Evaluating the impact of the Scottish Government funded Community Resilience Development Officer Post

Contents

Research Summary

Research questions

1. To what degree has the Community Resilience Development Officer post been successful?
2. How can we understand and demonstrate the degree of success of the post?
3. What impacts can be attributed to the post?
4. What has worked well and what could be changed and improved?

Main findings

- The post should be continued. The way in which the post has facilitated networks that enable local authorities to move from being reactive to proactive about resilience is important. It is vital that continuation of the post ensures that this aspect of the role continues.

- A diversity of understandings exists about resilience that ranged from very simple conceptualisations to those which were extremely complex. The simple understandings usually involved one person or group of stakeholders responding to a situation whilst the more complex included groups of (often diverse) stakeholders working in partnership and anticipating a situation before it arises, as well as having strategies and plans in place on how to respond.

- There may be key stages of readiness that determine what actions are needed for promoting resilience in different areas. These have been identified as:

  1. making the connections between different stakeholder groups in the local authority

  2. where connections already exist, moving forwards by implementing actions that are both proactive and reactive to community disturbances
     i.e. flooding, and being able to maintain the momentum of resilience once it has been established

  3. expanding the connections and getting stakeholders out with the stakeholder groups in this study involved such as NGOs. None of the local authorities considered as part of this study were at this stage yet.

Background

The aim of this study was to evaluate the Scottish Government-funded Community Resilience Development Officer post at Education Scotland. The evaluation took place to inform the Scottish Government in terms of planning, and funding for, future posts of this kind. The purpose of the post is to help embed resilience thinking and online resources within the Curriculum for Excellence, i.e.to ensure resilience thinking reaches schools and children. This includes teaching on: the causes of extreme weather; its impact on communities (specifically flooding); and the ways in which individuals and communities can adapt to and mitigate the impact of related emergencies.

Research undertaken

The study used qualitative and quantitative empirical data to evaluate both process and impact on adult stakeholders including local authority staff in resilience and education roles. This included interviews in four case study local authorities. The areas were selected to represent variety across Scotland with potentially different resilient issues e.g. urban, rural, coastal, island; but also to examine local authorities which were judged to have different degrees of engagement with the post.

Quantitative analysis was also conducted which considered webpage "hits" for the Ready Scotland page. Local Flood Risk Management Plans produced in June 2016 across Scotland were reviewed to evaluate the extent to which the post was mentioned and used as a mechanism to promote resilience thinking within education.

1.0   Introduction

1.1   Aim

The aim of this study was to evaluate the Scottish Government-funded Community Resilience Development Officer post at Education Scotland. The evaluation took place to inform the Scottish Government in terms of planning, and funding for, future posts of this kind. The purpose of the post is to help embed resilience thinking and online resources within the Curriculum for Excellence, i.e.to ensure resilience thinking reaches schools and children. This includes teaching on: the causes of extreme weather; its impact on communities (specifically flooding); and the ways in which individuals and communities can adapt to and mitigate the impact of related emergencies.

The key outcome that this post is intended to achieve is that Scotland's young people are more resilient. Indicators of this outcome are likely to be:

•   Young people are more aware of risks they face
•   Young people are more aware of the actions that they can take to prepare for, respond to, and recover from, emergencies
•   Young people are motivated to play an active citizenship role – taking responsibility for themselves and others
•   Young people are prepared for emergencies
•   Young people look out for others in their communities.

Those commissioning the post expected that these indicators could be realised in the following ways: Resilience embedded in teaching practice as part of curriculum for excellence; teachers being aware of the importance of teaching resilience; local authorities include education activities in their local flood risk management plans in June 2016; flooding and resilience professionals use education as part of their approach to raising awareness of resilience and building resilient communities; educators, flooding and resilience professionals work together to teach resilience in schools; appropriate resources are available to support resilience in schools.

As the post is still in its early stages, it was thought when designing the study that there would not yet be an impact on children and young people. The scope of this study therefore does not include an evaluation of the impacts on young people as listed above, but focusses on how the impacts could be realised. The evaluation aimed to assess stakeholders' understandings of resilience; the process i.e. what the post has done; and the impact the post has had. How these were examined more specifically is detailed below:

1.   Understandings
i.   stakeholders' understanding of resilience and what that would look like in practice (using rich pictures)
ii.   extent to which education professionals understand the importance of resilience thinking within the curriculum

2.   Process
i.   what elements worked well, and what did not

ii.   any strategies put in place by development officer or teachers to ensure that behavioural change in education professionals/ young people is long lasting
iii.   extent to which resilience teaching is embedded in teaching (and how), what influences the range of curriculum areas where it is embedded
iv.   mapping extent and nature of linkages between flooding/resilience professionals, NGOs and education professionals (using diagrams)
v.   identify capacity building between flooding/resilience professionals, NGOs and education professionals

3.   Impact
i.   level of awareness (before/ after post) of local authority staff and education professionals about educational resources (and about the post)
ii.   education professionals' perception of usefulness of online resources and support (i.e. does the post address a gap in knowledge/support)
iii.   impact of post on local authority flooding teams
iv.   influence on inclusion of education activities in local flood risk management plans
v.   any behavioural change in education professionals who are using the resources or integrate resilience teaching in other ways

1.2   Objectives

The aim of this research is to demonstrate the degree to which the community resilience development officer post has been successful. In particular, to:

-    Understand and demonstrate the degree of success of the post
-    Identify the impacts of the post
-    Provide recommendations on what has worked well and what could be changed and improved.

2.0   Methodology

2.1   Preparation – collecting background information

The study used qualitative and quantitative empirical data in order to evaluate both process and impact (hard and soft outcomes) on adult stakeholders including local authority (LA) staff – both those working in resilience and education roles.

In preparation for the main qualitative and quantitative part of the study, relevant groups of stakeholders were identified jointly with the Steering Group and in consultation with the Community Resilience Development Officer. An overview of the stakeholders of relevance to the post is provided in Figure 1. The exchanges with the Development Officer helped to confirm activities undertaken in the role as well as timings of work phases. The post-holder also provided assistance interpreting data on events, stakeholders and interactions with LA staff and education professionals and in providing views on behavioural change and
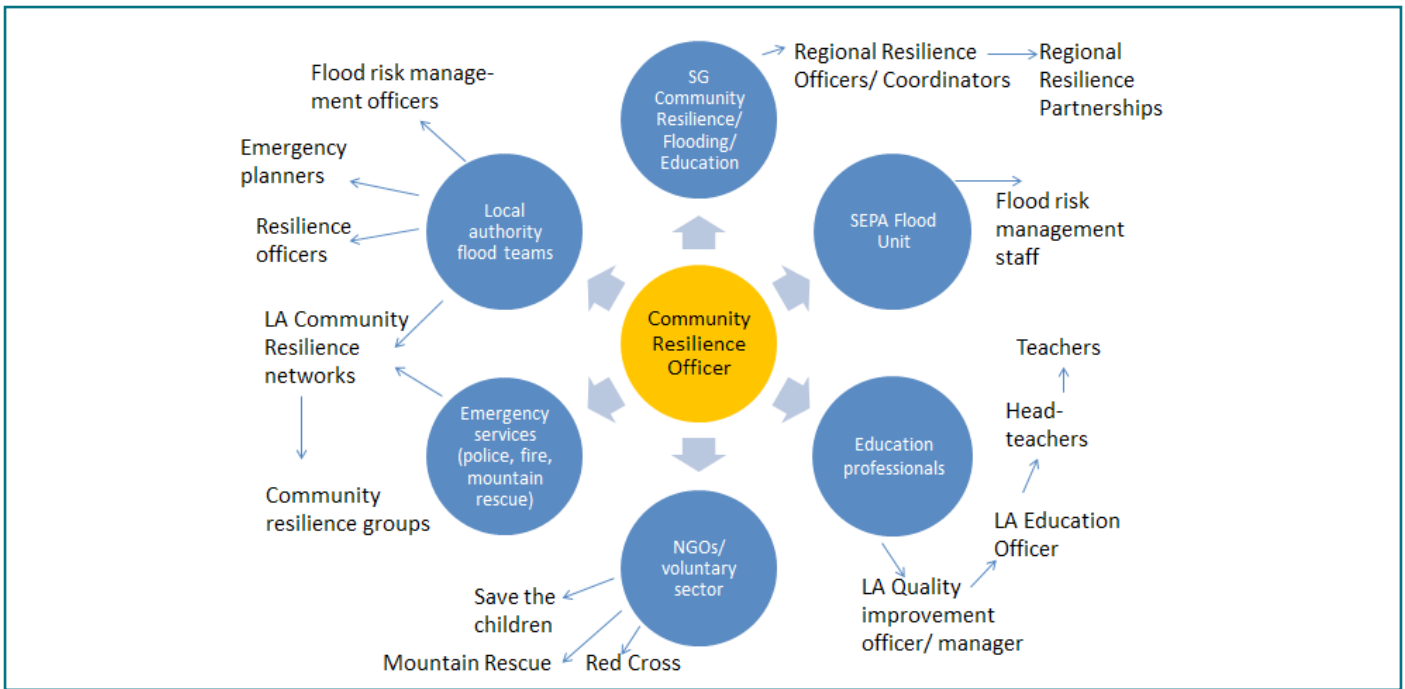
Figure 1: Overview of stakeholders relevant to Community Resilience Development Officer

2.2   Qualitative data

Qualitative empirical data were collected predominantly through face-to-face interviews, with additional telephone interviews conducted to follow up specific questions that arose. The study focused on interviewing three groups of people (hereafter referred to as 'stakeholders') covering different local authority areas as detailed in Table 1.

In the study, four local authority areas were selected as case studies. It was felt that this number would provide sufficient insights into the issues associated with embedding resilience thinking in the local authority and the relationship of this to the post-holder, whilst also allowing the research team to interview a variety of different stakeholders in each area. The project team aimed to select areas that represented the range of approaches taken with regards to resilience; the interaction between flooding and education professionals; and the degree to which resilience thinking had been embedded in schools from those that have yet to make progress through to those considered to be

advanced. The study also sought to represent, where possible, the geographical diversity of Scotland including an island, rural and urban local authority. The project team attempted to select those stakeholders whose networks should overlap, to confirm whether any relationships are reciprocal; and notes from the post-holder were also checked to ensure that there were stakeholders in the sample who had come into contact with the post-holder.

Semi-structured interviews were conducted with 24 participants in the four local authority areas in each of the three stakeholder groups. Group 1 included local authority staff dedicated to resilience, flood risks, civil contingencies, emergency planning and road safety; Group 2 included local authority staff dedicated to education, service improvement and school operations; and, Group 3 included three head teachers, one deputy head teacher, two principal teachers and one teacher at secondary and primary schools. The local authority stakeholders (i.e. Group 1 and 2) were split into two types as staff in the two groups generally work separately in different departments. It was suggested by the post-holder that communication between these groups was essential if resilience thinking was to be embedded in schools.

Stakeholder type/ Case study area	Stakeholder Group 1 Resilience, flood risks, civil contingencies, emergency planning and road safety officers and managers	Stakeholder Group 2 Education, Service Improvement, School Operations officers and managers, and STEM coordinators	Stakeholder Group 3 Head Teachers, Depute Head Teachers, Principal Teachers and Teachers
LA area A – rural, inland	2	2	1
LA area B - rural, island	3	2	2
LA area C - urban, inland	3	1	2
LA area D – mixed urban and rural - coastal	2	2	2
Total	10	7	7

Table 1: Numbers of interviews held with different stakeholder groups in each of the selected case study local authorities.

In the results, any quotes are given in the following format e.g. (A -1) where "A" refers to the case study area and "1" refers to the group. As there was more than one interviewee in the majority of groups, the same code may refer to more than one individual.

The project team attempted to interview two people per stakeholder group in each local authority area. However, in Area C it was only possible to contact and interview one member of staff in Group 2. In Area A, due to repeated cancellations with more than one teacher, the interview never took place. In both areas B and C, three local authority staff members were interviewed from Group 1. Where possible, stakeholders who had been in contact with the post-holder were sought, but this was not always possible if that stakeholder had since left their role.

Three separate but complimentary interview guides were designed for each stakeholder group (see appendices for full interview schedules). The guides were designed to explore process and impact-related outcomes from the post and to provide a comprehensive picture of impact pathways.

All interviews were audio recorded with the consent of the interviewees. The interviews were independently thematically analysed by two researchers to check consistency of findings, recommendations and themes arising. Both researchers identified the same predominant emergent themes, and further discussion between the researchers led to increased insights.

During the interview process, two aspects were explored using rich pictures with interviewees that were open-minded to this method. Rich pictures involve participants visually representing how they understand the question they are being asked and can be useful for developing visual narratives about current and potential future situations. They have previously been used in community participatory planning (Bell et al., 2016). The first use of a rich picture in this study aimed to capture the interviewee's understanding of resilience as it relates to the core role of their job. The second asked the interviewee to identify the key stakeholders and organisations they interacted with, and to illustrate and annotate linkages between concepts or ideas they relate to community resilience, emergency planning, raising awareness and educational activities. In the report, the pictures are anonymised and are used to illustrate the breadth of understandings of resilience, and examples of interaction networks and quality/strength of interactions.

2.3   Quantitative data

Quantitative data from website analytics were analysed to identify any links between website activity (e.g. visits, downloads of documents) and project work phases, and any patterns that can be detected regarding website use before/ after post. The extent of this analysis and results generated were dependent on the level of detail of the data available.

In addition, an analysis was undertaken of the Flood Risk Management Strategies (FRMS) and the Local Flood Risk Management Plans (LFRMP) that deliver FRMS locally. Education is intended to be included in the FRMS. Both types of documents were analysed for the 14 districts for which they were compiled as of 22 June 2016 and published on SEPA's website. These were used in order to assess how many local authority flood teams have educational activities planned for the 2016/21 flood planning cycle, and the nature of these activities. Educational activities were quantified and examples for education activities in LFRMP compiled. In particular, we reviewed how such activities are referenced and whether statements are specific about what is planned and where. This analysis allowed for indicative statements about the impact the post has on LA flooding teams and to what extent it has influenced inclusion of education activities in LFRMP.

3.0   Results

3.1   Qualitative findings

3.1.1   Understandings of resilience

The interviewees were asked what their understanding was of resilience and what it might look like in practice. Responses varied from individuals' ability to respond to a problem appropriately, particularly related to being prepared for adverse events, to broader understandings that include the whole community.

In understanding resilience, "responding to emergency situations" was a recurrent theme across all case study areas. As well as flooding, other situations that local authorities are thinking about being resilient to included; severe adverse weather, terrorism, power shortages, telecom outages, and flu pandemics. Figure 2 is a rich picture drawn by a group 1 stakeholder who relates resilience to the example of a cruise ship with thousands of people crashing:

"*Every area has its specific risks. The cruise liners also go into Edinburgh, but if they have an issue there, they have the whole of Central Scotland, you know? They have hospitals, they have… everything! Whereas we only have this small bit, so everything is more difficult to deal with* [in] *a situation*" (B-1).
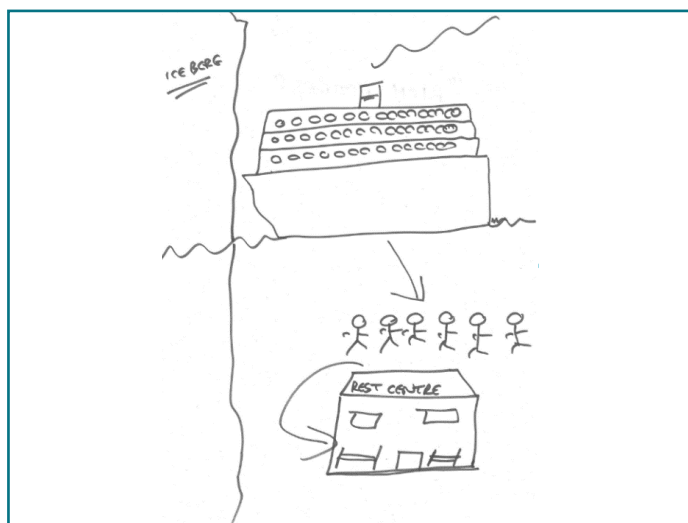
Figure 2: Rich picture drawn by a group 1 stakeholder. As the interviewee explained, the image represents a cruise liner accident as a possible emergency situation, and the resources needed to deal with such an event.

Group 3 interviewees generally described resilience focussing on individual and emotional resilience. Examples were given of pupils having the strength to deal with being faced with lots of competing challenges, as well as pupils and teachers healping each other to overcome problems. Other stakeholders described more complex definitions of resilience.
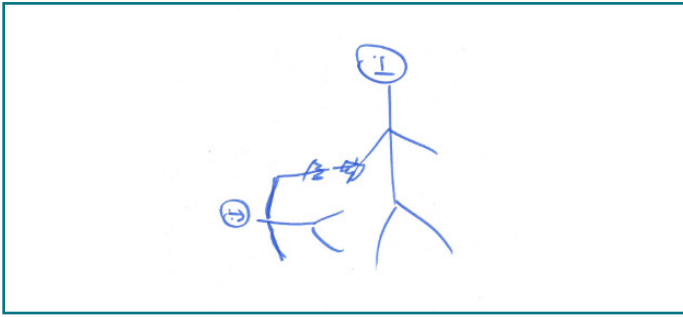
Figure 3: Rich picture drawn by a group 3 stakeholder. As explained by the interviewee, the image represents the interviewee's role in helping pupils build individual and emotional resilience.

Other stakeholders described more complex ideas of resilience. For instance, a group 2 stakeholder illustrated increased complexity by thinking about resilience at different timescales using the example of the risk posed by crossing a river (see quote below and rich picture depicted in Figure 4).

"You're stood at the edge of the river and you notice people drowning, coming down stream. So you pull them out, and some of them you revive and some of them sadly drowned. You know, it's really difficult, and more and more people need pulling out. So, eventually, someone decides that they're going to go upstream to see what the problem is. And, of course, the bridge is broken, so they keep falling in. So, every time they're making the journey they fall in. So some early intervention work might be to do some bridge repairs, so there's always a bridge. So you've got that rescue, recovery, early intervention. But then, actually, if you thought about it, you could send people to a better crossing point, so that no-one would ever fall in. So you're actually taking preventative steps to keep people safe" (B-2).
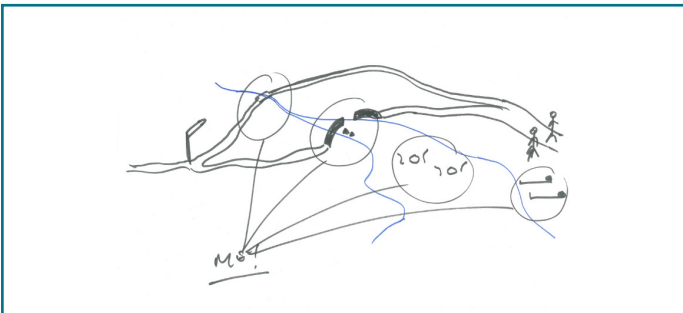
Figure 4: Rich picture drawn by a group 2 stakeholder, as an illustration of the types of actions that contribute to resilience. As the interviewee explained (see quote above), the picture represents a river which poses a risk for people and the different reactive and preventative measures that can be taken.

Another example of a complex understanding is illustrated in the following quote:

"it [resilience] starts with individuals and then grows and grows into the community" and then later, when talking about links with the local authority and other agencies... *"roots are spreading underground, and sometimes you're aware of them and sometimes you're not, and then there's opportunities popping up…the key here is what we've concentrated on establishing links with people; we've made friends with people; people remember that we're nice and friendly, and they'll come back with an opportunity and say "you might be interested in this".*

This quote illustrates how the stakeholder perceives that opportunities can emerge from connections and good relations established in the past which then go on to enable opportunities to emerge later in unexpected places.

The more complex definitions discussed community resilience as: being inherently bottom-up; occurring at different levels (e.g. individuals, communities, national); involving partnership working with stakeholders outside usual work spheres; and happening over different timeframes (understanding the past, knowing the current situation and anticipating the future); as well as occurring at different paces in different places. For example:

"It's about partnership and it's about moving forward at their timescale…they [communities] have to dictate the pace, and that's been challenging for us. Sometimes we've wanted to move forward faster than they have. At times they've gone and done things on their own and we've had to pick it up. It's about partnerships moving forward and letting them dictate it" (A-1)

A different stakeholder commented:

"Different communities, different shapes and sizes, different issues, different ideas…it's the road that they want to take, the journey, and we support them to get there…it's about having an agreed vision" (A-1).

In three of the four case study areas, it was suggested that the public had become too used to the Government doing everything for them, and there was a need for communities to become less reliant.

On the whole, group 3 tended to have descriptions of resilience that were less complex. Definitions of resilience were vague in case study C, where the whole concept of community resilience seemed to be perceived to have less relevance than in the other case studies. This quote suggests that perhaps resilience was a difficult concept to explain because it was less prevalent in this case study area:

"Community resilience? Well, I've never experienced it before. I just see communities that are not resilient…we do not have resilient communities in this area…communities aren't as strong [here] as in rural areas…it's not a strong community in terms of its resilience to events…in the past they were stronger …[now] they have become too reliant" (C-1).

On the other hand, a number of interviewees in case study B (the island) felt that their area was likely to be ahead of others; such as:

"the concept of community resilience is very pertinent to a place like [Case Study B], because it's a community on the edge… there's quite a fragility about it, and understanding what this means…I think that building that into the heart of the curriculum is a really sensible thing to do" (B-2).

With specific respect to children, resilience was mentioned as being an important part of the Curriculum for Excellence:

"it's about developing our learners. It's about us helping them aspire to the outcomes of the Curriculum for Excellence, and citizenship….the fact that our children and young people have a role to play within our community, and it's how we ensure that their voice is heard" (A-2).

In case study B it was felt that due to it being an island, children were immediately aware of the risks of being dependent on things not always available on the island and the need to prepare for unforeseen situations – e.g. poor weather and having sufficient food in stock.

The results also revealed what stakeholders felt important for children to know with regards to resilience. Generally it was felt that children should be aware of potential risks, and how to cope and act in certain risky situations, and how to get help. It was also felt important to get the balance right between adequately preparing children and young people for an unknown scenario, whilst, at the same time, not causing them stress and worry.

Areas A and D saw flooding and resilience to extreme events as opportunities for teaching and learning at schools, embedding these events into the curriculum. In these areas, teachers used recent local flooding events to teach about topics such as flood prevention, environmental issues and urban landscape, and are embedded in science and technology subjects. These two areas are where the post-holder had the most contact. This was already being taught in these areas before the post was introduced, however, the existence of the post appears to have helped their continuation (see section 3.1.4).

In conclusion, it can be seen that there was a diversity of understandings about resilience that ranged from very simple conceptualisations to those which were extremely complex. Group 1 stakeholders definitions tended to include those which were more complex and involved the wider community; whereas Group 3 stakeholders focused more on resilience of individuals. The simple understandings usually involved one person or group of stakeholders responding to a situation whilst the more complex included groups of (often diverse) stakeholders working in partnership and anticipating a situation before it arises, as well as having strategies and plans in place with regards how to respond.

3.1.2 **Process** of the post **and perceptions of post-holder activity**

The interviewees were asked about their perceptions of what the post-holder had done in their role, these aspects were frequently stated:

• Provided support
• Raised awareness

"raised [my] *awareness of this kind of work that Education Scotland were doing, and the resources that were available. Obviously you could do these things by googling it and finding out, but it makes a difference when someone came down to speak to you"* (D-2)

• Visited and pro-actively engaged with case study areas to talk about resilience
• Facilitated networking locally and nationally; both establishing new connections and fostering existing connections (see also Section 2.1.3)

"the community resilience part has certainly been nurtured with [the post-holder] *coming into post, and giving support, and sending out information and trying to drive an agenda, probably from the Education Scotland side, rather than maybe our side, but the two obviously link. But our link*

with Education has always been really strong because of the emergency planning and business continuity stuff… the community resilience was just kind of adding to that" (A-1)

• Shared best practice between different local authorities in Scotland
"because it has allowed us to get an impetus very early on in terms of knowing that she was there and that she was sending out information. She was also sharing good practice of what was happening elsewhere. So if somebody had a project, she would share it, and that was really 'oh gosh! We could do that! That'd be really good; that fits!' so you're not reinventing the wheel when you have already got something that's really good" (A-1)

• Introduced the topic of flood management into schools
• Made information available (this was stated to have been done in a "non-patronising" way)
• Provided a useful national point of contact.

Other particularly effective ways in engaging with stakeholders were mentioned as short, to-the-point emails; networking (facilitated at both the local and national levels); and providing good resources and fresh ideas that are expected to lead to tangible outcomes. The research highlighted that in case study areas that had seen the impacts of flooding on the community and thus where flood management was already an interest or being used as a resource or topic in teaching, there was particular interest in being in contact with the post-holder from stakeholders (particularly in groups 2 and 3).

Group 2 and 3 stakeholders stated it was useful that the post-holder was a teacher as it meant they had a good understanding of the challenges the schools were facing and how things worked there. One stakeholder felt the post-holder also gave them ideas to bring to teaching that they had not thought of before:

"we'd bizarrely, not thought that the guys in the offices above me could be a resource for schools. And, that definitely came from [the post-holder] *provoking us to think a bit more deeply about something that we were doing"* (B-2).

Thus the post-holder had instigated a change even when the interviewee had previously not felt that it was needed. It was also pointed out that the good work done by the post-holder would be lost if the post were not to continue; and, as such, saw the legacy of the impact of the post as dependent on its continuation.

3.1.3 Facilitated networking

The post-holder facilitated networking, through networking events and smaller meetings with different groups of stakeholders see for example, the quote below. This led to the different stakeholders in each area having useful discussions; it was particularly useful in larger local authorities where stakeholders were less likely to already know each other.

"I wouldn't necessarily have talked to the head teacher of a school up North. I ended up sending her stuff that I had that I thought might help her. I sat next to [someone else] and she told me something I didn't know. So it's about networking, making those connections. And to make those connections you need somebody to be in the middle, to be the organiser. Because [the post-holder] *knew what everybody was doing. And without that one person in the middle, you don't have time…there's not enough hours in the day…it was very interesting. You thought: 'Well I am not alone beating the drum. There's other people doing similar things…Listening to other people and realising that there were other people finding the same issues with what you were trying to do, or had solved the same problem that perhaps you had…and other people's experiences and what they had done"* (D-3)

In some cases the post-holder facilitated interactions between groups of stakeholders for the first time. In other cases, stakeholders were helped to nurture connections that had already been established (see Box 1). For example, in one area, links between groups of stakeholders had been established after they were reacting to a flooding event, but the networking facilitated by the post-holder allowed the same group of stakeholders to think about it in a proactive way, which had not happened previously. Meeting the post-holder together with different groups of stakeholders was valued as it was felt that this facilitated all the stakeholders taking shared responsibility moving the agenda forward.

"You can't do everything because there's not enough funding. To put someone like [the post-holder] *into post, to raise the profile for us, to get a fresh face in, works"* and *"I wouldn't have had the time to dedicate to promote it without the support of* [the post-holder] *the workload's been excessive and that's been a massive support. I would have done bits of it, but it wouldn't have been to the same level"* (D-2)

Facilitated networking was valued in terms of its potential to break down silos. Silo thinking was felt to be responsible for different local authority departments not sharing information. It was felt that the post-holder has been pushing to make these connections happen.

"for me the change in local government has been to do more with less, and if you haven't got that co-ordination, if you haven't got that point of contact, you fall into the silo mentality very, very, quickly…[having posts like this]*…is about bringing things together, making the most of what you've got…and if you lost that point of contact, who could coordinate education resilience with the rest of resilience? It would be another break…I think it would be a backwards step to lose the post"* (A-1).

It was also felt that silo thinking was not restricted to the local level. Two interviewees felt that education and resilience at all levels of governance need to be more integrated – in particular they mentioned that some community education events have been run separately.

"[the post holder] *has been doing education, and then there's the resilience lot, and sometimes, considering that they, in my head, sit in the same building, maybe at the next desk, sometimes there*

isn't a connection" (A-2)

It is interesting that this perception exists, given that the post is funded by the Managing Flood Risk Team and delivered by Education Scotland indicating that there is in fact collaboration between these departments at the national level.

The post-holder appears to have worked more closely with stakeholder groups within local authorities (in the case study areas selected in this study). Other organisations involved in resilience and contacted by the post-holder included resilience groups, road safety groups, partners on flood prevention works, and organisers of resilience events. Connections had been made between these groups and the local authorities prior to the post-holder's involvement in the area (see for example Figure 5). Fewer formal interviews were conducted with this group than originally anticipated (five in total) as the post-holder had not met other NGOs (e.g. RNLI) in the area studied.

Thus despite additional interviews being planned to explore these links, these did not happen due to a lack of evident links being facilitated by the post-holder. In one case, the post-holder had enabled a connection between one of the interviewed teachers and an organisation external to the local authority, but that individual had since left their post. Potentially any continuation of the role could enable connections with NGOs to happen in the future.
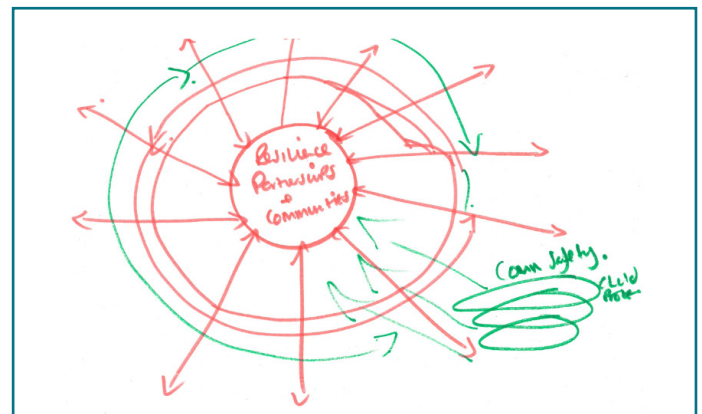

Figure 5: Rich picture drawn by a group 1 stakeholder representing the interactions between different partners (including NGOs) working with communities to promote resilience

3.1.4   Impact of the post

Impact was found to vary between different stakeholders and in different places. It may also be more prevalent at different times for different stakeholder groups, and will likely depend upon where the post-holder focused most attention in that area. A number of the stakeholders mentioned that there may be a legacy of the post that has not (yet) emerged at this point in time. This section will firstly consider how impact varied between stakeholder groups before reflecting on the degrees of impact in the case study areas.

Perceptions of the degree to which the post had achieved impact varied between the stakeholder groups; and the post-holder's impact was understood and valued more by stakeholders who had met the post-holder in person. For example, not all stakeholders in group 3 that were interviewed had met the post-holder. Of the three groups, group 3 stakeholders also had the least knowledge about the post and resilience. It appears to be more difficult for stakeholders to realise the value of the post unless having had personal contact with the post-holder. If the post-holder comes to an area, it is essential that all relevant stakeholders in the different groups are able to attend. Having everyone in attendance is vital so that all the stakeholders can take shared responsibility in moving a resilience agenda forward.

Some of the challenges that limit stakeholders' engagement and the impact of the post appear to be limited budgets and the time and human resources available. However, in some cases the post was seen as a way of overcoming these difficulties:

"If it wasn't for her it wouldn't be getting done. As simple as that. [My] *remit is so big that you need somebody to come in to highlight these areas … I wouldn't have had the time to dedicate to promote it without the support of what* [the post-holder] *was doing… The workload's been excessive and that's been a massive support. I would have done bits of it but it wouldn't have been to the same level."* (D-2).

Impact will be lessened if there is no or little buy-in from schools, for example if they see it as additional workload and perceive there to be no time to fit it in. It was recognised that it can be challenging to work with schools to demonstrate that it is not the case; schools need to view the post as an opportunity. One interviewee mentioned that the curricular priorities established by Education Scotland of literacy, numeracy and health and wellbeing limits what can be taught in other areas such as science, and this affects the teaching and learning regarding resilience. It was also mentioned by group 3 stakeholders that the Education Fair in Glasgow takes place on a Thursday and Friday. One stakeholder suggested that it would be better attended if it took place on a Friday or Saturday as more people would be able to attend (as they could more easily get cover/would not be working) and thus network.

In each area, and in all stakeholder groups, stakeholders discussed that recently their remit widened, while staff numbers and time reduced, in their respective departments. This situation inevitably affected the impact that the post could have, but it played out in two ways. In some areas it meant that staff found it less easy to make resilience a priority due to importance given to the core elements of their role. In contrast, in other areas staff felt that the role enabled them and focused them to think about resilience and felt that it enabled progress in this direction.

The impact of the post-holder can get lost when stakeholders have left their post. Currently the understandings and relationships that have been developed between the post-holder and a stakeholder do not appear to be easily transferred to the next person in post. There were a number of examples of stakeholders no longer in their roles who had had good contact with the post-holder, their replacement was always unsure of the work that had been done with the post holder. Therefore legacy of the post gets lost if a stakeholder leaves their role (for example see Box 1 in section above).

As stated in Section 1.3.1, case study local authorities were purposively selected to represent differences in the amount of contact and types of interactions with the post-holder. The case study areas included in the sample could be put into two groups; those who were keen to work to improve resilience in their area and those that did not. The former group of local authorities (A and D) viewed resilience as a priority in their area and felt their approach to community resilience could be improved. The latter group of local authorities (B and C) were not keen to improve resilience because they either perceived community resilience to be prevalent in their area and did not feel outside help was required to facilitate it (B), or, they did not perceive resilience to be a priority and did not think that the area did it well (C).

"I suspect that part of the issue for [place] *is because we are so rural, like other island groups in Scotland, the communities are already resilient…if we have an incident in* [main town of island] *, which is fairly generic of any small town in Scotland, there's much more reliance on utilities, there's much more reliance on agencies' help and support. If you look then to the more* [remote parts of the island], *you'll find less reliance on services, because they are more reliant on themselves and each other…*[e.g.] *they're not so reliant on electricity and they'll have their own generators…so they're already pretty resilient, and anything to formalise that procedure might be seen as a turn-off rather than 'yeah, this is something we should really do'."* (B-1).

In case study area B it was felt that islanders do not like to be told what to do by people outside the island. Group 1 stakeholders here felt that resilience initiatives were more likely to have impact if it came from within rather than outwith the local authority. In case study B therefore, there was not a perceived need for the post as was evident in other areas. A previous project about a new professional role in the health service in Scotland found that professional teams are more likely to be positive about new professional roles if they perceive there to be an unmet need that is not being met by existing team members (Farmer et al., 2008).

There was general recognition that it was difficult for one post-holder to be able to make a meaningful impact across the whole of Scotland. There were suggestions from those interviewed who viewed the post positively that impact could be improved if limited to fewer local authority areas at a time. It should be noted that this was an evaluation of a single post-holder; thus the evaluation is going to be cognisant that stakeholders' perceptions of the post will also be related to the personal relationship that they had with the post-holder. A few comments related to the fact that it was important that the individual in post needed to be driven and enthusiastic to make the role viable; qualities that interviewees who commented felt that the post-holder held. In other words, an important part of being able to have a meaningful impact is having an individual in post with these personality traits. As mentioned previously, the fact that the post-holder was a teacher and knew the system, how the national curriculum works and the constraints teachers feel etc. may mean they had a more positive impact with group 1 and 2 stakeholders.

"[the post-holder] *came down and gave this injection of enthusiasm, that wee push. So, as a local authority, we like that. Anybody that you engage with that's going to set the curriculum alive is good!"* – (D-2)

"how [the post-holder] *has got it going, by having somebody in post, going out and saying "look at this", with her positive attitude she had"* (D-2)

3.2   Quantitative Results

3.2.1   Online resources and google analytics

Education staff were generally aware of the online resources and were valued by the interviewees. The post-holder had made some stakeholders aware of them; and they had also been used as a way of communicating with other groups of stakeholders.

User traffic of the Ready for Emergencies website was examined using data from Google Analytics. As Figure 6 shows, page views between January 2015 and July 2016 generally averaged around 250 page views per day, except for three dates between November 2015 and February 2016, and one in July 2016, when the traffic exceeded 500 page views per day.

These dates approximately coincide with networking events organised by the post-holder (see Table 1) and could be attributed

to the efforts in promoting the online resources during these events. Stakeholders were also made aware of these resources in other ways, such as the post-holder sending them emails with links to the resources, which were then passed on to other stakeholder groups. For instance, education officers sent these resources to schools, and head teachers passed them on to the teaching staff at the schools. Stakeholders did mention that they were much more likely to be aware of the resources if the post-holder had told the stakeholders about them, however some stakeholders mentioned that they were already aware of them beforehand. Some of the group 3 stakeholders were not aware of these resources. This was the case for interviewees who were not aware of the existence of the post, in areas where the post-holder had had less contact (areas B and C). Online resources were on the whole perceived positively, one stakeholder (B-2) stated that they were particularly good in comparison to other parts of the Education Scotland website, which they found difficult to navigate.
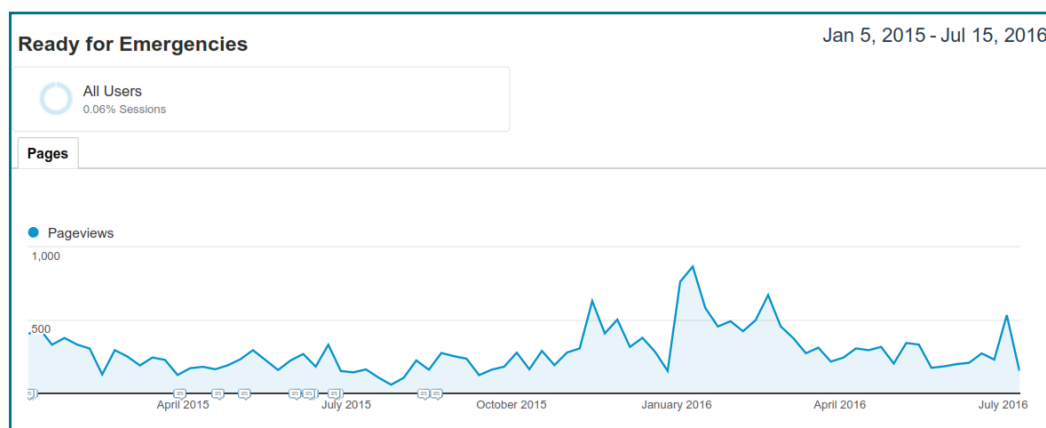
Figure **6**: Pageviews for the Ready for Emergencies website between 5 January 2015 and 15 July 2016.

Community Resilience Events	Date	Number of participants
Perth and Kinross Local Resilience Partnership Group	30 April 2015	16
Glow meet - weather and climate change Greenland	27 May 15	19
Community resilience networking event, Glasgow	5 June 15	44
Ready for Emergencies Day	10 June 15	93
West of Scotland RRP Business and Community Resilience meeting	21 October 15	8
Glow meet - Ready for Winter	24 November 15	6
Speaking to HT's in Midlothian	13 November 15	32
Glasgow SCOTS meeting	19 November 15	25
Networking event: Engaging schools in community resilience, Glasgow	4 December 15	43
Orkney HT's (incl 3 QIO's and 1 Head of Service)	10 December 15	19
ScoRDS (SG Resilience Division)	7 January 16	16
Outdoor learning event Perth	19 January 16	73
Argyll and Bute HT meeting	21 January 16	11
Sniffer conference	1 February 16	258
East Ayrshire Head Teachers	9 February 16	61
Falkirk LfS practitioners	25 February 16	13
Stirling LfS practitioners	2 March 16	18
Shetland twilight	8 March 16	3
East Renfrewshire Geography Teachers	15 March 16	10
Community Learning and Development Team	22 March 16	10
Networking day Glasgow	13 May 16	52
LARGS SIG	19 May 16	10
LARGS	31 May 16	13
CIRINT (Critical Infrastructure Conference) Bilbao	14 June 16	50
North Ayrshire Teachers	21 June 16	6

Table 1: Events regarding Community Resilience, led by the post- holder with shaded events corresponding to peaks in online traffic (detail provided by the post-holder).

There may have been other influences however. For example, these peaks could also be attributed to the occurrence of severe flooding which impacted Scotland between the months of November 2015 and March 2016. The naming of the storms associated to some of these flood events (e.g. Storm Abigail, Storm Desmond and Storm Frank) by the Met Office and Met Éireann in an effort to raise awareness of severe weather (Marsh et al., 2016) may have resulted in increased traffic of the Ready for Emergencies website.

It is worth noting that this traffic data includes all of the Ready for Emergencies website pages, and some of the most frequently viewed pages are those regarding the prevention of terrorism. For example, the four most downloaded resources between Jan 5th

2015 and July 15th 2016 relate to information about terrorism, and represent almost a 42% share of the total downloads from the Ready for Emergencies site (see Figure 7). In fact, some of the peaks in the website traffic could be attributed to interest around terrorist attacks, e.g. the Paris, Nice and Brussels attacks.

Information about how the online resources were used is limited by the data available.
The qualitative data highlighted that website hits are not necessarily indicative of impact or legacy of impact – a teacher stated that they might download the links having visited the website once, then never visit the website again but go on to use the resources for years.

Ready for Emergencies   Jan 5, 2015 - Jul 15, 2016
ALL » EVENT CATEGORY: download

This report is based on 248,370 sessions (2.45% of sessions). Learn more

This table has been filtered to include only data where there are values for "Event Category".
This table has been filtered to include only data where there are values for "Event Label".

All Users
0.00% Sessions

Downloads & Videos & Links

Total Events

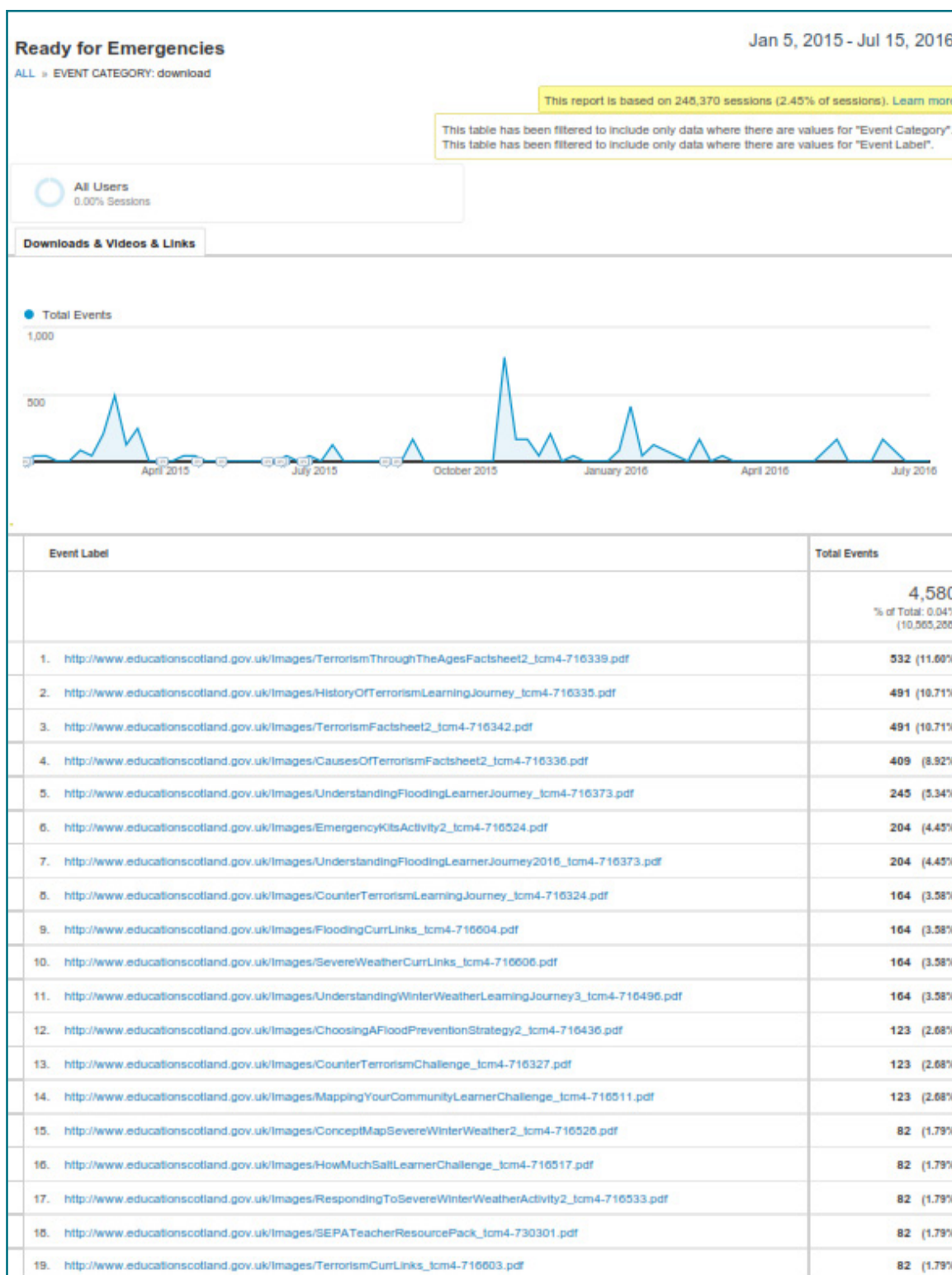| Event Label	Total Events
	4,580 % of Total: 0.04% (10,565,258)
1. http://www.educationscotland.gov.uk/Images/TerrorismThroughTheAgesFactsheet2_tcm4-716339.pdf	532 (11.60%)
2. http://www.educationscotland.gov.uk/Images/HistoryOfTerrorismLearningJourney_tcm4-716335.pdf	491 (10.71%)
3. http://www.educationscotland.gov.uk/Images/TerrorismFactsheet2_tcm4-716342.pdf	491 (10.71%)
4. http://www.educationscotland.gov.uk/Images/CausesOfTerrorismFactsheet2_tcm4-716336.pdf	409 (8.92%)
5. http://www.educationscotland.gov.uk/Images/UnderstandingFloodingLearnerJourney_tcm4-716373.pdf	245 (5.34%)
6. http://www.educationscotland.gov.uk/Images/EmergencyKitsActivity2_tcm4-716524.pdf	204 (4.45%)
7. http://www.educationscotland.gov.uk/Images/UnderstandingFloodingLearnerJourney2016_tcm4-716373.pdf	204 (4.45%)
8. http://www.educationscotland.gov.uk/Images/CounterTerrorismLearningJourney_tcm4-716324.pdf	164 (3.58%)
9. http://www.educationscotland.gov.uk/Images/FloodingCurrLinks_tcm4-716604.pdf	164 (3.58%)
10. http://www.educationscotland.gov.uk/Images/SevereWeatherCurrLinks_tcm4-716606.pdf	164 (3.58%)
11. http://www.educationscotland.gov.uk/Images/UnderstandingWinterWeatherLearningJourney3_tcm4-716496.pdf	164 (3.58%)
12. http://www.educationscotland.gov.uk/Images/ChoosingAFloodPreventionStrategy2_tcm4-716436.pdf	123 (2.68%)
13. http://www.educationscotland.gov.uk/Images/CounterTerrorismChallenge_tcm4-716327.pdf	123 (2.68%)
14. http://www.educationscotland.gov.uk/Images/MappingYourCommunityLearnerChallenge_tcm4-716511.pdf	123 (2.68%)
15. http://www.educationscotland.gov.uk/Images/ConceptMapSevereWinterWeather2_tcm4-716528.pdf	82 (1.79%)
16. http://www.educationscotland.gov.uk/Images/HowMuchSaltLearnerChallenge_tcm4-716517.pdf	82 (1.79%)
17. http://www.educationscotland.gov.uk/Images/RespondingToSevereWinterWeatherActivity2_tcm4-716533.pdf	82 (1.79%)
18. http://www.educationscotland.gov.uk/Images/SEPATeacherResourcePack_tcm4-730301.pdf	82 (1.79%)
19. http://www.educationscotland.gov.uk/Images/TerrorismCurrLinks_tcm4-716603.pdf	82 (1.79%)

Figure 7: Downloads from the Ready for Emergencies website between 5 January 2015 and 15 July 2016.

3.2.2   Local Flood Risk Management Plans

Local Flood Risk Management Strategies (LFRMS) have been produced by the Scottish Environment Protection Agency (SEPA) for each of the fourteen local plan districts (determined by river catchments). For each of these districts a local flood risk management plan (LFRMP) is put in place by a lead authority to describe how the LFRMS will be implemented and the associated actions of these. These were published in June 2016 and links to these plans are compiled at http://www.sepa.org.uk/environment/water/flooding/local-frm-plans/.

There are two study objectives linked to these plans. One, relating to impact, is to determine the number of local authority flooding teams, or other agencies, that have education activities planned for the 2016/21 flood planning cycle. Whilst the other objective, relating to process, requests an investigation of the impact of the post on local authority flooding teams and to what extent it has influenced inclusion of education activities in the LFRMP.

All fourteen plans were searched for the following keywords: "Awareness" "Education" "Schools", "Curriculum" and "Children".

The plans were lengthy (up to 500 pages) and as well as giving generic ambitions for the whole district, detailed plans for each potentially vulnerable flooding area are also provided. The majority of plans use standard text blocks which seem identical between plans and each of the separate vulnerable areas. In many cases, these define what SEPA or Scottish Water will do (rather than local authorities) with regard to awareness raising. For example,

"*Across Scotland, SEPA will create and share communication and education resources with other responsible authorities. These resources will include awareness campaigns, media and marketing activity and promotion of SEPA's flood forecasting and warning services (Floodline). Where they exist, SEPA will engage with community resilience groups and community safety partnerships.*"

and

"*To support the delivery of the new SEPA flood warning scheme, SEPA will carry out a local launch event and engage directly with residents in the area. This will be supported by local and national media communications. SEPA will also support and participate in local public awareness events, in partnership with the local authority, community council or other local representative organisations, including schools.*" (Outer Hebrides LFRMP, p19)

All fourteen plans detailed educational activities in relation to "awareness raising" which was similar or identical to the wording above, but did not give any further detail about how this might be achieved. Six plans gave accounts of approximately one paragraph relating to including resilience and flooding into the curriculum; and one of these was Case Study B. This plan stated that "*rather than inclusion within the curriculum as whole, specific schools will be targeted for a pilot scheme. In time we would aspire to see this developed though out the Local Plan District*".

Five of the plans mentioned Education Scotland. Due to the brevity of these statements, they are all included below:

"[Orkney Islands Council] *will also include effective communication on flood risk within existing and new initiatives involving Education Scotland and resilience teams*"

In the North-East district's plan; both local authorities stated working with Education Scotland: "*In partnership with Education*

Scotland Aberdeenshire Council will look to engage schools in activities relating to flooding, extreme weather, climate change and other community resilience issues." and "*ACC will be working with the flooding groups as a minimum to promote awareness to flood risk:-*

- *Community Councils*
- *Local residents*
- *Education Scotland*
- *Aberdeen Education Department*
- *SEPA*"

"*Both Councils will support efforts to raise awareness of resilience and flooding in the curriculum, by providing resources and examples of best practice to Education Scotland's campaign 'Ready for Emergencies'*- http://www.educationscotland.gov.uk/readyforemergencies/flooding/index.asp"¬(Findhorn)

"*The Highland Council will support efforts to raise awareness of resilience and flooding in the curriculum, by providing resources and examples of best practice to Education Scotland's campaign 'Ready for Emergencies'*- http://www.educationscotland.gov.uk/readyforemergencies/flooding/index.asp

Flood Risk Management covers a broad range of academic subjects so where Flood Protection Schemes are being developed or constructed, The Highland Council will engage local schools to develop curriculum links with the work of the Council." (Highland and Argyll)

"*One particular initiative which is already underway seeks to have community resilience officers build connections and engagement with local schools, incorporating flooding processes, community resilience and related local examples of such topics into lessons. www.educationscotland.gov.uk/readyforemergencies*" (Shetland)

As can be seen, three of these five plans included the link to online resources from Education Scotland. None of them specifically mention the Community Resilience Development Officer post; however it is maybe the "*particular initiative*" being referred to.

Therefore it can be seen that there are a number of specific education actions included in the LFRMPs which could be supported in being taken forward with the continuation of the post. Further, the fact that the post was viewed as facilitating networks (see Section 3.1.3) and the importance of networks being highlighted in some plans, (specifically those stating specific planned activities and the stakeholder groups expected to deliver certain actions). Finally the post provides the opportunity to link community resilience officers at different local, as well as national, levels.

4.0   Conclusions

4.1   Understandings of community resilience

There was a diversity of understandings about resilience that ranged from very simple conceptualisations to those which were extremely complex. The simple understandings usually involved one person or group of stakeholders responding to a situation whilst the more complex included groups of (often diverse) stakeholders working in partnership and anticipating a situation before it arises, as well as having strategies and plans in place with regards how to respond.

It is important that the post is sensitive to these different understandings of resilience, as they will have to be cognisant of

relating their work and activities to these so that stakeholders can understand the benefits it can bring to them and thus effectively engage with the post.

With regards to children specifically, it was felt that children should be aware of the potential risks and how to cope and react in such situations. There was some consensus that such an approach should be embedded into the Curriculum for Excellence. There is potential for the LFRMPs to be used to facilitate this.

4.2   Process

The way that the post-holder engaged with case study areas and the methods used to do this were generally viewed positively. It appeared difficult for the post-holder however, to be able to provide a meaningful contribution in all 32 local authority areas. There was most interest in the post from local authority areas which had experienced flooding. The post may have had more impact in other areas if it was focused on other aspects the community should be resilient to e.g. terrorism or bad weather affecting travel; however it would be challenging for a single post-holder to have an even wider remit.

The post was valued as providing a central point of contact. The way in which the post-holder facilitated networking and shared best practice between and within areas was viewed to be particularly effective and enabled the stakeholders to "buy-in" to moving from reacting to acting proactively, e.g. by facilitating connections between different LA departments and staff, they became aware of who it may be useful to contact and work with. Getting buy-in from the different stakeholder groups has the potential to have a long-lasting legacy; although it is difficult to evaluate the legacy of the post in the short term. It may take time to build relationships that lead to results.

The research suggests that different local authority areas will be at different stages of "readiness" and the degree of involvement by the post-holder should reflect this:

1. At the first stage, where connections between different local authority stakeholder groups are not consolidated, the aim is to facilitate these connections and networks. For example, in area C there appears to be no communication between stakeholder groups 1 and 2. Areas B and D have some contact between groups, but in general they tend to work "in silos". The focus of the post-holder in these areas was on establishing contact with these stakeholders, and facilitating and strengthening the connections between the stakeholder groups;

2. At the second stage, where connections already exist, the aim is for events with these stakeholders to occur and for them to move forward by implementing actions that are proactive to community disturbances such as flooding, and being in a position to be able to maintain the momentum of resilience once it has been established. In area A the different stakeholders work in close collaboration, for example to deliver education objectives. In area D, the different stakeholder groups come together to deliver specific education activities, but collaboration is not yet well established. The focus in this area was to strengthen these connections in order to enable the creation of joint projects.

3. At the third stage there are collaborations between the LA stakeholder groups. The aim here is to broaden out the remit to bring in the wider community and other stakeholders including relevant NGOs. In areas B and D the stakeholders

worked in collaboration with NGOs to deliver specific educational activities, but in general these connections are not well established (e.g. due to staff turnover). The post-holder's task here should be to facilitate and strengthen these connections.

Any continuation of the post may attempt to move some local authority areas from stage 1 and 2 to 3. The LFRMPs may be one mechanism to achieve this.

4.3   Impact

Those commissioning the post expected the post would have the following impacts:

*   **Resilience embedded in teaching practice as part of curriculum for excellence**;
    It was found here that it was too early for the post to have made this impact, however there was evidence to suggest that linkages exist between the two stakeholder groups, which may foster resilience being embedded in the future.

*   **Teachers being aware of the importance of teaching resilience**
    Teachers were aware of the importance of teaching resilience, but tended to think of resilience of individuals. More nuanced and complex understandings of resilience are likely to be formed if the post is continued.

*   **Local authorities include education activities in their local flood risk management plans by June 2016**
    A reference to the post and Education Scotland was found in five of the fourteen LFRMP; but all stated that education was an important part of raising awareness.

*   **Flooding and resilience professionals use education as part of their approach to raising awareness of resilience and building resilient communities**
    The results of this study suggest that the post-holder provided greatest impact in local authority areas which considered community resilience to be important; but who also felt that their approach to community resilience could be improved.

*   **Educators, flooding and resilience professionals work together to teach resilience in schools**
    The problem of working in silos, widened remits and decreased staff numbers due to local authority cuts meant that opinion as to the usefulness of the post was divided: some felt it was a resource that could enable cross-silo working; whilst others felt they did not have time to prioritise it within their existing workload. This process could be facilitated with greater emphasis in LFRMPs.

*   **Appropriate resources are available to support resilience in schools**
    The post-holder had promoted awareness of online resources to stakeholders and their colleagues. Interviewees were generally aware of these resources, which were valued and seen to be a useful way of communicating between groups of stakeholders. Some of the group 3 stakeholders were not aware of these resources. This was the case for interviewees who were not aware of the existence of the post, in areas where the post-holder had had less contact (areas B and C).

It was difficult to directly attribute events facilitated by the post-holder with website user traffic, as, the times of greatest views coincided both with networking events as well as bad weather events and terrorist attacks (and the website includes information and resources for many different types of emergencies).

5.0   Recommendations

1. The post should be continued. The way in which the post has facilitated networks that enable local authorities to move from being reactive to proactive about resilience is important. It is vital that continuation of the post ensures that this aspect of the role continues.

2. The study identifies that there may be key stages of readiness that determine what actions are needed for promoting resilience in different areas. These have been identified as (1) making the connections between different stakeholder groups in the local authority; (2) where connections already exist, moving forwards by implementing actions that are proactive as well as reactive to community disturbances such as flooding; and being in a position to be able to maintain the momentum of resilience once it has been established; (3) expanding the connections and getting stakeholders outwith the stakeholder groups in this study involved such as NGOs. None of the local authorities considered as part of this study were at this stage yet.

3. It would be useful to map all local authority areas in accordance with the different stages identified above, and also how planned activities of the post for each area may differ in accordance to which stage it is identified as being at. Tracking how local authorities have or are moving forward in relation to the stages may be worthwhile. Any continuation of the post may wish to consider these different stages and modify their interaction in accordance to what stage the local authority is at.

4. Focus on fewer local authorities at any one time, and choose these selectively; local authorities that are perceived as willing to improve their approaches to community resilience will be easiest to engage with, however local authorities that do not perceive resilience as being important may be most in need of intensive input from the post. The post-holder is likely to be the best-placed person to suggest in which areas it would be most beneficial to continue working (see also Recommendation 10).

5. If it is important to include all local authorities in a continuation of the post, then more than one post-holder is required to make a meaningful impact.

6. Online resources have been valuable and should be at least maintained if not improved over time. We suggest that future web analytics should be expanded to include which pages are viewed, for how long, and in conjunction with what. Any continuation of the post should consider continuing documenting activities as has been done by the current post holder.

7. It would be useful for all local authorities to understand how the post has progressed resilience in other local authority areas, for example through selected case studies.

8. Undertake another evaluation in two years to identify any legacy impacts of the post, specifically considering the long-term impacts the post has had in relation to whether Scotland's young people are more resilient as well as progress in the three stages described in Recommendation 3.

9. LFRMPs should integrate measures to understand whether actions relating to the post have been implemented.

10. The knowledge accumulated by the post-holder is important and should continue to be well documented to ensure that if they leave their post it can be more easily continued by their replacement e.g. documentation of activities and contacts, and mid-term and end of post interviews with the post-holder to understand what could be changed about the role to make it most impactful. If possible, if there is a change in post-holders, it would be useful if the two people could meet to lessen the loss of knowledge with the change of post.

11. Interview the post-holder themselves to get their feedback on the findings of this study to improve the recommendations of how the post is implemented in the future.

6.0   References

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All local flood resource management plans can be found at: http://www.sepa.org.uk/environment/water/flooding/local-frm-plans/.

7.0 APPENDICES – Interview Schedules

7.1 Interview guide for group 1 stakeholders

Topic	Question
Interviewee's role	What is the core role of your job?
Understanding of resilience	I'd like to know a little about how your role links to resilience? [*give guidance on drawing a rich picture on resilience*]
Linkages with Local Authority education professionals Understanding how connections can be made	Now I'd like to know a little bit about your interactions with your colleagues at working in the areas of education, science and quality improvement with regards to community resilience (e.g. quality improvement officer/manager, education officers, science coordinators). - What are these interactions about, specifically? - How frequently do you interact? [*draw network diagram of connections*] - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Behaviour in emergencies, neighbourly help, different risk, disasters	What do you think is essential for children and young people to know about regarding risks and disasters, and how to behave in the face of an emergency?
Linkages with schools	What are your links with schools? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Linkages with NGOs	What are your links with NGOs? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Role of Community Resilience Development Officer	How do you know [the post-holder]?
	What do you know about the Community Resilience Development Officer post? In your opinion, what is its role?
Impact of Community Resilience Development Officer	Which part of your work (or a particular problem) has [the post-holder] helped you with?
	In your opinion, what aspect of this post and its approach has worked well? In what way?
	In your opinion, what aspects of this post and its approach have not worked well and could be improved? In what way?
Online resources	Have you used any of the online educational resources? In which way?
	Were you aware of these resources 3 years ago (in 2013)?

7.2   Interview guide for group 2 stakeholders

Topic	Question
Interviewee's role	What is the core role of your job?
Understanding of resilience	I'd like to know a little about how your role links to resilience? [*give guidance on drawing a rich picture on resilience*]
Linkages emergency and resilience staff Understanding how connections can be made	Now I'd like to know a little bit about your interactions with your colleagues at working in the areas of flooding, emergency and resilience, with regards to community resilience (e.g. flood management teams, emergency planning officer, civil contingencies team, resilience officers, LA community resilience networks). - What are these interactions about, specifically? - How frequently do you interact? [*draw network diagram of connections*] - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Behaviour in emergencies, neighbourly help, different risk, disasters	What do you think is essential for children and young people to know about regarding risks and disasters, and how to behave in the face of an emergency?
Linkages with schools	What are your links with schools? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Linkages with NGOs	What are your links with NGOs? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Role of Community Resilience Development Officer	How do you know [the post-holder]?
	What do you know about the Community Resilience Development Officer post? In your opinion, what is its role?
Impact of Community Resilience Development Officer	Which part of your work (or a particular problem) has [the post-holder] helped you with?
	In your opinion, what aspect of this post and its approach has worked well? In what way?
	In your opinion, what aspects of this post and its approach have not worked well and could be improved? In what way?
Online resources	Have you used any of the online educational resources? In which way?
	Were you aware of these resources 3 years ago (in 2013)?

7.3   Interview guide for group 3 stakeholders

Topic	Question
Interviewee's role	What is your role at this school? [Teacher/Head teacher, subject]
Understanding of resilience	I'd like to know a little about how your role as a teacher links to resilience. [*give guidance on drawing a rich picture on resilience*]
Linkages with Local Authority education professionals Understanding how connections can be made	Now I'd like to know a little bit about your interactions with Council staff working in the areas of education, science and quality improvement with regards to community resilience (e.g. quality improvement officer/ manager, education officers, science coordinators). - What are these interactions about, specifically? - How frequently do you interact? [*draw network diagram of connections*] - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Linkages with Local Authority emergency and resilience staff	What are your links with council staff working in the areas of flooding, emergency and resilience, with regards to community resilience? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Behaviour in emergencies, neighbourly help, different risk, disasters	What do you think is essential for children and young people to know about regarding risks and disasters, and how to behave in the face of an emergency?
Linkages with NGOs	What are your links with NGOs? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common
Role of Community Resilience Development Officer	How do you know [the post-holder]?
	What do you know about the Community Resilience Development Officer post? In your opinion, what is its role?
Impact of Community Resilience Development Officer	Which part of your work (or a particular problem) has [the post-holder] helped you with?
	In your opinion, what aspect of this post and its approach has worked well? In what way?
	In your opinion, what aspects of this post and its approach have not worked well and could be improved? In what way?
Online resources	Have you used any of the online educational resources? In which way?
	Were you aware of these resources 3 years ago (in 2013)?

7.4   Interview guide for NGOs

Topic	Question
Interviewee's role	What is the role of your organisation?
	What's your role within the organisation?
Understanding of resilience	I'd like to know a little about how your organisation links to resilience. [*give guidance on drawing a rich picture on resilience*]
Linkages with Local Authority education professionals Understanding how connections can be made	Now I'd like to know a little bit about your interactions with Council staff working in the areas of education, science and quality improvement with regards to community resilience (e.g. quality improvement officer/ manager, education officers, science coordinators). - What are these interactions about, specifically? - How frequently do you interact? [draw network diagram of connections] - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Linkages with Local Authority emergency and resilience staff	What are your links with council staff working in the areas of flooding, emergency and resilience, with regards to community resilience? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Behaviour in emergencies, neighbourly help, different risk, disasters	What do you think is essential for children and young people to know about regarding risks and disasters, and how to behave in the face of an emergency?
Linkages with schools	What are your links with schools? [*extend network diagram with different colour*] - What are these interactions about, specifically? - How frequently do you interact? - Has the nature of the interaction changed? What was it like 3 years ago, what is it like now? How do you go about making these connections? What is the hook? What interests do you have in common?
Role of Community Resilience Development Officer	How do you know [the post-holder]?
	What do you know about the Community Resilience Development Officer post? In your opinion, what is its role?
Impact of Community Resilience Development Officer	Which part of your work (or a particular problem) has [the post-holder] helped you with?
	In your opinion, what aspect of this post and its approach has worked well? In what way?
	In your opinion, what aspects of this post and its approach have not worked well and could be improved? In what way?
Online resources	Have you used any of the online educational resources? In which way?
	Were you aware of these resources 3 years ago (in 2013)?

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