It also helped highlight the relevance of the next activities and ensure they resulted in practical outputs. The RediPlan and resilience poster activities required participants to reflect on local services and people that they could draw upon to support them in preparing for the impacts of climate change.
Diverse engagement techniques	The workshops used a range of engagement techniques from storytelling, visioning (and sharing visions for resilient communities), sharing ideas for useful actions that can be taken to build resiliency, and a creative group exercise (designing and creating a draft resilience poster).
Testing and evaluation	An evaluation was designed for the place-based workshops. Each participant completed a workshop evaluation. These were collected and collated.
Lasting engagement	Despite this being a very important consideration there was not scope in this project to include a lasting engagement. However a number of ideas were generated during the workshop, some of which are listed as recommendations in Section 11.

7.2.6 Summary of the final pilot

Workshop Activities

The approach of recognising and treating older people as valuable assets of a community strongly guided the selection of workshop activities. The activities were designed to draw out the valuable sources of knowledge, experience and ideas that reside within older people in the community.

The activities also aimed to increase participant's awareness and use of available sources of support (people and services) that are designed to help individuals and communities become more resilient to the changing climate. A particular focus was on increasing preparedness for emergencies (before, during and after the time of crisis), though participants were also encouraged to consider incremental impacts of climate change such as increasing electricity prices and the flow on effect of this such as decreased affordability of healthy foods and participation in social activities. Importantly, the activities also focussed on how the participants may themselves be a valuable source of support to their families, friends, and particularly to vulnerable neighbours during times of crisis.

The workshop began with the facilitator giving an overview of climate change impacts specific to the community. The purpose of this was to ground the workshop on accurate knowledge and increase awareness of the real impacts. A brief summary of the activities that followed is now provided (a more detailed overview of these activities can be found in Section 8.

Storytelling

This activity involved inviting each participant to share with the group a little bit about themselves, including passions, strengths of and challenges for their local community and an experience with extreme weather or a changing climate. This activity served several purposes – as a warm up/get to know you activity, and to bring to light to the real impact of a changing climate through sharing direct experiences.

Visioning

This activity involved generating a vision of what a resilient community looks like. The purpose of this activity was to create an empowering and positive atmosphere while at the same time generating thinking around resilience.

Red Cross Emergency RediPlan

This activity involved going through, discussing and evaluating an existing resource - the Red Cross RediPlan: Household preparedness for seniors (an existing resource). The purpose of this activity was to evaluate this existing resource and generate ideas on how to make the resource more engaging and useful for seniors.

Resilience Poster

This activity involved designing and creating a 'Resilience Poster'. A resilience poster is a one-page resource that helps older people to gain confidence and assist with making smarter decisions when faced with a climate related emergency (bush fire, flood, heatwave etc). The purpose of this activity was to test how useful such a poster would be for the target users and to generate ideas for what a useful and engaging resilience poster would look like.

The above activities were tested through two workshops with older people in two locations.

1. Wodonga, as an urban well-connected area, and
2. Tallangatta, as a more isolated rural community where older people may be less connected.

The idea of having these two events was to test how flexible and adaptable the activities are (including the recruitment process), and to test how appropriate the activities are in these different circumstances.

7.2.7   Evaluation framework

Drawing on the general evaluation framework provided in Section 2.5, Table 7 provides an outcomes hierarchy for the Brains Trust pilots and Table 8 provides an evaluation framework for the Brains Trust pilots.

Table 7: An outcome hierarchy for the Brains Trust pilot.

Timeframe	Outcomes
Ultimate	• Older people in North East Victoria are recognised as sources of community leadership, wisdom and support for building resilience • Older people in North East Victoria are supported by their community during climate-related emergencies
Intermediate outcomes sought	• Older people in North East Victoria are more aware of the need to adapt to climate change and the specific actions they can take • Older people know who to call on for support in a climate-related emergency and who they might need to help
Immediate outcomes sought	• Workshop participants are more aware of the need to adapt to climate change and the specific actions they can take • Workshop participants provide their wisdom on approaches to engage older people in climate change adaptation • Workshop participants find the workshop valuable and are inspired to take further action
Activities	• Workshops with older people in Wodonga and Towong including sharing of stories, visioning of a resilient community, participatory development of a resilience map and testing of resilience resources
Needs	• Older people are more vulnerable to climate change impacts than others, so there is a need to ensure that older people are supported to adapt to climate change • There is also a need to recognise and draw on the wisdom of older people

Table 8: Evaluation framework for the Brains Trust pilot.

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
Ultimate outcomes *Older people in North East Victoria are recognised as sources of community leadership, wisdom and support for building resilience* *Older people in North East Victoria are supported by their community during climate-related emergencies*	Unable to evaluate during timeframe of consultancy			
Intermediate outcomes *1. Older people in North East Victoria are more aware of the need to adapt to climate change and the specific actions they can take* *2. Older people know who to call on for support in a climate-related emergency and who they might need to help*	1. Unable to evaluate during timeframe 2. Were workshop participants able to readily identify people they can support and people that can support them?	2. Extent to which participants filled out sheets showing people they can help and people that can help them	2. Facilitator observations and analysis of worksheets	2. Aiming for 3 people that they can support and 3 that can support them
Immediate outcomes *1. Workshop participants are more aware of the need to adapt to climate change and the specific actions they can take* *2. Workshop participants provide their wisdom on approaches to engage older people in climate change adaptation* *3. Workshop participants find the workshop*	1. What did the participants learn from the workshops? 2a. Did all participants actively engage and participate in the workshop? 2b. Did the workshop provide new insights into how to engage older people in	1. Agreement with statements on changes in their awareness of climate change and possible responses 2a. Extent to which each participant contributed during the workshop	1. Participant evaluation survey 2a. Facilitator observation 2b. Assessment of workshop outputs 3. Participant	1. Positive agreement with the statements on average 2a. All participants contributed at some point

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
valuable and are inspired to take further action	climate change adaptation? 3. What benefits did the participants gain from the workshops?	2b. Value and innovation in the outcomes 3. Qualitative comments on participant evaluation survey	evaluation survey	
Activities *Workshops with older people in Wodonga and Towong including sharing of stories, visioning of a resilient community, participatory development of a resilience map and testing of resilience resources*	1. How many people participated in the workshops? 2. What was the demographic profile of the participants? 3. How readily did participants engage with each activity? 4. What outputs were produced?		1. Facilitator observation 2. Participant evaluation survey 3. Facilitator observation 4. Assessment of outputs	
Needs *1. Older people are more vulnerable to climate change impacts than others, so there is a need to ensure that older people are supported to adapt to climate change* *2. There is also a need to recognise and draw on the wisdom of older people*	Unable to evaluate during timeframe of consultancy			

7.3 GRASSROOTS COMMUNITY LEADERSHIP

This section outlines the thinking process and justification for decisions made during the design of the grassroots community leadership pilot. Section 9 provides details of workshop agendas and outputs.

The purpose of this pilot was to develop and test practical tools and solutions to build the skills and capacity of leaders within the local community to adapt to climate change. This pilot was place-based, focused on grassroots civic action and intended to strengthen the resilience of communities in North East Victoria.

7.3.1   The original idea

The SEAP Steering Group recommended we explore a community action model which has emerged in the town of Harrietville. Harrietville is a mountain village in Alpine Shire (Central Hume) where it was suggested to us that a 'self-formed' community group (the Harrietville Community Building Initiative) has been taking climate change adaptation actions, with some help from the Council. Their main programs focus on reducing water and energy use by tourists and community green waste recycling. The Steering Group suggested documenting this model, including what they have done to ensure good communications and overcome issues of isolation, and looking at how to initiate a similar group in another town. For more information on the Harrietville CBI see the Case Study that was developed as part of this Pilot, included as Appendix 5.

Pilot design: Key stages of thinking in the design phase

The pilot ended up including two events: one in Harrietville (Alpine Shire), and one in Yackandandah (Indigo Shire). The following section outlines how decisions about location and format were made.

The research team concluded that it was not appropriate for this pilot to actually test whether another community might want a 'Harrietville style' group set up. This was informed by two important considerations. Firstly, we thought that without first understanding how the Harrietville group was established, what helped them continue, and what their successes and challenges were, it would be difficult to design or pilot an establishment phase elsewhere.

Secondly, given the necessarily short time frame of involvement for this pilot (the whole project running over only 3 months and the pilot development and implementation taking place over 4 weeks) it would be only the first phase of initiating a group that could be possible. For example, there would have been time to hold a public meeting where volunteers were sought to join a new group – but there would be relatively little time to either determine whether a particular town had a need for such a group (what groups already exist, what their scope is compared to Harrietville's) and also, and possibly even more importantly – there would have been no time to support the establishment of a fledgling group. Such an initial engagement effort, without any funding, organizational commitment to continue the group, or ability for the research team to follow up with the group over the longer term would potentially undermine the usefulness of such engagement, and also risk wasting the time and effort of community members. At worst, it could also engender a culture of mistrust towards the sponsoring organizations.

Instead, during the pilot design phase, it was felt that if the feasibility for a new group was to be tested in a community, it would be better focused on testing this with council staff.

The idea behind this proposition was that the Harrietville group is supported by council, and would need similar support in a new area. Such a pilot could have focused on testing the need for establishing a new group in the selected location, the connection to existing groups that might be relevant to establish, and the connection to council that such a group could have.

In addition, in researching community leadership another interesting program came to light – namely the resiliency workshops developed in the King Lake area. Feeling that the two approaches might each have value for the broader NEGHA region, and wanting to know which one to focus on, the research team discussed these with the SEAP Project Manager.

These two initial options were shared with the SEAP Project Manager via Table 9, and discussed via telephone meeting.

Table 9: Two broad options arising early in the design phase of the community leadership pilot.

Initial research into the 'Harrietville model' as a possible pilot (suggested by the Steering Group), has identified two broad possible approaches to supporting place-based community leadership. We need to decide which one to focus on before we arrange the pilot.	
Harrietville model of group based community action	***Disaster preparedness workshops***
What this is: Alpine Shire supported the establishment of a new action-focused community committee in Harrietville, which had a broad sustainability focus. The group has identified needs/ opportunities, and delivered both on ground works and education campaigns using devolved decision making power and a designated budget. The success of the committee has been attributed to clear lines of communication and skilled, committed and active community volunteers. Although having a general sustainability focus, several of their activities relate to climate change adaptation.	*What this is*: A full day or half day workshop for the community, which focuses on the practical steps needed to prepare their home for bushfire (or disaster), including the physical and social preparations needed in advance of such an event. Can include site visits, a range of agencies, and be linked to community network building after the workshops – e.g. peer to peer support for vulnerable community members (working bees on their property, for example). The strength of the program is its highly practical focus, and drawing on local knowledge from various sources[5].
*What this might look like as a **program** in the NEGHA area:* - This could be a new committee that councils agree to establish and support; or - It could be taking the principles of this approach to help strengthen existing committees - Or…it could be working with existing groups with leadership capabilities and offering a small budget for undertaking actions	*What this might look like as a **program** in the NEGHA area:* - A workshop which is co-owned and run by councils and the Victorian Fire Service (if fire focused) / and / or the SES (if more broadly extreme event focused) - Follow up support through community events with an extreme event preparedness/ network building focus
*What might the **pilot** look like?* • Bringing together council staff to hear about the Harietville model and do some	*What might the **pilot** look like?* • Firstly, identifying who would be involved in delivering such a program

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[5] Cory Watts at the Climate Institute has been conducting research into CCA and mental health. During his research with the King Lake group, he met Daryl Taylor who is a community member on the bush fire recovery committee; Cory said Daryl is tapped into international resiliency groups and that Daryl's group is running resiliency workshops around King Lake. We have since spoken with Daryl directly.

initial feasibility testing • This could include mapping existing committees and community groups and looking for opportunities for strengthening community 'grass roots' action • This could be council staff across a number of council areas – so that the piloting has broad reach rather than being context specific (will depend somewhat on willingness to travel) • It would be an important part of the pilot to test whether establishing a new committee would work in relation to existing groups, or whether there could be scope to modify an existing structure • Some of the context-specific risks and benefits of this approach would be work shopped with council staff	• Then, bringing together the potential supporters/ speakers and outlining this approach, including detailed case studies of how it has worked elsewhere • The pilot could workshop a draft agenda for such a workshop – and tailor it for local needs • The pilot could also look at who the target audience would be for this local government area, and • The pilot could even go into more detailed discussions about resourcing / staffing for such a program with the participating organizations – to move towards decision making – asking, 'what would it take to deliver this? And who could help?'

In this conversation[6] the SEAP Project Manager:

- Stressed the need to have each pilot in a different LGA. That means the town of Eldorado was no longer a possibility for this pilot (as this is in Wangaratta and that's where the trailer pilot was planned) and similarly Walwa (it's in Towong where the Elderly pilot was planned). Questions arising for us were: *Which Shire should we focus on if Wangaratta and Towong are already represented in the selected pilots? Which town might offer a similarly (geographically) isolated community like Walwa or Eldorado? On what basis should we now select a town?*

- Spoke about resiliency committees using the terminology interchangeably with the 'Harrietville group'. This highlighted for us the need to use the pilot process to better understand and to carefully document and distinguish between the focus of the Harrietville CBI and also the Alpine Resiliency Committee. Questions arising for us were: *Are they the same group? Are they connected? Does their work overlap?*

- Made some suggestions that extended our understanding of the breadth of the possible pilot , including going to work with the Harrietville group to help them work towards some of their objectives, or addressing an identified skills 'gap' for the group through developing tools or delivering some training (she mentioned skills in marketing for example). Questions arising for us were: *Are we able to design and deliver training that meets this group's specific need and might also be appropriate to others? Is training delivery an appropriate focus of the pilot?*

This conversation and others with the SEAP Project Manager and Steering Group highlighted that there were in fact a linked triad of overarching objectives for the pilots:

1. On the one hand to 'trial' something that could be replicated elsewhere (how to establish a 'Harrietville' style group in a new area, for example)
2. In addition, to conduct research into the context and success factors of existing groups like Harrietville, to enable more informed recommendations to be made about the role of, or possible support needed for, groups like this

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[6] Jan Ryan, Project Manager, Water in North East Victoria - Socioeconomic Adaptation Planning, North East Greenhouse Alliance, Pers comm. 11 April 2012

3. On the other hand, for the pilot to be 'practical' and results focused in and of itself – to deliver something tangible to an existing community group to help them continue to do good work, whether or not this is something which might be a widespread program in future.

We understood that while there was some interest in how to get better community attendance at future emergency preparedness events, the SEAP Project Manager was not interested in exploring the feasibility of a local rollout of the resiliency workshop program as the focus of the pilot.

Pilot design: Location influencing format

The Steering Group originally suggested an isolated community such as Walwa (in Towong Shire) or Eldorado (in Wangaratta) for the pilot location. The idea was to see whether a similar approach to that taken in Harrietville could be established in a new community. However, as noted in Section 6.8, distributing the pilots across different LGAs was an important requirement. As we had already planned pilot activities in Towong Shire (see Section 7.2) and Wangaratta (see Section 7.4), we decided to shift focus to a township in Indigo Shire, where no pilot activities were planned.

In addition, once we realised that working with Harrietville, for example to finalise a case study of the group, and perhaps to work with them on an issue of importance to them, was an option for the pilot, we decided that we should make this part of the pilot. A pragmatic consideration was also that in the absence of a confirmed location of another town we were keen to 'lock in' an event, even if we were successful in subsequently adding a second event in a second community.

As we had existing connections from our preliminary pilot design research with both the Harrietville CBI group and the Community Building and Engagement Officer at Alpine Shire Council who supports the group, the research team felt that organising an event in Harrietville, with the group, was a low risk option for securing a pilot event. For that reason we designed an event that was focused around better characterising the Harrietville experience, to culminate in a case study write up. We also planned to share information with them about other community programs that might be relevant, and to facilitate a discussion about their own aspirations for the future – in part to identify any future training or support needs they might have.

Our investigations indicated that the town of Yackandandah (or 'Yack' as it is affectionately referred to by locals) already had a sustainability-focussed group comprised of community leaders. The idea to run a community leaders' workshop in Yack had the full support of Indigo Council; Council representatives helped to identify contacts within the community and refine the scope of the workshop and ensure its usefulness to the community. Building on our existing connections with the Harrietville Group, we identified that bringing representatives of the Harrietville group to meet the Yack community, and share stories of their project successes but also hear from the Yack community would be a more appropriate form of regional exchange (and therefore focus for a pilot) rather than showcasing one community group's model as a 'success' and suggesting that another community should take it up.

We utilised the effective communication channels and networks in place and contacted leaders in the town that were well connected and were willing to assist the team to recruit workshop participants. Given the very short lead-time to develop the workshop, the ability to get a meaningful pilot up and running within two weeks was crucial. In practice, this meant that there was a preference for building on existing initiatives in Yackandandah.

Elements of the Harrietville CBI could potentially be transferred to Yack, as there are a number of synergies between the CBI activities and what the people of Yackandandah strive to achieve as part of their own community strengthening projects. Indigo Shire Council staff expressed interest in hearing more about the Harrietville CBI's achievements, and sharing knowledge between Harrietville and Yack became a key focus of the pilot.

7.3.2   Similar or related programs

The following programs were reviewed for relevance to this pilot. The ways in which they informed the pilots thinking are highlighted for each.

Harden up program- Green Cross Australia

Green Cross Australia helps people to adapt to our changing climate, in ways that embrace sustainability and community resilience. It supports practical action that inspires a values shift towards sustainability and resilience, working through social media and on the ground with young emergency volunteers, communities impacted by severe weather events, and school students providing award winning environmental education.

The Harden Up Interactive web based tool (http://hardenup.org/) enables Queensland communities to prepare so that they are ready to respond and recover from severe weather events including floods, storms, cyclones or bushfires and longer-term change such as rising sea levels and drought. The website provides information about the science of climate change, the causes, impacts, ways to reduce emissions and how to adapt. The user can also obtain specific information related to their town. The site provides information to prompt the user to consider whether their insurance cover is adequate, how to prepare their home and develop an emergency plan and kit.

The key lessons from this program that are relevant are that people need locally tailored information and help with emergency preparedness, and that there may be benefit in approaching 'disasters' or extreme events in the same process, rather than, for example fire or flood separately.

Bushfire preparedness and disaster recovery

In March 2009, Daryl Taylor (a King Lake resident with a background in community development[7]), ran a major forum on disaster resilience and eco resilience in King Lake Victoria, one of the main affected towns in the Black Saturday bushfires. Given the high level of public interest in this forum, he went on to design a two-day Disaster Resilience and Recovery Preparedness workshop. See for example this workshop offered in 2011 in Hornsby, Sydney: http://www.hornsby.nsw.gov.au/media/documents/whats-on/Bush-Fire-Forum-Flyer-2011.pdf. Day 1 explores disaster (bushfire) resilient landscapes and communities and day 2 focuses on Disaster recovery preparedness and community leadership.

The focus of the workshop is on how communities can prepare themselves prior to a bushfire in order to foster greater community resilience. This involves working at both the household level and the whole of neighbourhood level to collaborate around bushfire

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[7] Daryl was previously a Bushfire Recovery Community Development Worker at Centacare and prior to that a Community Development Worker and Public Health Planner with Nillumbik, Whittlesea and Yarra Ranges Local Government Authorities (Source: Linkedin http://au.linkedin.com/pub/daryl-taylor/6/a93/984).

preparedness. The workshop prioritises generalisable interventions that can build resilience not only to bushfires but other issues. There is a focus on how to prepare and common things that can be done to support cooperation and sharing of resources (e.g. transport and food) to build local resilience. The workshop emphasises planning at the local level by communities because past experience has shown that local government and other agencies have differing priorities and approaches to disaster recovery and may not always be able to respond quickly or comprehensively to resident needs (Daryl Taylor, pers. comm., 4 April 2012).

The workshop demonstrates a community empowerment focused approach to disaster preparedness, which looks not just at providing information about 'what to do', but also drawing on stories of people who have experienced extreme events/ disasters, and looking to practical collective actions that communities can take. For example, locally generated Peer-to-Peer projects (they have developed a Peer Support social intervention program) and Peer-to-Peer services (they have developed a Community On Ground Assistance program) have been used by the workshop organisers to help them identify and address the needs of the community's most vulnerable (Daryl Taylor, pers. comm., 4 April 2012).

Mr Taylor suggests that neighbourhood place-based collaboration (working bees and preparedness planning) is a useful tool for mapping and building local capacity and capability, and that celebration processes (BBQs and street parties) are 'great for building stronger social networks and community resilience cultures'. He adds that where appropriate this can be augmented with social media and simple mobile phone-based apps e.g. Google Earth, Facebook groups, google docs. This can be a great opportunity for intergenerational peer-to-peer learning exchanges and can augment neighbourhood deliberative and knowledge/capability building, if well set up and facilitated (Daryl Taylor, pers. comm., 4 April 2012).

The relevance of this program to this pilot is the idea that Councils can facilitate practical peer-to-peer support in the community to complement the planning process. It also highlights that the use of stories around the lived experience of disasters can be an important part of learning events, especially in highlighting the need for self-reliance and peer support.

Nature Conservation Council NSW bushfire preparedness workshops

This project tests novel approaches to bushfire risk communication utilising creative community engagement processes to foster shared understandings and community capacity to undertake risk reduction in a more ecologically sensitive way. This has never been trialed in any peri-urban communities in Australia (Eriksen & Prior, 2011).

In order for the responsibility of risk mitigation to be shared between community and risk management agencies, four communities have been selected to test whether community and individual bushfire preparedness can be enhanced through active community engagement workshops called 'Preparing for Fire' that run over a half day. The workshops facilitate engagement between community members, bushfire social scientists, fire ecologists, and risk management agencies, enabling information to be shared and building community capacity to implement biodiversity-sensitive bushfire preparations.

The workshops[8] are being evaluated to determine the effectiveness of the engagement process on changing community behaviour attitudes and beliefs about bushfire preparation and biodiversity conservation. The workshops help to advance our understanding of the significance and role of the community in responding proactively to bushfire threats.

This program was explored in relation to the idea of resilience committees, and whether workshops like this could be a tool to engage a broader community in the disaster planning and preparedness work that a resilience committee may focus on (for more information on the Alpine Shire Resilience Committee see below). When the focus of this pilot was still very broad it may have been that the pilot focused on resilience committees in particular.

Alpine Valleys Community Leadership Program

Alpine Valleys Community Leadership Program (AVCLP) has operated since 1999 from a base in the Central Hume sub region. AVCLP 'develops emerging community leaders and also provides opportunities for community strengthening through a network of community and business leaders that extends beyond the sub region' (Hume Regional Management Forum, 2010b). Emerging out of North East AgCare in 1998, and based in Wangaratta, the AVCLP is a not for profit entity that has been working to develop community leadership in the region by providing training in leadership skills and networking opportunities for community members and business leaders (Hume Regional Management Forum, 2010b). The Alpine Valleys Community Leadership Program covers North East Victoria and the New South Wales border region encompassing the LGAs of Alpine Shire, Albury City, Benalla Rural City, Indigo Shire, Mansfield Shire, Moira Shire, Rural City of Wangaratta, Towong Shire and the City of Wodonga.

The objectives of the program are to:

- Provide the core Alpine Valleys Community Leadership Program, an experience and skills based program that develops the leadership capacity of people and organisations in North East Victoria.
- Develop and strengthen networks which benefit the program.
- Provide a platform for community conversations about issues affecting the region.
- Enable people to make a difference and enhance their contribution to community.
- Provide support services to rural communities.

The program is delivered from July to May annually. Each year group consists of up to 24 participants, and these participants represent a diverse range of ages, professions and communities. Participants learn with and from each other, whilst interacting with 'the most inspiring leaders the region has to offer' (Alpine Valleys Community Leadership Program, n.d.). They leave the course with an extensive knowledge of the resources and opportunities North East Victoria provides, as well as having developed their own capacity to become leaders in their communities.

The relevance of this to the pilot program is to acknowledge that a leadership training program exists and appears quite well embedded in the region, therefore targeting general leadership skills training for existing community groups or individuals who may wish to play a greater role in community leadership may be unnecessary. Instead Councils could consider promoting the existing program more broadly to those interested or looking at offshoot short courses as necessary.

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[8] See http://www.nccnsw.org.au/sites/default/files/workshop_flyer_reminder_WATER-1.pdf

The Alpine Community Resilience Committee

The Alpine Community Resilience Committee (CRC) was born out of the Recovery Committee following the 2006 bushfires in Alpine Shire. Midway through 2011 the CRC shifted its focus from recovery towards looking at building resilience within the community. The committee involves a number of stakeholders including state government departments – DPI, DSE, National Parks, Vic Health, welfare groups, CFA, SES and environment groups such as Landcare. It provides a forum whereby agencies can report back what is affecting people in their shire. The overarching goal is to help people live in the shire and not be scared, but to acknowledge the risks they have where they live. They intend to organise a community resilience event in 2012 which will focus on 'what is your risk, and what is your plan to deal with your risk and they have already made a DVD.

A key learning about this program was that there was some confusion amongst people beyond Harrietville as to the connection between the Harrietville Community Building Initiative (CBI, see Section 6.7.1) and the Alpine Shire CRC (see Section 6.7.3). To better understand the connections we invited Jan Mock from Alpine Shire to participate in the Harrietville pilot, by addressing the group at the Harrietville event to outline the work that the CRC are doing, and invite questions from the CBI. This is explored further in Section 8.6. More information on the Alpine Community Resilience Committee is provided in Appendix 6.

Solar North East

Solar North East is a program that encourages take up of solar technology by householders and businesses across North East Victoria. The Solar North East program received $500,000 funding under the Solar Photovoltaic Community Hubs program through Sustainability Victoria, and operates across the 7 councils areas of: Alpine, Benalla, Indigo, Mansfield, Towong, Wangaratta and Wodonga.[9]

The key focus of the Solar North East program is to provide support to reduce energy consumption and to determine the most suitable solar system to help householders and businesses generate their own electricity, thereby saving them money and reducing greenhouse gas emissions. The program makes use of the cost benefits of bulk-purchasing.

There are a total six Solar Ambassadors located throughout the region to assist in the implementation of the project. Each council's resident "Solar Ambassador" is available to answer specific questions relating to solar power, home energy efficiency, understanding your power bill and many other sustainability related questions.

As a key sustainability program operating in North East Victoria, we felt it was important to invite the Solar Ambassador to participate in the Yack workshop.

7.3.3   The local context

Walwa and Eldorado

When the pilot was originally planned for one of these towns, we conducted a preliminary review of each Council's websites to identify any key groups and programs. This was conducted on the understanding that approaching a town to recruit volunteers to join a new group, or share the successes of Harrietville would be inappropriate if there was in fact an existing group doing very similar work.

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[9] http://www.solarnortheast.com.au/News.html

To this end we identified that, Walwa (Towong Shire):

- Has existing Committees of Management with community representation
- Has a 'Community Support Committee' which meets regularly to discuss climatic conditions and their impact shire-wide and was formerly known as the Drought Recovery Committee[10]
- Has an existing 'Sustainable Intelligence' program in Towong which is focused on reducing energy and water use and waste generation within homes
- Towong has an Emergency Drought Response Plan.[11]

We also identified that Eldorado:

- Has 19 'Special Committees' for managing community facilities
- Also has specialist advisory committees – the Agriculture and Agribusiness Advisory Committees, the Arts and Culture Committee, the Youth Council, and the Wangaratta Unlimited Board that has a focus on tourism and strategic directions (which sounded like a potential group to share the Harrietville CBI's work with due to their focus on tourism).[12]
- Is covered by the Rural City of Wangaratta Heatwave Response Plan (http://www.wangaratta.vic.gov.au/living/emergency/images/HeatWavePlan191109.pdf).

Harrietville in the Alpine Shire

Harrietville is located in the Ovens Valley at the foot of Mount Hotham, and is 22km from Bright. It is home to 473 residents, many of whom work on local ski fields or in Bright (Alpine Shire, 2009). Harrietville has a small range of services including a post office, general store and town hall that make up the town 'centre', as well as having a primary school and Country Fire Authority (Alpine Shire, 2009).

The population swells during the snow season. The community is resilient, yet it is vulnerable to the impacts of climate extremes such as bushfires and storms and also the impact on snow-based tourism. During the workshop the CBI discussed how the resort area of Buffalo had closed down, and how changing snow conditions will affect the local towns.

Discussions with both Council staff and Harrietville residents in the research phase suggested that the particular composition of the town may not be typical of all smaller rural Victorian townships; in particular the large proportion of the population who are 'first generation' Harrietville-rs, and possibly the high proportion of business owners and professionals in the demographic mix of the town. These features may increase the opportunities for skilled and experienced community group members, and possibly enhance overall effectiveness of the group.

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[10] http://www.towong.vic.gov.au/Page/page.asp?Page_Id=232&h=0
[11] http://www.towong.vic.gov.au/Files/FinalDroughtReportTowong.pdf
[12] http://www.wangaratta.vic.gov.au/council/committees/WangarattaUnlimitedBoard.asp

Figure 9: Images of Harrietville.

Yackandandah in the Indigo Shire

Yackandandah is small town with a population of around 700, located at the foothills of Stanley State Forest. A popular tourist town that is characterised by its pretty village feel, quirky shops, rich heritage, festivals and events, Yackandandah has a thriving community comprising of various community groups and a range of cultural activities. For example, Yackandandah has a cinema, a radio station, a monthly makers market and an annual Folk Festival (http://www.uniqueyackandandah.com.au/index.php?page_id=30). Beechworth, Chiltern, Rutherglen, Bright, Myrtleford, Mt Beauty, The King Valley, Albury/Wodonga, and Lake Hume are all within an hour's drive (http://www.uniqueyackandandah.com.au/index.php?page_id=7).

Yack Sustainability

Yack Sustainability is a group of concerned Yackandandah area residents. This small passionate group is well supported by a large group of nearly eighty residents who engage from time to time in specific events and issues. Yack Sustainability has been strongly influenced by the Transition Town movement (http://www.transitionnetwork.org/) and many of their activities loosely tie in with transition philosophies.

Members from Yack Sustainability have been heavily involved in a wide range of sustainability activities over the past two years. Some of these activities include:

- Contribution to the construction and operation of a wood fired oven
- Letter writing
- Running a local business expo
- Well being and meditation workshops
- Greening of the Yackandandah Folk Festival
- Environmental Film Festival

- Renewables workshop
- Clean-Up Australia
- Food and Seed Swap
- Working alongside landcare to plant trees.

Food swap

This monthly event takes place on the third Saturday of each month. It is an open and flexible food celebration which invites people to come along and share excess produce, home food stuffs or any other item related to wholesome home food.

For those unable to contribute directly with food an option exists to offer a gold coin donation in exchange for available items. After humble beginnings the food swap has quickly generated an energy all of its own and is attracting an increasing number of people who recognise both the importance of local food but also the role of food in community building.

7.3.4   Relevant theory and practice

Theory

The Transition Towns (also known as Transition Initiatives) movement has a focus on community-initiated action. The Transition Movement or Network is a global network of self-organising Transition Initiatives supported by a small staff who coordinate and host the Transition Network (Storey, 2011). A Transition Initiative (which could be a town, village, university or island) is described as "a community-led response to the pressures of climate change, fossil fuel depletion and increasingly, economic contraction". The Transition Network describes them as starting their journey to answer this crucial question: '*how can we make our community stronger and happier as we deal with the impacts of peak oil and economic contraction while at the same time urgently reducing CO2 emissions*?' (http://www.transitionnetwork.org/support/what-transition-initiative cited in Storey 2011).

Recent work into the experience of the transition movement and in particular its relationship to councils (in both the UK and also Australia) (Storey, 2011) reveals that the connection between groups and Council is often understood very differently by Council on the one hand and groups members themselves on the other. It highlights the importance of sharing a dialogue with council and the groups about what support is being given or what is needed, and also highlights the need for clarity around who to contact – for both council and the community groups – when trying to 'build a bridge' with the other (Storey, 2011).

Storey (2011) notes that as communities and councils are finding themselves dealing with more and more complex issues, councils can often find willing expertise within their own locality if they ask. This will have increased relevance in the context of the localism agenda.

Some key recommendations that are made in this piece of research relate to making it easier for groups to work with councils by, for example:

- Councils could keep a central partnership register listing (with groups' permission) community groups operating in the area or region with whom council works, to identify and progress working relationships with community groups. 'Noting the interests of the group, as well as when and where they meet provides the

opportunity for council to not only document where the groups interests align with council and community strategic goals, but could also help facilitate building of networks within the community' (Storey 2011 p.13).

- The importance of being aware of what sort of perceptions community members have of the council. What communications does council need to put out to clarify their role regarding delivering on the community's long term aspirations as expressed through the community consultation processes?
- When initiating contact, discuss roles, abilities, and what individuals within the community group can feasibly achieve with their available time/resources. Consider how council can ease the process of achieving mutual objectives.

Interviews

Some specific contacts we interviewed:

- Daryl Taylor - a community member on the bush fire recovery committee and involved in running bottom up resiliency workshops around King Lake. Mara Bun of Green Cross Australia also recommended Daryl. As discussed above, he runs a full day or half day workshop for the community, which focuses on the practical steps needed to prepare their home for bushfire (or disaster), including the physical and social preparations needed in advance of such an event. This can include site visits, a range of agencies, and be linked to community network building after the workshops – e.g. peer-to-peer support for vulnerable community members (working bees on their property, for example). The strength of the program is its highly practical focus, and drawing on local knowledge from various sources.
- Cory Watts at the Climate Institute spoke with us about the CCA and mental health work that his group were conducting. As part of this project, they worked with King Lake community who were strongly focused on resilience. The CCA and mental health project was focused on community well-being and health, but there were many strong views expressed about developing a bottom up approach to resiliency, whereas the recovery response by governments to date has been very much top down. The community felt very strongly that the top down approach had disempowered them.
- Jan Mock, Alpine Shire Council – the key findings from this interview were that:
  - Council plays a key role in supporting the CBI group, and supported the initiation of the group through holding a public meeting and providing both in-kind and financial support.
  - The group is comprised of highly skilled and motivated community volunteers that care about their town and have the persistence to get things done.
  - The group liaises with Council but is independent in terms of devolved decision-making power and direction setting.
  - That the group is involved with developing the Harrietville Framework Plan (Alpine Shire, 2009)
  - Framework Plans consider issues and opportunities specific to each township. From this recommendations are provided for improvements according to community and Council priority. The Framework Plans consider planning, infrastructure, place making and community development issues. The Framework Plans are initially developed through

comprehensive community consultation and are reviewed annually to ensure Council's efforts are aligned with community priorities.[13]
   o The group is separate to the Alpine Community Resilience Committee, which has more of a stakeholder organisation membership rather than community volunteer membership (see Appendix 6)
   o Council is keen to 'get the story out there' about the good work that Harrietville CBI has done and was supportive of the case study and Harrietville-based pilot.
- Scott Landells – Indigo Shire Community Strengthening Project Officer. Scott discussed the suitability of Yack as the pilot location and provided detailed background information about Yack Sustainability. He reviewed promotion materials and provided advice on language and framing for the workshop flyer and also to distribute it to. For example he suggested handing out hard copies at the produce swap to help engage community leaders. Also:
   o Yack has a Sustainability group which is quite an informal collective of interested community members.
   o They are very committed as individuals and community members but specifically have set out not to be formal in structure.
   o They tend to tackle projects as they have the time and energy.
   o Some of these activities include a monthly produce swap (ongoing) and a quarterly community meal (ongoing) using a recently installed wood-fired oven at the Yackandandah Primary School.
   o They have also recently held a Sustainable Film Festival and Sustainability workshops at the recent Yackandandah Folk Festival.
   o Climate change adaptation would be the best language to use with this group. They're very knowledgeable and informed.
   o One of their key organisers is also on the Shire's Environment Advisory Committee
   o Councils own sustainability actions include an Eco-Awareness purchasing program, Sustainability Awards program, organic waste collection and processing in staff offices.
- Steve McInnes from Yack Sustainability – provided information on the background and past work of the group, including a prior project looking at bringing together a broad array of community members from the town to focus on past present and future project aspirations.
- Judy Davis from Yackandandah Community Education Network (YCEN) provided advice about how best to target local community leaders, including the names and contacts of particular people in town to invite through a face-to-face approach. She provided contextual information on the networks and connections between the groups as well as the role of the YCEN in relation to individual groups.

7.3.5   Assessment against community engagement principles

Table 10 provides an assessment of this pilot against the community engagement principles established in Section 4.2.

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[13] http://www.alpineshire.vic.gov.au/page/Page.asp?Page_Id=1192&h=1.

Table 10: Assessment of the grassroots community leadership pilot against community engagement principles.

Principle	Assessment
Raising awareness	The workshop was designed to explore the concept of resilient communities, the expected impacts and long-term trends of climate change adaptation and practical steps that individuals and communities could take to become more resilient. By discussing the goals of the overarching NEGHA project at the beginning of the workshops, we framed the events in the context of the critical issues facing NE Victoria due to climate change. Inviting representatives from the Harrietville CBI to come to Yack was a way of raising awareness about actions that Yack Sustainability could take.
Positive action	The last section of each of the place-based workshops was focussed on the what's next – future steps so the participants could discuss and walk away with practical actions to implement in the near future to build their resiliency. By inviting the groups to focus on successful projects they had implemented, and exchange stories with other groups we focused on positive action.
Building resilience and adaptive capacity	Having representatives from different groups come together and exchange stories was intended to connect existing community networks into stronger networks. In addition, by connecting groups with a general sustainability focus (a focus on trends rather than shocks) with groups and programs that have a disaster preparedness focus (a focus on shocks rather than trends), we sought to create greater connection between these two areas of climate change adaptation focus.
Practical	The workshops were designed with the local context in mind. We sought input from the local council officers and from members of community action groups to ensure that the workshops provided practical outcomes for the community. Specifically, the Harrietville workshop was held at their regular meeting location and time, and focused on involving the whole group in developing a story about what their group is and does. The development of a case study was felt to be a practical way to share the learnings from this group with a wider audience – such as community groups or Community Development Staff in other Councils. The Yack event invited a range of local community and Council representatives to give a brief reflection on their current work, to provide practical leads for others to connect.
Community-led	The workshops were intended to provide a space to recognise the actions that community groups are already taking to become more resilient. Another objective was to identify who are the community members leading in this area and how other community members can be involved. By supporting community leaders to reflect, to connect to others and to learn about new approaches we sought to support their existing work on resiliency. Specific elements of the design of this pilot that recognised the importance of community-led engagement include: being guided by community leaders on whom to invite and how to invite them, dedicating time to synthesise and capture their own reflections on what they have achieved, what has helped them, and what they still need to do to meet their future aspirations.

Principle	Assessment
Flexible and adaptive	The pilot design embodied the principles of being flexible and adaptive, in that it explored a range of options with: the SEAP Project Manager, the potential host communities, and the members of the groups who were invited to participate.
Place-based	We presented resources and material from local or state resources, in order to be as locally relevant as possible. We used local people to present at the workshops and discussed topics that were important to North East Victoria.
Diverse engagement techniques	The engagement process used several engagement techniques, including sharing and contributing their own ideas for resiliency, hearing from community leaders in other nearby towns, reflecting on their actions and achievements and discussing future projects.
Testing and evaluation	An evaluation was designed for the place based workshops. Each participant completed a workshop evaluation, which was collected and collated. A major focus of this engagement activity was research – to better understand the existing operating environment for a well regarded group, in the hope that this learning could help support other groups.
Lasting engagement	We involved Council staff so that there would be opportunities for ongoing liaison. We provided resources so that community leaders could continue their own initiatives.

7.3.6   Summary of the final pilot

The final pilot consisted of two related events: one workshop held at Harrietville and one at Yackandandah, as well as organising guest speakers from Harrietville to speak at Yackandandah. The Harrietville event targeted participation by Harrietville CBI members and the Council staff member who supports them, while the Yackandandah event sought to engage community leaders from a broad range of local groups as well as Council staff.

As discussed earlier, the research team at ISF in consultation with Jan Ryan, Project Manager, Water in North East Victoria - Socioeconomic Adaptation Planning, North East Greenhouse Alliance initially decided that the Harrietville CBI would provide a good model of an approach that could be explored further and considered for emulation elsewhere in North East Victoria. Therefore it was necessary to document why the group was formed, and the process the group goes through to achieve its initiatives and current and future aspirations.

At the beginning of the pilot we were of the understanding that the Harrietville model had emerged from the community without any external guidance, so it would not possible to replicate it as such. Instead, we needed to understand why this group has been so successful, what principles could apply elsewhere and what role Councils can play in helping such groups to get underway. Through the course of the research we gained a better understanding of the role Council in fact did play in initiating the group and has played in an ongoing way to support it (see Section 8.6 and Appendix 5), but nonetheless, gaining a better understanding of the group itself became a core part of the pilot.

For this 'Harrietville approach' pilot, the research team eventually renamed it to the 'community leadership pilot' – to better encapsulate the broad exploration we sought to conduct around:

- What exactly the Harrietville CBI and associated group was
- How similar or different it might be to other community groups focused on community building and sustainability in the region
- What other programs exist that are focused on strengthening community-led action on resiliency
- What specific support existing groups may wish for to help them better do their work
- What connection, or similarities, if any the Harrietville CBI group has to the Alpine Resiliency Committees
- How useful it is to provide opportunities for exchange between groups in adjacent Shires
- Whether community leaders from diverse groups in one town – Yackandandah – had ideas on how best to works towards climate change adaptation in their town
- Specific community-initiated programs that seem successful in these two towns and might be suitable for replication elsewhere.

These questions were explored through the 2 events of the pilot, as well as in preparatory interviews with council staff and community members, and via subsequent clarifications by email.

Harrietville Community Leaders' Workshop

A number of interviews took place with Jan Mock the Community Strengthening Officer at the Alpine Shire Council and also individual members of the CBI. These revealed more about the group and confirmed that the establishment process and subsequent support mechanisms may have been so specific as to make general 'roll out' of this approach difficult. A workshop was seen as a practical way to gain inputs from all group members and test whether the views we elicited from the interviews were specific to the group office bearers or whether all participants drew similar reflections. It was seen as a more democratic way to create the story about the group, which would be important if the case study is to become public or circulated in any way. The workshop also provided an opportunity to focus on identifying future aspirations and 'gaps' the group perceives (in skills or resources) to achieve those.

Specifically the Harrietville community leaders' workshop provided the vehicle to achieve multiple objectives:

- Meet the CBI and reflect on the achievements of the group to document for the Harrietville Sustainability Case Study.
- Draw out the critical success factors for the group
- Share with the CBI other community engagement tools and models to inspire new ideas and build capacity for dealing with the impacts of climate change
- Leave the group with ideas about resources and program approaches that might help embed resiliency into their program of work.

Yack Community Leaders' Workshop

The pilot involved a cross section of community leaders from Yackandandah participating in a workshop to discuss ways to build the capacity to be more effective at climate change adaptation and build community resilience. Some of the discussion focused on the impacts of climate change in the North East region of Victoria, however the focus of the workshop was to strengthen community leadership and fostering positive change. The objectives of this workshop were:

- To build awareness and networks to deal with climate change adaptation and build community resilience
- Consider ways that the local groups could be better supported to include action on climate change as one of their objectives and be aware of what resources are available from council (or other agencies) to support them
- Discuss a number of engagement tools or models to inspire new ideas in the area of community resilience and climate change adaptation
- Generate ideas for a community activity that would get people from the community together to talk about climate change and the impact that it has in the Indigo Shire and local solutions.

This workshop featured a number of presentations from community leaders from both Yack and the local council to discuss current initiatives and impacts of climate change. It also involved two members from the Harrietville CBI to facilitate an exchange of learnings for the benefit of all participants.

7.3.7   Evaluation framework

Drawing on the general evaluation framework outlined in Section 2.5, Table 11 proposes an outcome hierarchy for this pilot and Table 12 outlines a specific evaluation framework for the pilot.

Table 11: An outcome hierarchy for the community leadership pilot.

Timeframe	Outcomes
Ultimate	• Communities in North East Victoria show leadership in developing their own projects to improve resilience and adapt to climate change • Communities take ownership and participate in building resilience
Intermediate outcomes sought	• Community leaders in North East Victoria are more aware of the need to adapt to climate change and the specific actions they can take • New community leaders emerge to build community resilience • Community leaders develop greater capacity to lead initiatives to adapt to climate change
Immediate outcomes sought	• Workshop participants are more aware of the need to adapt to climate change and the specific actions they can take • Workshop participants learn about actions they could take to build community resilience • Workshop participants find the workshop valuable and are inspired to take further action • Workshop participants commit to take at least one action to build community resilience after the workshop
Activities	• Workshop with Harrietville community leaders to develop a case study on their work and to share ideas for further activities • Workshop with Yack community leaders to share the Harrietville experiences and ideas for further activities
Needs	• Resilience needs to come largely from the community, with support from government • Communities are most likely to take action if they feel they have ownership and leadership of the process. But they need support and resources to take that leadership.

Table 12: Evaluation framework for the community leadership pilot.

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
Ultimate outcomes *Communities in North East Victoria show leadership in developing their own projects to improve resilience and adapt to climate change* *Communities take ownership and participate in building resilience*	Unable to evaluate during timeframe of consultancy			
Intermediate outcomes *1. Community leaders in North East Victoria are more aware of the need to adapt to climate change and the specific actions they can take* *2. New community leaders emerge to build community resilience* *3. Community leaders develop greater capacity to lead initiatives to adapt to climate change*	1 and 3. Unable to evaluate during timeframe but can evaluate for workshop participants as a proxy 2. Unable to fully evaluate during timeframe but we will survey workshop participants on their intentions			
Immediate outcomes *1. Workshop participants are more aware of the need to adapt to climate change and the specific actions they can take* *2. Workshop participants learn about actions they could take to build community*	1 and 2. What did the participants learn from the workshops? 3. What benefits did the participants gain from the workshops?	1. Agreement with statements on changes in their awareness of climate change and possible responses 2. Qualitative comments about new actions they became	1 and 2. Participant evaluation survey 3. Participant evaluation survey 4. Analyse list of	1. Positive agreement with the statements on average 2. Most participants identify new actions

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
resilience *3. Workshop participants find the workshop valuable and are inspired to take further action* *4. Workshop participants commit to take at least one action to build community resilience after the workshop*	4. What commitments did participants make to take action after the workshop?	aware of due to the workshop 3. Qualitative comments on participant evaluation survey 4. List of commitments made	commitments made	they can take
Activities *Workshop with Harrietville community leaders to develop a case study on their work and to share ideas for further activities* *Workshop with Yack community leaders to share the Harrietville experiences and ideas for further activities*	1. How many people participated in the workshops? 2. What was the demographic profile of the participants? 3. How readily did participants engage with each activity? 4. What outputs were produced?		1. Facilitator observation 2. Participant evaluation survey 3. Facilitator observation 4. Assessment of outputs	
Needs *Resilience needs to come largely from the community, with support from government* *Communities are most likely to take action if they feel they have ownership and leadership of the process. But they need support and resources to take that leadership.*	Unable to evaluate during timeframe of consultancy			

7.4 OUTREACH RESILIENCE ACTIVITIES

This section outlines the thinking process and justification for decisions made during the design of the outreach resilience activities. Section 10 provides details of the outreach running sheet and the trial outputs.

7.4.1   The original idea

The Steering Group and ISF project team sought to build on existing programs for the development and testing of the CCA engagement methods. At the March Steering Group meeting, we discussed the 'sustainability trailer' (or eco-living trailer) currently being developed by Wangaratta Council to take to rural communities and engage people around household energy, water and resource use. We also discussed the outreach trailer used by the SES in Benalla to educate on emergency preparedness. The Steering Group was interested in looking at the potential to develop and test additional material on climate change adaptation that could become part of these trailer displays.

The target audience for this outreach engagement is remote or rural community members that do not have a strong central community centre in which sustainability programs take place. This mobile engagement brings the education to the community at public events such as fetes, farmers markets, fairs, expos, etc.

The Wangaratta sustainability trailer is a mobile component of a larger engagement strategy that includes a community centre with sustainability activities and a related website to help community members develop and track a Sustainable Household Action Plan[14]. The focus of the trailer is on what people can do to improve their household energy, water and waste. The information in the Wangaratta trailer mirrors what is available in the community centre. The trailer includes many hands on activities, such as:

- Flow restrictors on showerheads, showing what different flow rates look like

- A solar panel with real-time data on usage and export

- A comparison of different lighting options and their costs

- Basic information and activities on priorities for household action

- A pledge or commitment at the end to a Household Action Plan to increase the chance of behaviour change.

A pledge or commitment is an important part of the existing plans for the Wangaratta Sustainability Trailer and is strongly supported by behaviour change literature and practice as a way of increasing the likelihood of establishing and maintaining new behaviours (Dawnay & Shah, 2005; Geller, 2002).

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[14] Wangaratta Sustainable Living website was developed in partnership with the Natural Strategies Group and the generic website with online tools to develop personal action plans around sustainability can be found here: http://www.ecocouncil.com.au/. This website can be adapted to any council.

7.4.2   Similar or related programs

Our background research on similar outreach engagement programs intended to answer the question: *What outreach engagement processes create successful behaviour change and how could these processes be adapted to CCA engagement?* As part of our background research, we investigated examples of sustainability trailers used elsewhere to learn more about their process and success. We did not find trailers that focused specifically on climate change adaptation, however we did gather helpful lessons and principles from the following existing environment and sustainability trailers:

- CERES Sustainability Trailer, Victoria[15]
- Mildura Sustainability Technology Trailer, Victoria[16]
- North East Waste Forum's Waste Education Trailer, NSW[17]
- Muswellbrook Shire Council Sustainability Trailer, NSW[18]
- Townsville City Council Sustainable Energy Trailer, Queensland[19]
- Manly Council Stormwater Activity Model, NSW[20]
- Warringah Eco-Van, NSW[21]
- Southeast Sustainable Homes Program, South East Councils Climate Change Alliance[22]
- North Sydney Council Mobile Engagement, NSW
- Nature Conservation Council Outreach Engagement, NSW.[23]

The recurring tips for effective engagement suggested by these mobile activities were to:

- Offer incentives for people to participate, e.g. giveaways of seedlings, punnets of herbs or other prizes
- Develop attractive, bright displays that are intriguing and encourage people to walk up to the activity, e.g. artwork, balloons
- Have activities that are flexible and simple
- Ensure activities are fun and interactive
- Engage local volunteers to run the activities
- Provide information that is locally relevant
- Provide a clear message around "what's in it for the participants"
- Connect participants to the community as a result of the engagement
- Ensure the unit can be easily assembled and packed up
- Evaluate the participants' experience of the activities.

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[15] http://sustainability.ceres.org.au/about/CERES-Energy-Trailer

[16] http://www.sunitafe.edu.au/ncs/project.aspx?project=sustainable-technology-trailer

[17] http://www.northeastwasteforum.org.au/NEWF/CMS/index.php?page=The_Green_House

[18] http://www.muswellbrook.nsw.gov.au/council-services/Environment/State-of-environment-reports/Towards-sustainability/Index.htm

[19] http://www.soe-townsville.org/solarcities/communityday.html

[20] http://www.environment.nsw.gov.au/stormwater/casestudies/sam.htm

[21] http://www.warringah.nsw.gov.au/news_events/documents/WarringahMatters10Autumn.pdf

[22] http://www.seccca.org.au/project_summary.asp?data_id=16

[23] http://www.nccnsw.org.au/programs/climate-challenge

We used these principles to develop the activities for our CCA outreach engagement.

We also investigated several interactive outreach CCA education websites and emergency preparation resources to help answer the question: *What resources exist that offer actions and support for communities in Northeast Victoria to become more resilient?* The helpful resources and guides used to provide content for the Personal Resilience Plan include:

- Queensland's Harden Up website[24];
- Victoria's State Emergency Services website and contacts[25]
- Victorian Country Fire Association[26]
- Australian Government Your Home Guide book[27]
- Sustainable Victoria Resource Smart[28]
- Australian Government Living Greener[29]
- Many Victorian State Government Departments (e.g. Department of Primary Industries[30], Victorian Department of Health[31]).

For example, the Harden Up website in Queensland ((Dawnay & Shah, 2005; Geller, 2002)) runs people through an interactive process to develop a Personal Resilience Plan. One idea was to develop a similar process for North East Victoria that people could run through really quickly (in 5 minutes or so) to develop their own Personal Resilience Plan to take away with them. It would need to be a simplified version, perhaps paper-based, where people pick the relevant hazards and then are given a list of actions to take that are tailored to their situation. This became part of the final process for this pilot.

7.4.3   The local context

We linked the outreach engagement to the local context in three key ways:

- Developing the outreach to be appropriate for remote communities (e.g. mobile activities)
- Using the scientific data specific to North East Victoria and Wangaratta on the expected climate change risks
- Linking our activities with the actions and strategies that have already been developed by Wangaratta Council.

Wangaratta Council has over 20 rural communities within their jurisdiction, with varying demographics in each. Over the next year Wangaratta intends to take the trailer to 15 of these communities, specifically those communities within a township. Wangaratta Council has a good relationship with each community and a solid understanding of each of the communities' needs, as a result of developing the Rural Community Plans with each

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[24] The Harden Up website in Queensland (http://hardenup.org/) runs people through an interactive process to develop a Personal Resilience Plan.

[25] http://www.ses.vic.gov.au/

[26] http://www.cfa.vic.gov.au/

[27] http://www.yourhome.gov.au/

[28] http://www.resourcesmart.vic.gov.au/

[29] http://www.livinggreener.gov.au/

[30] http://www.dpi.vic.gov.au/agriculture/farming-management/fire-flood-other-emergencies/drought-information

[31] http://www.health.vic.gov.au/environment/heatwave/

community[32]. The Council has key people in each community who will be able to direct council to appropriate events for the Sustainability Trailer.

The information used in CCA engagement about expected climate change risks and impacts needs to be relevant to the participants' local area. We used the climate change impacts presented by Arold & Kinrade (2012) to develop material for the outreach activity. Specifically, we used the following expected impacts (Arold & Kinrade 2012):

Droughts

- North East Victoria is likely to be warmer in the future, with rainfall becoming less reliable and more extreme. Reduced average annual rainfall is expected, mostly in winter and spring. Warmer temperatures are expected particularly in the alpine areas. Snow cover is also expected to decrease.

Heat waves

- It is the northern plains of North East Victoria that are projected to have the greatest increases (in absolute terms) in the frequency of extreme high temperature days and heatwaves. An increased number of days over 40°C each year is expected.

Floods

- The northern plains areas of the region are more directly exposed to reduced water availability. Paradoxically, because the areas to the north of the region tend to be low lying and subject to inundation, they are also more exposed to intense rainfall events and associated flooding than the slopes in central and southern areas. An increase in extreme rainfall events leading to increased 1 in 100 year floods is expected.

Bushfire

- There will be an increase in the frequency of high and extreme fire risk days of up to 66% by 2050. Projections also point to an increase and in length of the fire season (extending into spring and autumn). An increase in the length of fire season is expected as well as an increase in extreme fire risk days up to 66% by 2050.

While these statistics and scientific research formed the basis of our outreach activities, we framed the outreach engagement in a positive light (as described below) around resiliency.

Importantly, for any type of outreach engagement at a Council level, the outreach activities need to link to existing council strategies, programs, and resources. For Wangaratta, this involved reviewing and incorporating components of Wangaratta's existing plans into our Personal Resilience Action plan[33]:

- Rural Community Plans
- Heatwave Plan
- Drought Response Plan
- Fire Recovery
- Emergency Response webpage

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[32] http://www.wangaratta.vic.gov.au/living/community-planning/rural-community-plans.asp

[33] During the development of activities, the Council's Health unit was not consulted, however this could have provided very beneficial connections to the engagement process (as discussed in Section 10).

- Support mechanisms, such as the Community Register
- Sustainability committee and groups.

Specific actions that individuals and homeowners could take to increase their resiliency were gathered from these plans to use in the Personal Resilience Plan.

7.4.4   Relevant theory and practice

While interactive, hands-on activities can be a great way to motivate particular behaviours to reduce energy and water use, it was not immediately clear that mobile outreach approaches such as educational trailers are best-suited to climate change adaptation behaviour change. Research on community engagement and climate change communication indicates that interactive and dialogical community engagement formats tend to enable active participation and better learning than one-way oral or written communication forms of engagement (Moser, 2010). In addition, long-term engagement processes are also more likely to produce impactful behaviour change results than one-off engagement activities (Moser, 2010).

Educational trailers can be somewhat limited in the opportunities they offer for dialogic forms of communication and long-term and deeper engagement when compared to other approaches such as community workshops. However, these limitations are also to some extent dependent on where the trailer is set up and the time allowed for the activity. A key informant with experience in running community engagement trailers (see list of trailers we looked at in Section 7.4.2) shared the view that community markets tend to enable better engagement results than shopping malls or even music festivals as these type of events tend to attract people from outside the community, who may not necessarily relate to local climate change adaptation issues.

On the other hand, as Gifford, Kormos & McIntyre (2011) note, although informational types of behaviour change strategies "have shown limited effectiveness, some, such as prompting and eliciting an environmental commitment, social marketing, implementation intention strategies, modeling, and the provision of descriptive norm information have been effective for certain behaviors". These tend to be "most effective for behaviors that are convenient, low-cost (in terms of time, money, effort, and social disapproval), and have few structural constraints (Gifford, Kormos & McIntyre, 2011)."

In designing the community outreach engagement activity we had these aspects in mind and made sure it allowed for dialogue and interactive two-way communication, as well as prompting and eliciting an environmental commitment (pledge).

Information communication technologies, in particular Web 2.0 Technologies, also can play an important role in facilitating community engagement for behaviour change in remote communities (Taylor, 2012). Although the engagement activity we developed did not include this due to the time and resource limitations, recommendations on the potential of linking the activity developed with Web 2.0 technologies and its relevance for long-term continuous engagement are provided in the toolbox of community engagement activities in Section 11.

When engaging communities in climate change adaptation, the focus on resiliency can lead to a more positive engagement experience than focusing on a 'vulnerability', 'risk-management' or 'hazards' approach (Arold & Kinrade, 2012). Based on the findings of our research into other successful outreach engagement programs, we knew it was very important to develop a very clear definition of resiliency (the main message for the pilot project) for our target audience. For the purposes of framing the outreach engagement

message of 'building resilient communities', we chose to use the definition of resiliency espoused in Arold & Kinrade (Fünfgeld & McEvoy, 2011)

> *The essence of resilience in a community is its ability to utilise community resources to transform and respond in an adaptive way. A resilient community is able to employ its resources and its adaptive capacities in a proactive and pre-emptive way, whereas a less resilient community may only be able to take action after the change has had an impact (or not at all). A resilient community has the flexibility and creativity to develop and embrace new and alternative ways of doing things. This is the notion of resilience as transformation.*

In order to develop the process for this outreach engagement, we drew on the work of Les Robinson, who gives guidance on developing behaviour change in the short time frame of a single conversation (Robinson 2010). Robinson describes how to facilitate an 'action conversation'. An action conversation is one in which the facilitator leads individuals on a journey through the conversation, so at the end, the individuals are motivated to take an action to create change. Robinson describes the three main components to an action conversation as: hook, discussion, plan.

The first component, the **HOOK**, gives people a focus, on something stimulating to talk about. This could be about a personal story or idea. The best hooks are topics that people feel strongly about. Another aspect to the 'hook' should be that participants are provided with real solutions to their passions, problems or frustrations.

The second component of an action conversation is the flow of the **DISCUSSION**. Robinson suggests asking questions that spark a positive conversation about personal action. The series of questions Robinson recommends to take people on a journey from passion to action is presented in the figure below.

Figure 10: Formula for structuring discussions (Robinson 2010)**.**
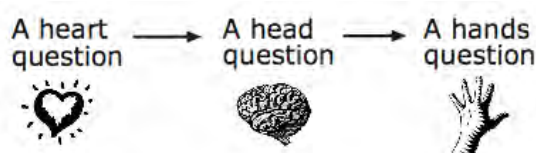
The first question, a heart question, should get people talking about their *own* experiences, lives and feelings, such as: "What's your biggest concern about (the issue)?" or "What is your definition of a resilient Wangaratta?" Accessing these personal experiences and feelings is the first step towards taking responsibility. The next question/s should get people thinking practically about what could solve the problem. For example: "What actions could make a difference?" or "What have you already done to make a difference?" Finally, ask people to imagine themselves being part of the solution. For example: "What would you love to be able to do?", "What's the first step you'd like to take?", "What could you imagine yourself doing?", or in this case, "In which areas do you think you could become more resilient?" This shift into "What could you do?" is a crucial moment in the discussion.

The last component of the conversation is around developing a **PLAN**. Start a participant's personal action by helping them decide how to take the 'first next steps' and develop a process that creates commitment in participants to that action plan.

We incorporated this process of hook, discussion (with heart, head and hands) and plan into the development of our outreach activities (as described in Section 10.4). We also

drew upon the work of McKenzie-Mohr & Smith (1999) around tools for behaviour change, including commitment, prompts, communication, and incentives for participants in the outreach activities.

In McKenzie-Mohr's work on Community-Based Social Marketing (CBSM)[34], he also provides guidance on how to select the types of behaviours that should be promoted for your specific target audience when developing an action plan for individuals. In our case we wanted to create a Personal Resilience Plan, which includes a list of behaviours for climate change adaptation priorities specific to the targeted rural communities members.

In developing the specific actions, McKenzie-Mohr suggests that behaviours should be non-divisible. For example, in relation to climate change adaptation, a divisible action to build resiliency against bushfires might be "clear flammable items away from house." This action can be further divided into "clear clutter from the gutters", "clear all overhanging tree branches from house", and "remove all lower hanging branches from trees." Each of these behaviors differ substantively in the barriers associated with them, therefore it is critical that behaviors are non-divisible to allow participants to focus on one set of barriers at a time. Additionally, when developing these actions it is important to note 'who' will do 'what' for each action to provide sufficient information for participants.

McKenzie-Mohr also suggests that behaviours need to be 'end-state' behaviours. In this case, end-state refers to the specific behavior that actually produces the desired adaptation outcome. For example, "preparing a home emergency kit" is not an end-state, but rather "preparing and *knowing how to use* your home emergency kit" is an end state.

Having created a list of non-divisible, end-state behaviors, McKenzie-Mohr explains how to compare these behaviors to determine which ones are worth promoting. He suggests to analyse and prioritise according to: 1) How **impactful** is the behavior? 2) How **probable** is it that my target audience will engage in the behavior?, and 3) What level of **penetration** has the behavior already obtained with my target audience?

We used the resources described above to develop Personal Resilience Plans in six areas shown in Figure 10 and the McKenzie-Mohr's CBSM methodology to refine the actions.

As discussed in Section 2.2, effective climate change adaptation uses a holistic analysis of people's vulnerability to climate change, examining both current and projected climate risks. For this particular engagement, we wanted to use a holistic analysis to provide participants with actions that would build resiliency against both current climatic risks (e.g. bushfires, droughts, floods, heat waves) and projected climate risks (e.g. decreasing availability of resources and increasing costs of resources). Therefore, we developed resiliency actions in six different areas: emergency preparedness, bushfires, heatwaves, floods, droughts and general resiliency.

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[34] http://www.cbsm.com/pages/guide/step-1:-selecting-behaviors/

Figure 11. Categories of actions for the outreach engagement
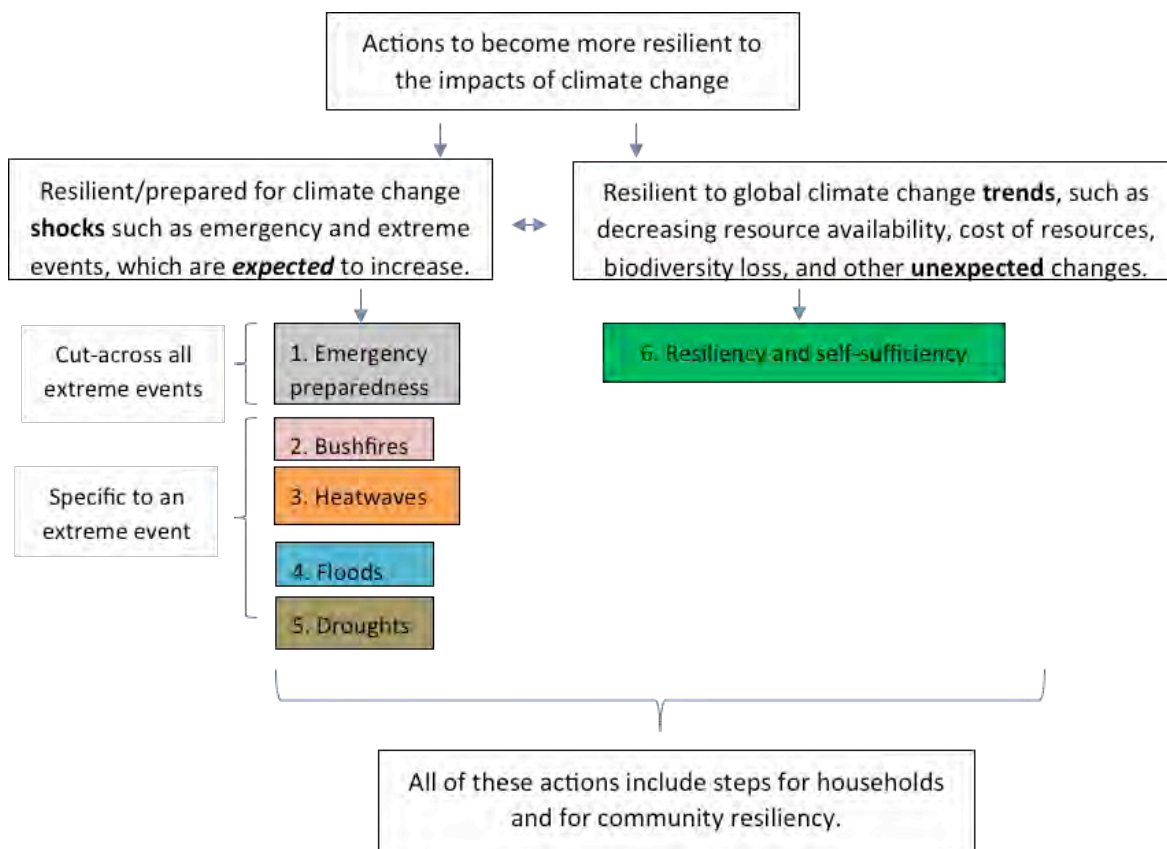
The final activity in the pilot was for participants to make a public commitment to take at least one action from the personal resiliency plan. The literature on behaviour change indicates that commitments work because people do not like to experience 'cognitive dissonance', which is the sense that our actions do not match our attitudes (Dawnay & Shah, 2005; McKenzie-Mohr & Smith, 1999). According to Dawnay and Shah (Dawnay & Shah, 2005; McKenzie-Mohr & Smith, 1999), 'making commitments, especially publicly, strengthens the feeling of how we should behave, and the shame we feel if we fail to live up to them'.

Commitments work best if they have the following components:

- Emphasise written over verbal commitments
- Ask for public commitments
- Seek group commitments
- Actively involve the person
- Consider cost-effective ways to obtain commitments
- Use existing points of contact to obtain commitments
- Help people to view themselves as environmentally concerned
- Don't use coercion (commitments must be freely volunteered) (McKenzie-Mohr & Smith 1999; Dawnay & Shah 2005).

We responded to this literature by having participants write one action that they would take and one person they would tell about it on a small blackboard. They were

photographed holding up the blackboard and the photograph was posted on a noticeboard. This was an active process of making a written public commitment.

7.4.5   Assessment against community engagement principles

The outreach engagement was designed to incorporate the community engagement principles summarised in Section 4. (Dawnay & Shah, 2005; McKenzie-Mohr & Smith, 1999) summarises the ways in which each principles influenced the pilot design.

Table 13. Assessment of outreach engagement against community engagement principles

Principle	Assessment
Raising awareness	The outreach activity was designed to have several methods for raising awareness about the concept of resilience communities, the expected impacts and long-term trends of climate change adaptation and practical steps that individuals and communities could take to become more resilient.
Positive action	Ideally, all participants of the outreach engagement would walk away with a pledge to take one priority practical action in the near future and a list of additional actions they can take to build their resiliency.
Building resilience and adaptive capacity	The focus of the outreach engagement is to build resilience for the climatic shocks (such as bushfires, floods, droughts, heatwaves, storms) and trends (such as decreasing resource availability, increasing resource pricings) of climate change by encouraging individuals to pledge to take at least one specific priority action.
Practical	All of the actions that participants could select to take are written to be practical, end-state, non-divisible actions. The actions were written to be as straightforward as possible, understanding that even small barriers may result in a participant not taking an action (e.g. not having the appropriate phone number readily available).
Community-led	The outreach activity also sought to educate participants on the actions that community groups are already taking to become more resilient to demonstrate how the community is currently leading in this area and how participants can join. Additionally, the outreach activities offer the chance for community members to share and record what they are already doing as individuals.
Flexible and adaptive	Several different components to the outreach activities were developed to allow participants to gravitate towards their area of interest. This type of engagement was developed for rural remote communities, but the process could be tailored for community events in more urban areas.
Place-based	The actions for all participants were created from local or state resources, in order to be as locally relevant as possible. Any photos or maps used in the display boards were of local, recognisable areas.
Diverse engagement techniques	The engagement process uses a range of engagement techniques, including mapping, sharing, participants contributing their own ideas for resiliency, selecting actions appropriate for them and a game.

Principle	Assessment
Testing and evaluation	An evaluation was designed for the outreach engagement. Each activity was tested and evaluated (see Section 10).
Lasting engagement	The trial did not include lasting engagement. There is large scope to incorporate this outreach engagement into broader community/council initiatives, especially using social media and networking tools. These recommendations are presented in Section 12.

7.4.6   Summary of the final pilot

The goals of the outreach engagement project were to:

- Raise awareness about climate change and resilience for individuals living in rural communities

- Enable individuals to select areas of action in which they believe they can improve their resiliency and are relevant to them

- Help participants select a priority action to take first and capture their commitment to do this priority action in a pledge

Similarly, the main objective for our trial of an outreach engagement process was for participants to develop a Personal Resilience Plan or pledge to take at least one action to become more resilient to climate change. To achieve this objective, we sought to develop a process that NEGHA councils could run through quickly at public events with community members, which would help individuals develop their own Personal Resilience Plan. The original idea was that the Personal Resilience Plan could be paper-based, where people pick the hazards relevant to them and then be given a list of actions that are tailored to their situation.

We explored the possibility of combining the CCA-focused Personal Resilience Plan with Wangaratta's Sustainable Action Plan, but we decided for the purposes of replicability in other NEGHA council areas where a council may not have a EcoCouncil website, it would be best to keep the two action plans separate.

Additionally, we recognise that not every Council within NEGHA may have a community centre, nor outreach trailer (similar to Wangaratta), therefore we sought to develop the material so that this type of engagement could be stand-alone activities that any of the councils in NEHGA could use at public events (e.g. using typical council materials such as a table and display board, with a council banner).

The pilot was conducted in Wangaratta at the end of April, with four distinct activities as part of the outreach engagement, which were designed to work together to achieve the goals listed above. Further details on the pilot activities and outputs are provided in Section 10.

7.4.7   Evaluation framework

Drawing on the general evaluation framework in Section 2.5, Table 14 provides an outcome hierarchy specific to this pilot activity and Table 15 provides an evaluation framework for the outreach resilience activities. Note that although Table 15 shows

indicators for the intermediate outcomes, it was not possible to evaluate these during the timeframe of the consultancy.

Table 14: An outcome hierarchy for the outreach engagement on resilience.

Timeframe	Outcomes
Ultimate	• Communities outside urban centres in North East Victoria are better prepared for climate-related shocks and trends
Intermediate outcomes sought	• Participants in community festivals, markets and other events become more aware of the need to adapt to climate change and the specific actions they can take and/or other actions community members have taken • Community members take action to improve their emergency preparedness and resilience
Immediate outcomes sought	• Participants in the engagement activity are more aware of the need to adapt to climate change and the specific actions taken by others in the community • Participants in the engagement activity find it enjoyable and are inspired to take further action • Participants in the engagement activity commit to take actions to build their personal resilience after the event • The engagement activity attracts attention and participation
Activities	• Trial of the engagement activity with Wangaratta Council staff and other employees at the Government Centre
Needs	• Communities outside urban centres can be more vulnerable to climate change due to isolation, greater exposure to natural hazards and less access to infrastructure. There is a need to reach out to these communities through mobile forms of engagement.

Table 15: Evaluation framework for the outreach resilience activities.

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
Ultimate outcomes *Communities outside urban centres in North East Victoria are better prepared for climate-related shocks and trends*	Unable to evaluate during timeframe of consultancy			
Intermediate outcomes *1. Participants in community festivals, markets and other events become more aware of the need to adapt to climate change and the specific actions they can take* *2. Community members take action to improve their emergency preparedness and resilience*	1. Unable to evaluate during timeframe but can evaluate for activity participants as a proxy 2. Unable to evaluate during timeframe but can evaluate for activity participants as a proxy	2. Confirmation by participants that actions have been completed	2. Follow-up participant evaluation survey	2. More than half of participants indicate that they have completed or still intend to complete their pledge
Immediate outcomes *1. Participants in the engagement activity are more aware of the need to adapt to climate change and the specific actions they can take and/or other actions that community members have taken* *2. Participants in the engagement activity find it enjoyable and are inspired to take further action* *3. Participants in the engagement activity commit to take actions to build their personal resilience after the event* *4. The engagement activity attracts attention and*	1. What did the participants learn from the outreach engagement? 2. What benefits did the participants gain from the outreach engagement? 3. What commitments did participants make to take action after the outreach engagement? 4. How do people	1. Agreement with statements on changes in their awareness of climate change and possible responses 2. Qualitative comments on participant evaluation survey 3. List of pledges made 4. Discussion of the way participants interact with the activity	1. Participant evaluation survey 2. Participant evaluation survey 3. Analyse list of pledges made in photos 4. Facilitator observation of the activity	1. Positive agreement with the statements on average 2. Positive comments on average 4. Ratio of people who walk past versus those who walk up to the display

Outcomes hierarchy	Evaluation questions	Indicators	Information sources	Standard / judgement method
participation.	approach the outreach activity?			
Activities *Trial of the engagement activity with Wangaratta Council staff* *Trial of the engagement activity at Moyhu farmers market*	1. How many people participated in the activities? 2. What was the demographic profile of the participants? 3. How readily did participants engage with each activity? 4. How useful did participants find each activity? 5. Which resilience actions were most popular?		1. Facilitator observation and count of photos 2. Participant evaluation survey 3. Facilitator observation 4. Participant evaluation survey 5. Assessment of commitments made in photos	1. At least half of participants who come up to the display leave with a pledge
Needs *Communities outside urban centres can be more vulnerable to climate change due to isolation, greater exposure to natural hazards and less access to infrastructure. There is a need to reach out to these communities through mobile forms of engagement.*	Unable to evaluate during timeframe of consultancy			

Pilots: What we did for
the three pilots

Sections 8, 9, 10 and appendices

8 THE BRAINS TRUST: ACTIVITY REPORT

This section provides information on who attended, details of the event and copies of agendas, presentations and other materials.

Figure 12: The Towong Brains Trust at the Towong Council Chamber.

8.1 EVENT DETAILS

8.1.1 Wodonga

The Wodonga Brains Trust workshop brought together six seniors from the Wodonga community to share stories on the changing climate and natural disasters, discuss what a resilient community means, to test and evaluate an existing emergency preparedness resource and to design and create an engaging and useful resilience poster.

The Wodonga Brains Trust was held on Friday 27th April between 10:30am-1:30pm at the TAFE Space in Wodonga.

8.1.2 Towong

The Towong Brains Trust workshop brought together ten seniors from the Towong Shire community. It involved the same activities as the Wodonga Brains Trust.

The Towong Brains Trust was held on Monday 30th April between 10:30am-1.30pm at theTowong Council Chamber in Tallangatta.

8.2 PROGRAM

The program for the Wodonga Brains Trust is provided in Appendix 2 and the Powerpoint presentation used during the Towong Brains Trust is provided in Appendix 3.

8.3 PARTICIPANTS

8.3.1   Wodonga Brains Trust workshop

Representatives from Wodonga Council identified potential participants for the Wodonga Brains Trust. ISF staff contacted these people via email and phone to invite their participation.

There were six workshop participants in total – two males and four females. Five participants were in the lower age range of 'seniors' (50-65) and one participant was in her 80s. The participants were not necessarily representative of vulnerable seniors – the majority of participants worked with more vulnerable seniors. Nevertheless, the outputs were valuable in identifying activities that would be useful for vulnerable seniors and how to make such activities and resources engaging for such a target audience. The participants came from varying backgrounds including Council, health and aged care services, research and community groups.

All participants can be described as competent leaders in their community.

8.3.2   Towong Brains trust workshop

Participants for this workshop were recruited using recommendations from local community leaders. A Towong Council staff member identified one particularly well-recognised community leader who we made initial contact with and who helped identify other leaders. This snowballing technique worked very well.

There were ten workshop participants in total. The majority were in the age range of 65-85; one appeared to be in their 40s. There were 8 men and 2 women. The members of the group were well connected within their communities and represented a number of voluntary local community groups, including the Eskdale-Mitta Legacy, Tallangatta Men's Shed, Tallangatta RSL, and the Rotary Club of Tallangatta. Others brought valuable experience from working within the CFA, Eskdale Brigade and Whole Farm Planning.

The participants demonstrated considerable experience with severe climatic events and an extensive knowledge of the local community, land and weather patterns.

Figure 13: Participants in the Towong Brains Trust.

8.4 ACTIVITIES

A description of the activities, as delivered in the workshops, is provided below. A justification of each activity against the community engagement principles is provided at Section 7.2.5.

8.4.1   Presentation

Each workshop began with a brief presentation providing information about climate change in North East Victoria, the project and the agenda for the workshop. An example of the presentation used for the Towong Brains Trust is provided in Appendix 3.

8.4.2   Storytelling

Following the opening presentation, the facilitator invited each participant to share with the whole group their answers to the following questions:

- What is your name?
- What is something you are passionate about?
- What is something you really value about your community?
- What is the biggest challenge for your community?
- Do you have a story about an experience with extreme weather or a changing climate that you can share?

The purpose of this warm up activity was to get to know a little bit about each other and start the conversation with 'heart' and 'head' questions, as recommended by Robinson (2010). It also aimed to build awareness of the impacts of climate change and highlight the rich experience and knowledge that this demographic of the community holds. We decided that Chris, as lead facilitator, would go first to model the expected length of the answers. Twenty-five minutes was planned for this activity and we expected 10 people to participate in total. In practice, people were eager to share their stories and this activity went for longer than anticipated but was very valuable for 'breaking the ice' and getting to know what people really value.

8.4.3   Visioning

This activity involved generating a vision of what a resilient community looks like. The purpose of this activity was to create an empowering and positive atmosphere while at the same time to generate thinking around resilience.

Chris, as facilitator, began this activity by defining a resilient community as one that is well prepared for expected and unexpected events and can bounce back quickly after challenges. Images of communities working together in the aftermath of an environmental crisis were used to accompany this definition. This aimed to help participants imagine what resilient communities may look like. Participants were then paired up and asked to spend 5 minutes interviewing each other using the following two questions:

- What would your community look like if it were resilient?
- What can you do to help your community be more resilient?

The participants then spent 15 minutes reporting back to the whole group and discussing the different responses.

8.4.4   Red Cross Emergency RediPlan

This activity involved going through, discussing and evaluating the *Red Cross RediPlan: Household preparedness for seniors* (an existing resource). The purpose of this activity was to evaluate this existing resource and generate ideas on how to make the resource more engaging and useful for seniors.

The facilitator provided a brief (5 minute) overview of the plan and then provided each participant with a hard copy of the plan, asking them to focus on one of the four different steps in the plan:

- Step1: Be informed
- Step 2: Make a Plan
- Step 3: Get an Emergency Kit
- Step 4: Know your Neighbours.

Participants were given ten minutes to go through the plan, focusing on their allocated step and to have a go at filling in the workbook sections (at the back of the book). Whilst doing this, participants were asked to think about the following questions:

- What works well about the REDiPlan?
- What doesn't work so well?
- What would you change?
- What would make you want to use the REDiPlan yourself?

The facilitator then opened the activity up for a 15 minute group discussion and encouraged each person to share their experience of filling out the workbook and their thoughts on the four guiding questions (above). The facilitator had a note to ensure that the group discussion covered off on whether such packs are useful at all, or whether other approaches might work better.

8.4.5   Resilience poster

This activity involved designing and creating a 'Resilience Poster. A resilience poster is a one-page resource that helps older people to be and feel confident to make smart decisions when faced with a climate related emergency (bush fire, flood, heatwave etc). The purpose of this activity was to test how useful such a poster would be for the target users and to generate ideas for what a useful and engaging resilience poster would look like.

In the lead up to this activity participants were asked to spend 10 minutes alone creating two lists that identify:

- People and services that could help you in times of crisis (before, during and after), and
- People who you could contact and provide some form of support to in a time of crisis (before, during and after).

Participants were then invited to share the sorts of people and services they identified in these lists. The outputs of these discussions fed into the design and creation of the resilience posters.

After providing a brief 2 minute overview on the purpose of the resilience poster the group were broken into four smaller groups and given 15 minutes to design and create a draft resilience poster together. In doing this participants were asked to consider several features of the posters:

- What information the poster could include (such as names of service providers and contact numbers)
- Visual layout (useful to have images of service providers in uniform?)
- Size of the poster
- Potential distributors of the poster (doctors, chemists, councils?)
- Who should be involved in creating them?
- What would the most useful poster look like?

Participants were then asked to spend 10 minutes describing their resilience posters with the larger group and to think about ways they could use them. The research team had prepared several ideas about each of the features identified above ready to share with the participants and seek feedback on.

8.5 OUTPUTS

The following outputs were produced:

1. Stories and shared experiences
2. Visions
3. Recommendations for making the REDIPlan more engaging and useful
4. Resilience Maps
5. Other ideas for building resilience and adaptive capacity to the changing climate amongst seniors.

8.5.1   Storytelling

- It is interesting and useful to note the common aspects of what the participants valued about their community and the challenges they face as a community during the storytelling activity. Key common themes identified during this activity included:

Something you value about your community

- There was a strong sense of community in both workshops - "The community pulls together in times of crisis"; "When chips are down – everyone pulls together".
- The large amount of volunteering (this was especially valued at the Towong workshop, probably because the majority of participants here were retired and were heavily involved in volunteering services). In the Wodonga workshop it was noted that "we have a close-knit community and many volunteers – whether they know or not. e.g. coaching sports or helping out at hospital etc".
- "The wealth of knowledge and experience of people".

Challenges for your community

- Managing population growth – "may split the community"
- Keeping the strong sense of community and place whilst developing
- Keeping the community vibrant
- Retaining youth – "bringing younger people back, also bringing in new people who don't know how to manage the land". Similarly one participant noted: "We want

new people to come in, but they might not have skills and knowledge to manage it".

- Building a greater sense of community – "individualism doesn't get you anywhere, for older people – isolation is the problem".
- Aging community – "aging population and level of funding not keeping up". Interestingly, one participant noted that although the aging population is a great challenge the flipside is that "there is a wealth that can be passed on".
- Impacts of climate change for agriculture – "how are we going to manage our farms/land and how we will learn new ways of dealing with the land"?
- The bulk of population lives in the city and they don't understand the ways of the country. The rules and policies that affect country people are being written by people who "don't have a bloody clue what they're talking about".
- "Getting the community to accept climate change – you can debate whether it's happening but if we don't accept it we won't do anything about it".

Experiences with extreme climatic/weather events

This activity highlighted the vast array of experiences that seniors in the community have had with extreme weather and climate events.

- *"I've been involved in fire fighting with the army – but I've never seen anything like the 2003 fires".*
- *"I grew up in Mitta Valley, that was before they built Dartmouth Dam – used to flood all the time"*
- *"We're responsible for the care of about 150 people; The Black Saturday (part of it at Yack) tested our preparedness - if it (the fire) came over the hill it would have been tough, we would have had to evacuate".*
- *"Previous career in forestry – saw lots of fires".*
- *"We bought a farm in 2002; it was a property that never ran out of water and then it did...caused a lot of tensions and stress – heart wrenching".*
- *"I fought my first bushfire at 14. I'm 70 now and still doing it."*
- The Jan 2003 fires – *"There was ash in the town and smoke in the air – I'd never seen anything like it".*
- *"The valley's not as good as it used to be, not as fertile".*

Many participants were able to reflect on the difficulties involved in bouncing back after such experiences. One participant shared their experience with Black Saturday and explained that the fear was paralysing – she couldn't pack what she needed to pack. Many discussions with family and friends on whether or not to stay followed this experience. Another participant shared the experience of a friend whose roof was taken off in a storm and it took over two years for them to get back into their home – this made her realize how long and disruptive the process is.

8.5.2 Visioning

Key elements of a resilient community that participants identified and described included:

- Support is in place in case of emergency
- Prepared for recovery phase
- Food security – *"food available to everyone - with food comes health"*
- High level of volunteerism – "*Encourage volunteerism – whatever you do, don't discourage it"*
- Strong sense of community – everyone knows their neighbours

- Pooling of resources – sharing of machinery and equipment
- Community gardens and sharing produce – *"driven by the community, not by an organization or local government – this doesn't work"*
- Pull together for the common good
- A community that is informed about what/who to draw on in time of crisis – what services and resources are available
- Shares and uses local knowledge to learn – how things have happened in the past, what's worked and what hasn't – passing this information on to young and new people
- Know who the vulnerable people are in the community and where they are – ensure they are safe
- Younger people are involved – a key element
- Community all-encompassing – doesn't leave anyone out.

8.5.3   REDIPlan

Participants at both workshops came to the consensus that the REDIPlan was generally a useful resource. However there were many recommendations made by participants for how to make the REDIPlan more useful and more engaging.

What works well?

- Promotes thought – opportunity in family situation for a discussion
- Good information – "haven't got anything like this in the place myself"
- Clear, concise and impassionate – no panic language – good thing
- Separate heading on know your neighbours is good, very important
- It is a starting point
- It covers everything (though perhaps covers too much)
- Easy to read and understand
- Includes a lot of valuable information but the challenge will be getting people to use it.

What doesn't work well?

- Doesn't cover where to go in the case of an emergency
- Confused as to the target audience e.g. the instruction to pack 14 days water is appropriate in a rural isolated area, but not in town – maybe two different types of booklets are needed
- Tries to cover a lot of scenarios and too much information
- Grammatical errors throughout – *"a sloppy format may cause people to get suspicious about the content"*
- Won't have time to look through this in the event of an emergency
- Too much information and too big a task to complete - *"If it just arrived in a letterbox – overwhelmed by the amount of paperwork to fill in"*
- Impractical.

Recommendations

- Guidance needed on how to prioritise what neighbours to help
- Needs to be more upfront – "get the hell out of there first"
- Need someone to help seniors fill these out. One participant when reflecting on who to draw support from noted that they don't have any neighbours - *"Don't know what I'd do"*

- Should be accompanied by a strategy to help people fill it in. One participant suggested identifying the most respected people in the community and getting them to fill them in and promote them – *"need a social diffusion plan rather than just a document"*
- Review the language used – for example the word 'evacuation' has a formal meaning, it is an order from Victoria Police. Its use in the REDIPlan does not seem to appreciate this meaning
- Should include more information on how to stay in your home safely (for example in a cyclone perhaps there are safe spots under your house – knowing where these are)
- Key aspect of resiliency is knowledge sharing – possibility of having example REDIPlan's on display
- If left to the individual there is a great chance they will not get used – a suggested response was to encourage and support people who have contact with vulnerable seniors, such as a community nurse, other health care and services people, doctor, chemist and/or family to sit down with seniors and help them fill out the packs
- Prioritise those most vulnerable – help these people fill out the packs first
- One participant with a lot of experience in bush fires noted that *"In an emergency to get people to think properly needs a hell of a lot of training"*
- Need to provide more space for listing family and neighbours to contact – currently only 3 spaces for family
- Need to be clever and creative in an engagement plan – after Black Saturday the bushfire awareness meeting only attracted 3 or 4 people.
- Put the workbook part upfront – i.e. the part you will need in an emergency
- Need to provide guidance on making the call as to whether to stay or go
- Phone Trees – several participants commented on the value of 'phone trees' and a few had experience in using them. Comment: "difficult on a large-scale, but works on a small scale. A big formal plan is out of date".
- Link in with local plans and initiatives, for example the Towong shire emergency management plan
- Community should have ownership of the plan
- Encourage people to have plans with neighbours to signal if you've left your home – *"maybe a towel around your letter box"*.
- Have radio frequencies listed in the plan.

8.5.4   Resilience Poster

Participants at both workshops had great ideas for how to create engaging resilience posters. There was consensus in both groups that such a resource would be useful. Key features of an engaging and useful resilience poster that the participants came up with include:

Information to include:

- Clear and concise
- Not too much information (top five people/services you can call on for support and top five people you could provide support to/check up on)
- Should have a list of people/services to help in the recovery phase of an emergency but to avoid cluttering the resilience poster maybe a separate poster is needed for this (or could put it on the back)

- On the back you could have information on where to go if evacuating, where to go if recovery (this would be useful information in an emergency but may clutter the poster if included on the front).

Size

Size – 1 page – A4 on the fridge, or A3 pantry door (the size and shape should be such that people are happy to put them on their fridge, pantry or near telephone so that they are easy to locate in emergency and family/friends are familiar with them). Many participants agreed that they would be happy to have such a resource on their fridge (so long as not too big)

Visual format/layout

- Clear writing (not like the new phone books)
- Ensure very clear logic to it (most important information on the left and top)
- Whatever information you include it should be simple and the writing should be big
- Glow in the dark (so visible if power fails)
- Keep it simple so it's easy to read in an emergency
- Some people prefer lists to visual maps so perhaps have the posters available in two different formats (one a list format and the other a visual diagram format).

Potential distribution methods

- Through community services such as 'Meals on Wheels'
- Trusted sources such as doctors and chemists (these people could be given support and encouraged to help seniors fill out the posters – similar process as was suggested for the REDIPlan)
- Not the post (they will get thrown out)
- Council deliver by doorknocking to vulnerable people.

Other thoughts/challenges to consider

- What happens if the phone fails and mobile coverage is poor here?
- Common attitude amongst seniors that 'we'll be alright' and 'I'll look after myself'
- Importance to have a follow up service to check that the posters have been filled in and where they haven't offer help or guidance as to who could help them
- Promotion through local newspapers, CityLife, newsletters
- If you hear something from 3 sources you'll do it, especially from people you trust/admire so have people/organisations in the local community that are well respected and trusted promote the posters
- Have trusted/respected people fill in the posters and display theirs in public places (notice boards etc) - peer to peer the most valuable.

Examples

Examples of three resilience posters created during the Wodonga Brains Trust workshop are provided below.

The poster in in Figure 14 includes a list of things you will need and reminders such as the location of your emergency kit and emergency plan – *"you think you'll remember but you may not".*

The poster in Figure 15 shows the self in the middle; the second ring has the key contacts to provide support such as police, fire, council; then an outer circle of people I can support such as friends, family. Colour code: blue for the ambos/police, red for fire. On the back –

information on where to go in case of flood, fire, heatwave and where to go for assistance in recovery.

The poster in Figure 16 imagines an actual geographic map of the local area in the background with where to go in the event of fire, flood, heatwave etc. plotted on the map. Information sources for who to contact could be layered on top. The idea is to make the maps locally relevant – have a different one for the east, west, north, south of the city, for example.
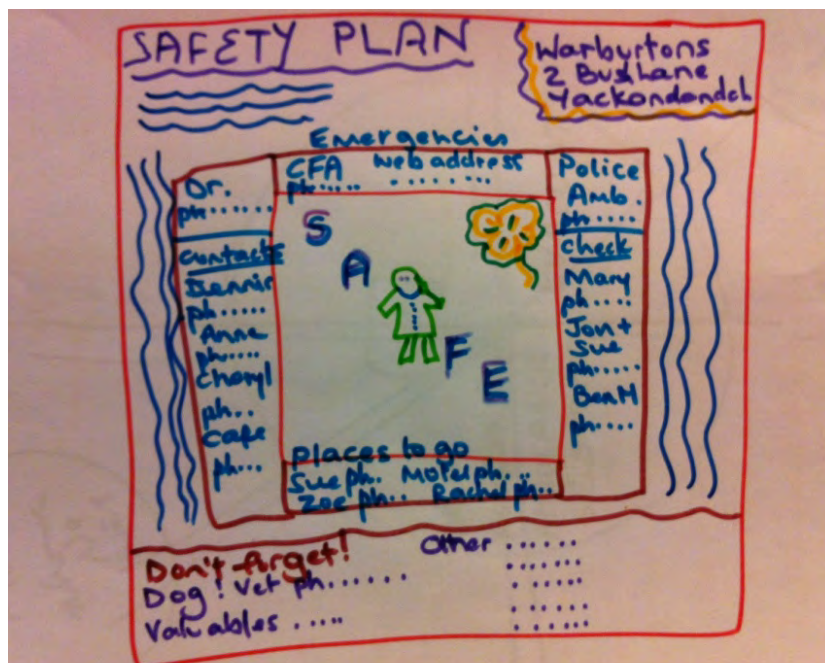
Figure 14: Resilience poster of one participant created in Wodonga.
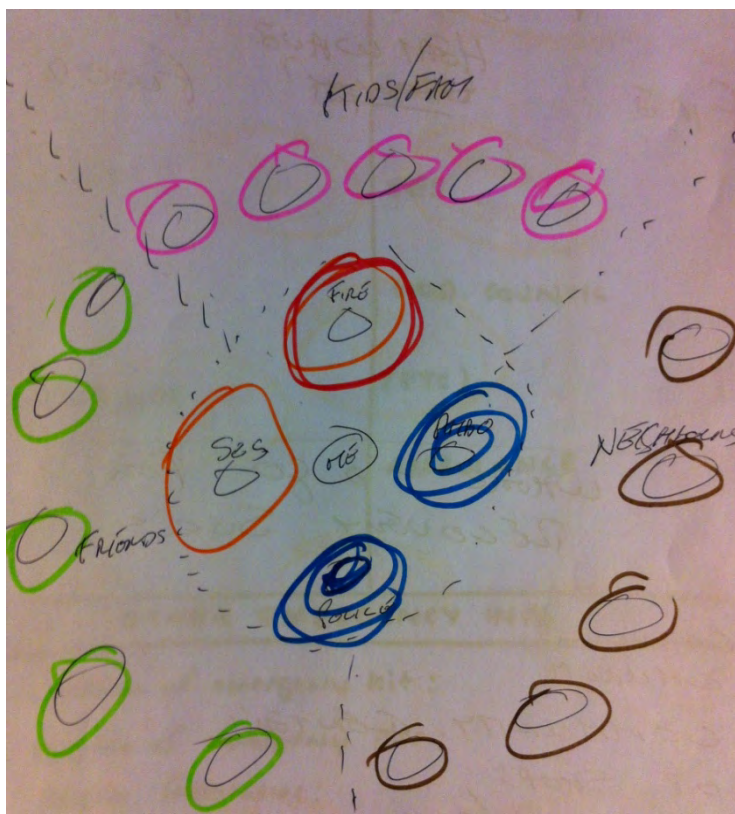
Figure 15: Another resilience poster from Wodonga.
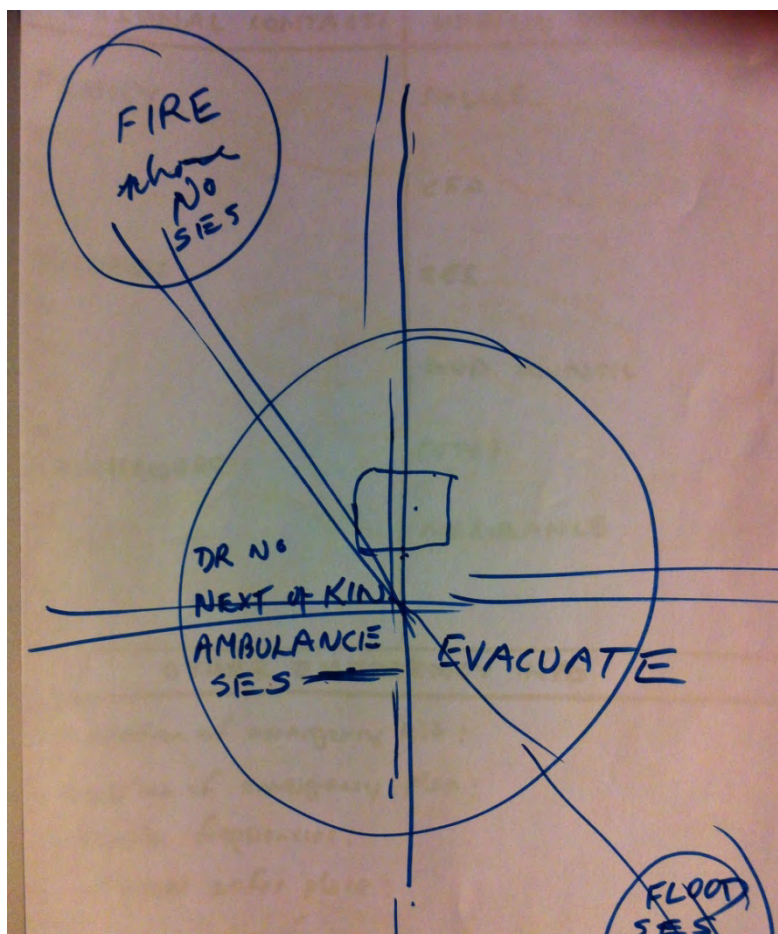
Figure 16: A third resilience poster from Wodonga.

8.5.5   Other ideas

- Volunteers – older people contribute to community in so many ways. Important to see how older people can contribute – maybe not use term climate change – farmers reject it.
- You can be over-passionate – put off middle-level of community who are prepared to discuss climate cycles.
- Don't shove it down your throat – won't get anywhere – passion has to be delivered in a reasonable way to the audience – bring them along slowly.
- Shift focus onto preparing for minimising the impacts of floods/bushfires i.e. not just the actual emergency e.g. cotton clothing in heatwaves, advisory service on plant choices e.g. fire retardant vs. fire hazardous
- Councils need to be involved, have a shire contact person
- Involvement of community response organisations and agencies
- Valuable getting a diverse group together – community building is important.

8.6 EVALUATION AND RESEARCH FINDINGS

This section focuses on how this pilot could be taken forward by Councils in the future. It evaluates each activity by drawing on observations made by the team, feedback surveys, workshop outputs and facilitator debriefs. Reflections are also made on the key engagement principles that guided the selection and design of each activity. Additionally, some general observations are included that we feel may prove valuable in designing and implementing a behaviour change program on building resilience and adaptive capacities across the senior community.

Figure 17: Towong Brains Trust workshop.

8.6.1   Feedback evaluation forms

Feedback evaluation forms completed by participants at the end of both workshops indicated that all the participants found the workshops valuable. Responses are collated in Appendix 4. Summaries of the feedback are provided below.

When asked to identify the best thing about the workshop, responses included:

- That we talked about practical things such as emergencies as a result of climate change (when asked whether the workshop was useful for 'planning practical steps for your group' 80% of participants at the Wodonga workshop answered either 'very useful' or 'quite useful'. At Tallangatta, 90% of the participants answered either 'very useful' or 'quite useful').
- Diversity of people who attended, it's good these discussions are happening
- Involvement levels
- Useful activities/Interactive, worked well to include all people
- Small group <20 enabled good discussion/exchange and development of ideas (80% of participants in both workshops found 'hearing new ideas and being inspired about possibilities' 'very useful' or 'quite useful'.

- Stimulating and jolting me out of my lethargy
- Informative
- Chance to think about ways to help my community
- Opportunity to meet other people and interact with the community
- Well organised and facilitated.

Participants were asked what they would change about the event. Responses included:

- Clarity as to how this information will be used (so many workshops, so much information that disappears into oblivion!)
- More participants (identified by a participant at Wodonga)
- Nothing/not a thing (a common response)
- Allow more time
- Resilience as a concept that deals with change not just emergencies
- Representatives from the Shire.

When asked what additional support or information would be useful for participants and their groups, responses included:

- Hear about other resources already available (rather than reinvent the wheel)
- Further communication
- Publications from all emergency groups
- Understanding of emergency management e.g. evacuation processes.

When asked what might participants do differently as a result of taking part in the day? Responses included:

- Make a list of emergency contact numbers to place on the fridge
- Plan, plan, plan
- Include a session on emergency planning/prep in our village
- Propose a plan!
- Have emergency plan
- Discuss and document emergency responses at home
- Be more proactive and establish a plan and emergency kit
- Re-enforce the requirements for a plan
- Develop a plan!
- Revisit my emergency kit
- Fill out a plan.

8.6.2   Evaluation of the storytelling activity

Reflections on community engagement principles

This activity was effective at incorporating the 'place-based', 'flexible and adaptive' and 'raising awareness' engagement principles. It was particularly valuable for raising awareness of the real impacts of a changing climate. Everyone had at least one experience to share about an extreme weather/climate event. This brought to life the

content of the workshop and highlighted the value and need for better preparedness among the community. It also demonstrated the wealth of experience of being in emergency situations and knowledge of the local environment that lives within the community (particularly those that have lived in the local area for many years).

During this activity people appeared very engaged. Each person at each workshop appeared to be giving their full attention to the person sharing their story. They were nodding and seemed interested in other people's stories. Energy levels were very high, especially when participants shared experiences that others were able to recognise and/or were familiar with.

Did it meet/exceed the desired purpose?

- It effectively served as a get to know each other/warm up activity.
- As mentioned above, this activity met the goal of raising awareness of the impacts of climate change. Several stories illustrated that the climate is changing and that severe weather events are becoming more frequent and/or more severe.
- The activity highlighted commonalities within the group. All participants shared experience with changing climates and extreme weather events. They also shared a strong love of the local environment and community.
- A respectful atmosphere was created through the sharing of stories. While some participants voiced their opinion that the climate has always been changing and that the current changes are a result of natural cycles no form of polarised debate occurred.
- A positive atmosphere was created. A question that was asked during the getting to know each other activity was 'What is something you value about your community? This drew out many positive aspects of the local community that the participants valued – common themes included the support and inclusiveness of the community and the high rate of volunteerism.
- By starting from what people know and value, we avoided imposing our own interests on the workshop and built a high level of trust that created a strong foundation for the rest of the workshop.

Recommendations

For the reasons provided above, this activity is recommended as a useful and engaging way to start a community engagement process. It should be appreciated, however, that each person spoke for approximately 3 to 5 minutes. This was a good amount of time to enable participants to share rich stories and provide enough detail to paint a good picture of the person sharing their stories. Perhaps it would not work as well if each person could only speak for 1 minute. Thus, the amount of time available and number of participants is an important factor to consider if using this activity. The investment of time is likely to be worthwhile when bringing together participants that do not already know each other well for the first time, at the start of what is intended to be a longer community engagement process.

Storytelling works well in a workshop environment. However, it could also be adapted into an activity that could be implemented outside a workshop setting. At the Wodonga workshop an idea was generated among the participants that school students could interview seniors about their experiences with extreme weather and climate events (sharing more general experiences would also be of value for community building – which

was identified as a key aspect of resilient communities). This activity of capturing stories through interviews would also serve to build relationships between generations in the community, which participants identified would be of value and benefit to seniors. This idea was shared with the participants at the second workshop in Towong who showed great support for it and added further thoughts on its value and implementation. Participants at the Towong workshop expressed that this activity may also be useful for passing on experiences and knowledge of the local environment to newcomers to the community and to youth. Section 11.3 develops this idea in more detail.

8.6.3   Evaluation of the visioning activity

Reflections on community engagement principles

The key engagement principles that this activity effectively addressed include 'positive action', 'building resilience and adaptive capacity', 'community-led' and 'practicability'. Visioning provides an opportunity for participants to view a challenge in a supportive light. It encourages participants to 'see' what they want to work towards and this may inspire action. Participants were asked to consider and reflect on what they can do to achieve the vision. This activity focussed the group on positive and practical actions that they can take to start achieving their vision of a more resilient community. In this way, this activity helped to motivate and mobilise action.

Focusing discussions on the term 'resilience' was another strategy to create a positive atmosphere. 'Resilience' has connotations of strength, confidence, survival and positivity – a 'can do attitude'. As the lead facilitator defined: *"Resilience is: being prepared for expected and unexpected events…pulling together to respond and bouncing back afterwards".*

There was confusion at the first workshop (Wodonga) when the visioning activity was first introduced. The most senior participant commented: *"What would a resilient community look like?...not easy questions are they?...I don't really know".* Fortunately, due to the small number of participants one facilitator was able to work one-on-one with this participant to explain the activity and work through it with them. Learning from this experience, we spent more time at the second workshop to explain this activity clearly. While this did help, participants did seem hesitant at the start. Conversations picked up after a little while (1 or 2 minutes) and then participants appeared strongly engaged and had lots to say.

Did it meet/exceed the desired purpose?

This activity met the goal of creating a positive, 'can do' atmosphere. It was also effective at creating a friendly and comfortable environment in which participants were able to form good relationships. However, this was probably the least successful of the workshop activities. It may be that asking people to imagine a resilient community without sufficient exploration beforehand of what resilience means made it difficult for them to grapple with this activity. Nevertheless, most participants did manage to come up with several characteristics of a resilient community.

Recommendations

Following on from the reflections made above on the levels of understanding for this activity, we recommend giving greater consideration to the age of the target audience. While there are benefits from this activity in creating a positive and 'can do' attitude towards action, it may prove difficult for seniors to envision an ideal future. Visioning means placing yourself in a distant future and for seniors, this may raise uncomfortable thoughts about their own mortality and likelihood of seeing that distant future. For this reason we would recommend using this activity with younger seniors (less than 70 years of age).

This activity was done in pairs using an interview style as detailed in Section 8.4.3. The experience at both workshops was that many participants ended up having conversations around the key questions, rather than following an interview style. Based on this experience, and giving further thought to the age of this target audience, we recommend inviting participants to have a conversation with the partner they are paired with for this activity.

The key facilitator gave an overview on what 'resilience' means. This was an important step in this activity. To imagine a 'resilient community' people need to feel comfortable that they have a clear understanding of the term' 'resilience'. In running a similar activity it is recommended that appropriate time is allocated to defining 'resilience' and ensuring that everyone is clear on its meaning. More discussion of the meaning of resilience would have provided a stronger foundation for the visioning.

Figure 18: A community demonstrating resilience.

This image was up on screen when defining resilience. It served to help people image a resilient community.

8.6.4   Evaluation of the REDIPlan exercise

Reflections on community engagement principles

This activity effectively met many community engagement principles. The key ones included:

- 'Raising awareness' – awareness was raised around the risks of extreme weather events and the impacts of a changing climate, information sources and services that are available to help you prepare for emergencies, and what you can do now to become better prepared.
- 'Positive action' and 'Building resilience and adaptive capacity' – this activity focussed on positive actions that can be taken to build resilience and adaptive capacity (many of which had added benefits such as social ones) such as those related to community building (in particular the knowing your neighbour section). Going through the REDIPlan also provided an opportunity to become aware of the many benefits of being well prepared, which inspired and motivated action. This conclusion is drawn based on both observations made at the workshops and on evaluation of the feedback forms.
- 'Practicality' and 'Lasting engagement' – involved going through/filling out a workbook which enabled people to reflect on the practicability of this plan and provide valuable input into an evaluation of its usefulness. Many participants noted in the feedback forms that they feel motivated to complete the plan and take up some of the actions recommended in the plan. During both workshops several participants specifically asked if they could take the plans home with them.
- 'Community-led' and 'engaging'– participants appeared heavily engaged with this activity and contributed great ideas for how to make this resource more useful and engaging for its future use.

Did it meet/exceed the desired purpose?

The desired outcomes for this activity were to gather useful feedback on whether this resource is useful, how to make it more useful and how to make it more engaging. This was achieved. There was consensus at both workshops that the REDIPlan is a useful resource and there were many fantastic ideas on how to make it more useful and engaging. These are detailed in the recommendations section below.

Recommendations

Recommendations from participants as to what works well, what doesn't work well and what you would change about the plan to make it more useful and engaging are detailed in Section 8.5.3. The recommendations made by participants during the workshops can be categorised into two kinds – those that relate to the content of the plan and those that relate to how to encourage use of the plan, including distribution strategies. Those that relate to how to encourage use and distribution will be particularly valuable for organisations that decide to conduct this activity.

Particularly valuable recommendations that came from participants include that the distribution of the REDIPlan should be accompanied by a strategy to help people fill it in. We recommend taking up the suggestion of identifying respected/well networked seniors

in the community and inviting them to complete the plans and promote them. Ideas for promoting them could be through local newspapers, local newsletters, public notice boards, and/or other public spaces. Other ideas for effective distribution channels are outlined in Section 8.5.3 such as via doctors, chemists and community service providers.

It is important to appreciate that the REDIPlan is a resource that has been created by the Red Cross and that it was never intended to be a standalone resource. A strategy exists to roll out the resource with community speakers. ISF staff spoke to a relevant person at Red Cross (the Victorian Preparedness Project Officer) who provided a brief description of this strategy and suggested that anyone planning on using the REDIPlan should get in contact with the National coordinator of the Plan who is responsible for coordinating the implementation of the plan including the evaluation of it. We recommend that any use of the Plan is done after discussion with this contact. The Red Cross Preparedness Project Officer was very interested in the Brains Trust workshops and happy that the resources were used. They encourage sharing the results of the outputs related to the REDIPlan with the National coordinator of the Plan.

One of the findings from the first workshop (Wodonga) was that the pack probably would not be used unless someone led people through it, rather than just having them get it in the mail. In response, at the second workshop (Towong) we broke off into three groups and led the participants through part of the workbook instead of just asking them to read and reflect on it. We still gave 5 minutes for participants to individually look over the plan, but then each facilitator guided a small group (3-4 people) through the workbook (at the back of the plan) for 10 mins. Each group focussed on a separate step (steps 1 to 3). Step 4 covered 'getting to know your neighbours and as this related strongly to the resilience poster activity (as it involved identifying people and services to support and draw support from) we left step 4 for group discussion in the resilience poster activity. The three smaller groups then returned to the larger group for a 15 minute reflection on what was discussed in the smaller groups. This approach worked well, and better than the previous approach used at the first workshop. Section 11.2 takes forward the idea of facilitated emergency planning as part of the toolbox of community engagement activities.

8.6.5   Evaluation of the resilience poster activity

Reflections on community engagement principles

This activity effectively met many community engagement principles. The key ones included:

- 'Raising' awareness – awareness was raised around the sources of information/services and people to both call upon for support and to provide support during times of emergency and in bouncing back after an emergency event.

- 'Building resilience and adaptive capacity' - identifying the people and services to call upon and provide support to builds resilience and adaptive capacity (both for the individual and community). It increases the likelihood that people will be in a position to quickly call upon the most appropriate people/services that can provide support and who need help during times of emergency.

- 'Practical', 'Positive action' and 'Engaging' – the participants designed resources that they found easy, engaging and useful to use in the time of an emergency. Feedback provided during workshops discussions was that it would be a very useful resource (especially if kept to a single fairly small (<A4) page). Additionally,

the task of identifying people to provide support to was recognised as being empowering. Some participants made comment that this is important as it demonstrates that seniors can be of value during such times.

- 'Community-led' and 'Flexible and adaptive' – this principle largely guided the design of this activity. The participants designed the posters – they decided on the visual layout, the information to include, potential distribution sources, size, and other key features. One intention was create community ownership over the product.

- 'Place based' – this activity demonstrated that local context is critical. Discussions occurred around having local maps in background. This was an idea generated at the first workshop by one of the participants. Interestingly, this was suggested by one of the participants as a consequence of interpreting 'resilience map' (as it had been initially named) as a geographic map. This interpretation led to the development of a very useful resilience poster that had a local map in the background with key contacts and safe places to go in the event of an emergency layered on top.

- 'Lasting engagement' – the convenient size of the poster and great ideas generated by peers in designing the poster help to ensure high levels of engagement and increase the chance that the posters are in fact filled out and used by seniors during times of emergency.

Did it meet/exceed the desired purpose?

One purpose of this activity was to test the usefulness of a 'resilience poster'. There was consensus at both workshops that a resource that serves the intended function of a 'resilience poster' (as described at the workshop) would be very useful, particularly in times of an emergency, i.e. a time when it is too onerous to find relevant information in a multipage booklet such as the REDIPlan. The purpose of a 'resilience poster', as described at the workshops, is a resource that helps seniors be and feel comfortable to make smart decisions when faced with a severe weather/climate event (such as a fire, flood, storm, heatwave). They should be easy to use and engaging in a time of an emergency.

Another purpose was to generate ideas for what an engaging and useful 'resilience poster' would look like and effective ways to distribute the posters. There were many very useful ideas generated at both workshops for what an engaging and useful 'resilience poster' may look like. These are detailed in Section 8.5.4.

While the product of the activity is valuable, the process of developing a resilience poster is equally valuable, as it focuses attention on what participants need to know to be prepared in an emergency. Perhaps more important than the final design of the poster is having people go through the interactive task of developing one.

This activity also aimed to empower seniors as it demonstrated that their ideas are greatly valued and importantly that they are the best people to determine what would be most useful and engaging for other seniors.

While the activity was generally successful, it did not run according to plan in either workshop. In the first workshop, we had planned for participants to work in small groups on their posters. Instead, participants chose to work alone on their posters, perhaps following the lead of one vocal participant with a very clear idea of the poster he wanted to create. The result was six creative and quite different posters.

In the second workshop, we did get participants to work in groups and each group had a facilitator. The participants were shown examples of the posters from the first workshop as a source of inspiration. However, in the short time available, the groups did not produce creative posters but spent their time in discussion and making notes, rather than drawing. It would seem that this exercise is one that works better when done on an individual basis.

In the first workshop, we used the terminology of 'resilience maps' instead of 'resilience posters'. This seemed to confuse some participants, causing them to focus on geographic maps rather than the more general 'ready reckoner' outputs we had in mind. The 'resilience poster' terminology used in the second workshop was much less confusing.

Recommendations

Recommendations by participants for what an engaging and useful 'resilience poster' looks like are detailed in Section 8.5.4. All of the recommendations and ideas are very useful and should all be considered. Recommendations were shared during group discussions and participants appeared to agree on the value of most recommendations. One suggestion in particular worth highlighting was the suggestion to provide two formats for people to choose from (either list or visual diagram).

Key recommendations for this activity are those that relate to distribution methods. These are detailed in Section 8.5.4. Of particular value may be to utilise trusted sources, such as doctors and chemists to distribute the posters. These people could be given support and encouraged to help seniors fill out the posters – similar process as was suggested for the REDIPlan.

Based on the experience of the two workshops, we would recommend using the 'resilience poster' terminology. We would also recommend having some group discussion about what might need to be on a resilience poster, before asking individuals to have a go at designing their own. Further ideas on developing resilience posters are offered in Section 11.4.

9 GRASSROOTS COMMUNITY LEADERSHIP: ACTIVITY REPORT

This section provides information on who attended, details of the event and copies of agendas, presentations and other materials.

There were two workshops that were run as part of the place-based grassroots community engagement pilots. The intention of both workshops was to build the skills and capacity of existing community leaders. The workshops focussed on the concept of resilience in a community or a system as its ability to utilise community resources to transform and respond to change in an adaptive way. While recognising the high level of resilience in both Harrietville and Yackandandah, it was still felt that these communities could benefit from additional assistance with practical tools and actions for climate change adaptation and behaviour change.

In addition, a case study of Harrietville was developed, for the group and Council's to use to profile the approach should they wish to. This was developed based on interviews and workshop inputs, and reviewed subsequently by committee members.

Figure 19: The Harrietville CBI Group (photo taken prior to the Community Leaders' Workshop).

9.1 EVENT DETAILS

9.1.1   Harrietville

The workshop had an informal approach to the discussion with an established group. The workshop ran for two hours and covered the topics of the focus of the group, the kind of activities they had achieved, the factors that made the group successful and the activities the group wants to pursue in the future. It also featured a presentation from Council about the Alpine Resilience Committee and their focus and work.

The workshop was held on Thursday 26th April between 4.30-6.30pm at a local main street café in Harrietville where the group customarily meets.

9.1.2   Yackandandah

The workshop consisted of a semi-structured focus group style discussion on current initiatives of the various groups, identifying some of the barriers, how these groups could be better supported to include climate change adaptation and actions that could be taken in Yack in the future. It featured brief presentations from each of: Indigo Shire Council, Yack Sustainability, and Solar North East on their programs related to climate change adaptation.

The workshop was held on Sunday 29th April from 2.00-4.30pm at the local Community centre (YCEN) in Yackandandah, which frequently hosts community group meetings.

9.2 PROGRAM

A copy of the workshop program for both Harrietville and Yackandandah can be found in Appendix 2.

9.3 PARTICIPANTS

9.3.1   Harrietville Community Leaders' workshop

Participants in this workshop were recruited through the secretary of the CBI and local council. There were 11 workshop participants in total, including 9 from the Community Building Initiative, 1 other community member and 1 member of Alpine Shire Council. The demographic profile of the participants included 2 people in the age range 35-45 and 9 in the 55+ age range. The workshop had a high representation of residents of Harrietville (10) and one participant that resided in a nearby larger town. There was an almost even gender representation.

9.3.2   Yack Community Leaders' workshop

For this workshop local knowledge and contacts were leveraged to identify the community leaders to attend the pilot. Participants were recruited through the local networks such as the Yack Sustainability Group, local council and the Yack Education Network. In addition, the team visited the town of Yack and spoke to a number of people in the town including local shop owners, members of the local Chamber of Commerce, the historical society, Lions Club Members and people from the tourist information centre.

There were 7 workshop participants who represented a number of local groups including – Yack Sustainability, Historical society, Fire Flies bushfire group, representatives of local council and members of the Harrietville Community Building Initiative.

Again, there was a fairly even gender representation and participants included 1 person in the age range 18-25, 3 in the 45-55 age range, and 3in the 55+ age range.

Figure 20: Harrietville workshop, 26th April 2012.

Figure 21: Yackandandah workshop, 29th April 2012.

Note that as the Yackandandah event targeted community leaders from a range of groups, a more intensive recruitment process was required, compared with Harrietville event.

The event was promoted by:

- A brief interview on Indigo FM (Yackandandah 88FM) an hour prior to the event which broadcasts out of the same building the event was held in
- Flyers were hand delivered with an explanation and personalised invitation, to shop owners and community leaders along the main street, including: the newsagent, whole foods shop, the community museum, the Information centre, the Butchers, the internet cafe

- Flyers were put up on community noticeboards: at eth post office, the Food Barn, and the Visitors Centre. See Figure 22 for examples.

Figure 22: Promotional material on community noticeboards for the Yack Community Leaders Workshop.

9.4 ACTIVITIES

9.4.1   Harrietville

The main workshop activities included:

- Leading the participants through a process to generate 'key content' for the case study. This provided an opportunity to hear from the whole group and build on the information gleaned from interviews with individual CBI members and the representative from the local council.
- Explore with the group the key lessons and critical success factors that have enabled the CBI to successfully implement a number of sustainability initiatives in Harrietville.
- A future focused discussion that provided an opportunity for the group to consider what next in terms of projects or engagement with the wider community or other local groups.

The workshop commenced 15 minutes late as we were waiting for some participants to arrive. This resulted in reducing the time that had been allocated to some workshop activities. For example, during the Harrietville Group 'how' section of the program, instead of teasing out the critical success factors of the CBI through the discussion, the participants were asked to write on a post it note what they considered to be the critical success factors, which were collected by the team and synthesised.

Part of the program provided the council representative an opportunity to discuss the Community Resiliency Committees. The participants were very interested and engaged in this discussion and so this part of the program ran longer than scheduled as it lead into discussion about other case studies of resiliency. The team had produced a handout about other climate change adaptation or resiliency programs that the participants could take away and read in their own time.

9.4.2   Yackandandah

After reflecting on the Harrietville workshop experience the team tried to narrow down the scope of activities for the Yack workshop during the planning stage.

The main workshop activities included:

- Hearing from a range of speakers to share current initiatives and learnings in order to strengthen networks. The groups that presented included members of the Harrietville Community, Indigo Shire Council (Community Building Officer) and Yack Sustainability in order to share stories and experiences.
- An overview of 'tools', programs or approaches that have a climate change adaptation or resiliency focus. This activity was intended to leave the group with ideas about resources and program approaches that might help embed resiliency into their program of work and to raise awareness of what resources are available from council.
- Participants to discuss two questions:
  - o What would help strengthen community leadership in the local area?
  - o How could a broad range of groups consider CCA as part of their work?

In essence the main activities were a semi-structured facilitated discussion and a series of talks, with questions and answers.

9.5 OUTPUTS

The main outputs from this pilot were:

- The Harrietville Case Study
- Detailed researcher notes on the context for groups in each of these towns
- A small set of identified actions that would help the groups in both towns
- Follow up flows of information that have taken place as a result of the workshops.

These are outlined below.

The Harrietville Case Study

This case study was developed in recognition of the work that the Harrietville CBI has been doing and the potential to share this approach in other regions. The Harrietville case Study is included as Appendix 5.

Researcher notes on the context for groups in each of these towns

Detailed notes were taken for each meeting, and this record helped researchers identify key themes and emerging ideas for each event.

A small set of identified actions that would help strengthen the work of these groups

This includes actions identified by each group as well as actions researchers have identified that may address the issues that the groups identified. These are included in the research findings in Section 9.6. Some of the actions are taken forward in the toolbox of community engagement activities in Section 11.

Follow up flows of information that have taken place as a result of the workshops

As part of the design and implementation of the workshops, the researchers have exchanged information about relevant programs with interested participants. Some of these exchanges are outlined below in Table 16.

Table 16: Information flows as a result of the community leadership pilot.

Information to	About	For what purpose
Jan Mock, Alpine Shire Council	The King Lake Community resiliency workshops run by Daryl Taylor and colleagues.	Jan was interested in finding out more about an engaging way to discuss disaster planning with a broad community audience, as this is something the Community Resilience Committee hopes to do this year, and they are keen to learn about successful approaches taken elsewhere. She plans to follow up on this lead by calling other councils in NSW who have recently hosted the workshop, and hopefully accessing evaluation materials from them.
Bennett Montjoy owner of the Snowline Hotel and member of Harrietville CBI	Energy Monitors owned and lent out by YCEN to the community	In discussion with Bennett about the range of initiatives that his business has undertaken, he expressed interest in the possibility of accessing hand help energy meters. He observed that most people would only want to use them occasionally and therefore found it difficult to justify the expenditure to purchase a set. The pilot team followed up by providing details about the energy meters lent out by the CEN and flagging that Alpine Shire (through libraries for example) or the CBI themselves may also like to consider such a program, modelled on the widespread use of such devices by UK councils, through libraries[35].[36] Further information has been provided about the Solar North East Program in relation to energy monitoring.
Vanessa, a community member of Fireflies	The King Lake Community resiliency workshops run by Daryl Taylor and colleagues.	Vanessa was interested in finding out more about successful community engagement approaches taken elsewhere.

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[35] See for example:

http://www.leics.gov.uk/index/community/libraries/library_services/energymonitors.htm

http://www.lewisham.gov.uk/getinvolved/environment/energyefficiency/Energy-efficiency-at-home/Pages/Energy-monitor-loans.aspx

[36] Note that Tim Shilling, Project Manager for Solar North East has since advised that they have nearly completed a program to lend out appliance monitoring devices to people in the community. Under this program each of the Solar Ambassadors will be provided with a number of devices to loan out to community members from their LGA's. The program will commence from the end of May 2012.

9.6 EVALUATION AND RESEARCH FINDINGS

This section focuses on how this pilot could be taken forward by Councils in the future. It evaluates each activity by drawing on observations made by the team, feedback surveys, workshop outputs, and debriefs. Some general observations are also included that we feel may prove valuable in designing and implementing a behaviour change program on building resilience and adaptive capacities with existing or new community groups, as well as other ideas for community engagement activities that may be valuable for inclusion in the final toolbox of community engagement activities.

9.6.1   Feedback evaluation forms

Feedback evaluation forms completed by participants at the end of both workshops indicate that all the participants found the workshops valuable.

When asked to identify what the best thing was about the event responses included:

(Harrietville event)

- Assess own actions
- Recognition of our work, another opportunity to exchange ideas/information
- Opportunity to review our activities within a broader framework
- Openness and willingness from all involved to see into the future purpose of Harrietville as a sustainable community
- Organised!
- Chance to express views
- Hearing the developments of the CBI. Discussion regarding the town's future and issues.
- Opportunity for group to reflect on what they do and how they do it
- Exchange of ideas.

(Yackandandah event)

- Insight into 'common' issues- reaffirmation
- The new ideas
- Connecting with other group leaders. Hearing what another community has done, ideas how to connect and not reinvent the wheel.
- A range of different stakeholders. Harrietville's initiative and experiences were relevant.
- Networking
- Hearing others directions e.g. Harrietville.

When asked what you would change about this event, responses included:

(Harrietville event)

- More input from you on other 'peace' successes
- Nothing
- More time
- Nothing I can think of except more practical feedback on what others are doing.

(Yackandandah event)

- Very good. More notice to arrange more people
- An extra week or two notice may have assisted others to attend
- More people
- Prior advertising and warning!

When asked what additional support or information would be useful for you/your group on this issue? (if any) responses included:

(Harrietville event)

- Time to explore actual issue of resilience and how to approach this issue and our community (i.e. realise it was not necessarily the focus of today's meeting)
- Information on initiatives that have been very successful in other communities
- Assistance on an admin level to facilitate projects
- Ongoing liaison.

(Yackandandah event)

- Contact with other communities that have progressed to examining and acting on very critical climate change matters
- The final report, I would be interested to read
- Feedback/report summarising today's discussions
- Keep in touch.

When asked what might you do differently as a result of today? Responses included:

(Harrietville event)

- Consider changing approaches to increase engaging with more community groups
- Consider several questions that were raised- seek answers
- Increase work on attracting more youth
- Nothing
- Engage across the generations
- Move forward with current developments, open generation discussion
- Little: group is effective as is
- Look at younger participation.

(Yackandandah event)

- Build more links
- Network. Connect with other groups regularly.
- Improved work with Yack Community Plan this place forward
- Re-join fireflies. Work on community calendar.

We told groups: 'Councils in the region are considering doing something similar to this in other regions in the future. They'd like to learn what worked well and which aspect of today would be most useful to try somewhere else.'

When asked 'Do you have any suggestions?', responses included:

(Harrietville event)

- Mini Scenarios to focus on strategy development
- Recognise and "seed" ($) groups that can "do things", value small community input
- Be very careful about the experience breadth of members of 'committees'
- To listen to all views respectfully and remain positive with each other and future goals
- Localised solutions
- Newsletter
- Marketing environmental issues (the I Heart Harrietville marketing materials)
- Get the right people together, ensure good communication exists within group
- Concentrate on right people don't let programs get ahead of people.

(Yackandandah event)

- Some challenging questions/activities that focus on the big issues and climate change
- Run again with similar format but more notice for more people to be drummed up
- Prompt group leaders to discuss joint directions more
- Sharing viewpoints, diversity of stakeholders
- Continue asking community.

9.6.2   Facilitator reflections

Workshop 1: Harrietville

The Harrietville workshop yielded a rich discussion, everyone participated in the discussions and the discussions covered wide ground. The participants reflected on the discussion and made sense of it together. Some participants were active more than others and this was managed by asking the opinions of the quieter people in the group and ensuring that each participant had a say.

In their evaluation forms, participants identified that the best thing about the workshop was that it provided an opportunity to reflect on the activities of the CBI within a broader framework and allowed an exchange of ideas and information. It also provided scope to explore the future possibilities for the town.

In terms of what the CBI might do differently as a result of the workshop some participants felt that there wouldn't be much change as the group were implementing a number of initiatives. Other participants felt that the group needed to increase its efforts to attract younger generations and explore a number of different approaches to increase engagement.

Additional support or information that could be of benefit to the Harrietville CBI includes:

- Time to explore actual issue of resilience and how to approach this issue in our community
- Information on initiatives that have been very successful in other communities
- Assistance at an admin level to facilitate projects.

Workshop 2: Yackandandah

Participants in the Yackandandah event felt that the most positive aspects of the workshop were the range of diverse stakeholders who participated in the workshop and the networking opportunity to connect to other community leaders and share experiences.

In terms of what the participants would do differently as a result of the workshop, they noted that they might try to foster greater links within the community and work on the community calendar so that people are more aware of what is happening in the town.

Effective community engagement requires a longer lead-time in order to notify and recruit people from the community to be involved in the process. The engagement needs to involve a diverse group of stakeholders from different groups.

Some sections of the workshop program ran longer than the allocated time because there was significant interest from the workshop participants, for example in the Harrietville workshop the CBI was interested in the Community Resiliency Committee of the Alpine Shire and the different emergency scenarios that could arise. In Yackandandah the interest was around better coordination between the active groups and how to reach out to less engaged people in the community. The discussions in the Yackandandah workshop helped to identify some challenges that centred around themes of communication, coordination and connection. These are outlined below as key research findings.

Despite ongoing engagement being a very important consideration there was no scope in this project to include a lasting engagement. However a number of ideas for ongoing engagement were generated during the workshop, some of which are taken forward as recommendations in Section 11. In addition the project team has continued to exchange resources with participants from the workshops afterwards, modelling the way that networks could continue beyond single events.

Table 17 summarises our evaluation of the community leadership pilot against the objectives.

Table 17: Community leadership pilot evaluation summary.

Workshop	Objectives	Reflection on outcomes
Harrietville Event	o *Meet the CBI and reflect on the achievements of the group to document for the Harrietville Sustainability Case Study.* o *Draw out the critical success factors for the group,* o *Share with the CBI other community engagement tools and models to inspire new ideas and build capacity for dealing with the impacts of climate change.* o *Leave the group with ideas about resources and program approaches that might help embed resiliency into their program of work.*	This workshop generated useful research data on the way that the group works, what the success principles have been, and to what degree the focus of their work has been CCA –related. A case study has been created that documents this (see Appendix 5). Some program summaries were shared with the group and a presentation given about the Climate Resiliency Committee (which also runs in Alpine Shire), which the group were fairly unaware of. The scope for discussion during this section of this workshop was limited due to time constraints. The workshop also provided a space for

Workshop	Objectives	Reflection on outcomes
		participants to reflect on their own methods of working and to identify some areas for future development. The group has a fairly robust planning process and a set of directions already identified for future; the focus therefore was less on inspiring new project ideas and more on identifying process changes that the group may be interested in to help them achieve their longer term goals. The workshop wasn't able to offer practical 'training' or skills development in any of the specific issues that the group raised (e.g. engaging younger members); instead it focused on identifying these.
Yackandandah Event	o *To build awareness and networks to deal with climate change adaptation and build community resilience;* o *Consider ways that the local groups could be better supported to include action on climate change as one of their objectives and be aware of what resources are available from council (or other agencies) to support them;* o *Discuss a number of engagement tools or models to inspire new ideas in the area of community resilience and climate change adaptation;* o *Generate ideas for a community activity that would get people from the community together to talk about climate change and the impact that it has in the Indigo Shire and local solutions.*	The event successfully connected people from a number of community groups – both those who already work closely (e.g. Yack Sustainability and the Yack Historical Society), and those who do not (e.g. Fireflies, Yack Sustainability and Harrietville CBI). Participants heard about other community engagement tools and projects being used by other groups in the region – from the talks given by other participants. There was less discussion about other models used for engagement, and the workshop in the end did not focus on planning a specific event for the community around climate change adaptation.

9.6.3   Key research findings

The importance of continuity in Council staff contact and support for groups

The Harrietville group expressed gratitude and amazement that in the council contact (Jan) they have someone who actually follows through and does what she says she'll do.

'I'm amazed that we have such a good relationship with people (in the Shire). There's a snowball effect.' and *'We've built a rapport with the Shire, when we go in there we have positive stories to tell, we're not just having a whinge'.*

They also noted that their current secretary is tenacious and a very good letter writer. They laughed: *'And if Jan didn't do it [what she says she'll do] she'd get a quick letter from*

Terry. That secretary role is very important. To be persistent.' From the Shire's perspective, the council contact observed, the group has the skills and passion to keep going and they've got respect from the Shire.

The council contact reflected that she 'didn't think I've done a whole lot, I'm a conduit, I give advice, I put things up or pass them along'. The rest of the group contested her idea that she hasn't done a lot, emphasising the importance of that advice and information role she plays. One noted:

'*where Jan helps, is if you hit a brick wall, she helps you get over it'.*

They identified a key factor to success as being 'not taking to heart the disrespect of other government agencies', e.g. when they don't take on board local knowledge. The group agreed that it was a constant challenge for them to get other government agencies, including a water authority, to recognize local knowledge.

The importance of involving the right people

One participant in the Harrietville event stressed that 'it's not programs, it's the right people' that make a difference. He talked about an example from another small town with a teacher who has been helping young people, and what a huge difference this one person has made in the community because of who he is as a person.

'*In a small community, it's very personal. There's a strength and a vulnerability in being a small community. The risk is that if someone leaves, it can be 20% of the group – it leaves a real gap.'*

Council can play an important role in helping with funding

The Harrietville CBI noted that the $20K seed funding from council was very useful but not a huge amount of money. They've had to access grants from elsewhere. The group identified grants as a critical part of their success, in funding their projects.

They were grateful for the Shire's help in this: *'the Shire not only notified them about grants but provided assistance in writing them'.* A participant noted ' you'd know from work, from applying for funding, there's a real art to winning funds'. The inference was that many groups or group members aren't experienced in this process and would find it difficult without the help of someone with expertise in this process. They were awarded $50,000 through the McPherson Smith Trust which came about because of the partnership of the CBI/ Council, 'we wouldn't have got this without them'.

The reflection that the language of climate change and climate change adaptation may not attract people

There was discussion about the best language to use to engage a broader community. One participant at the Harrietville event noted: *'One of the issues with climate change is that sudden events are hard to link to climate change because there have always been fires and other dramatic events. But it's easier to communicate the impacts of changing temperature on human health.'* One participant thought that storms were a 'dangerous argument to use' (to demonstrate climate change) but that temperature increase, sea level increase and sea temperature increase were more understandable.

Others felt that a general environmental argument for changing behaviours was more understandable than a specific climate change one. *'I talk to them about the fact that there are so many people now, before, we had less people who made less mess'.* One participant talked about the size of bins, and how as a child her parents had a bin the size of a paint tin, but now households produce so much more waste.

'With cynics we're better off talking environment' they suggested saying things like:

- *'it can't hurt'*
- *'it's common sense'*
- *'it's good sense to do that'.*

They also said that many people would agree that we continue to despoil our environment, and many people would agree that we need to look after our local area **even if** they're not sure about climate change.

Groups have a keen interest to involve younger members of the community

At the Harrietville event, someone asked: 'How to get younger people involved on specific projects?' The barrier was the difficulty in attracting younger people because of work commitments and therefore less time to contribute. One participant talked about another community environment network they are involved with (Landcare) which has been doing market stalls and talks to schools (including parents), and getting a large increase in membership that way.

'Is there enough listening to the younger generation about what they'd like to see happen?' One participant observed that maybe setting the strategic direction for the group and then inviting young people in to help deliver projects wasn't as useful as first asking what young people might want to see done, and then engaging them to help deliver it. They discussed how to communicate more broadly to a larger group, wider demographics, in the town. They noted the older composition of the group around the table at the meeting. They said that a website is important community infrastructure and that a scattergun approach to communications is important when communicating about projects: using noticeboards, meetings, the paper and other avenues.

Social media – a useful tool for connecting residents in small towns?

The CBI felt that there is a limit to relying on volunteerism for everything and that funding is crucial. One participant noted that they would like to see a lot of energy go into the Harrietville website. The Tourism Association is about to do a new website, Facebook page and Twitter account, drawing on the I Love Harrietville branding. This was discussed in some detail – around whether this resource was intended for tourists (it was clarified that it was) rather than locals. There was some interest in a similar resource that could be accessed by locals as a virtual noticeboard.

Someone suggested that they need to pay people to maintain the website, that they need specialist skills to do this. They thought perhaps support staff could be shared between groups, getting a small amount of funds for someone to update their Facebook site for example. The idea was to obtain financial support to have a part-time communications position with the right kind of skills to update the website or Facebook page regularly so that people would use it more as a source of information. The support staff could be shared between the various groups.

Alpine Shire resilience Committee active but not currently connected with CBI

The council contact reported that the resilience committee for Alpine Shire involves DPI, DSE, National Parks, Vic Health, welfare, environment groups, and what they work on changes. She said that 'it's an opportunity for the agencies to report back what is affecting people in our shire'. The goal is to help people live in the shire and not be scared, but to acknowledge the risks they have where they live'. They are organizing a resilience workshop using a contact that ISF provided and they have already made a DVD. They are also trying to have a big community event, focusing on 'what is your risk, and what is your plan to deal with your risk?'

More education needed around emergency preparedness, including Code Red days

The Harrietville CBI group discussed that it is currently unclear what people in Harrietville should do on a code red day – stay or leave, and if they do leave, where would it be safe to go to? One participant raised concerns about leaving properties, and the impact this would have on property insurance in future if a large number of people left and lost properties to fire, rather than staying and saving properties. If this group of engaged community leaders are unaware, it suggests that the broader community of Harrietville may also be.

Where small community groups that have a focus on sustainability exist – they could be supported and assisted to facilitate other community leaders to broaden the focus in existing groups to include climate change adaptation. This would require sustained engagement with these groups over a longer period and this would need to be done via Council.

Connecting existing groups

At the Yackandandah event, one participant suggested that it would be good to have a street party every 6 months, which would provide an opportunity for the different groups to come together and hear about what everyone is doing

Another suggestion was to streamline communications to avoid doubling up e.g. *Yackity Yak* and perhaps a website. Participants were keen to reach out to younger people in the community via social media, however there was a discussion around whether this is necessary in a small community.

The North East Solar Alliance were keen to reach out to people in the community to help them consider ways to be more energy efficient or to provide advice on installing solar power, and interested in connecting more with other groups to do this.

Other ideas raised by participants:

- Scope out where the community is at with the strengthening plan and what they need for the next phase.
- Perhaps revise the Y-talk- YCEN document.

Better coordination to avoid duplication or clashes of community events

At the Yackandandah event, better coordination was also flagged as needing attention – one idea was to develop a town calendar so everyone would be aware of the events going on in the town and see if there was a bit of a lull when another event could be created.

Having the groups coordinated by the Yackandandah Community Education Network (YCEN) helped them to know what the other groups are doing. There is also an opportunity to include a profile of different groups in the Yackity Yak newsletter. One participant observed: *'Need to establish greater networks and better communication between the existing groups – the community calendar is a good start but it needs to be updated regularly.'*

There was discussion of whether a monthly exchange of information would be useful. One participant said 'it sounds like there needs to be a forum to facilitate cross over'.

Extending participation

At the Yackandandah event, an issue that was raised in the workshop was the need to reach out and engage other members of the community, so it isn't just the same people being active in the community. One community member noted that there are as many groups as there are people so there is a need to engage more community members to join existing groups and make people aware that it's not forever – people can join for a while to get things done and then their interest could wane or shift elsewhere.

The question was raised, of how to engage other community members in actions so it's not just the same old people that are doing the bulk of the work- need activities to get people on board and attract people with a broad skill set.

There is interest in strengthening existing groups rather than creating new groups

The Yackandandah event confirmed what was identified in Harrietville: that small towns often have a large number of community groups, and memberships 'cross over' with many members being members of more than one group. Groups also identified having a range of focal areas, including when the core focus is something other than sustainability, but sustainability remains a central concern:

'The name of the group shouldn't limit what the group focuses on. So the historical society can have a history and sustainability focus (the installed PV panels on the roof of their building).'

In discussing the beginnings of the Yack Sustainability group, participants described how 'people didn't want another group that would poach other people/members'. They talked laughingly about the phrase 'ABC' – 'another bloody committee'. So instead they focused on linking up community groups and businesses. They did this through hosting a series of events that invited existing community groups in the area to focus on past successes, current and future projects. This involved a broad range of groups including Red Cross, Legacy, Historical Societies and the cemetery Society. Participants observed that there is a *'need to link groups and businesses together in sustainable practices'* and suggested that the *'role of council (is) to support groups that are really firing to overcome obstacles and achieve the initiatives- keep the momentum*.'

This connectivity was seen as a key strength of the existing groups:

'People in Yack Sustainability have a lot of fingers in a lot of different pies. We don't have a big bank account, but that's not relevant.'

A flexible approach to involvement

Yack Sustainability described a very deliberate decision to invite and accept participation as people are willing and able to contribute. That is, the group accepts that people will join and be active at some times, and be less active or stop participating at other times. They described a natural waxing and waning of activities, and a focus on delivering programs that also waxes and wanes and changes focus in response to community needs and interests.

They said 'people get involved in what they want to get involved with' and that this includes a project focus that changes, 'to let people drift in and drift out'.

Similar groups in neighbouring LGA's not connected

Even though Harrietville and Yack were doing similar sustainability focused projects, none of the groups had ever met not heard of each other's initiatives, so it appears that there could be benefit in providing ways that different regional groups can exchange information and share resources (such as learnings, project successes, templates etc).

Although climate change adaptation and sustainability are linked, groups maintain a relatively distinct focus

A key goal of the pilots was building resilience for the climatic shocks (such as bushfires, floods, droughts, heatwaves, storms) and trends (such as decreasing snow cover, resource availability, and increasing resource pricings) of climate change. The community leaders' pilot revealed that for the two target communities, *different groups* look at shock compared to trends.

The Harrietville CBI expressed many reasons why they consider Harrietville to be their 'piece of paradise'. The workshop participants described the community as a small yet diverse and vibrant community who get things done – 'a real community'. The value of the environment was described as the distinct seasons, snow, high rainfall and the landscape the mountains, river and bush surrounds, as well as the pristine air, water, cleanness and freshness necessary for an outdoor lifestyle. As a result their work focused on sustainability programs that help protect and enhance the local environment (e.g. reducing water pollution at Tronoh Lake from poor sanitation, or reducing greenhouse and air pollution from disposal of organic waste). They also focus on promoting profitable operations of local business through sustainability, including educating guests to use fewer resources. However none of their current work focuses on preparation for extreme events. On the other hand, Alpine Shire also supports a Community Resilience Committee (CRC), and it has an emergency planning and preparedness focus to its resilience work.

Similarly, Yack Sustainability focuses on local resilience in terms of self sufficiency (food swap), preparing for energy descent (advocating for walking and cycling routes between towns), and fostering connections and flows of information between groups (community calendar, facilitating meetings between groups); while a local community group 'Fireflies' focuses on emergencies, talking with individual communities to look at community and family habits, connections, and exploring issues around fear, denial, taking control and risks.

It is not the role of external organisations to try and impose a particular agenda on a community group. Nevertheless, through dialogue with a community group, it might be possible to extend their perception of resiliency and to help them see the role that their

group can play in responding to climate change. It would then be up to the group to decide how to act on that new knowledge. Regardless, facilitating exchange of information between the range of community led sustainability focused groups and programs and the range of emergency planning and preparedness groups would be useful, as well as coordinating information flows between them.

Table 18 maps the groups we connected with in our Community Leaders Pilot by the aspect of Climate Change Adaptation they focus on, and whether they are predominantly led by the community in day to day operations, or whether they are predominantly led by council (even if they are contingent on community inputs or participation).

Table 18: Climate change adaptation focus of participant groups.

	Climate Change Adaptation focus	
	Focus on trends – communities who are more environmentally sustainable, resource efficient, aware of local and global environmental issues, 'self sufficient' and connected	**Focus on shocks – communities who are more prepared for disaster, who have considered risks and planned a local response, and are more connected in times of disaster**
Examples of Community initiated / led groups or committees	- (In Alpine) Harrietville CBI - (In Indigo) Yack Sustainability - (In Indigo) Yack Historical Society[37]	- (In Indigo) Fireflies group
Examples Council initiated/ led groups or committees	- (In Indigo) NE Solar Ambassador	- (In Alpine) Alpine Community Resilience Committee

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[37] demonstrating sustainable technologies by example on their own buildings and in their own operations

10 MOBILE OUTREACH RESILIENCE ACTIVITIES: ACTIVITY REPORT

This section provides information on who attended, details of the event and copies of agendas, presentations and other materials.

10.1 EVENT DETAILS

The event took place in the rural city of Wangaratta on 26 April 2012 between 12pm to 2pm at a park located in Ovens Street, approximately 100m from Wangaratta Council. Wangaratta's Council sustainability trailer, described in Section 7.4, was launched on the same day and Council staff ran a trial adjacent to our activity.

10.2 ACTIVITY PLAN

Table 19 lists the number of people involved in running the activity and their role and Table 20 provides the activity plan and details the objectives, set-up, process and duration of each activity.

Table 19: Activity facilitation roles

Roles	Number	Responsibility
Facilitator	3	Engaging people that pass by the stall, inviting them to participate in the activities and facilitating the engagement process according to the activity plan
Observer	1	Observing the activity and writing notes on how people engaged with the activity and moved around the exhibits

Table 20: Mobile outreach resiliency activity plan

Activities	Objectives	Set-up, process and resources
Activity 0: Learn more 1-5 mins	To provide participants an informative and visual summary of: • what is resiliency, • the expected changes for their community because of climate change, • how they as individuals and community members can become more resilient, and • how is their community currently working towards resiliency.	Set-up: display board with set of 3 posters with text, pictures and diagrams. Process: use or refer to this information board when necessary to explain to participants the holistic purpose of the outreach engagement. Resources: three posters: • Poster explaining "what is resilience" and "what changes are expected in the future", with accompanying photos of expected climate change impacts • Poster explaining "how can we become more resilient" and "what's happening in Wangaratta" in terms of resiliency initiatives. • Poster with a diagram showing the cycle of personal resilience planning. Copies of these posters are in Appendix 10.
Activity 1: Make your mark 1-5 mins	To provide an opportunity for participants to reflect on and discuss what extreme weather events they have experienced and identify personally relevant risks and opportunities for action. To build up a community display of what people have experienced together.	Set-up: maps of Wangaratta's local government area displayed on a board, and colour-coded pins for different extreme weather events next to the display board Process: participants are asked if they or their community have experienced any extreme weather event and are invited to mark down the location of that occurrence on the map using the appropriate colour-coded pin. Prompt questions: • Where are you located? • What have you experienced? • How did you prepare?
Activity 2: Local resiliency	To provide an opportunity for participants to share what they may have done already or know they would like to do to be prepared for extreme weather	Set-up: white sheets displayed on a board where the participant's answers are to be written. The board also displays a collection of photos of resiliency actions

Activities	Objectives	Set-up, process and resources
tips 1-5 mins	events and build resiliency. To recognise the local knowledge and previous actions individuals and their community may already be taking and validate local knowledge. To build a shared picture of community resilience and facilitate peer-to-peer learning and connection in the community.	(visual prompts). Process: Participants are prompted to share any actions they have already taken to prepare for extreme weather events and to become more resilient, and are invited them to write them on the board. Prompt questions: • What have you done to prepare for the next event? • What would you like to do to prepare for the next event? • What have you heard is a good idea? • What do you need/wish you had in order to prepare? • What would you recommend to someone that has recently moved to the area?
Activity 3: Resiliency pledge 1-5 mins	To move participants from the stall along the participation spectrum from information provision to action, through a meaningful discussion about possible resiliency actions they could take, and prompting them to make a pledge on one priority action of their preference. To provide participants a tool to help them develop their personal resilience plan.	Set up: sheets with lists of actions relevant to different types of expected climate change risk are displayed on a board. Process: • Participants are asked to select action sheet/s based on areas that concern them or for the area(s) in which they believe they have scope to become more prepared. • Participants are then asked to tick which actions they have already undertaken and select at least one priority action to undertake in the near future and write down the date for completing it. • Participants are invited to write their priority action up on a pledge board and have their picture taken. • A copy of the photo is given to the participants to take home, as well as copies of the 'to do by date' lists of actions. If possible, the other copy of the photo is put on the display board. Resources: Six sets of Resiliency Actions Lists (see Appendix 11).

Activities	Objectives	Set-up, process and resources
Activity 4: Bucket game 1-5 mins	To prompt participants to explore how different actions, whether in relation to climate change adaptation, sustainability or to reduce costs, have multiple benefits/outcomes. To provide participants a fun interaction with the stall.	Set up: four buckets each labeled with different benefits/outcomes. Card labels are turned upside down so that the outcome/benefit is hidden from the participant. Outcome/benefit labels are: "Energy and Water Savings", "Cost Savings", "Build Community", "Emergency Preparedness". Facilitator holds lists of actions. Prize: punnet of herbs, etc Process: • Participants are asked if they would like the opportunity to win a prize by playing the "Bucket Game". • Facilitator explains to the participants that the game is about brainstorming outcomes/benefits for a resiliency action that they might take. If the participants can throw the ball in each of the outcomes/benefits labeled buckets and come up with an outcome/benefit for each bucket, they will win the prize. • Facilitator shows the participants several of the actions and allows the participant to choose one action they would like to start with. • After the participants have selected an action, the facilitator provides them with four bean bags and asks them to toss a bean bag into a the bucket. Once the bean bag lands successfully in the bucket, the outcome/benefit label card that is in front of the bucket is turned around. • Facilitator prompts the participants to think of how their action could lead to that type of outcome and what it might be. Facilitator gives clues and reassures participants there is no wrong answer. If participants are stuck, facilitator flips over the action card and shows them one potential outcome, and asks them if they can think of any others. • This process is repeated until participants have landed a bean bag in all four buckets and have come up with, or have discussed outcomes in each four outcome areas. • Participant is offered the prize. Resources: facilitator sheet of actions and outcomes areas (in Appendix 12).
Activities evaluation	To obtain feedback from participants on how useful they find the activities and gauge whether these are effective and identify areas for improvement. To collect demographic data about the participants	At the end of the activities participants are asked to complete an evaluation form.

10.3 PARTICIPANTS

It is estimated that a total of 25 people participated in the activity, although the level of engagement in the different sub-group of activities varied.

Overall participants were mostly Caucasians and ranged from 35 to 60 years of age, with an approximately equal split between males and females.

Participants were mainly council staff who had been informed about and asked to participate in the activity. However, facilitators also engaged people who were passing by and were not previously aware of the activity.

Council staff were sent a written information sheet three days before the pilot explaining the purpose of the activity and the confidential treatment of any data gathered during the activity. Participants who did not receive or read the research information sheet were given a verbal explanation of the purpose of the activity and asked to provide verbal consent to participate.

10.4 ACTIVITIES

The activity was run by three facilitators and a fourth member of the research team observed the activity and wrote notes on how people engaged with the activity and moved around the exhibits. The activity ran for two hours and each facilitator led participants (individuals and groups of two to three) through the whole process.

Figure 23, Figure 24, and

Figure 25: Set-up of Activity 3 (A) and table with action lists and pins (B).

 illustrate the activities set-up. Overall it took 2.5 hours to set-up the activity and one hour to take down and store the activity equipment.
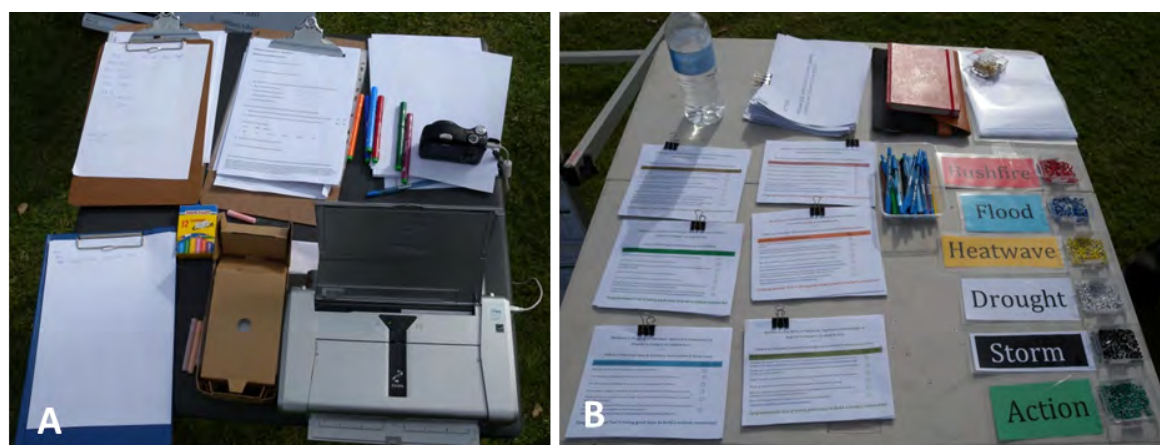

Figure 23: Mobile resiliency outreach activities set-up

Figure 24: Set-up of Activities 0 and 1 (B), photo board (B), and Activities 2 and 3 (A).

Figure 25: Set-up of Activity 3 (A) and table with action lists and pins (B).

Figure 25 (A) shows the portable printer and digital camera used to take photos of the participants holding the pledge board (as well as the consent form for taking photos and post participation survey). Figure 25 (B) shows the pins used for the mapping activity and the six sets of action lists (bushfire, drought, flood, heatwave, emergency, and general resiliency).

Deviations from the agenda:

- Facilitators had to be flexible in the use of the script and sequence of activities to keep participants engaged, and adapted these in response to what participants were more interested in.

- The display boards fell over several times due to the wind. This disturbed the flow of the activities a little bit as facilitators would have to interrupt what they were doing to put the display boards up again.

- The printer took approximately 2 min to print one photo. This meant too much time to print a second photo for people to take away. Therefore, only the photo to go on the photo board was taken.

- On some occasions, facilitators found it hard to incorporate the broader meaning of resilient communities as the conversation got too focused on extreme weather events.

- Not all participants took all action sheets or took a photo pledge of their priority action – which served as the main tools for them to build their personal resilience plan and a way of giving continuity to the activity.

10.5 OUTPUTS

The following outputs were produced:

- Activity 1: Map with location of experienced extreme events and actions taken in the community (Figure 26)
- Activity 2: Local resiliency tips written up on the board (Figure 27)
- Activity 3: Action plans (Figure 28)
- Activity 3: Photos of participants pledge to take on one priority action of their preference – photo pledge (Figure 29).

For Activity 1 (Make Your Mark), we estimate that 7-10 of the 25 individuals that stopped by the outreach station marked their experience of extreme events on the map.

Figure 26: Examples of maps with pins marking location of experienced extreme events and actions taken in the community[38]

For Activity 2 (Local Resiliency Tips board) we estimate that 14 to 16 of the individuals wrote up their resiliency tips on the board (or had a facilitator write up the resiliency tips for them as they arose during conversation with the facilitator).

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[38] Red pin: bushfire; blue pin: flood; yellow pin: heat wave; white pin: drought; black pin; storm.
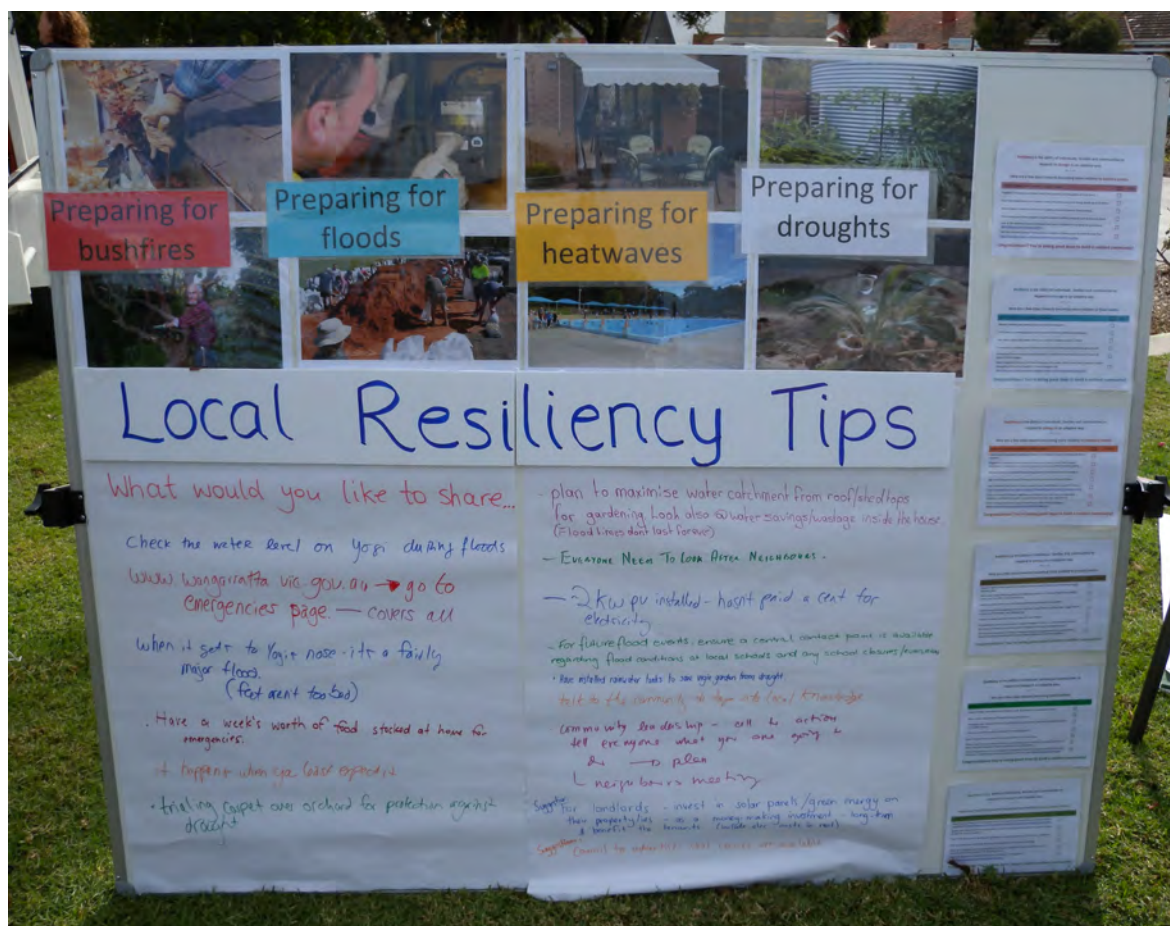
Figure 27: Local resiliency tips provided by participants

The results on local resiliency tips provided by participants demonstrated the breadth and depth of local knowledge in relation to building resiliency. We grouped the tips that were written on the board during the trial into various sub-categories and present them below.

Floods

- Check the water on Yogi during the floods
- When the flood level gets to Yogi's nose, it's a fairly major flood (if its at his feet it isn't too bad)
- Flooding happens when you least expect it
- For future flood events, ensure a central contact point is available regarding flood.

Droughts

- Have installed rainwater tanks to save vegie garden from drought
- I am trailing carpet over our orchard for protection against drought.
- Plan to maximize water catchment from roof/shed tops for gardening. Look also at water savings/wastage inside the house (flood times don't last forever).

Emergency preparedness

- Go to the emergencies page on council's website, it covers all of the emergencies: www.wangaratta.vic.gov.au
- Have a week's worth of food stocked at home for emergencies
- Suggestion: council to advertise what services are available.
- Communicate conditions at local schools and any school closures/evacuations.

The role of community

- Everyone needs to look after their neighbours
- Talk to the community to tap into local knowledge
- Community leadership – call to action to tell everyone what you are going to do – neighbours meeting
- Connecting with local services (local government) committees/meetings.

Energy

- 2kw of PV installed at my home and I haven't paid a cent for electricity since
- Suggestion for landlords to invest in solar panels / green energy on their properties as a money-making investment, long term and benefit the tenants (include electricity costs in rent).

For Activity 3 (Resiliency Pledge), we estimate that 13 – 15 of the participants selected at least one action list for an area in which they felt they could increase their resiliency, ticked which actions they were already taking and noted when they would complete the other actions. We also estimate that 3 – 5 individuals took more than one action plan.

Figure 28: Resiliency action plan.

The next step of Activity 3 was to ask participants to write their priority action on a pledge board and have their picture taken (e.g. for the participant in Figure 28, this would be the first action to do by November 2012 "Check SES Victoria "Home Emergency Plan""). A total of 11 participants had their photo taken with the pledge board and their priority action.

Figure 29: Photo pledges.

10.6 EVALUATION AND RESEARCH FINDINGS

The level of engagement of participants varied. Approximately 16 people were involved in a meaningful discussion about possible resiliency actions they could take and pledged to take one priority action of their preference (e.g. moved along the participation spectrum from information provision to action). Approximately 10 people were engaged in a less meaningful conversation about resiliency and extreme weather events (e.g. information provision only).

10.6.1   Findings on Activity 0 – Learn more

The purpose of the 'Learn more' section of the exhibit was to provide participants with written and pictorial summary of the intention of the exhibit. It included the three posters pertaining to resiliency and the photos of local areas experiencing climate change risks.

Engagement with the participants began with a general conversation about purpose of the whole exhibit; therefore the posters provided a helpful reference for facilitators. It was also very important for facilitators to know each of the four activities and how they were related as a process, because facilitators would build rapport with the participants and then want to move through the process with that person.

As a facilitator, it was also very beneficial to know about local context. For example, talking about the 'Yogi' playground toy in Wangaratta as a tool for judging the level of a flood demonstrated local knowledge and was a good conversation starter. Facilitators also found it helpful to ask participants upfront, "What is your definition/idea of a resilient Wangaratta?" as this gave participants a chance to verbalise their own opinion and facilitators could also judge which activity might be of more interest to the participant.

Recommendations on Activity 0 – Learn more

The basic information display was helpful for outreach engagement. For future outreach events, we would recommend:

- Use the templates of the information posters to design versions specific to your area or Council (see appendices)
- Increase the size of the resiliency posters to A2
- Display the posters above waist height
- Have more 'hands-on' information provision, e.g. provide an emergency kit for people to look at and discuss
- Have relevant documents available for people to take, such as the SES Emergency Planning Guide and the Red Cross REDiPlan
- Ensure you have incentives for participation. This could include punnets of herbs or native plants, or another resiliency-related prize.
- Provide more space between the information display and the other activities. We suggest rearranging the order of the activities so that the information board is first, then the activities.
- Set up the exhibit before going to location to ensure the equipment is appropriate, visually pleasing, appropriately spaced and stable for a windy outdoor environment. We suggest using one long table (2m) and 2 large boards (1.5 m x 2m).

10.6.2   Findings on Activity 1 – Make your mark

Engagement with Activity 1 (Make your mark) was not as high as expected. A number of participants hesitated in putting a pin on the map themselves, this having to be done by the facilitator or not at all. We estimate 7-10 individuals (or facilitators on behalf of individuals) put up pins marking their location and experiences on a map. Possible reasons for this lower than expected participation may have been:

- The maps might have not been displayed in a very practical way. The space was relatively small when shared with other groups going through Activity 0 (Learn more) which used the same display board. Also, one of the maps was down too low on the display board forcing participants to kneel.
- Pins already put on the maps were not very visible/did not stand out and so someone passing by might have not noticed it and missed the point of the exercise.

- We posted three different maps to ensure that every participant who walked up to the display could find their location on a map, e.g. we had one detailed, close-up street map showing the city area, one GIS map showing the city and close surrounds, and another GIS map showing the whole local government area. While comprehensive, the three maps may have been confusing.

Recommendations on Activity 1 – Make your mark

The purpose of the map activity was to allow participants to talk about the climate events they have experienced and ground this experience to their place of residence. It was also intended that through this activity, participants could see what other community members have also experienced. The facilitator could then link this conversation to the expected increase in these types of events with climate change and the need to increase resiliency. While we believe this process is still of value in that it helps lead participants from personal experience to motivation to take more action, this activity could be removed if space and time does not permit it to be a part of an engagement exhibit. If this activity is to be included, we recommend the following changes for this activity:

- Put in more space between the information board of Activity 0 (Learn more) and the activity board for Activity 1 (Make your Mark)
- Post simple, short and clearly visible instructions next to the activity to allow participants passing by to read about the activity and potentially mark their location without the help or encouragement of a facilitator
- Display only *one* map that covers enough area to be relevant to most people who will be attending the public event
- Ensure the maps have layers of bushfire and flood zones
- Ensure the maps are A2 or A1
- As part of display set-up, mark known locations on the map such as a pin to note "you are here now at the market", and other well-known community locations, such as schools, etc
- Make sure the pin board is easy for participants to access (above waist height) or ask participants to point to their location rather than pin their location
- If you do ask participants to pin their location, have larger pins that are easier for other participants to see as they walk up to the exhibit or walk past the exhibit
- At the end of each engagement event, capture this data and add it to an on-line community resilience map.

The toolbox of community engagement activities proposes using online participatory mapping, via a climate resilience web portal, to open up this kind of mapping process to the wider community (see Section 11.8).

10.6.3   Findings on Activity 2 – Local resiliency tips

Writing local resiliency tips up on a display board was quite popular among participants. We estimate that 14-16 of the participants either wrote their own tips up or the facilitator wrote them up on behalf of the participant. Not many of the participants wrote up their tips unprompted, but rather during discussions with the facilitator, ideas would be discussed and the facilitator would encourage the participant to write up their ideas or knowledge.

Recommendations on Activity 2

The purpose of the tips board activity was to validate existing community knowledge and facilitate peer-to-peer learning in the community. We believe this process is of value and we recommend the following improvements for this activity:

- Post simple, short and clearly visible instructions next to the activity to allow participants passing by the exhibit to read about the activity and potentially write up their own ideas without the help or encouragement of a facilitator
- At the end of each engagement event, capture this data and add it to a community resilience website or online discussion room. Section 11.8 proposes the establishment of a regional climate resilience web portal, which would be an appropriate site for sharing tips.

10.6.4   Findings on Activity 3 – Resiliency action lists and photo pledge

Action lists

After engaging in either Activity 1 or 2, both activities, or just general conversation with the facilitator, it was estimated that 13 – 15 people picked up 1 or more action lists that they were interested in reviewing. The majority of participants took this action quite seriously, however the facilitators also learned that it was important to stay active as a facilitator while the participant went through the sheet (e.g. discuss each action they have done or need to do, remind participants to put a date by which they will take the action, prompt the participant to circle the action that is a priority for them). Participants may have hesitated to grab more than one action list because it was a windy day and the actions were clipped together, which made it time consuming to grab more than one. Also, the table was quite small so one or two people could only access the table at a time. It did work well however, to have the action lists laminated and posted up on the display board so that the participants could look at the sheets before picking them up and as a reference for the facilitator during conversation.

Photo pledge

Participants appeared to really enjoy the photo activity. A total of 9 participants had their picture taken with their priority action on the pledge board and commitment to tell one person about this action. Originally, we had intended to print two photos: one to give to the participant and one to post up on the display board at the exhibit. It was challenging to find a portable printer that could print two photos quickly, so we printed only one copy during the trial and posted it up on the display board. Several participants chose not to have a photo taken of them holding the pledge board and no evidence of their pledge was kept.

Recommendations on Activity 3 – action sheets

The intention of the action sheets was to provide each participant with a tool that would help them very quickly determine a few priority actions to increase their resiliency based on their location. We think these action sheets were an important part of the outreach engagement process and we would recommend the following improvements:

- Before engagement, circulate the action sheets to all divisions/groups within local council to confirm that the actions align with what council is doing and to capture any opportunities for cross-promotion

- At the exhibit, post simple, short and clearly visible instructions next to the activity to allow participants passing by the exhibit to read about the activity and potentially pick up the action sheets without the help or encouragement of a facilitator
- Place the actions sheets in a box that is easily accessible to allow participants to grab action sheets quickly on their own, e.g. a napkin container that has a weight on top
- Ensure you have plenty of clipboards for participants to use to fill out the sheets
- When working through an action sheet with a participant, stay active as a facilitator (e.g. discuss each action they have done or need to do, remind participants to put a date by which they will take the action, prompt the participant to circle the action that is a priority for them)
- Ensure people are clear of what to do with the action sheets once they have been filled out – e.g. put on refrigerator as a reminder, show your family, check monthly, check off actions as you complete them
- Consider taking photos of the filled in action lists, or capture this data and add it to a community resilience website or online discussion room, such as the web portal proposed in Section 11.8.

Recommendations on Activity 3 – photo pledge

The intention of the photo pledge was to encourage and support participants to pick a priority action that they want to undertake and to commit to telling others about. The photo pledge was also intended to be a fun, memorable way of documenting pledges from community members and encouraging them to tell others about their pledge. We think a photo pledge was an important part of the outreach engagement process and we would recommend the following improvements:

- If participants choose not to have their picture taken, suggest to take a photo of the pledge board with just the priority action written in the participants hand-writing
- If only a slow portable printer is available to print the photos, use the waiting time to do another activity
- Ensure that participants get a copy of the photo (it is ideal to also have a second one for the facilitators to hang on the board, however not necessary)
- After each engagement activity, use the digital photos of the pledges in broader communications and community building, e.g. an on-line community resilience map, through a web portal like the one proposed in Section 11.8.

10.6.5   Findings on Activity 4 – Bucket game

Only two participants completed the "Bucket Game" activity. The possible reasons for the low participation for this are:

- Facilitators felt participants needed go through an introduction to the purpose of the activities before stepping into the game. Also, some participants started showing signs of fatigue after going through 2 or 3 activities, not leaving time to participate in the "Bucket game".
- In contrast to the other activities this activity did not stand out as the buckets stood alone on the side of the other activities display boards, and participants may have not noticed it.

Recommendations on Activity 4 – Bucket game

The bucket game may be more appropriate for a workshop setting in which a group of people are in a room and could potentially play together. If the game is incorporated into an outreach event, we recommend the following improvements:

- Hang a large banner or title for the activity so participants know what it is
- Consider a stand to display the buckets and for people to flip through the actions.

10.6.6   Findings on overall outreach engagement

Six of the participants filled in brief surveys after their participation in the outreach activities. The benefits of the trial, as noted in the participant survey were the clear headings and well-organised layout and presentation. Council representatives also appreciated the engaging, hands on nature of each of the activities. Several council representatives also appreciated the opportunity to focus on their own experience in, "articulating my story," and "talking through experiences in regards to the actions." The majority of survey respondents said their awareness of extreme weather events and climate impacts has increased as a result of participating in the activities. All respondents, except for one said their awareness of actions that they can take to become more resilient has increased. Overall, the verbal feedback from Wangaratta Council about the engagement activity was positive.

Upon reflection on the engagement process, we believe several other key strengths of the pilot were:

- The activities are more than just information provision. The activities were 'continually developed' by the participants, e.g. the participants contribute at each stage along the way. If implemented, councils can build on this with every new community they visit, by incorporating the information gathered from previous communities into the exhibit or consolidating it in an on-line map or discussion group.
- Having multiple activities was beneficial as it allowed engagement with multiple people at once.

On the day however, we found several components that did not go as expected, including:

- Not enough space in the exhibit for the activities. One possibility is to have a larger table for the exhibit although this would reduce mobility of the activities.
- Overall it wasn't a very enticing exhibit. Lots of passers by glanced at it but most did not stop. This could be because the outreach activities were not set up in a location where people are expecting to be 'engaged', e.g. at a farmers market or fair; because the exhibit did not have a large title banner; or because the facilitators did not have much time to invite general public over as most time was spent talking to government attendees. Some general public stopped by to find out more although they didn't do the activities. Below we describe how to incorporate more colours and artwork if possible to address these issues.
- There was not great success in getting participants to fill-in the evaluation form; only 6 evaluation forms were completed. However, as a council it would not be as necessary to have evaluation forms at every event.
- The exhibit was not as mobile as it could be due to the whiteboard, which was hard to transport easily. Additionally, the boards were quite vulnerable to wind and needed pegs and/or weights to hold things down. The outreach engagement may

work better if it was fully incorporated into the trailer or if the council has access to display boards that are more mobile than whiteboards.

- Another consideration is that the engagement process was resource intensive. Going through the entire process took between 10-15 minutes per person. Additionally, the process needed one facilitator ideally per one or two participants, which puts a limit on engagement. There are passive activities (reading the materials) but these didn't hold attention unless a facilitator engaged with a person. If there were no facilitators free, some participants left after briefly reviewing the information board. It also seemed like people who had to hang around and wait tended to take off even after they were engaged. If participants were engaged straight away, the overall engagement seemed to increase.

Recommendations on overall engagement process

If Council engages in outreach education activities, several of these activities could be incorporated into what Council is already doing. Alternatively, if Council is not conducting outreach education, these activities could be effective in raising awareness about climate change and encouraging individuals to take at least one action to become more resilient. However, we suggest that council monitors the outcomes of this type of engagement. The main recommendations for the outreach engagement process would be to:

- **Create links with other council areas and with other community initiatives**: Involve other council employees in refining the resiliency posters for Activity 0 and the CCA actions lists for Activity 3. This is especially important for other parts of council that are already working with target or vulnerable groups. It would also be beneficial to invite people in council to a trial of this engagement process to ensure that opportunities for synergy and cross-council promotion are captured. Ensure the participants will know, as a result of visiting this outreach exhibit, how to get in touch with council sustainability groups and other groups in their area who are active in the resiliency space. Include SES in the reviewing of the action lists and potentially investigate opportunities for SES to run some of these activities with their trailer.
- **Tap into the art and creativity of the community**: Outreach engagement activities need to be bright and creative to attract engagement. It wasn't possible for the timeframe of this trial to develop such a display, but this could be very helpful for further engagement. For example, a local artist could be commissioned to paint a scene of a resilient Northeast Victoria and cut out spaces for people to poke their faces through and have their picture taken. This could potentially attract many people to the exhibit regardless of the activities.
- **Link with social media and other on-line communities**: The 'Local Voices Shaping Our Future' project in Wangaratta, a deliberative democracy event, highlighted the desire of the rural communities to use social media as a communication and engagement tool (Millen, 2011; Rural City of Wangaratta, 2010). As this outreach engagement activity was mainly something that was developed by the participants, the council could find ways to build on this with every new community that is visited using social media. For example, the data gathered at each event could be uploaded to an online resiliency map, which shows the actions, experiences and pledges of people in the community. The event could be linked to Facebook and Twitter, in which the photo pledges could be automatically uploaded any time an individual pledges. Additionally, this process, actions and eventually pledge photos could be built into other action oriented websites, such as the EcoCouncil website that Wangaratta has recently commissioned or the regional climate resilience web portal proposed in Section 11.8.

Action: What we propose

Section 11 and appendices

11 COMMUNITY ENGAGEMENT TOOLBOX

This section draws on all the previous work to propose a toolbox of activities that Councils could use to engage communities in North East Victoria in climate change adaptation. This toolbox picks up key community engagement recommendations from previous consultancies, particularly the work by Arold and Kinrade (2012) and Tribal Frog (2012a) as summarised in URS (2012). It also includes revised versions of the pilot activities and other community engagement ideas that emerged from those activities and our evaluation.

The toolbox contains diverse activities suited to different audiences, locations and purposes. It is not intended that each Council would implement all of these community engagement activities. Rather, Councils can pick and choose from the listed activities as appropriate to suit the particular context and purpose of engagement. Table 21 provides a summary of the recommended community engagement activities with key information to help Councils choose which activities to implement.

Sections 11.1 to 0 provide further details on each of the activities to provide Councils with guidance on implementing them.

Table 21: Summary of recommended community engagement activities.

Activity	Description	Audience	Location	Purpose
1. Brains Trust workshop	Engage community 'elders' as a 'brains trust' to gather local knowledge and identify or test appropriate community engagement practices for the local context	Particularly older people and farmers with experience of climate variability but can include other community leaders	All	Consultation Piloting activities
2. Facilitated emergency planning	Take individuals or groups through a facilitated process of developing an emergency response plan, using existing resources	All, but particularly older people and other vulnerable groups	All	Personal emergency planning
3. Climate resilience stories	Share personal stories of experiences with climate variability and responses. Can work at multiple scales, from a small workshop activity to a community-wide project.	All, but particularly focused on older people sharing their stories with younger people	All	Raising awareness of impacts and responses Strengthening community networks
4. Resilience posters	Develop a one-page poster with essential information for climate emergencies in a highly visual form. This is useful both as a workshop activity for individuals or small groups and at a community scale.	All	All	Personal emergency planning Raising awareness of community networks and resources
5. Community resilience audits	Identifying existing community groups and networks in a particular location to identify what is already being done to build community	Councils, community leaders	All but may be more useful for strong place-based	Identifying community groups and networks

Activity	Description	Audience	Location	Purpose
	resilience, which groups are well placed to do more and where connections could be made or strengthened		communities in townships	
6. Support and coordination for existing groups	Instead of establishing new groups, provide resources, support and specific training for existing groups to take a stronger role in building community resilience and adapting to climate change.	Community leaders	All but may be more effective in townships	Strengthening community networks Getting resilience and climate change adaptation on the agenda of existing groups Building personal capacity to lead climate change adaptation actions
7. Local and regional exchange events	Community groups are often unaware of other groups that are doing similar work, both locally and regionally. Regular community exchange events at different scales, from towns, to LGAs to the North East Victoria region can bring groups together and strengthen community networks.	Community leaders	All	Raising awareness of community networks and resources Strengthening community networks
8. Regional climate resilience web portal	Establish a regional web portal to act as a clearinghouse for information on climate change resilience. The portal could provide real-time information during emergencies. It could also include a participatory Google mapping function	General public, comfortable with Internet use	All with good Internet access	Raising awareness of impacts and responses Raising awareness of

Activity	Description	Audience	Location	Purpose
	to allow the community to share local experiences of climate impacts, identify examples of local actions to improve resilience and share emergency responses plans.			community networks and resources
9. Community participation in resilience planning and recovery	Communities should be directly involved in resilience planning and recovery planning through deliberative and inclusive processes	Community leaders or randomly selected general public	All	Consulting and involving communities in decisions about climate change adaptation
10. Mobile outreach activities	Use fun activities to engage and motivate people to take climate change adaptation actions in diverse locations such as markets, festivals, fetes and schools	General public	At events	Raising awareness of impacts and responses Motivating individual action to adapt to climate change

11.1 BRAINS TRUST WORKSHOP

What?

Engage community 'elders' as a 'brains trust' to gather local knowledge and identify or test appropriate community engagement practices for the local context. The Brains Trust workshops undertaken as pilots for this consultancy are models for this kind of engagement. Typically, the format would be a workshop for a group of 10-15 older people. However, the format could also work with other groups that have particular local knowledge and expertise about an issue. For example, it could be used to consult farming communities about adapting farming practices for a changed climate. It is not essential that the participants are seniors – just that they have some wisdom to bring to bear on an issue.

The workshop should start by sharing stories as a way to build common ground and trust, move on to develop visions of a resilient community and can then test particular community engagement activities and seek feedback from participants.

As this activity is similar to the workshops already piloted during this project, the documentation in Section 8, Appendix 2 and Appendix 3 provides further direction on how to run this kind of workshop.

Why do this?

The Brains Trust or 'elders' format respects the wisdom and local knowledge of older people and their previous experience with climate variability. Many older people have lived through multiple extreme weather events and their stories can help to raise awareness of potential climate change impacts and responses. Older people also know their communities well and are well-placed to advise on the best community engagement techniques in particular locations.

As noted above, participants do not have to be seniors but could be other community groups with specific expertise that Councils or other organisation wish to consult. Whatever the audience, this kind of workshop is most useful for consulting communities and testing engagement activities.

Resources needed:

Resource requirements will depend on the particular community engagement activities to be tested. Our pilots tested the Red Cross Emergency REDiPlan and the development of resilience posters but other resources and activities could be tested. At least one facilitator is required and having multiple facilitators can be beneficial to allow small group activities.

There are no specific venue requirements other than provision of a room of suitable size. We used a Powerpoint presentation in our introduction (provided in Appendix 3) but this is not essential. Similarly, we provided drawing materials and paper for developing resilience posters. The exact resources needed would depend on what consultation is being done and what engagement activities are being tested.

Who to involve how?

The Brains Trust workshop format is particularly suited to working with 'community elders'. These do not have to be older people (although they often are). Elders could include farmers with lots of local knowledge and experience of climate variability, or community leaders that know a lot about the local community.

We recruited participants through Council contacts who worked with aged care groups in the community. This kind of workshop relies on activating existing networks with community groups and bringing known community leaders together. In the Tallangatta workshop, we relied to some extent on 'snowballing' for recruitment, i.e. identifying well-known community leaders and asking them to suggest others who might be interested in participating, who then suggested others, and so on.

Making it work:

Les Robinson's guidance on facilitating action conversations is particularly valuable for running this kind of workshop (Robinson, 2010). We found that starting with personal stories (the 'hook'), then moving through 'heart', 'head' and 'hands' questions was a very effective way to start the workshops and built the platform for great dialogue.

Otherwise, the key to making this kind of activity work well is having a skilled facilitator that can build rapport with participants and ensure equal participation for all involved. It is also important to have very clear objectives for the workshop, i.e. what exactly is the consultation for, or what engagement activity is being tested.

Follow up:

Workshops like the Brains Trust workshop that are mainly focused on consultation run the risk of leaving participants with the feeling that their concerns have not been addressed. It is important to get back in touch with participants to let them know how their input was used. If participants raise specific questions, it is important to get back to them with responses. Because the Brains Trust workshop is about testing engagement activities and approaches, evaluation is critical. Facilitators need to take detailed observation notes and ask participants to fill out feedback forms to gather necessary data.

11.2 FACILITATED EMERGENCY PLANNING

What?

Take individuals or groups through a facilitated process of developing a household emergency response plan, using existing resources such as the Red Cross REDiPlan (Australian Red Cross, 2009). This could take several forms:

- Relatively succinct workshops that run over a 2-3 hour period with a particular target group (such as the 'Brains Trust' workshops discussed in Section 11.1, which could be reworked to focus solely on facilitating this personal emergency planning process)
- A more detailed 2 day workshop involving stories from the local community, based on a resiliency frame, similar to the King Lake community resilience workshops (see Section 7.3.2 for further discussion of these workshops)

- Field visits to more and less prepared homes, which is something that the Nature Conservation Council of NSW does in its bushfire preparedness workshops (see Section 7.3.2 for further discussion of these workshops and http://www.nccnsw.org.au/programs/conferences-and-workshops for details of recent or upcoming workshops)
- One-on-one processes when community workers or carers are in contact with older people for other reasons (such as through Council home and community care services)
- High-profile community leaders preparing and sharing household emergency response plans to inspire others.

Why do this?

The proportion of people that have completed household emergency response plans in the region is fairly low (GPS Research, 2011b). Yet, according to our interview participants, communities need to recognise that in the first 72 hours after a disaster, support services from government or emergency services may not be accessible. Individuals and communities need to be prepared to help themselves in this crucial period.

Our Brains Trust workshops indicated that many people are unlikely to use existing household emergency planning resources unless they are led through the process in some way.

Resources needed:

- A starting resource (or resources) to guide the planning process. We have highlighted the Red Cross REDiPlan because it covers all hazards and there is a version tailored for seniors but many other resources are available to support planning for particular hazards. For example, the CFA has an online process for developing a personal or family Fire Plan (see http://www.cfa.vic.gov.au/firesafety/bushfire/survival-plan/myplan/index.htm) and the SES has a Home Emergency Plan resource (http://www.ses.vic.gov.au/prepare/prepare-resources/home-emergency-plan-2011).
- Staff who are familiar with the resource(s).
- Enough staff or volunteers who can help with one-on-one discussions, as well as providing a more generalised overview and introduction of each step in the planning process.
- Supporting resources such as a separate Resilience Poster (see Section 11.4) or other Council-prepared contact information or procedural guidelines for emergencies would be useful to have on-hand to help people fill in important contact details in their plans.

Who to involve how?

While this activity would be particularly valuable for seniors and other vulnerable groups, it has value for the whole community.

It would be good to involve the emergency services and other community groups involved with or interested in disaster preparedness. At a minimum, informing these groups of the planned workshops to conduct facilitated emergency planning will be important. Beyond

this, organisers may wish to consult with key agencies – for example inviting comment on the draft program or invitees. In addition, short guest speaking slots could be built into the beginning of the process.

We recommend taking up the suggestion from the Brains Trust pilots of identifying respected/well networked seniors in the community and inviting them to complete their own plans and promote them as a way of motivating others.

Connecting the emergency planning process to school activities could be a useful way to encourage older people and younger people to work together to complete their plans and could add an additional layer of learning and community-building to the process.

Making it work:

Identifying new residents and offering them access to workshops may be useful, given the demographic trends in NE Victoria, and the observation that recent arrivals from more urban locations may be less aware of the range of risks and specific preparedness actions appropriate for their homes.

Tapping into existing community networks will also be really important to reach people who may not have come across existing resources or be fully aware of climate risks. These networks can be used to source respected leaders as "champions" to promote filling out the plan to motivate others. In this case, promotion of these leaders through the local newspaper or community newsletter could be a means of raising the profile of the activity.

In a group situation, we found that the storytelling aspect of the introductions worked well as an icebreaker, facilitated trust between the group members and allowed them to identify common experiences with extreme weather events.

Asking participants to share the plan with a friend, neighbour, colleague or carer who is able to help in a crisis is important to help build active support networks and to improve the likelihood that participants will follow through.

As discussed in Section 7.3.2, one of our interviewees (Daryl Taylor) has experience running multi-day community resilience workshops. He may be willing to be involved or to provide advice. A typical program for one of his workshops is available from http://www.hornsby.nsw.gov.au/media/documents/whats-on/Bush-Fire-Forum-Flyer-2011.pdf.

Follow up:

In the same way that the Mobile engagement pilot used a photographic record of the commitment the participants made (see Section 10.2), a workshop based process to do resilience planning could also involve a photograph of the person and their completed plan, and share this publicly to help make household emergency planning a social norm.

For the plan to work, it needs to be relevant and up to date with reliable contact details. It is important to put in place a reminder mechanism to check the plan, such as a follow up call or email, or at least to ask participants to schedule their own reminder in their calendar for the same date each year. An online resilience portal (see Section 11.8) could include a register of participants and provide automated reminders.

11.3 CLIMATE RESILIENCE STORIES

What?

This is a project to collect and share personal stories of experiences with climate variability and responses. The project can work at multiple scales, from a small workshop activity (as used in the introduction to the Brains Trust pilots) to a community-wide project.

A particularly attractive idea is to have school children interview older people about their climate resilience stories as a way of making intergenerational links, raising young people's awareness of climate change and making older people feel valued.

Why do this?

The evidence from our Brains Trust workshop was that storytelling is a powerful way to share experiences and raise awareness of climate variability and responses. Several of the pilot workshops also raised concerns about the ageing population and the lack of connection between younger and older people in the community. Collecting and sharing climate resilience stories responds to these concerns.

This project draws on a body of work that emphasises the benefits of intergenerational story telling for environmental learning and community development and social cohesion outcomes. For example, recent community development work at Fairfield Council in NSW used digital storytelling to create new 'listening spaces' for young Khmer-Australians and their parents and grandparents. The project, known as 'Fairfield Stories', involved training young people to use digital technologies to produce short documentaries about their lives to be screened, in the first instance, to family and friends (Lee-Shoy & Dreher, 2009).

In Victoria, a collaboration between Hawthorn Secondary College and the Elgin St Centre in Hawthorn (which is part of Uniting Aged Care Victoria Tasmania (UACVT)) resulted in the Positive Ageing Digital Storytelling Intergenerational Project (PADSIP). Using the method of storytelling, the Centre's clients communicate their knowledge and experiences to the young students and these are digitally recorded creating multi-media narratives as a tangible product at the end. The stories have covered 'migration, work history, wartime, family members, living with a disability and life biographies'. The school reflects that the process helps build trusting, meaningful relationships between the clients and the students and that the focus on an audio-visual outcome is 'engaging and evocative for the students'.[39]

Resources needed:

This process could be primarily coordinated by local schools, by Council(s), or over a much shorter time period could be resourced through engaging consultants to deliver workshops at public events (see for example 'When I was 5 – Intergenerational Storytelling Workshops).[40]

Relatively few resources are required as a minimum to share stories. It can be valuable to have a skilled facilitator who has the ability to draw out stories. If schoolchildren were interviewing older people, some training in interview skills would be important.

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[39] http://www.hawthornsc.vic.edu.au/?page_id=1616
[40] http://www.monkeybaa.com.au/MonkeyBaa-workshops.html.

Resources will be needed to record stories, such as digital audio or video recorders. To get the most benefit from this project, resources are also needed to share the stories, for example through local newspapers and newsletters, local radio, or posting on a website like the resilience portal proposed in Section 11.8.

Who to involve how?

In addition to involving schools, local community groups involved in advocacy or service delivery for seniors could be stakeholders in the design and delivery of the program. The community group Storytelling Australia could also be a key stakeholder in the design phase[41]. The Babel Fish Group has some useful resources on using story as a workshop facilitation approach.[42]

A first step might be to convene a workshop for key stakeholders from Councils, schools and seniors groups in the region to discuss the idea and form a steering group.

Making it work:

The project itself could be designed with inputs from potential younger and older participants and stakeholder groups. For example, a steering group made up of members of Youth Councils, representatives from local schools and representatives from aged care facilities or Elders Councils could design key stages of the project, identify people to invite and develop the communications materials for the project.

Considering how to capture the stories in an engaging way, for example using multimedia, and sharing these with a broader community, would be key. Drawing on the history of council-supported oral history programs, which have taken place around Australia as part of local heritage and library programs, would also be beneficial.

Follow up:

Considering how to support an ongoing engagement would be critical for this project, which will by its nature, be personal in nature and involve an emotional connection between participants. Holding a celebration event, and inviting participants to see the work used at subsequent community events, could be one way to honour the inputs of participants.

11.4 RESILIENCE POSTER

What?

This is a one-page poster of essential information that will help people to make smart decisions fast in the event of climate emergencies. It is highly engaging and easy to use. This is useful both as a workshop activity for individuals or small groups and as a resource that can be distributed at a community scale. The approach is modelled on the activity that was piloted in the Brains Trust workshops (see Section 8 for more details).

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[41] http://storytellingguildvic.blogspot.com.au/2011/06/international-storytelling-network.html
[42] http://www.babelfishgroup.com/page.php?pid=4

Why do this?

In an emergency, people do not have time to go through workbooks or detailed plans. They need a resource that communicates the essential information they need for responding to the emergency in a way that is clear, easy and quick to understand. . Developing such a resource for the community would be valuable in itself. This was greatly supported by participant feedback.

There is added value in the process of having individuals develop their own resilience posters. This process focuses their attention on their level of preparedness and what information they would find most useful in the event of a climate emergency. This outcome increases awareness of essential information. This is likely to lead people to be more familiar with essential information, if and when an emergency occurs, and acts as a motivation to become better prepared.

The process of developing their own resilience poster could involve providing people with a standard poster that includes blank spaces for the person to fill out themselves (or with help), such as people and services who they can call upon for assistance, people they can help and safe places they can go in their surrounding areas. Alternatively, people could develop resilience posters from scratch as an engagement activity.

Enabling and supporting people to develop their own resilience poster may increase the likelihood of the people valuing and using the resource.

Resources needed:

1. When run as a workshop activity, the only resources required are large sheets of paper and a selection of coloured pens and markers for participants to use. It may also be useful to have a list of service providers that can help in the case of a range of climate emergencies as prompts to use if needed. In some cases, at the pilot workshops, people found it challenging to identify more than calling '000'. Fortunately, both workshops benefited from having participants with a comprehensive awareness of the available services.

2. If developing a resilience poster for distribution to the community, it might be possible for NEGHA to lead the development of a regional poster, which could then be tweaked by each Council to include local information, such as local service providers and the nearest safe places to evacuate to. This could reduce the resources needed to develop the posters and improve consistency across the region. If this option is chosen NEGHA may wish to draw upon the recommendations from the participants in the Brains Trust pilots on engaging formats to use. Alternatively, NEGHA may wish to hold a workshop that invites the community to design the regional resilience poster. Additional resources needed for this option will be distribution resources, including printing, staffing for distribution and promotion of the resource.

Who to involve?

Emergency services would ideally be involved. They should be made aware of the resources and could be involved in promoting and distributing the resource.

All related council services (emergency, health, aged services, community building, environmental and financial) should be at least aware of the resource and encouraged to promote it.

A focus group of potential users could help design and/or review draft materials, perhaps in a similar format to the Brains Trust workshops.

Making it work:

The poster would need to be simple, well designed, clear and engaging. The participants in the Brains Trust workshops made many great suggestions for achieving this.

Making such a poster small and 'fridge' or 'by the phone' size would be important for its use. The advice from our participants was to provide it in both a visual and list form, perhaps on different sides of the poster, so that it is more likely to work for everyone.

Councils could consider promoting and distributing the poster through various key community sources. The posters could be promoted in community papers or newsletters, including in school newsletters, etc and could be promoted and/or distributed through health practitioners (doctors, chemists, nurses), newsagency, post office etc.

People who are well connected and respected in the community could be involved in the promotion of the posters. Community leaders could show case their resilience poster though public notices, local newspapers or newsletters.

Follow up:

Regular updating of the resource would be needed so that contact details are up to date. If the option of enabling participants to fill in the resilience posters themselves is taken up, an instruction to use pencil rather than pen would be useful. This would enable people to rub out previous information and update the poster at any time. This would also prevent the need for future printing.

It would also be valuable to have an online version, although hard copies would still be needed as the Internet can often be down in emergencies and some people may not have access to or be comfortable using the Internet.

Community service providers could be involved in the follow up process, for example meals on wheels or other community health service providers could check that the posters have been received and filled out. If they haven't, such people could provide the necessary support (this may simply involve directing people to someone, including family, who could help them to fill them in).

11.5 COMMUNITY RESILIENCE AUDITS

What?

This involves identifying existing community groups and networks in a particular location to identify what is already being done to build community resilience, which groups are well placed to do more and where connections could be made or strengthened. This may include at a minimum identifying the names and contact person for each group, as well as their main focus.

It may be useful to describe how the groups run, what they focus on and how they are resourced. For example, it may be useful to distinguish between Council initiated or led

groups with community involvement (e.g. formal committees with community members and agencies on them) and community initiated or led groups. In addition, it would be valuable to find out which groups have a general sustainability focus compared to those with a focus on preparing for disasters or extreme weather events.

These could be mapped against a set of possible domains to see where the community's strengths currently lie in resilience action. For example, where does community action currently mainly take place? This could be mapped against the domains shown in Table 22, for example.

Table 22: Domains of community action.

Community X – Community resiliency actions in our community			
Community action		**Council action**	
Community led community scale sustainability actions – new services, infrastructure to reduce environmental impacts and reduce energy and water use	Multi stakeholder engagement in resiliency/ emergency preparedness planning at a town or Shire level to deal with hazards such as bushfire, storms, heatwaves and flooding	Community Plans include climate change adaptation issues and responses?	Council supports a community resilience committee
Programs targeting sustainable living including retrofits to reduce resource use or encourage solar installations	Support for community members in carrying out individual plans	Council provides training and support for community groups	Council provides independent information to assist householders and or businesses become more energy efficient, or loans out devices to measure the energy intensity of appliances
Community led education and engagement activities – marketing about sustainability actions that business have taken, film nights etc	Dialogue and discussion with communities around planning and preparedness, including large scale public events or kitchen table conversations	Council provides staff support and seed finding to community groups who work on sustainability and community development	Council supports the development of a community information hub such as a website or calendar that lists community events

In this way the completed mapping activity could be communicated to adjacent Shires for policy makers, local government staff or community members to identify more regional trends and 'gaps' in Council and Community's current approach.

A more extensive approach to this could include evaluating the experiences of existing community resilience committees (across local government areas) to determine:

- How they operate including how council supports them
- The involvement of stakeholder groups
- What the outcomes have been for the broader community/ how the broader community has been engaged
- A set of recommendations for how they should operate, be supported and engage with the broader community.

Why do this?

In our grassroots place-based community leaders' pilot, it was identified that in towns with many groups, it can be hard to know who is currently working on what. That is, Council may not know the full range of activities taking place. Similarly, the community may not be aware of the programs that council is working on. Having a good understanding of community networks is a starting point for the actions described in Sections 11.6 and 0.

Resources needed:

The key resource required would be staff time. Information gathering to map out the spectrum of community activities could be conducted via a phone survey, contacting existing community leaders that are able to identify the various groups, or facilitated through a community meeting.

Who to involve how?

Existing community groups, 'connected' people in towns who may not necessarily be members of the groups, people working at physical hubs for information exchange such as community centres, historical societies/museums, or visitor information centres.

In Councils where there is a staff member responsible for developing Community Plans, this process could potentially be linked to the community planning process.

Making it work:

The process of creating the map could be a way to engage people in the conversation about 'who in our area is helping address climate change adaptation? How?' This dialogue could help create a greater understanding in towns or regions about how the work of other groups may be contributing to common goals and where the gaps are. It could be linked to a public event where groups come together to share information. Or it could be through the development of an information hub that community members can use to access information about the different groups, when community events are on and ways to get involved. It could also be linked to awards that recognise community contributions to sustainability or community development.

Follow up:

Once the mapping process is done, it could be shared through existing community directories[43] or the climate resilience web portal proposed in Section 11.8. The mapping would need to be done periodically to ensure that the information about the different groups and how to contact the groups remains accurate.

11.6 SUPPORT AND COORDINATION FOR EXISTING GROUPS

What?

Instead of establishing new groups, provide resources, support and specific training for existing groups to take a stronger role in building community resilience and adapting to climate change. This might involve:

- Exploring ongoing community development staffing support beyond the life of the Community Planning Process
- Community leadership training: providing capacity building for budding community leaders in fundraising, facilitation etc. A survey or expression of interest process might help identify key skills that community group members or potential members may wish to develop. Linking to the Alpine Valley Community Leadership Program would be one way to move this action forward.
- Community resilience champions: train people in specific aspects of preparedness to go back and help their communities to prepare through their existing community groups. For example, providing training in the transition movement and transition initiatives, or in emergency preparedness, and inviting training participants to 'champion' these issues within their communities, through the reach and work of existing groups.
- Helping civic groups engage with younger people, for example by supporting the School Environment Education Directory (SEED), encouraging local schools to participate in climate action and establishing an annual Youth Climate Change Forum, which also involves local community groups.
- Supporting groups with online communications and social media. Specifically this might involve providing free training to community group leaders or members in the use of this technology. It could also be useful to include information (e.g. case studies) of how a diverse range of community groups are using various types of social media to good effect. Guidance on *when* to use, and *what* to use it for, and situations in which it may make sense to *not use* it, would be useful. Another kind of useful support could be resourcing; councils may consider models for providing shared resourcing (such as suitably skilled staff) for community groups to coordinate community calendars of events, or maintain online communications.

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[43] For example:
http://www.bordergp.org.au/DNN/Portals/0/Documents/Practice%20Nurses/Albury%20Wodonga%20-%20Community%20Guide.pdf or http://wangaratta.com/en/community-groups

Why do this?

It is important to recognise the value of established and emerging community organisations in building community resilience. Helping groups with existing membership, enthusiasm and skills to do what they do better may be a better investment of resources than trying to establish new groups. Indeed, many of our participants were very resistant to the idea of establishing new groups with a climate resiliency focus and would prefer to see better support for existing groups.

The Harrietville CBI is an example of how effective community groups can be when provided with appropriate levels of Council support.

Several groups identified the need for greater understanding of how to engage young people or how to use social media or other technologies effectively in communicating to members or reaching out to a broader community. This is one particular area where support would be valuable.

Discussions with groups also revealed that finding out the range of events and programs being run by other community groups was sometimes difficult, and in Yackandandah a community-led calendar of events and facilitated information exchange process (see Section 11.7) had contributed to better coordination.

Resources needed:

Resource needs will vary depending on the type of support provided. However, the Harrietville experience shows the value of having dedicated Council officers that are available to community groups and can act as a conduit into Council. This role can include supporting community-group led grant application processes (e.g. for state government grants), helping groups access the 'right' person in council for technical or other advice, and ensuring that the group is aware of councils strategic priorities and existing programs.

Who to involve how?

Community groups identified through the community resilience audits proposed in Section 11.5.

Alpine Valley Community Leadership Program – could be involved as trainers or advisors on leadership training (subject to interest and availability).

School Environment Education Directory (SEED) – could be a resource for councils and groups wishing to engage with young people.

Making it work:

Drawing on the Harrietville experience again, consistent, long-term support and respect on both sides are key to making this kind of approach work.

Follow up:

Evaluating success of training, capturing stories of how groups use the skills in furthering their work, 'mapping' the types and amount of resiliency related services, programs and projects being delivered through community groups.

11.7 LOCAL AND REGIONAL EXCHANGE EVENTS

What:

Community groups are often unaware of other groups that are doing similar work, both locally and regionally. Regular community exchange events at different scales, from towns, to LGAs to the North East Victoria region can bring groups together and strengthen community networks.

Helping connect existing community groups in each town

- A bi-annual or monthly exchange event
- Running a series of workshops looking at past, present and future of each community group in the area to identify synergies. A community group could play a key role in this if it aligned with their objectives and strategic priorities. For example, in Yackandandah, Yack Sustainability coordinated the exchange event with local groups who work across a broad range of areas.
- Connecting regional initiatives such as the North East Solar Alliance with existing community groups to explore how energy efficiency education could be communicated widely.

Regional exchange

Similarly, there are often good things going on in particular LGAs that groups in other LGAs do not know about. Our experience of bringing people from Harrietville to Yackandandah indicated that there is scope for regional dialogue and exchange to strengthen existing knowledge and learn from the experiences of other groups.

Why do this?

- To ensure that community groups are connected and able to work collaboratively in an informed way.
- To ensure that successes in the region and 'tips and tricks' on how to get things done are shared (from general learning through to very specific advice on how to navigate particular regulatory issues, or successfully access a particular funding stream).
- Helps to strengthen the entire region and encourage a level of consistency

For example, a Council contact who we interviewed and who supports a Community Resilience Committee was not aware of the King Lake community workshop approach to building bushfire preparedness and is now looking into it after hearing about it through our pilot. This suggests there is an existing need for greater sharing of information.

Resources needed:

Resources needed to run a community event or workshop would include finding a suitable venue, recording the discussions, connections and outcomes of the event, and reporting in an online space. Community groups might provide some of these resources voluntarily. Resources would also be needed to advertise the event or workshop through a local newspaper, community notice board or other local networks.

Who to involve how?

Council could not only coordinate these regional learning events but also participate. A session on working collaboratively could be part of the program, where stories from councils and community groups about the successes of working together could be shared. Council environment and community development staff could also be invited as participants, which may help build relationship and trust. In addition, community groups can play a role in inviting council staff to their meetings to keep them informed of their current and future activities and where council could provide contacts, in-kind or financial support.

Making it work:

Making events like this work requires having a clear output in mind and communicating this to participants. It is also important to make the showcase events informative and participatory so every participant has the opportunity to contribute, while providing space to hear more detailed presentations from some. Events could be themed around a particular campaign/ type of activity – for example: 'engaging the community in energy efficiency and renewables', 'encouraging local food production', 'success stories of working with state government'.

Follow up:

Evaluations could track connections made during local and regional exchange events and look at what came of them. Participants could be interviewed to assess what benefits they got out of their involvement in the process.

11.8 REGIONAL CLIMATE RESILIENCE WEB PORTAL

What:

Establish a regional web portal to act as a central source of information on climate change and resilience. The portal could:

- Provide basic information on climate change and links to other resources
- Collate the outputs from the ALWF and SEAP projects so that they are available to the wider community
- Provide information on emergency response, including links to resources. Although it would be more resource-intensive, it could also provide real-time information during emergencies.
- Advertise community engagement events such as Brains Trust workshops or facilitated emergency planning processes
- Document climate resilience stories and resilience posters emerging from other activities described in this toolbox
- Include a participatory Google mapping function to allow the community to share local experiences of climate impacts, identify examples of local actions to improve resilience and share their emergency response plans.
- Provide a space for the community to share tips and tricks on improving resilience.

Why do this?

During the pilots, many participants raised the need for improved, accessible information on climate resilience. For example, almost none of our Brains Trust participants were aware of the Red Cross REDiPlan, despite being part of the target audience for that resource. A regional resilience web portal could provide access to resources like this in a central repository.

Pilot participants also expressed doubts about what they should do and where they should go during particular types of emergency. Online maps where the community share their knowledge about past climate emergencies and successful responses would be a valuable resource for community climate resilience.

A web portal would also support several of the other proposed actions, providing a place to post climate resilience posters and personal emergency plans and advertise local and regional exchange events, for example. Similarly, stories collected during the climate resilience stories project could be posted on the website and locations of the events they refer to could be marked on the participatory map to build local knowledge about climate impacts.

Resources needed:

Resources would be needed to design and establish the website and then ongoing resources to maintain it. For a website like this to work in the long-term, the goal would be for members of the community to gradually form a community around the website and take responsibility for keeping the website up to date.

Who to involve how?

Many groups could contribute to the portal, including community groups identified through community resilience audits, NEGHA and all Councils. In the early stages of developing the website, it could be linked predominantly to other projects such as the climate resilience stories project. Over time, it could grow to include other functions.

Some or all of the functions sought for a climate resilience portal could potentially be met by the recently launched Ecoportal website, which covers the North East region (see http://www.ecoportal.net.au/). Early consultation and collaboration with the groups involved with the Ecoportal website is highly recommended.

Making it work:

Providing ongoing resources for maintaining the website would be crucial. Many websites are established but rapidly go out of date and stop being used. Having the community engaged in maintaining and updating the site would be the ideal, even if Council have to put in the resources initially. If the core of the site was a participatory map then people could continually access the site to update it with new information as the climate changes.

Much of the material required for such a site has already been collated by NEGHA through the ALWF and SEAP projects. The reports produced so far would provide the core material needed to get the site going.

This is the kind of project for which grant funding might be available from a group like the National Climate Change Adaptation Research Facility (NCCARF).

Follow up:

In addition to ongoing maintenance, more thorough reviews of the content would likely be required every few years.

11.9 COMMUNITY PARTICIPATION IN RESILIENCE PLANNING AND RECOVERY

What:

Directly involve communities in resilience and recovery planning through deliberative and inclusive processes. The North East Victoria region already has some experience with deliberative and inclusive processes, for example through the citizens' jury held by Wangaratta Council. This kind of process should be used more to seek community input into decisions about resilience planning and recovery. Millen (2011) and Bún (2012a) outline what is possible.

Specific methods that people consider 'deliberative' include citizens' juries, consensus conferences, planning cells, deliberative polling and deliberative forums. For example, a citizens' parliament involves a large group of randomly selected citizens (matching the demographics of the area they represent) coming together to listen, learn, reflect upon and discuss an issue of public importance (New Democracy 2009).

Why do this?

The role of a Council includes 'acting as a representative government by taking into account the diverse needs of the local community in decision making';[44] and 'fostering community cohesion and encouraging active participation in civic life'.[45] Certainly, many citizens are seeking more direct ways to get involved in public life and decision-making, particularly on issues in which they have a direct interest (Maxwell 2003, cited Curtain 2003). Some suggest that in recent years there has been an international trend to encourage greater participation by community members in making decisions over local developments (Nelson, Babon, Berry & Keath 2008), and that local authorities are offering a greater range and number of public participation initiatives (Lowndes, Pratchett & Stoker 2001).

Planning decisions, for example about building on floodplains, can be controversial and have a substantial impact on people. It is appropriate that people should have opportunities for real input into those decisions. Similarly, in the rebuilding phase after disasters, communities should have a chance to shape what is rebuilt. There are great opportunities to 'build it back green', thereby reducing future exposure to climate risks.

Participants in deliberative and inclusive processes have proven, time and time again, that they are able to grapple with complex information and reach decisions that are in the public interest. Deliberative processes involve ordinary citizens in learning about an issue, engaging in dialogue, challenging each other and reaching a considered position. They

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[44] VIC Local Government Act 1989 - Section 3D (2a)

[45] VIC Local Government Act 1989 - Section 3D (2f)

provide a space that fosters *respectful dialogue* between participants rather than forceful or aggressive communication. This can be achieved even when people disagree; different for example from what can be seen in many adversarial position-based public meetings (Herriman, 2011).

Deliberative processes potentially offer *learning and capacity building benefits* – both on the issue at hand, but also in facilitation or dialogue, and potentially in the capacity of citizens to engage with political systems beyond the event itself (Herriman, 2011).

Resources needed:

Deliberative and inclusive processes need expert facilitation and significant commitments of time on behalf of facilitators and participants.

Timing will be critical – entering into dialogue about how to approach recovery may be best done before an extreme event, rather than when people are in the midst of responding.

Who to involve how?

Deliberative and inclusive processes often involve randomly selected members of the general public. There are also models that bring together members of the general public with stakeholders and experts.

Making it work:

Deliberative and inclusive events are most successful when they are linked to real policy decisions and the group has genuine influence over the outcomes.

Using skilled and experienced facilitators with demonstrated abilities to manage similar processes can increase the professionalism and effectiveness of your process.

Designing the process so that key stakeholders (which might include for example local environment NGO's, local business, councillors, state government representatives) are involved in shaping the design and 'sign off' on the process well before the event will help give the process credibility in the broader community and with stakeholders themselves.

Being transparent about the information that citizens were given in the process (through background reading or expert speakers); and clear about the exact question that citizens are deliberating on, is important.

Follow up:

Communication with participants on how their recommendations were acted on is vital.

Providing channels for participants to speak with local media and the broader community about their experience can add to the success of the event by creating confidence in council decision making processes.

11.10   MOBILE OUTREACH ACTIVITIES

What?

Use fun activities to engage and motivate people to take climate change adaptation actions in diverse locations such as markets, festivals, fetes and schools. Any of the activities developed for our mobile outreach pilot (see Section 10) could be used, with or without a trailer like Wangaratta Council's eco-living trailer, to engage people who might not have thought much about climate change adaptation.

Why do this?

Engaging with people at community events such as fairs, open days, or festivals allows councils to engage with a broad demographic and not just those who are already interested in the topic (compared to say a workshop, where participants choose to come due to an existing interest in the topic).

Additionally, this engagement process was developed as a tool for rural and remote communities that may not have a central community-meeting hall, making it challenging to organise workshops with citizens. This type of outreach engagement can be used at events where remote communities do come together, such as farmer's markets.

Resources needed:

Various resources would be needed. In terms of staff, the activities developed for this pilot require three people to staff the stall, however the council could select only one or two of the activities if less than three staff are available.

In terms of materials, the activities require materials such as: local maps showing bushfire and flooding overlays, photographs showing previous extreme events, a checklist of actions that help people create a personalised Action Plan (included in this report as Appendix 11), a digital camera and mobile printer to take photographs of people holding up their personal pledges, and a 'speech bubble stick' (see images in Section 10) for people to record their pledges on for their photograph. A detailed list of resources is also provided in Appendix 14.

Who to involve how?

Local emergency services (SES) and rural fire services should be consulted about the materials, and involved in contributing to the Action Lists. It should be emphasised that this mobile outreach is not intended to replace the work they do in the community focusing on a particular type of event (such as fire, flood) but to augment it, and link to council's broader sustainable living work.

Before engagement, circulate the Resiliency Action Lists (see Appendix 11) to all divisions/groups within local council to confirm that the actions align with what council is doing and to capture any opportunities for cross-promotion. Council's environment staff or environmental health staff may wish to be involved in delivering the activity.

Local community groups who focus on extreme events preparedness would be great allies for delivery of this activity – either in reviewing the material, or in co-staffing the activity, as a way to begin conversations with the broader community about what they do, and what additional personalised services they offer.

Making it work:

Les Robinson's guidance on facilitating action conversations is particularly valuable for running this kind of engagement activity (Robinson 2010). We found that starting with personal stories (the 'hook'), then moving through 'heart', 'head' and 'hands' activities was a very effective way to engage participants and built the platform for good discussion and commitment to action.

For a detailed discussion of how to make these activities work well see the pilot activity report in Section 10.

Key to this process is creating links with other council areas and with other community initiatives: Involve other council employees in refining the resiliency information sheets and the resiliency actions lists. This is especially important for other parts of council that are already working with target or vulnerable groups. It would also be beneficial to invite people in council to a trial of this engagement process to ensure that opportunities for synergy and cross-council promotion are captured. Ensure the participants will know, as a result of visiting this outreach exhibit, how to get in touch with council sustainability groups and other groups in their area who are active in the resiliency space. Include SES in the reviewing of the action lists and potentially investigate opportunities for SES to run some of these activities with their trailer.

Another important component to making it work is tapping into the art and creativity of the community. Outreach engagement activities need to be bright and creative to attract engagement. For example, a local artist could be commissioned to paint a scene of a resilient Northeast Victoria and cut out spaces for people to poke their faces through to have their picture taken. This scenery board could also be the location where participants write their pledge. A display like this could potentially attract many people to the exhibit regardless of the activities.

Follow up:

This event could provide an opportunity for Council to also promote the work of their Community Resilience Committee (if they have one) and promote up and coming community events – such as information days, or resilience workshops. Inviting people to leave their details on a mailing list for such events could be a useful follow up activity.

This type of event could be linked with social media and other on-line communities. The 'Local Voices Shaping Our Future' project in Wangaratta, a deliberative democracy event, highlighted the desire of the rural communities to use social media as a communication and engagement tool (Rural City of Wangaratta 2010; Millen 2011). In all of the outreach activities described in Section 10 and Appendix 14, the participants contribute information and ideas; therefore the council could find ways to build on this with every new community that is visited using social media.

For example, the data gathered at each event could be uploaded to an online resiliency map, which shows the actions, experiences and pledges of people in the community. The event could be linked to Facebook and Twitter, in which the photo pledges could be automatically uploaded any time an individual pledges. Additionally, this process, actions and eventually pledge photos could be built into other action oriented websites, such as the EcoCouncil website that Wangaratta has recently commissioned or the regional climate resilience web portal proposed in Section 11.8.

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