INCORPORATING COMMUNITY VALUES INTO CLIMATE CHANGE PLANNING

A GUIDE FOR GOVERNMENT

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EXECUTIVE SUMMARY

Planning for climate change is not easy. Not only is it difficult to predict the exact environmental changes that will occur at any particular place and time, it is also challenging to ensure that the diverse needs of the community continue to be met.

This manual is intended for parties interested in achieving a just approach to adaptation. It provides a step-by-step guide of how to identify community values, relationships and activities that are likely to be impacted by climate change and adaptation, and how to implement a more equitable, fair and inclusive adaptation process.

The overall approach is called a Values Approach for Adaptation Planning (VAAP). There are six main steps involved:

1. Gathering information on climate scenarios and vulnerability
2. Scope potential values at risk
3. Confirm actual values at risk
4. Develop a profile of residents and their values
5. Identify scenarios to guide adaptation planning
6. Encourage community participation in development of adaptation stages

These six steps were developed and tested in five communities along the Gippsland East coast, Victoria—Lakes Entrance, Seaspray, Port Albert, McLoughlins Beach and Manns Beach. Throughout the manual examples from the project are used to show how each step can be conducted and the types of results that can be obtained.

It is hoped that this manual will be used by communities and local governments in Australia, and internationally, to expand the current focus of decision-making from the impacts of climate changes on health and finances to the less tangible factors that gives meaning to people’s everyday lives.

For more detailed information on the suite of methods used to develop and test the steps outlined here, the final report is available on the project website:

http://www.abp.unimelb.edu.au/research/GippslandEast
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OVERVIEW OF THE PROJECT

Planning for climate change is not easy. Not only is it difficult to predict the exact environmental changes that will occur at any particular place and time, it is also challenging to ensure that the diverse needs of the community continue to be met.

Past research has primarily been focused on answering questions about whether climate change exists, how much of a problem it is, and what the environmental and economic consequences are likely to be (mostly at large spatial scales). Only a very small body of research has set out to consider what people value about where they live—qualities of the place itself, activities undertaken in that place, as well as social relationships—and how these valued things may be at risk of climate change and our adaptive responses.

There are three key reasons why it is important to understand what people value in the context of planning for climate change. First, it puts the primary focus on the dimensions that matter most to people. Second, knowing what people value, how these values come into being and how they change is essential for setting the goals of adaptation. Third, incorporating such values into adaptation strategies should ensure that the process and outcomes of adaptation more equitable, inclusive and legitimate as well as less contentious.

The aim of this project was to develop an approach for identifying the social and equity outcomes of various strategies to adapt to climate change. We used the issue of sea-level rise in Gippsland East—the eastern coastline of the state of Victoria, Australia—as a case study with which to develop and refine the Values Approach for Adaptation Planning (VAAP; (for more details about the project see http://abp.unimelb.edu.au/research/GippslandEast). Although the focus of our study was on communities at risk of sea-level rise it is evident that the approach taken here could be equally applied to communities facing other short- and long-term climate change hazards, such as bushfires, severe storm events, and drought.

This manual is intended for parties who are interested in applying our VAAP method elsewhere in Australia or internationally. It provides a step-by-step guide of how to identify community values that are likely to be impacted by climate change and adaptation, and the steps for developing more fair and equitable adaptation strategies. After the description of each step examples are provided of how the method was implemented in Lakes Entrance, one of our five study sites in Gippsland East. At the end of the guide are some useful resources and a sample survey that can be modified and applied elsewhere.
The six steps involved in developing equitable adaptation strategies are presented below.

**VALUES APPROACH FOR ADAPTATION PLANNING**

- **Step 1**: Gather information on climate scenarios and vulnerability
- **Step 2**: Scope potential values at risk
- **Step 3**: Confirm actual values at risk
- **Step 4**: Develop a profile of residents
- **Step 5**: Identify scenarios to guide adaptation planning
- **Step 6**: Encourage community participation in development of adaptation stages

Figure 1. Six steps involved in the Values Approach for Adaptation Planning.
The specific activities undertaken in each step and the length of time that each step will take can be varied to meet the needs and resources of the organisation undertaking VAAP. The figure below gives some estimates of the time that each step might take for a range of possible activities. The timeline below assumes that detailed data already exists on the existing climate risks, i.e. the focus is on understanding the social dimensions of adaptation.

Figure 2. Possible activities for each step and estimated time frames required for each.
The first step requires building a solid foundation of locally-relevant information about the climate risks that the community of interest faces and the vulnerability of the community to those risks. As part of this process it is important to identify the existing inequalities that exist within the community and how the climate risks might exacerbate or alleviate those inequalities.

Climate scenarios
Review projections about climate change for the region and place of interest. The sources of information on regional climate risks in Australia include:
- Bureau of Meteorology (www.bom.gov.au)
- Commonwealth Scientific and Industrial Research Organisation (www.csiro.au)
- State government departments

For more specific local information it may be necessary to employ a consultant to:
- Compile information on existing climate-related hazards
- Develop possible future scenarios for climate-related hazards
- Indicate the frequency with which those climate-related hazards are likely to occur

Vulnerability
Once information is obtained about the possible climate scenarios it is necessary to identify the exposure of the community to those risks. This can be achieved by reviewing social and economic trends for the region and the study area, such as the development of regional and local industries and businesses, labour markets, and community service provision. Assessing the existing sensitivity of the community to current natural hazards, economic crises and industrial transitions can shed light on the vulnerability of the community to climate change.

The sources of information on regional and local socio-economic characteristics of the community can be sourced in Australia from:
- State government departments
- Local councils
- Community service providers

During this phase it can also be useful to search local media archives for evidence of how the community has previously responded to natural hazards as well as the community’s views on climate change. Such evidence is useful for developing a preliminary understanding of the potential community response to adaptation strategies.

Overall, this stage is an essential first step in developing an understanding of the community of interest and the nature of the environmental and social challenges likely to be posed by climate change.
BOX 1. CLIMATE SCENARIOS IN LAKES ENTRANCE

At the time our research project began there was an abundance of studies on the effects of sea-level rise on the Gippsland East coast, including the section of coast on which Lakes Entrance is based. Most of these studies focused on the risks that storm tides have on mean and extreme sea-levels under different climate change scenarios. They did not capture all the drivers of flooding in Lakes Entrance, such as extreme rainfall. The studies were also conducted at such a large scale that it was difficult to evaluate the vulnerability of Lakes Entrance to flooding.

A consultancy company has since been contracted by the state environment department to conduct a local coastal hazard assessment. This has involved identifying the actual rises in sea-levels that Lakes Entrance (and other coastal communities along the Gippsland East coast) will experience under various climate scenarios. The final consultancy report identifies a range of possible impacts on the dune barrier, which currently protects Lakes Entrance, as well as the impacts on physical infrastructure, such as roads, under a range of climate scenarios.

The consultancy cost approximately A$250,000 and took two years to prepare. It provides valuable biophysical information that complements the social data collected through the steps outlined in this manual.

BOX 1-2. SOCIAL VULNERABILITY OF LAKES ENTRANCE RESIDENTS TO FLOODING

Analysis of data from the Australian Bureau of Statistics revealed that median weekly incomes in Lakes Entrance are 44% lower than the Australian average and the median age of residents in Lakes Entrance is 49 years of age, compared to 37 for the Australian population.

Information obtained from members of key community groups and service providers gave a nuanced understanding of how the poor and elderly are distributed within Lakes Entrance and their vulnerability to flooding.

Some of the highest concentrations of residents on low incomes occur along the foreshore. This is partly due to the location of public housing, but also because the highest concentrations of elderly residents are along the foreshore and North Arm.

One section of the community that may be less affected by flooding is the Indigenous population. This is because many homes of Indigenous people are located in more elevated parts of the town.
STEP 2: Scope potential values at risk

Step 2 is the first of the steps aimed at understanding the values that exist within the community and how they might be affected by climate change. We argue that the values of interest are those that are voiced and experienced by residents in their everyday lives. We call these ‘lived values’ and define them as follows:

*Lived values are valuations that individuals make, in isolation or as part of a group, about what is important in their lives and the places they live. These valuations may be articulated verbally or expressed through everyday activities.*

Step 2 involves identifying the range of lived values that are likely to exist among a community and are at risk of being impacted by climate change. We developed a framework (Figure 3) to assist others to identify such lived values. This list is not exhaustive; it will be necessary to tap local knowledge, through interviews or discussions with key community representatives, to determine other lived values that also need to be considered.

<table>
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  – Water  
  – Air  
  • Housing quality  
  • Access to welfare  
  • Healthy lifestyle  
  • Mobility/transport/convenience  
  • Infrastructure  
  – Water  
  – Sewerage  
  – Energy | • Safety/security  
  – Domestic  
  – Public  
  • Home ownership  
  • Financial security  
  – Income  
  – Wealth  
  – Affordability  
  • Job security  
  • Business/investment opportunities  
  • Social and economic stability  
  • Access to services  
  • Continuity of place/predictability/confidence  
  • Privacy  
  • Tranquillity | • Social interactions  
  • Proximity to others we care about  
  • Sense of belonging  
  • Social harmony  
  • Community dynamism  
  • Community identity/spirit/cohesion  
  • Tradition/history/heritage  
  • Place attachment | • Social status  
  – Respect  
  – Recognition  
  – Reputation  
  • Achievement/efficacy  
  • Job satisfaction  
  – Employment and training opportunities  
  • Pride | • Identity  
  • Freedom/liberty  
  • Spirituality/religion  
  • Enjoyment/pleasure  
  • Recreation/leisure  
  • Aspirations  
  • Citizenship  
  • Access to decision-making  
  • Property rights  
  • Work-life balance |

Figure 3. Lived Values Framework: lived values that may be affected by climate change – from Graham et al 2013.
BOX 2-1. POTENTIAL LIVED VALUES AT RISK IN LAKES ENTRANCE

We conducted 18 interviews with a diversity of Lakes Entrance residents. The residents interviewed ranged in age—18 to 75 years, length of residence—1 to 43 years, household size—1 to 6 people, and highest level of education attained—Year 9 to Masters. Speaking to such a diverse set of residents assisted with identification of a large range of lived values present in the Lakes Entrance community.

Over 100 distinct lived values were identified in the interviews. One-third of these lived values could not be considered to fall within the existing categories and sub-categories presented in the Lived Values Framework (Figure 1). Many of these additional lived values are particular to Lakes Entrance and the surrounding environment, such as:

- Access to a varied and changing natural environment
  - Water
    - Ocean
    - Lakes
  - National Parks
    - Bush
    - Forest
    - Caves
  - Mountains
    - Snow
  - Wildlife
- Community reconciliation (Indigenous)
- Remoteness

Other lived values were more general and may apply to other locations, such as:

- Local and home grown produce
- Being a good place to raise children
- Trust
- Tourism
- Conservation ethic
- Altruism
- Self-reflection
- Caring for others

Only 31 of the lived values identified in the interviews were included in the survey (Appendix A). The lived values included were those that were mentioned most frequently, were most at risk of sea-level rise, and/or were chosen to make sure all five categories of values from the Lived Values Framework were included in the survey.

NB. It might also have been useful to interview tourists to see what they value about Lakes Entrance; however, this was beyond the scope of our study.
The aim of Step 3 is to develop a data set that will:
- confirm which lived values are most important for the community; and
- determine whether some lived values are more important for some groups within the community than others.

**Questions**
The data set can be obtained through either a phone, mail-out or online survey. At a minimum, the survey should ask questions on residents’:
1) Connection to the area;
2) Lived values;
3) Everyday activities;
4) Social networks and interactions; and
5) Personal background.

The first and last sections are required for the development of the profile (see Step 4). The second, third and fourth sections are for determining which expressed and experienced lived values are most important to the community, or groups within the community, at risk.

An example of the mail-out survey used in this research is included in Appendix A.

**Respondents**
It is important that the respondents are as representative of the wider community as possible. This can be achieved through stratified, random sampling of a community. This is a standard approach taken by market research companies. For information on how to implement stratified, random sampling see “Social Research” by Sarantakos (2013). The number of responses required will depend on the size of the community of interest. A useful guide for determining minimum sample sizes can be found in the article titled “Determining Sample Size” by Israel (2012).

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**Tips for writing and administering surveys**
- Make sure each question only asks about one concept – avoid double-barrelled questions.
- Put personal questions at the end – this improves the likelihood that personal questions will be answered.
- Pre-test the survey to ensure that it is easy to understand and is answered as expected; it is likely that changes will need to be made.
- At the start of the survey explain to the respondent how long the survey will take and how their confidentiality will be protected.
- Improve response rates by following “The Total Design Method” or “The Tailored Design Method” written by Dillman (1978 or 2007, respectively).
BOX 3.1. PHONE VERSUS MAIL-OUT SURVEYS

- We used a market research company to conduct a phone survey in Lakes Entrance in 2012. It cost A$15,000 to obtain 199 responses.
- We conducted a mail-out survey in four smaller communities (populations less than 300 people). It cost approximately $5,000 to obtain 134 responses, including printing, return postage, and hand-delivery because of the high number of second-home owners in these communities without letterboxes.
- The same data was collected through both methods.
- The response rate of the mail-out survey was higher.

BOX 3.2. IMPORTANT LIVED VALUES: LAKES ENTRANCE

199 people responded to a phone survey in Lakes Entrance. Figure 4 shows the importance attached to 15 of 31 lived values that respondents were asked to rate.

Figure 4. Importance of 15 (out of 31) lived values in Lakes Entrance. Lived values listed here were in the top ten or bottom five when ordered by importance.

While the information presented in Figure 4 provides some insight into the lived values of Lakes Entrance residents it glosses over the significance of these values to particular segments of the population; hence Step 4 is needed.
STEP 4: Develop a profile of residents

The purpose of Step 4 is to analyse the data obtained in Step 3 with a view to understanding the diversity of values that exist within the community and determine whether particular lived values are rated more highly by some groups within the community. Understanding the differences in lived values that exist is fundamental to understanding how climate change and adaptation strategies may exacerbate or alleviate existing differences and inequalities within the community.

Developing a profile
The following life characteristics should be used to group respondents.
1. Employment status (working, retired, other)
2. Business ownership (owner or non-owner)
3. Family connection (long- or short-term)
4. Number of close friends (few or many)
5. Participation in community organisations (participant or non-participant)
6. Resident status (primary residence or second-home owner)
7. Reason for moving to the community (seachanger or regional relocation)

We have found that grouping residents by these characteristics results in groups that have unique sets of lived values—expressed and experienced—that are important to them. We believe that the resultant groups may also be usefully applied to other environmental and planning-related problems where it would be useful to understand how policies are likely to impinge on communities.

There are multiple techniques available for finding groups in data. One of the most common is cluster analysis\(^1\). This is a method that is available in most statistical software packages. Some advice\(^2\) may need to be sought to assist with preparing the data for the analysis, choosing the most appropriate clustering algorithms, and determining the most meaningful number of clusters.

Analysing differences in lived values
Once the profile has been developed it is important to explore the differences in lived values that exist across groups. This may be achieved through a number of statistical tests, such as a chi-squared test. This process should reveal a subset of lived values that are particularly important to some groups. This subset of lived values will be useful for informing Steps 5 and 6.

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\(^1\) Latent class analysis is one possible alternative to cluster analysis. For further information on using latent class analysis see “Latent Class Cluster Analysis” edited by Hagenaars and McCutcheon (2002).

\(^2\) In August 2013 Sweeney Research (sweeneyresearch.com.au) quoted advanced data analysis to cost $1500 +GST per data set.
**BOX 4-1. PROFILE OF LAKES ENTRANCE RESIDENTS**

In Lakes Entrance eight groups of people were identified who have different life characteristics and value sets:

1. Place-Attached, Family-Focused Residents;
2. Active Work-Life Balancers;
3. Reclusive Pink Collar Workers;
4. Community-Minded Entrepreneurs;
5. Socially-Networked Seachangers;
6. Retired, Community-Oriented Seachangers;
7. Regional Retirees; and
8. Welfare Recipients.

Research in four other communities along the Gippsland East coast indicates there are likely to be at least four other types of residents that exist in Lakes Entrance: youth; indigenous; second home owners; and tourists. These types of respondents were under-represented in our Lakes Entrance sample and hence did not emerge in the groups listed above.

**BOX 4-2. CAPTURING DIVERSITY IN EXPRESSED AND EXPERIENCED LIVED VALUES**

There were six expressed lived values, two frustrations, four activities and four social interactions (all listed below) that were significantly different across the eight groups of Lakes Entrance residents. **It is these differences in expressed and experienced lived values that future adaptation strategies will need to accommodate to ensure that all groups in the community are treated fairly.**

**Lived values**
- Peacefulness
- Financial security
- Sense of belonging
- Being close to family
- Feeling like a well-respected community member

**Frustrations**
- Entertainment options
- Limited activities for youth

**Frequency of social interactions**
- Family
- Neighbours
- Members of community organisations
- Other members of the community

**Activities**
- Go out for a meal
- Go out for a coffee
- Visit the beach
- Go swimming
Step 5 involves identifying the goals, triggers and scenarios upon which future adaptation plans are based.

**Identifying the goals of adaptation**

The goals of future adaptation plans should draw heavily on the lived values identified as being important to the whole community (Step 3) and particular groups within the community (Step 4).

**Establish the social trigger points that mark the need to shift to new phases of adaptation**

Demonstrable changes in social characteristics of places, such as observable changes in the frequency and duration of flooding of key services, make good triggers for changes in adaptation policy. This is because they accommodate local experience, and are based on actual environmental changes, thereby overcoming objections from those who do not believe in climate change (since significant changes are avoided until there is greater evidence of change), and signify when such policies are more easily implemented because the need for change is salient.

**Scoping the decisions and activities for each policy stage**

The decisions and activities developed for each stage of the adaptation process (demarcated by social triggers) should take into account the community values that were identified in Step 3, give people confidence in the future of the town, and seek to create seamless, well-paced transitions. The roles and responsibilities of different levels and agencies of government and the community need to be specified for each activity at each stage. A full suite of policy instruments and responses will be required at each stage, including regulations and incentives, strategic planning, community consultation, effective communication and education, and appropriate engineering responses.

![Figure 5. A conceptual diagram showing the relationship between adaptation stages and the environmental conditions associated with social triggers, in this case mean sea level.](image-url)
**BOX 5-1. ADAPTATION GOALS FOR LAKES ENTRANCE**

The goal of adaptation for Lakes Entrance could be the same as the East Gippsland Shire’s Council’s vision for the region, namely that adaptation should aim to ensure:

*A sustainable future through liveable and productive communities supported by a healthy environment.*

Step 3 indicated that Lakes Entrance residents consider ‘liveable’ to involve nice scenery, relaxed lifestyle, peacefulness, feeling safe, and access to medical services.

Step 4 revealed that there are additional lived values that are important for particular segments of the community. For example, being close to family was particularly important for Place-Attached, Family-Focused Residents. These additional lived values also need to be incorporated into adaptation goal setting.

**BOX 5-2. EXAMPLES OF ENVIRONMENTAL TRIGGERS**

Three possible environmental triggers that would disrupt the social characteristics of Lakes Entrance are:

1. Inundation of the Esplanade (where most of the shops and services are located) are inundated for more than 5 days in a year;
2. Two 1:100 year floods (currently 1.8 metres) or more in a year;
3. A breach of the barrier such that ocean waves break on the town.

**BOX 5-3. ADAPTATION DECISIONS AND ACTIVITIES**

Some of the adaptation decisions and activities that could be undertaken in Lakes Entrance (assuming the triggers can occur in any order) are as follows:

**Now until environmental trigger #1**
- Up-to-date flood and inundation hazard mapping to be introduced into all planning schemes;
- Improve policy coordination between floodplain managers and local government;
- Investigate policy options to address risk thresholds that arise at trigger 1.

**Between environmental trigger #1 and #2**
- Improve legislation and instruments for evacuation during large flood events;
- Invest in works that maintain infrastructure that provides access to coastal areas;
- Investigate options for changing policies in step 3.
STEP 6: Encourage community participation in development of adaptation stages

The community at risk are the best judge of whether future adaptation plans are more equitable than those currently in place. They are best placed to determine whether their lived values will be accommodated by the future plans and what compensation or tradeoffs might exist for changes to those lived values.

The community needs to be active participants in developing all three parts of the scenarios identified in Step 5—goals, triggers and adaptation activities. There are multiple methods available for achieving this, including:

- Public meetings
- Focus groups³
- Workshops
- Photovoice (e.g. Photo Conversations about Climate by Gustafson & Al-Sumait, 2009)
- Deliberative polling
- Community liaison group
- Citizen advisory committee
  Citizens juries (e.g. see “Citizens’ Juries and Environmental Value Assessment” by Blamey et al., 2000)

Information about the remaining methods can be found on the International Association of Public Participation’s website.

Tips for community participation

Given that the aim of the six steps presented in this manual is to develop more equitable adaptation options it is essential that this final stage, the community engagement stage, is fair, and is seen to be fair by the community.

There are two key elements of fairness in community engagement: procedural and distributive. Communities not only need to be satisfied with the outcomes, they also need to be satisfied with the process. In many cases it has been found that satisfaction with the process can increase acceptability of the outcomes.

How to make the process fair?
- Ensure all participants feel heard (the “voice effect”)
- Ensure that the process is as neutral as possible and that trust is built with the community (the “dignitary effect”)
- Aim to engage in multiple ways with diverse groups

³ In August 2013 Sweeney Research (sweeneyresearch.com.au) quoted the running of focus groups to be $5,500 +GST, not including travel costs. This includes the cost to provide cash incentives to participants and involves 7-8 participants per group.
BOX 6-1. FOCUS GROUPS IN LAKES ENTRANCE

We ran three focus groups in Lakes Entrance to verify which lived values are most important, what environmental triggers should be, and what some of the activities in each adaptation stage could include.

We drew participants from the respondents to the phone survey who agreed to participate in future research. The focus groups lasted approximately 1.5 hours each. There were four to five participants in each group.

**Lived values**
The focus groups further confirmed that the lived values we identified in Steps 2 and 3 were very important to the community.

**Environmental triggers**
Feedback from the community helped us to refine the environmental triggers that we had developed through analysis of the scientific literature and discussions with decision-makers. In particular, we made the following changes:
- Changed 25 days of flooding along the esplanade to 5-10 days
- Changed three 1:100 flood events in a year to two

The community confirmed that if these events occurred that they would be demanding that government, particularly local, initiates new adaptation plans.

**Decisions and activities**
Many focus group participants were ambivalent in their beliefs about climate change and the need for action now. In all three focus groups simply discussing the environmental triggers led participants to independently propose a staged approach to adaptation in which the level of response escalates depending on the evidence.

*This is Plan A, we've got to Plan A and now we've got to resort to Plan B because this [impact] has got out of control.* [Focus group #1, male]

Focus group participants had a range of suggestions about the activities that could be included in each stage, such as: improving current drainage and storm water storage, dredging, building a sea wall, and relocating the town. There was some disagreement about whether these approaches were desirable. The participants called for an open and transparent evaluation of all of these options by council.

Finally, focus group participants indicated that they would like to be more involved in the process of making decisions about responding to climate change.

*I think the more people get involved in the decision making and the brain storming process, which is I think what it is [needed] for any great decision* [Focus group #3, male]
BRINGING IT ALL TOGETHER

There are three key types of information required to improve the equity of climate change adaptation planning. First, there needs to be detailed, local information about the climate risks and the vulnerability of the community. Second, it is necessary to understand the lived values of the community and how these values are distributed among distinct social groups. Third, it is necessary to identify the range of possible adaptation strategies that could be used to respond to local climate risks that also respect the diversity of lived values that exist in the community.

The challenge is in bringing all these strands of information together in a deliberative process that provides communities with enough time to respond and be genuinely involved. In particular, it is anticipated that it will be challenging to:

- Incorporate and accommodate a diversity of lived values
- Ensure tradeoffs are satisfactory to the community
- Ensure social triggers are sufficiently noticeable but are not likely to occur too late to implement the changes required
- Develop adaptation strategies that go beyond the traditionally considered options of protect, accommodate and retreat
- Get community buy in and involvement
- Achieve coordination and buy in from the various departments and levels of government involved

Although these challenges are considerable, we believe they are surmountable if the political will exists.

We believe that the steps outlined in this manual will have broad applicability. Not only can it be used by actors concerned with climate change, it could also be used to address other place-changing problems, including environmental changes of various kinds (for example bushfires, or acidification of soils), proposals for large developments (for example marinas, or airports), changes in labour markets that affect key sectors of employment, or significant changes in the provision of public goods and services. Understanding the diversity of lived values makes it possible to appreciate and address the diverse interests within a community, not just those of the most vocal.
REFERENCES


USEFUL LINKS


APPENDIX A. SAMPLE SURVEY

The everyday lives and values of people living on the Gippsland East coast

You are invited to take part in this survey being conducted by the University of Melbourne. The aim of the survey is to explore what people value about living in Lakes Entrance, Seaspray, Port Albert, Manns Beach and McLoughlins Beach.

If you are a resident of Lakes Entrance we would really appreciate your participation, which involves spending 15 minutes to answer the questionnaire and mailing it by Friday 28th September.

You may leave questions blank if you do not wish to answer them. You do not need to write your name on this questionnaire.

Additional information about the survey and the project is provided on the covering letter.

**Questionnaire**

The first four questions are about the length of time you have lived in Lakes Entrance.

1. How many years have you been living in Lakes Entrance or the surrounding areas? _____(years)

*If you have lived in Lakes Entrance all your life please skip Questions 2 and 3.*

2. Did your family have a connection to the area before you moved to Lakes Entrance? *(Please tick one)*

☐ Yes
☐ No

3. Did you move to Lakes Entrance from Melbourne or another capital city? *(Please tick one)*

☐ Yes
☐ No

4. How likely are you to continue living in Lakes Entrance? *(Please tick one)*

☐ Definitely will
☐ Probably will
☐ Unsure
☐ Probably won’t
☐ Definitely won’t
The next questions are about the things you like about living in Lakes Entrance.

5. What is most important to you about living in Lakes Entrance?

6. How important are the following things in influencing your decision to stay in Lakes Entrance?  
(Please place an ‘x’ in the appropriate box for each item listed)

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family is here</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My family used to come here on holidays when I was a child</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Affordability of housing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size of the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe place for children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A unique place for children to grow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To start a business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The scenery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxed lifestyle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To escape the city</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

7. Please describe anything else that was very important in influencing your decision to stay in Lakes Entrance.
8. How important are the following things to your daily life in Lakes Entrance? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The natural environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being close to water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy to get around</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacefulness</td>
<td></td>
<td></td>
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<tr>
<td>Remoteness</td>
<td></td>
<td></td>
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<tr>
<td>Slow pace of life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling safe</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Business opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial security</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Access to medical services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of belonging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being close to family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being close to friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody knows everybody</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling supported by the community</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Feeling like a well-respected member of the community</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Job satisfaction</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

9. Please describe anything else that is very important to your daily life in Lakes Entrance.
10. Do any of the following things frustrate you about living in Lakes Entrance? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local council decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited public transport services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased traffic in summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited entertainment options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quietness in winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited medical services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited variety of restaurants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flooding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor quality of roads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited activities for youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of footpaths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited job opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody knows everybody</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following questions are about the way you spend your time.

11. How often do you do each of the following activities in Lakes Entrance? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Every day</th>
<th>Every week</th>
<th>Every month</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go for a walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride a bike</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Go for a jog</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Go to the gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play golf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go fishing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Go boating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a team sport</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Do volunteer work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the local shops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go out for a meal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go out for coffee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the computer for things other than work</td>
<td></td>
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<td></td>
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<tr>
<td>Read a newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch television</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

12. How often do you do each of in the following activities in Lakes Entrance in warmer months? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Every day</th>
<th>Every week</th>
<th>Every month</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go surfing or body boarding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the beach</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Go swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do gardening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go for a picnic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 13. How often do you travel beyond Lakes Entrance to the following places? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Destination Description</th>
<th>Every day</th>
<th>Every week</th>
<th>Every month</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places within a fifteen minute drive (e.g. Port Albert, Yarram)</td>
<td></td>
<td></td>
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<tr>
<td>Places within a half-an-hour drive (e.g. Welshpool)</td>
<td></td>
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<tr>
<td>Places within an hour drive (e.g. Longford, Traralgon, Sale)</td>
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</tr>
<tr>
<td>Places within a two hour drive (e.g. Leongatha, Warragul)</td>
<td></td>
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</tr>
<tr>
<td>Places more than two hours away</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### The following questions are about your networks.

### 14. How often do you spend time with the following people? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Person Type Description</th>
<th>Every day</th>
<th>Every week</th>
<th>Every month</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of your family or other relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighbours (who you have not counted as friends)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work colleagues outside work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of groups or organisations you belong to</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other members of the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 15. Some people have close friends. These are people they feel at ease with, can talk to about private matters, or call on for help. How many close friends would you say you have in Lakes Entrance? *(Please tick one)*

- [ ] None
- [ ] One
- [ ] A few
- [ ] A lot

### 16. Are you involved in any of the following organisations? *(Please place an ‘x’ in the appropriate box for each item listed)*

<table>
<thead>
<tr>
<th>Organisation Type Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service organisations (e.g. Rotary, Lions Club, Country Women’s Association, Country Fire Authority, State Emergency Service, Surf Life Saving)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious or church organisations</td>
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<td></td>
</tr>
<tr>
<td>Education organisations (e.g. Univeristy of the Third Age, Parents and Friends Association)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, music or cultural organisations (e.g. choir, band)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth organisations (e.g. Guides, Scouts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local community action groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation or environmental groups (e.g. Landcare)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports or recreation groups (e.g. football, netball, bowls, cricket, tennis, fishing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The last questions are general questions about you and your household.

17. Are you male or female? *(Please tick one)*

- Female
- Male

18. All in all, how would you describe your general wellbeing? *(Please tick one)*

- Very good
- Good
- Neither good nor poor
- Poor
- Very poor

19. What age group do you fall into? *(Please tick one)*

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75-84
- 85 years and older

20. How many people usually live in your house including you? _____________ (people)

21. Is anyone in your household dependent on the care of someone else? (e.g. young children, elderly, unwell) *(Please tick one)*

- Yes
- No

22. Which of the following best describes your household? *(Please tick one)*

- Single person household
- Single with child/children
- Couple
- Couple with child/children
- Extended family
- Sharehouse
- Other

23. Which of the following would best describe your situation with regard to work, study or caring responsibilities? *(Please tick as many as apply)*

- Working full-time
- Working part-time
- Looking for work
- Studying full-time
- Studying part-time
- Caring for others
- Retired
- Semi-retired
- Not working and not looking for work
- Not working due to an injury/illness/disability
- Caring for children
- Other
24. Do you own your own business? (Please tick one)
- [ ] Yes → Please go to Question 24
- [ ] No → Please go to Question 26

25. Does the business provide your main source of income? (Please tick one)
- [ ] Yes
- [ ] No

26. Is the business based in Lakes Entrance? (Please tick one)
- [ ] Yes
- [ ] No

27. What is the highest level of education you have completed? (Please tick one)
- [ ] University Degree
- [ ] TAFE or other vocational certificate
- [ ] Year 12, VCE or equivalent
- [ ] Year 11 or equivalent
- [ ] Year 10 or below
- [ ] Did not go to school

28. Does anyone in your household identify as being Aboriginal or Torres Strait Islander? (Please tick)
- [ ] Yes
- [ ] No

29. What is your gross weekly household income? (Please tick one)
- [ ] Nil
- [ ] $1 - $399 per week ($1 - $20 799 annually)
- [ ] $400 - $999 per week ($20 800 - $51 999 annually)
- [ ] $1000 - $1999 per week ($52 000 - $103 999 annually)
- [ ] $2000 or more per week ($104 000 or more annually)
- [ ] Don’t know

30. Is your home in Lakes Entrance your main residence or second home (i.e. holiday house)? (Please tick one)
- [ ] Principal residence
- [ ] Second home or holiday house

31. What is the nearest street intersection to your home (e.g. corner Carpenter St and Church St)?
_________________________________________________________________________________

If you would like to be involved in follow-up research associated with this project please provide your details below. These details will only be used to contact you for follow-up research. Your details will be kept strictly confidential.

Name: ________________________________ Phone number: ______________________

Thank you for taking the time to complete this questionnaire.

Please place your survey in the reply-paid envelope provided and post it by Friday 28th September.