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COMMUNITY RESILIENCE RESEARCH: Final Report on Theoretical Research and Analysis of Case Studies APPENDIX I: WORKSHOP RECORD (17th November 2011)



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Collingwood Environmental
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with Kingston University

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Defence Science and Technology Laboratory (DSTL),
Strategic Analysis Group, DSTL Policy and Capability Studies, I-Sat J, C036, Floor C 153, Grenville West Court,
Portsmouth West, Fareham, Hants PO17 6AD
www.dstl.gov.uk

The report was authored by Dr Clare Twigger-Ross, Paula Orr from Collingwood Environmental Planning Limited (CEP), Dr Hugh Deeming, Jenny Stafford (CEP Associate Consultants), Dr Tracey Coates and Dr Mark Ramsden (Kingston University).

Collingwood Environmental Planning Ltd
1E, The Chandlery, 50 Westminster Bridge Road, London, SE1 7QY
Tel: +44 (0)20 7407 8700
www.cep.co.uk

Company Registration No. 06600181

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Cover photographs:

- People in Peckham, South London place positive messages about love of their community onto a boarded up shop window following the disturbances, August 2011.
- Flooding during the tidal surge of November 2007 at South Quay, Great Yarmouth. © Great Yarmouth Borough Council.

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Contents

1. Introduction to the Workshop Record.....	3
Background to the research project	3
Workshop aims and programme	3
Workshop attendees	4
Status of this workshop record	4
2. Stories of Community Resilience	5
3. Initial Findings from the Research and Small Group Discussions	9
Presentations	9
Small group discussions	9
Plenary feed-back and discussion	13
4. Guiding Principles for Supporting Community Resilience	15
Presentation.....	15
Open space discussions	15
5. Final Plenary	20
And finally.....	21
Appendix 1: Workshop Agenda	22
Appendix 2: Workshop Participants	23
Appendix 3: Presentation.....	24
Presentation by Clare Twigger-Ross	24
Appendix 4: Evaluation Report.....	29

1. Introduction to the Workshop Record

Background to the research project

The aim of the Community Resilience: Putting Research into Practice project is to develop a better understanding of the role of community resilience in emergency response and recovery situations in order to inform Cabinet Office / Civil Contingencies Secretariat policy on community resilience and to inform the development of future work. There are two parts to the research as outlined below.

The first part of the project involves reviewing existing evidence on community resilience in order to explore:

- The importance of community resilience to emergency response
- The factors that promote or inhibit community resilience, including why some people choose to engage and others do not.

The second part of the project consists of four case studies to examine the role of community resilience in the context of emergencies:

- Two on flooding (Thirlby, Yorkshire; and Great Yarmouth, Norfolk)
- Snow and ice (Gloucestershire)
- The summer 2011 civil disorder (riots) in August (specifically, Peckham, London).

The case studies will allow a more detailed understanding of:

- How communities respond in the face of adverse events
- The factors that facilitate people working together in those situations
- The extent to which that community response was linked with and assisted the response by 'the authorities' / emergency response organisations.

The work is being undertaken between September and December 2011 to inform developing government policy on community resilience to be published next year.

Workshop aims and programme

The aims of the workshop held on 17th November 2011 were to:

1. Provide a space to discuss the practical implications of the emerging findings of the Community Resilience project
2. Consider how to develop the emerging findings in an effective way for practitioners
3. Explore the policy implications from the initial findings and to consider any lessons for developing Community Resilience practice.

The workshop programme is provided in Appendix 1.

Workshop attendees

A total of 25 stakeholders took part in the workshop, as well as 6 members of the research team. The stakeholders were drawn from a number of categories, including:

- Emergency services and resilience fora
- Voluntary organisations
- Community leaders, community members and elected members
- Community development workers and emergency planning officers from local authorities
- Policy leads from government departments
- Project board members from the Cabinet office and DSTL
- Academics / experts.

The stakeholders were drawn from different geographic areas with some from each of the different case studies examined in the research: Peckham, London; Thirlby, Yorkshire; Great Yarmouth, Norfolk; Forest of Dean, Gloucestershire.

A full list of people participating in the workshop is presented in Appendix 2.

Status of this workshop record

This record describes the discussions, conclusions and actions from the workshop. The aim is to provide an aide memoire to the participants for the workshop and therefore notes recorded at the workshop (on worksheets, flipcharts and post-its) are presented verbatim.

Please note: where additional points or information has been added to the record these are outlined within the appendices.

2. Stories of Community Resilience

A workshop participant from each of the Case Studies presented a 3-minute 'real life' example of Community Resilience in Emergencies in their community.

The stories were presented by:

- Ken Arkley – Thirlby Yorkshire
- Jenny Stafford – Forest of Dean/Gloucestershire
- Clare Raymond – Peckham
- Jan Davis and Holly Notcutt, Great Yarmouth.

After each story, all participants were invited to write down ideas that had occurred to them on sticky notes which were displayed on flipcharts. The Facilitator then invited the group to come up with a 'Headline' title for the story.

The ideas contributed by the participants and the agreed 'Headline' for each case study are detailed below.

Great Yarmouth

- Organised community structures often lead to unofficial ones
- Why was the community contingency group formed initially?
- Use communications tree to pass on reassurance
- If have no telephones have you alternative networking/comms routes set up?
- Built on existing networks
- Response as: passing the word. "All-hazards" applicability
- Shop became a communication hub
- How did the lady in the shop know about Holly before the incident?
- Adaptability to all events
- Importance of networks – official – unofficial
- How much at the community level?
- Planning for communication in emergency
- How did you build up those unofficial communications networks
- Communication chain in place between Local Authority and community group. Use for all sorts of events so well practiced. Regular updates to keep everyone informed
- How were people told about potential health hazards ie. how to stay safe? What communication methods?
- How many people engage?
- Reassurance. Trial for major hazard
- How did they pass on the news about the disposal using the communications tree?
- Courageous. Communication 4 reassurance. Networking. Cascading updates. Resolve.
- Connections between different groups – communities & officials
- No official communication tree - worked unofficially
- Who are members of the community resilience groups?
- Comms networks essential in emergency
- Importance of fostering community spirit
- Institutional community. Emergency planning manager community resilience group – who is

- in it? – How is it formed? Community is organised & institutionalised (neighbourhood watch)
- Warning and informing – information tree – ‘Gossip’ thro local shop

The Headline which the group agreed was: **Flare for emergencies**

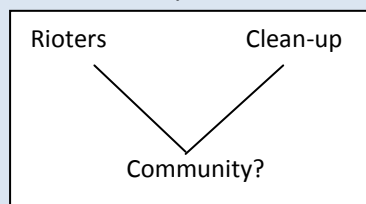
Forest of Dean/Gloucestershire

- Local radio used to find volunteers with 4x4s
- Did it lead to co-ordinator
- Communications: phone use increased
- 4x4 competence & convergent volunteers
- Winter weather not fitting in to ordinary emergency mould
- Increased community spirit during severe weather
- How is severe winter weather defined? What are the thresholds?
- Did people continue to keep in touch
- There is a natural community response to support each other
- How are vulnerable people identified?
- Lots of community initiatives. These happen without official support. May be these could be magnified with official support
- What constitutes an emergency? Existing close knit community to build on. Focus on people and humanitarian assistance. Use of 4x4 volunteers. Services provided to communities (doctor, pharmacy, pub)
- Were many 4x4 vehicles deployed? How easy is this?
- Community spirit. More contact with each other. Social Hub
- What, if any, were the lessons learned?
- Walking more, talking more
- EPs/Definitions: Don't know what to do with non-acute/longitudinal situations. How did the GPs get medicines out?
- People look out for each other
- Businesses helped out
- Who takes the lead role in looking after the vulnerable people?
- What actually happened – is it one major event or several occurrences?
- Did the use of 4X4 vehicles have to be coordinated?
- ‘WoW. Use of existing networks. Community hubs (not ‘formal’ rest centres) ‘The pub’.
- Knowing your neighbours?
- Emphasis on social bonds (community spirit). Disaster facilitates social cohesion. Institutions combine & facilitate social bonding
- Need for ‘All hazards’ perception. Therapeutic Response
- Community spirit in rural communities. Is this the same in urban areas. Who co-ordinated the responses? – was there any?
- Was anyone missed out?
- Neighbourliness – how to co-ordinate?
- ‘Unofficial’ networks
- Community relations enhanced by adversity (walking/no cars). Telephone

The Headline which the group agreed was: **Pub at the hub**

Peckham

- What did the people of Peckham do as riots went on?
- Opportunities out of adversity
- Would you say riots have improved the community spirit in an urban area – can you use this experience to apply to other urban communities?
- Doctors – proactively reaching out
- Parents offering to mentor other peoples children
- Community (social bonds) turned on itself. Isolated individuals. Definition of community. Differentiate between community members



- Crisis led to community creation
- Peace wall to share emotions and feelings. Context prior to emergency makes a difference e.g. lack of intergenerational links. People pulled together after the emergency in a way they maybe hadn't before (could we have predicted this?)
- What communication methods were used to keep people safe?
- Do we need to recognise the huge difference in communities due to area? E.g. Forest of Dean versus Peckham
- Good things coming out of a bad situation – parents mentoring other people's children
- Darkness brings light!
- Building on adversity
- Overcoming fear created by riots. Mentoring is a way of reaching out to mend the community
- Volunteers/helpers giving advice
- A non-connect environment having to respond to a situation & changing because of it
- So many people want to help
- Bridging gaps in the community
- How have those convicted of public disorder been reintegrated back in community? What has the reaction been?
- Continuing fear a problem
- Get people involved/hear opinions
- Reassurance is important
- Celebrating difference. Asda is welcomed in one area but not in other – this is a strength and something we need to learn about
- Parents to mentor children of other parents – Bridge the Gap
- Spontaneous response in reaction to incidents
- Need to bring young & old together
- Community played a calming reassuring role
- Diverse groups which need support both old and young
- Peace/poster wall for people to express their opinions
- Community working together and growing together
- Good that more attention is being paid to problems of the young people; & resources put in place
- Opportunities revealed for action (I/we can do it)

- Encourage the community to air their concerns
- People coming together to tackle problems

The Headline which the group agreed was: **Darkness into light**

Thirlby, Yorkshire

- How were the vulnerable supported?
- Shape of village and way it was cut in half by the water
- Existing parish council network to build on and community relationships. Use of farm equipment to do clearance. People providing temporary housing for each other
- Ferocity of water. Loss of 'things'. Insurance issues
- Did Thirlby get any weather warnings. Have they now got a community flood plan?
- Local example of community cohesion and initiative
- How long did the emergency responders take to arrive and what did the communities do?
- Small cohesive community – pulled together
- Turn a blind-eye to Health and Safety
- Didn't realise how deep the flood waters were!
- Received flood warnings?
- Speed of onset
- 'Pragmatic' responses on day
- Parish council full engagement of 'community' 'cohesive'
- Where there community leaders?
- How did the community organise themselves
- Village cut in half – loss of power
- Behaviour of insurance companies and media
- Sprang into immediate action
- Scale (160 parishioners)
- Speed of devastation
- How was the recovery organised? Was there official community resilience plans in advance?
- Had Thirlby experience flooding before (on this scale?)
- Speed of event. Community cohesion in face of trauma
- Support of community – providing beds etc
- Like to know was it a multi-agency? Who did they talk to?
- What brought communities together? What was the secret?
- Who organised all the taxis, cars and beds? Was there a community representative? Who was it? Were they representative of institutions or social bonds
- Speed of community response
- Speed of flood
- Done what was needed to restore safety – a very dangerous situation
- Insurance co response?
- 'How the community is organised'
- Authorities response?

The Headline which the group agreed was: **Wall of death defied – nobody hurt**

3. Initial Findings from the Research and Small Group Discussions

In this part of the workshop the initial findings from the research were presented, followed by a presentation on community engagement for resilience. The aim was to provide some input for participants to then discuss in their small groups.

Presentations

Clare Twigger-Ross made a presentation to all participants. She covered two key concepts from the evidence review: Resilience and Community. She highlighted the different types of resilience (resistance, bounce back, adaptation and transformation) with examples and then went on to consider four key aspects of community: networks, trust, and social capital. Her key point was to suggest that these concepts could be used in order for communities to understand how resilience might be improved within their communities, given their structures and context. She then provided a brief overview of the four case studies highlighting the research teams initial conclusions on the event, immediate response, aftermath and learning for each area. (see Appendix 3 for slides)

Holly Notcutt from Great Yarmouth, then made a presentation about community engagement in the context of community resilience. She discussed how, as a Neighbourhood Manager she has a model of engaging, involving and empowering people to act within their local communities. She discussed one example from Great Yarmouth and also talked about how they have set up a community emergency group which has developed a communications tree. Her presentation can be found on:

<http://prezi.com/uujkh6t0ekmm/community-resilience-in-great-yarmouth/>

Small group discussions

The participants were divided into four groups to consider the implications of the research and how they relate to the real life stories.

Each group was given three questions to discuss:

1. What do you think about how the research team is considering community resilience to emergencies? Is it relevant? Helpful?
2. From what you have heard so far and from your own perspective and experiences, what seems to help communities to respond effectively in emergencies?
3. What is not so helpful? Why?

The Groups' responses to the questions are presented in the boxes below.

Group 1: Facilitator Paula Orr

Question 1.

- Resilience programmes are really community programmes. Central control centres there to assist
- Community have inherent capabilities/resources that can help emergency services here → (E.S.) → important realisation. Knowledge, contacts etc already there → how to mobilise it

- CR s/t that happens every day, all the time. If a small incident can be dealt with, big emergencies can be coped with organically, capably
- ES still required → links with community need to improve. Addressing what the community needs rather than what the ES think they need
 - How to plan /organise for that?
- Variation across the country to deal with
 - How the ES engage with the communities
 - What types of community capabilities/networks/sentiments exist
 - The type of incident (– politicised, natural etc) – affects how people can cope

Question 2.

- Talking to schools (8 to 10-year-olds mentioned as particularly useful)
- Engaging 30 to 40 year old, to present and promote the factors (parents can be accessed through schools)
- Introducing resilience into the curriculum
- School also has physical focus points → ‘spaces’ for resilience → pubs
- (Long way to go to prove the link between preparedness and the community)
- Community cohesion, trust, engagement
- (Focus should move away from the emergency and onto the community itself otherwise people become disaffected. Facilitates response to events whether positive or negative)
- Build on response to positive events to prepare/learn from the negative ones
- Identify community capacity, whether that's to organise a party or provide someone with a bed after a flood
- Examples of other problems, activities etc that build up these networks → vandalism, antisocial behaviour.
 - Not going in with the CR message straight out
 - Making engagement local practical
- Peer to peer discussions
 - Websites
 - Linking to Facebook, Twitter (speed, effectiveness)

Question 3.

- Cultural barriers within communities and between communities and professional bodies
- Misunderstandings about the law. (→ Actions clear this up e.g. the snow code)
- Politics
- The role of the media – often confused messages reaching the communities
- Timeframes
 - Emergency planning often very quick and shortsighted. CR will take longer
- Who do communities listen to? People often respond negatively to authorities

Group 2: Facilitator Tracey Coates

Question 1.

- Must consider where community is... What is important to them?
- Useful to distinguish between resilience
- What does ‘community’ mean? Geography, social connections
- Man-made versus natural disaster
- How to engage communities? Who are they? Values? Services?

- Informal versus formal ways of engaging... i.e. with Council
- Necessary to focus on emergencies to develop community cohesiveness?
- How do people understand the issue? What are the key risks people face? How best to communicate these risks?... i.e. media
- People pull together during emergencies; what happens during non-emergencies?
- Forcing resilience if there are no immediate threats?
- Community resilience brings structure and organisation
- Must decide key people to engage with
- Networks → and what is important to them? How they are coordinated?
- Connecting existing gaps, engaging people who are not involved
- Caution between information/preparedness and unnecessary worry
- Community development → long process
- Vulnerability versus exclusion

Question 2.

- Existing networks
- Small-scale efforts → possible in larger area?
- Size of communities → feasibility?
- Practical concerns: where do people go? Who can be trusted? What resources exist?
- Is the policy community-sensitive?
- Catchment areas?

Question 3.

- Imposing a plan from above without engaging community members
- Engagement continuum... Use of terminology (i.e. 'community engagement')
 - define the terms
- Method of implementation/delivery

Group 3: Facilitator Hugh Deeming

Question 1.

- Yes – 'prevention better than cure' (Peckham)
- Social capital - linking (Peckham) kids to authorities
- Helps you see where you are missing opportunities – bonding
- Does the community think it is relevant? – 'Adversity unites'
- How does it link to authorities – difficult for informal networks – formalising is unhelpful

Question 2.

- Preparation – getting communities ready, identifying points of contact (avoiding 'he who shouts loudest')
- Trusted contacts are important – more than one! – To interface with statutory authorities
- Understanding the networks – community development workers
- Community members need to own the plans – Need facilitation skills – People might not realise they can do this role
- Identification of people with the skills needed
- Local resilience Forum to address communication issues – How it is implemented – see below
- Being flexible in approach (LRFs)

Question 3.

- Formalising/forcing informal networks
- ERs/police not recognising the people who are the facilitators – influencers
- ERs/police need to have a paradigm shift to understand community needs
- Bureaucracy – targets the individual agencies – awareness issue
- Not consulting experts (resilience Forum?)
- Legal handover from police to LA
- Community not given enough information to explain the recovery process? – or how it is implemented. EPOs trained sufficiently? Right people.
- Emergency responders need to accept helpful community volunteers – need to appreciate this before the event
- Emergency plans must involve consulting the community
- H&S – pushing cars uphill
- Insurance liability issues
- Lesson for government join up in the centre. Not to dictate the requirements for multiple plans, heat etc

Group 4: Facilitator Jenny Stafford

Question 1.

- Why were case studies chosen?
- Voluntary action, communities in work
- Stronger level of concern what happened down the road
- Floods and foot and mouth – triggers. How do we get local communities to engage
- strong community spirit, used to pulling together in Thirlby but more difficult the larger the place. Small communities easier in rural areas. Urban areas difficult. Everyone can have an input in places involved
- Dangerous to say, everyone is the same. Different characteristics and local places. Expectation that Council will do it, need to cultivate community spirit
- Stimulate community to respond. Shouldn't define what a community is though. Why case studies work so well, can share learning. Variations in case studies good. Could be pulling this out more, diverse areas.
- Can take a disaster to engage people. Building and harnessing community action. Engage more vocal. In Peckham, provision being in place for local people. Statutory agencies who are doing this.

Question 2.

- Helpful things to help people respond better to emergencies:
- If been through a hazard before, helpful, can mitigate next time. Have an understanding of what they can do. People confident to come out and help.
- Local, small areas. To foster community spirit
- Use of IT if used properly, especially young people, is very effective. Didn't do that in the riots. Smaller groups better. Twitter sites can be useful
- Hearing about things instantly is very effective
- Putting things in place to mitigate things in the future, get communities involved in this. Planning for things. Thinking about response and recovery. Risk assessment, needs to be carried out

Question 3.

- Centralisation – need, community resilience at local level
- Can leave it to those in charge, counsellors etc. Don't think about it in many cases. They sometimes do everything on their own
- Authorities learn to trust communities. Especially the police. Enabling them to trust.
- Building relationships and networks in peace time. Having links essential. Working together to support one another
- Every community of all faiths need to be engaged. How faith communities support this agenda. Mix between formal and informal networks and communities.

Plenary feed-back and discussion

During the plenary session, all participants discussed the key implications of the evidence review findings for practitioners. The focus was on the latter two questions: What helps and what hinders community resilience. The facilitator went round each small group and asked for one of their points and this was repeated a number of time. The points were recorded on flip charts which are reproduced below.

What helps community resilience

- Engagement with schools (8-10 years)
- Understanding if the community thinks emergency is relevant - engagement and ownership
- Small-scale communities within large communities - linking these together appropriately
- Use of IT and social media - facilitating peer-to-peer discussions
- Importance of horizontal discussions/communications - because likely to be more trust
- Trusted contacts - need more than one. Contacts - people who normally work within communities
- Communities need to be involved in emergency planning - Link to community planning
- An event or near miss
- You can use any relevant event (even if happening elsewhere)
- Learn lessons
- Some communities are engaged in community [missing word] command
- Also community meetings for people to find out about workings of Gold-Silver command
- Encourage this engagement

What hinders community resilience

- Role of media can confuse messages, e.g. about legal issues
 - making these appear as barriers
- Trying to formalise informal networks, making bureaucratic
 - risk of 'resilience' destroying what exists
- Strategic level - forging top-down solution (instead of making sure resilience is happening)
- Affected communities not usually 'prepared' (psychologically) as responders
- Centralisation - authorities take over community activities and roles, which disempowers
- An event
- Cultural differences between emergency responders and communities
- Cultural barriers within communities-real or perceived

- Also professional responders have own agendas
- Need to understand community needs - but
 - How far do police need to go?
 - Community need to understand responders needs
 - More consideration meeting needed - have people on the ground
 - Both parties willing to engage
- Communities sometimes left on their own
- Need to understand in the round
 - What is possible in different situations
- Lack of knowledge (in community) of how command and control response works
 - LRFs often distant from communities
 - No community representation

4. Guiding Principles for Supporting Community Resilience

In this part of the workshop the aim was to consider what issues and topics should be included into the Guiding Principles for supporting community resilience which are being developed by Lucy Easthope for the CCS. The idea will be to produce a set of guiding principles supported by topic sheets and case studies.

The aim of the Guiding Principles for the Cabinet Office is: To develop guiding principles on community resilience to inform and encourage practitioner engagement. The proposed structure mirrors the National Recovery Guidance developed for emergency management practitioners and will consist of a document which will provide principles for engaging in community resilience. Sitting underneath this will be a series of separate topic sheets which will cover specific themes. These will then be backed up with a series of relevant case studies specifically chosen to support the guidance and aid engagement.

Presentation

Lucy Easthope made a presentation to all the participants. This was followed by a Question and Answer session.

Open space discussions

In this session the open space technique was used. This involves participants suggesting the topics they want to discuss. The idea is that people will then talk about the things they are most interested in. The person who suggests the topic becomes the topic holder and then anyone who wants to join them can do so. Groups can vary in size from two upwards. In addition participants are invited to move groups if they feel they are not engaged with the topic – this is called the “law of two feet”.

Following Lucy Easthope’s presentation, all participants were invited - in the context of Lucy’s presentation and the work that CCS is doing on supporting community resilience - to suggest related topics that they would like to discuss.

The agreed topics for discussion were:

1. How do we do joint awareness-raising of communities and emergency responders? What do they need to know about each other?
2. Local Resilience Forum
3. Up-skilling community members
4. Financing
5. Barriers to community action

The participants then divided into self-organised group and were asked to answer the following questions about their chosen topic:

1. Why is it important?
2. What needs to change?

3. Who needs to know?

The flipcharts produced by each group are presented in the boxes below.

Topic 1: Joint awareness-raising

1. Why is it important?

- Community should be engaged in what happens, it shouldn't just happened to them
- Community should be aware of the ES and vice versa
 - Of the skills
 - Structures
- Need for a local intelligence
- Expectations of community

2. What needs to change?

- Better 2-way awareness, knowledge, exchange
- Early expectation management
- ES need to accept other structures (less formal ones) that are also important
- [Importance of pre-planning/process period]
- Understanding of extant skills within communities (communities need to know this)
- Guidance – take responsibility if you have the skill to do so i.e. use a chainsaw if you know how – don't take undue risks
- Fixed roles within ES for community engagement
- Community knowledge of how the C2 (command and control) structures work and where responsibilities lie and what those responsibilities are (who does what)
 - Therefore what does the community need to do itself
 - Once established, how to sort out what needs to be sorted out independently
 - Who to talk to
- Have people within the local councils and county councils who can engage with the communities → trusted people!

Question: How does the community want to receive the info? – Leaflets – Straightforward

Early awareness info → what might happen to you if you're flooded... (Importance of expectations)

ES need to know about the community too → community impact assessment

Use of media?

3. Who needs to know?

- A single P.O.C. in the community and in the ES to enable links
- Should be a 'role' to be filled and skilled up.
- (EEC, someone who has the ability and interest in working with the community– a top-down facilitated role
- Within the community, someone who is empowered by the community– trusted
- Importance of support structures, from both the communities and ES command levels

Topic 2: Local resilience forum and links with community

1. Why is it important?

- Informing LRF of community views otherwise no real connection with community

2. What needs to change?

- Mechanism for engagement needs to be explored
 - Shouldn't be legislative
 - Already have elected members on parish councils
- Different possible models:
 - Local authorities work better with communities
 - Regional flood and coastal committees have community representation
 - LRFs seek community representation e.g. from parish councils
- Need community resilience group on LRF? How do you get community representation
- Emergency planning – part of neighbourhood team

3. Who needs to know?

- Emergency responders - need contacts from local resilience plans (don't need to have a copy of whole plan)
- LRF vary from one county to the next. Some will be the right contact for communities. Other communities will have direct contact with emergency responders

Topic 3: Upskilling community members

1. Why is it important?

- Learn from others. Key skills and knowledge can be shared. This can make the community more resilient
- Know who is in the community and who can be called upon when specific skills are needed
- Succession planning, retaining key skills and knowledge not reliant on any one person. What would happen without that person?
- Sharing experience
- Getting them involved at a young age/letting them be involved
- Right people for the right roles
- Reason to doing different things, planning, social activities etc

2. What needs to change?

- People involved happy to share experience. Knowledge retention
- Democratic, involvement of all community members. Fun not all serious
- Where there is not a champion, need a spokesperson who can draw this together
- Realisation of people's potential, gives them a chance
- Down-to-earth practical skills needed, increase the amount of courses available for this. Who provides this? Increase awareness of this? There to gain skills
- Courses run by volunteers need support from outside bodies
- School councils, upskill the young. Citizens advice bureau talks about finance awareness. Taught at young age. Youth councils. These are not available in all areas → widen
- Linking skills together → learn together

3. Who needs to know?

- Community members, planners, professionals etc
- Linking existing things together. Various bodies offer training courses. Support. Join up this offer
- How do we communicate the support available to the right people?
 - Community wardens (champions) to pass on information
- Local papers carry local news to communicate to others
- Social media → Facebook, Twitter get information out about support information
- Good examples should be disseminated
- Importance of young people
- Recognising potential
- Identify existing networks and groups – if not doing this, who could. Put forward different people
- Voluntary groups to circulate and promote knowledge
- Reason for doing this. Identifying commonality
- Who are the right people to upskill community members?
- Using networks already available
- People acting as the connector, facilitator to join up offers of support (voluntary services)

Topic 4: Finance**1. Why is this important?**

- Need to engage large 'community'
- Neighbourhood watch 'model'
 - It costs!
 - Five years: long-term commitment!
 - Quarter page adverts needed (£400 Each)
 - 250 wardens needed for 25,000 i.e. 1:100
- Is there an alternative 'model'
 - Network of networks. How can it be funded?
 - Identify volunteers (e.g. students through, for example, Volunteer Council or Job Centres)
- Do we sufficiently value our network brokers?

2. What needs to change?

- Bolt on skills for existing networkers
- Take the message to brokers (i.e. 'push' the need for existing groups and networks to take on resilience building responsibilities)
- Don't expect people to respond to 'pull' strategies (e.g. media, advertising, which calls for volunteers for this specific role)
- Consider 'added value' aspects of volunteer opportunity for students/unemployed (e.g. CV enhancement)

3. Who needs to know?

- Voluntary services
- Job centre
- Schools as 'community hubs' i.e. children plus the adult interaction that takes place at the school
- Residents associations etc

Topic 5: Barriers

1. Why is it important?

- An excuse to engagement
- Relationship between responders and communities
- Misinformation - disempowers people → fear

2. What needs to change?

- Clarity - messaging
- Public and practitioner attitude
- Industry changes - insurance, voluntary work
- Language of policy
- Cultural shift - training

Barriers

- Vulnerabilities - self-identity (by community groups and individuals within/without)?
- CRB
- Risk assessments
- Liability
- Insurance - 4X4?
- Food hygiene?
- Perceptions of authorities-uniforms
- Practical engagement 'putting it in print'
- Personalities
- 'Civil service speak' guidance
- Geography
- Starting from scratch
- Political/cost-cutting agenda
- Exclusion

3. Who needs to know?

- Communities, practitioners, Council, LA
- The local paper, newsletters
- Industry
- Emergency services
- OGDs
- Frontline providers - GPs
- Community development workers
- Voluntary sector
- National media - with caution!

5. Final Plenary

The final plenary session brought together the different topics that had been discussed and this is presented in Table 1 below.

Table 1: Plenary summary

Group	Finance	Barriers	Local Resilience Forum	Up-skilling	Awareness-Raising
Issue	<ul style="list-style-type: none"> • How to get round lack of funding • - Recruiting volunteers 	<ul style="list-style-type: none"> • Messages • Other government Departments • Insurance • Making excuses not to engage 	<ul style="list-style-type: none"> • Needs links with community 	<ul style="list-style-type: none"> • Need for 'skills for life', e.g. chairing, managing finance, confidence, etc 	<ul style="list-style-type: none"> • Need for better knowledge and awareness-raising
Who needs to know	<ul style="list-style-type: none"> • Voluntary services • Neighbourhood coordinators • Potential volunteers • Police • Schools (continuity) • Newspapers – advertising 	<ul style="list-style-type: none"> • Voluntary services • Newspaper advertising cost • Insurance industry 	<ul style="list-style-type: none"> • Emergency responders (planning and operations) 	<ul style="list-style-type: none"> • Social media • Community • Local council 	<ul style="list-style-type: none"> • Emergency responders • Community
What needs to happen	<ul style="list-style-type: none"> • Create a network • Funding is available 	<ul style="list-style-type: none"> • Get people engaged • Change approaches by insurance industry • Change attitudes/cultural shift 	<ul style="list-style-type: none"> • Mechanisms for engagement: • Flexible approach • Different possible structures • Responders not working in silos • Responders aware that their decisions affect community and take measures to understand effects • This is more about personal commitment than where people sit within structures • Need for case studies not guidance to take forward 	<ul style="list-style-type: none"> • Ongoing effective involvement of the community: • People realise they have potential • Community spokes people • Succession planning • Involving young people • Events (activities?) are fun and delivered close to community 	<ul style="list-style-type: none"> • Community members have a better understanding of emergency response (what happens when, who is point of contact) • Emergency responders are seen to understand community needs and to be objective • Empowered contact role (not person)

Following the plenary Clare Twigger-Ross told the participants that they would be sent the workshop record and in time the report from the research. Participants filled out the evaluation forms and the Workshop was closed by Nejla Sabberton from CCS, thanking all the participants for their contributions

And finally.....

Throughout the day participants were asked to contribute general thoughts about community resilience, these were summarised on a flipchart and are presented below.

General thoughts

- First public meeting – for sharing and venting. Second +++ – for sharing and repairing (i.e. meeting facilitators need the skills to deal with the different issues)
- HPA. How to communicate (technical reports) to the people with non-tech background but a 'need to know'
- How connected are emergency planners with what is going on in their communities?
- Identifying monitoring opportunities mechanisms. Who → Who?
- How can we build on and maintain community feeling after an event?
- Thirlby and Forest of Dean are already very resilient, capable of handling most events
- Thirlby → Pentewan. Scale issue, too small for formalised 'plan'. Existing social structures/networks are perceived by the community as sufficient, so they are what needs to be worked with. Insistence on the creation of a formal 'plan' may even be counterproductive
- How did things come about is important – e.g. peace wall, communication tree
- How can you encourage local action or expression – does it have to be spontaneous?
- How can you work with (strangers) and not just rely on known people?

Appendix 1: Workshop Agenda

Thursday 17th November 2011

- 10.00 Registration, tea and coffee
- 10.30 Community resilience in emergencies: stories from the case studies, findings of the evidence review and the implications
- 1.00 Lunch
- 1.50 Community resilience, guiding principles, practice and products: presentation and discussions
- 4.00 Close

Appendix 2: Workshop Participants

Fergus Anderson	Defence Science and Technology Laboratory
Ken Arkley	Local Resident and Chair to the Parish, Thirlby
Jennifer Blake	Safe'N'Sound Peckham
Reverend Peter Cheesman	Gloucestershire Local Resilience Forum - Community Resilience Group
Tracey Coates	Kingston University
Aaron Cooper	Defence Science and Technology Laboratory
Richard Cox	Civil Contingencies Secretariat, Cabinet Office
Angela Currie	WRVS
Jan Davis	Emergency Planning Manager, Great Yarmouth Borough Council
Hugh Deeming	Collingwood Environmental Planning (Associate)
Stephen Douglas	Southwark Council
Lucy Easthope	University of Bath
Major Ed Gaffney	Ministry of Defence
Wing Commander Richard Garston	Ministry of Defence
Ginny Goatcher	Nottingham Trent University Research Associate
Alice Gore	Defence Science and Technology Laboratory
Bernard Manyena	Northumbria University
Holly Notcutt	Neighbourhood Manager, Great Yarmouth
Paula Orr	Collingwood Environmental Planning
Mark Ramsden	Kingston University
Clare Raymond	Safe'N'Sound Peckham
Nejla Sabberton	Civil Contingencies Secretariat, Cabinet Office
Kathy Settle	Civil Contingencies Secretariat, Cabinet Office
Pam Sheldrake	Local Resident and former Parish Clerk, Thirlby
Jo Slimin	Environment Agency
Jenny Stafford	Collingwood Environmental Planning (Associate)
Carla Stanke	Health Protection Agency
Fred Suttie	Gorleston Resilience Plan Community Leader, Great Yarmouth
Chris Thompstone	Defence Science and Technology Laboratory
Charles Tucker	The National Flood Forum
Clare Twigger-Ross	Collingwood Environmental Planning

Appendix 3: Presentation

Presentation by Clare Twigger-Ross

Community Resilience: findings from evidence and practice

Dr Clare Twigger-Ross

Collingwood Environmental Planning

17th November 2011



Project overview

- Research project for UK Government Civil Contingencies Secretariat Cabinet Office funded by UK Government Defence Science and Technology Laboratory (DSTL)
- Contractors: Collingwood Environmental Planning and Kingston University
- Two parts: evidence review looking at:
 - the importance of community resilience to emergency response
 - the factors that promote or inhibit community resilience, including why some people choose to engage and others do not
- Four case studies examining.
 - How communities respond in the face of adverse events
 - The factors that facilitate people working together in those situations
 - The extent to which that community response was linked with and assisted the response by 'the authorities'/ emergency response organisations

Key issues - resilience

- Resistance: e.g. structural defences, preparing for the last disaster
- Bounce-back: returning to “normal”, potential to repeat vulnerabilities
- Adaptation: bounce forward, re-structuring to cope with hazard
- Transformation: change, new structures or organisations

Key issues - community

- Importance of looking at communities to understand their role in resilience
- Networks
- Trust
- Social capital
 - Bonding: e.g. friends and family “getting by”
 - Bridging e.g. work colleagues, action groups e.g. after a disaster “getting ahead”
 - Linking e.g. with formal organisations e.g. local authorities etc.

Thirlby, North Yorkshire

- Event
 - 2005 flash flooding
- Immediate response
 - Offers of accommodation, food, cleaning up
 - Extension of normal behaviour and networks
 - Chair to the Parish Meeting linked with local councils etc.
- Aftermath
 - Felt to have coped well
 - No real desire to formalise systems as worked well
- Learning
 - Community with extensive networks
 - Self reliance
 - Engagement with authorities?

Peckham, South London

- Events
 - August 8th 2011 “riots” in Peckham High Street and Rye Lane
 - Bus set alight, missiles thrown, shop windows broken, attacks on shops, looting
- Immediate Response
 - Leader of local organisation that works with young people urging people to go home, helping those threatened
 - Some residents organised to defend their areas
 - Individual acts of heroism to prevent further destruction
- Aftermath
 - “Broom brigade”- lack of leadership
 - Peckham Peace Wall
 - Community meeting 36 hours later – emotions
 - Move to create a community network
- Learning
 - Acknowledgement of emotions
 - Creation of opportunities to listen by the Council
 - Need for linking organisations with community leaders and emergency responders
 - Need to link at the neighbourhood level to support each other

Great Yarmouth - Norfolk

- **Event**
 - Nov 8/9th 2007 Tidal Surge “near miss”
- **Immediate Response**
 - Evacuation of approx 1000 to rest centres
 - Help with sandbags
 - Police door knocking to alert residents
- **Aftermath**
 - Realisation of lack of awareness from some residents
 - Community Resilience Emergency Planning in the urban area
- **Learning**
 - building on existing networks,
 - links with developing and supporting communities
 - Supporting needs of vulnerable people

Forest of Dean, Gloucestershire

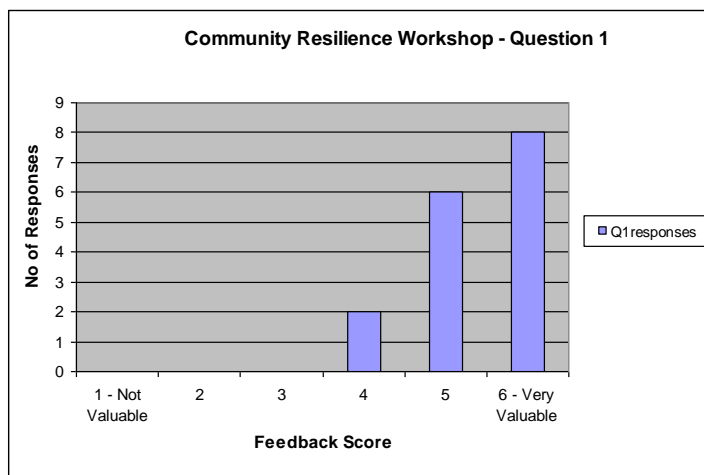
- **Events**
 - 3 severe winters (2008/9, 2009/10 and 2010/11)
 - Difficult conditions on secondary roads
 - Some villages & hamlets cut off for up to a week
- **Immediate response**
 - Authorities focusing on maintaining services especially for most vulnerable
 - Increased neighbourliness: e.g. activation of existing community networks, volunteer support for health and social services, etc
 - Some concern about individuals and households who prefer to remain isolated.
- **Aftermath**
 - Preparatory measures being taken – Councils distributing salt and grit and giving advice.
 - Some towns and parishes have developed emergency response plans.
- **Learning**
 - Proactive members of the community (snow wardens, leaders, etc) connected with the authorities can be important for community resilience
 - Communication, trust, knowledge (e.g. use of snow ploughs, 4x4s, being prepared) are vital.

Appendix 4: Evaluation Report

Of the 25 stakeholders who attended the workshop, 16 completed and returned Evaluation forms.

A summary of the Evaluation results is presented below.

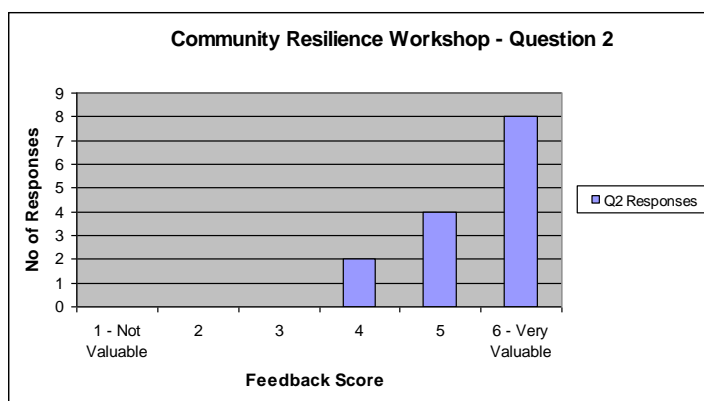
1. How valuable overall did you find this workshop?



Comments:

- We need to replicate this kind of workshop locally
- Was very valuable in exploring how community resilience should be handled both as an old concept and as a new concept
- Didn't know what to expect but found it very interesting and thought provoking
- I didn't know quite what to expect from today, but the mix of people was excellent which led to really constructive debate.

2. If you had questions during the workshop, how well were they answered?

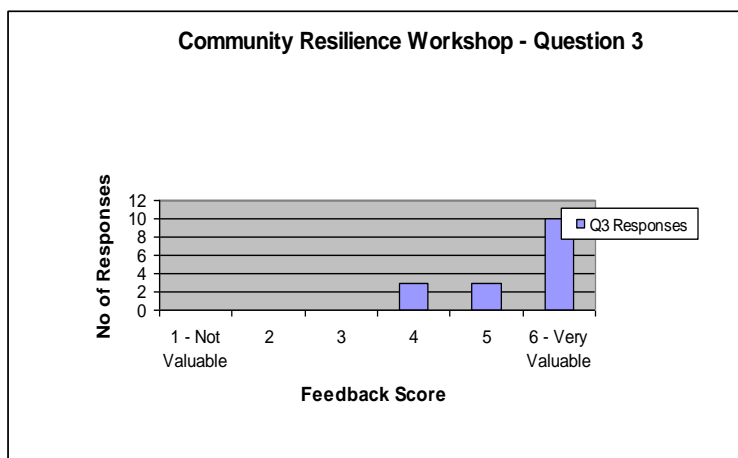


Comments:

- Questions were answered well, but not necessarily exactly the question we were given!
- Great opportunity to listen, discuss, debate and learn

- I did not personally ask a question but it appeared, where people did, that questions were well and considered

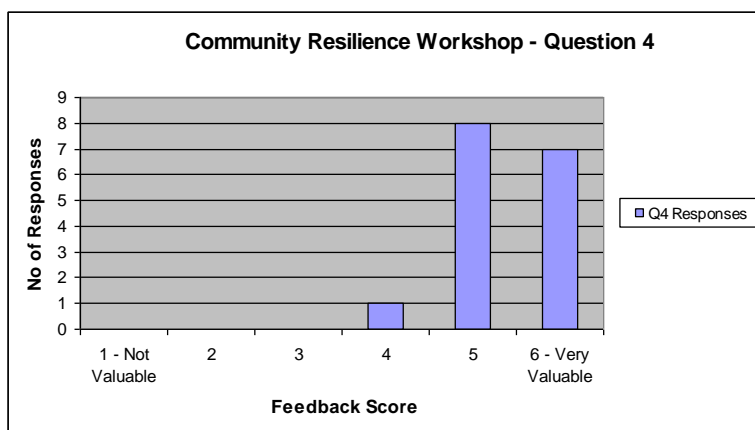
3. How well did the workshop format enable you to address the issues?



Comments:

- Flexible and overall numbers were small enough to mingle effectively
- Very good to have such inter-activity and active involvement by everyone
- This format worked exceptionally well - primarily because the 'right' people were there and more importantly they wanted to be there!

4. How effective were the facilitators?



Comments:

- Great - good activities, keep everything flowing and lessons well captured.
- The real scope of the work only emerged at the meeting
- Anything put on by Collingwood in my experience is always very well organised and facilitated.

5. What would you have liked more time for?

Comments:

- Maybe add a session on looking at the evidence: what works, what doesn't work, why/why not
- Discussions around what policy makers can do to incorporate the key messages
- Well paced. Look forward to reading the report
- I wanted more time on different things as the day developed. Probably there was enough of everything provided today is not the end of the debate!
- More opportunity to discuss longer with everyone present
- On the guidance, but could have done better using post-it notes
- Case studies
- About right
- Pretty well balanced
- Hearing about the emergencies and how they were dealt with - with more photographs
- More movement between groups
- Discussion on the subjects raised by individuals and discussed in groups (I know I left early but I would have like much longer and a chance to discuss more than one subject)

6. What would you have liked to spend less time on?

Comments:

- The plenary session at the end felt slightly disorganised
- It was all useful!
- If anything, the more formal presentation could have been reduced in time but good to have it to ensure everyone was at the same starting point
- About right
- Pretty well balanced
- Nothing - very well organised

7. What one thing do you think should be done to facilitate community response to emergencies?

Comments:

- Look at evidence of successful response from other countries - learn from this.
- Engage directly with leaders of community groups - i.e. religious leaders, managers, etc

- Working on local authorities to smarten up their approach - i.e. Utilise existing resources better - like front-line workers.
- Also need to recognise the importance of community development work in developing resilience along with emergency planners
- Cultural/community awareness (training?) for emergency responders
- Guidance Note, Case Studies & Workshops!
- Every time there is an emergency incident the community response should be analysed to learn lessons to feed back into community resilience planning
- Defining the community, as this will dictate response to emergencies. 'Community networks' seem like an obvious capability for both defining and organising the community. They act as an embodiment of community in that they are comprised from a varied cross section of that community, while providing a way to organise contextual response to emergency issues
- Communities should identify their resilience capacity in a baseline year. For example, how would communities measure their resilience
- Meet in the pub!
- Recognise the power of the communities when working together
- Better building on local community networks. In a wide variety of appropriate ways - that is not relying on narrow templates.
- 'Fun' events to raise awareness of community / emergency issues
- Removal of barriers - perceived or real - by clear and consistent messages of what is permissible and what is not OR just don't call it 'community resilience' talk about specifics