Our animals. Our responsibility.

A community engagement project to help animals survive natural disasters.

Volume 2 Community Engagement Guide

Engaged communities become empowered communities when individuals, groups and government agencies work in partnership to improve prevention and preparedness for animal care during natural disasters.

Foreword

The ability of a community to cope with an emergency is based to a large extent on the measures it takes before the emergency occurs, be they in risk prevention and mitigation or planning and preparedness. However, getting communities to participate in actions that enhance preparedness and create resilience to disasters has proven to be a significant challenge, particularly in relation to animal care. The desired result of engaging with the community to better manage the care of animals in a natural disaster is for animal owners and carers to **take responsibility** for decisions and actions that reduce the impact of natural disasters on their animals.

Community engagement in an animal care context is an ongoing process. To be most effective, it must take place well before a natural disaster occurs and continue long after it is over.

Because natural disasters are often seasonal, risk awareness and the need for people to review natural disaster plans should be promoted widely and regularly within communities.

This guide will help you develop **community engagement plans** (CEPs) to assist animal owners and carers in New South Wales improve prevention and preparedness for the care of their animals during natural disasters. It does not cover animals affected by drought or disease emergencies.

The guide is designed to meet the needs of AASFA personnel who are responsible for designing and implementing a CEP. It includes a variety of activities that can be modified to suit different kinds of communities.

The guide is divided into five sections:

A   ANALYSIS

Getting to know the community and the risks it faces is fundamental to successful community engagement. The process of understanding why you need to engage with a community is also part of building the strong partnerships that are critical to success. There are three steps:

Profiling the community.

Identifying the community of interest, place or culture with which you need to engage and the types of animals in that community.

Determining hazards and risks to animals from natural disasters, and who you can partner with to develop and implement appropriate community engagement activities.

B   PLANNING

Defining the purpose and levels of engagement, understanding how to deal with hazards and risks to the engagement plan, considering and developing resources, tools and schedules, and determining measurements of success.

C   ACTION

Putting community engagement to work – communicating with people and managing implementation.

D   EVALUATION

Determining how to assess community engagement activities, measure and interpret effectiveness, and share results.

E   TOOLKIT

The toolkit includes descriptions and examples of the types of activities and tools that can be used in community engagement. Some are general and others can be modified to suit different types of communities.

Guides and other references to help you identify issues and prepare a community engagement plan are located at the end of the guide. These are cross-referenced throughout the text.

Contents

Section A—ANALYSIS

Better understanding of the community and strong partnerships will lead to more effective engagement and help maximise limited resources and time.[1]

Getting to know the community

Analysing and understanding *why* it is necessary to engage a community will help determine *how* an engagement activity should be planned and implemented.

Analysis involves establishing partnerships and building networks with key community organisations (including professional associations, animal care groups and industry bodies), government agencies (e.g. emergency services and local government) and individuals (e.g. farmers, vets and pet owners).

Identifying and building partnerships

Working in partnership to target specific types of communities and groups within communities is essential to the success of any community engagement activity. Partnerships increase capacity to deliver messages using multiple networks. Partners understand that they can all benefit from working together, and appreciate the 'what's in it for me' factor.

Communities have established leaders, networks and communications channels. Some are formal (i.e. meet regularly, have a stated purpose or charter); others are informal (e.g. friends, neighbours, colleagues). Some formal channels may be recognised by communities but not fully used. Informal channels may be better trusted in some communities. Community engagement planning should identify the most trusted channels.

Building partnerships across a community is important because the community holds valuable knowledge about the kinds of natural disaster risks that affect it. Many communities have existing effective communication methods and resources. They also know what messages will be understood within their community.

It's important to emphasise to potential partners that the kind of partnership you propose is a 'two-way street', with NSW DPI adding value to partners' existing community engagement activities and providing them with additional support and resources such as information and advice on animal care.

Examples of organisations you can partner with include Agriculture and Animal Services Functional Area (AASFA) participating and supporting organisations such as the RSPCA and WIRES, and emergency services organisations such as the SES and RFS.

Once you have identified appropriate (and willing) partners that are working towards the same outcome, you will need to form a working group, with representation from each partner group. You might also include individuals who are not aligned with a particular group, but who have specialist expertise. It is this working group, made up of you, your partners and other specialists (on an ad hoc basis) who will prepare the CEP.

Identifying communities and developing community profiles

Communities in New South Wales are very diverse and exist in a variety of climatic, demographic and social environments. Each community, whether it is rural, peri-urban or a town, has its own level of vulnerability and resilience. The factors that influence your need to engage a community in the first place will help you identify the kinds of organisations and individuals you should partner with to design and implement a community engagement activity.

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[1] Adapted from: *NZ Ministry for Civil Defence and Emergency Management, 2010 Community Engagement in the CDEM context*

You will need to gather relevant information about the local community: who lives there, what happens in the community and what is important to the people? This helps to identify and develop a profile of the community and select the best methods of engagement. It is also dependent on the reason for engagement.

Refer to A1 CEP Community profile guide.

Communities can be divided into three broad types:

Communities of place

Groups of people whose commonality is defined by the location they live in, e.g. region, town, peri-urban area, flood plain, bushfire-prone area, etc.

As location and weather can determine the types of hazards people and their property are exposed to, communities of place play an important part in developing people's resilience during natural disasters.

Communities of interest

These can form around groups and individuals that share common occupations, pastimes, goals, needs and/or pursuits:

- workplaces that have similar functions (e.g. production animal feedlots, poultry farms, horse studs, zoos, wildlife shelters, aquaculturists, pet breeding businesses)
- professional and animal care groups (e.g. veterinarians, animal researchers, RSPCA, WIRES)
- hobbyists (hobby farmers, pony clubs)
- pet owners
- local SES and RFS volunteers
- community associations such as sporting clubs, CWA, Rotary, Scouts
- online networks (including social media).

Communities of interest can also be created when various groups and/or individuals identify that they are at the same risk from a natural hazard (e.g. flood, storm or bushfire)

Communities of culture

Communities of culture can include indigenous Australians, people of diverse religious faiths and/or from culturally and linguistically diverse backgrounds.

Groups within communities

Communities you may need to target might be a combination of place (e.g. a river valley), interest (e.g. dairy farmers) and culture (e.g. indigenous Australians).

You may encounter circumstances which affect one or all three types of community and may influence the ways they can be engaged. These can include farming and business activities; religious or cultural sensitivities; scepticism; geographical considerations; incapacitation; temporary or permanent non-residency; 'loners'; 'know-alls' and people who express feelings of 'information overload' or 'disaster fatigue'.

Timing

You will need to take into account key timings for communities. These will vary from community to community. Consider:

- Peak periods of farming activity when a community may not be able to focus clearly on your community engagement activity
- Occasions when a community is involved in meetings and forums, and when there is a potential for 'meeting burnout'
- There may be opportunities to add your issues to meetings that have already been planned, e.g. a local council might be holding community planning meetings which could incorporate disaster management issues.
- Before seasons when natural disasters are likely to occur, e.g. spring or autumn for bushfires. Natural disaster 'seasons' may vary from community to community
- Schedules for implementation of various stages of CEPs, local emergency management plans (LEMPs) or emergency risk management studies (ERMs) and individual natural disaster preparedness plans (immediately before, during and after a natural disaster).
- Recent emergency impacts, in or near the community often provide an impetus and receptiveness for prevention and preparedness messages.

Obtaining information about communities

When researching information for your target audience you must work in partnership with community leaders and existing, well-established groups (such as Local Emergency Management Committees – LEMCs) to:

- Identify the types of natural disasters that have affected (or could affect) the community, and the impact on its animals
- Identify target groups and individuals at risk from natural disasters and how to contact them
- Confirm what types of animals live in the communities that are likely to be affected by natural disasters, e.g. production animals, wildlife, pets, animals housed temporarily in 'non-usual' locations e.g. agistment, veterinary hospitals

Refer to A2 CEP Animal types table.

- Identify animal care issues associated with hazards, e.g. a bushfire may not injure or kill production animals, however it could destroy their food (pastures and/or feedstocks) and restrict their access to water
- Determine prevention opportunities that will reduce the impact of natural disasters on animals
- Review community events or engagement activities underway or planned. It might be possible to join these (e.g. agricultural shows, SES or RFS events, open days, etc) or schedule yours so they don't conflict
- Determine the 'turnover cycle' of people within a community. Knowledge can be lost when people move away from a community. Similarly, new knowledge can arrive with 'fresh' people. Either way, it is important that information is shared and recorded within a community on an ongoing basis.

Some examples of information and sources that will assist you in profiling your community are:

- Local emergency risk management study (through the LEMC)

- ESOs, animal care and industry associations
- Flood maps and bushfire protection zone maps
- Council land use strategy and community plans
- Census data (from Australian Bureau of Statistics)
- NSW DPI website, including any new web-based communications initiatives that may be planned
- Community knowledge – ask people in the community to share their experiences, plans and information
- Local media, historical and council records

Sometimes, groups you partner with may be able to provide some of the information you need. Much of the information you need may be available from other sources. There is no need to duplicate audits, processes and research that have been done by others.

Surveying the community

The DPI has prepared two online surveys to identify the methods **communities** and **individuals** currently use to care for animals before, during and immediately after disasters, and the methods **organisations** currently use to engage with their communities in the planning of animal care in the event of natural disasters.

Analysing target group(s)

After developing a profile of the community, you should have most of the information needed to identify groups in the community you wish to target.

You will need to analyse the level of confidence, understanding or knowledge the community feels about natural disaster issues that affect its animals, and try to determine current behaviours that should be reinforced and those that need to change or be introduced.

The following table will help you analyse the four broad types of community groups and their roles or needs.

Table 1 Community groups and their needs.

Group	Needs
Those *directly involved* in risk prevention, preparations for, responses to and recovery from natural disasters, e.g. emergency service organisations (ESOs) and other government agencies. Where an agency is directly involved in a natural disaster, there is an opportunity to identify what is required before, during and after a disaster.	To understand where ESOs and other agencies 'fit' and how DPI can partner more effectively with ESOs for risk prevention, preparedness and community engagement before a natural disaster occurs.
Participating and supporting organisations of AASFA and those involved in animal care, e.g. veterinarians, animal care groups (such as RSPCA and WIRES), industry bodies (e.g. Cattle Council and Australian	To understand how professional organisations currently influence and communicate with their own stakeholders, their key messages (particularly about prevention and preparedness) and the channels that

Group	Needs
Veterinary Association) and animal sporting/interest associations (e.g. kennel clubs). These groups contribute to the identification of what needs to be done to prepare for more effective risk prevention and animal care in the event of a natural disaster.	can be used to convey more effective information about animal care issues and more effective implementation of natural disaster plans.
Farmers and others who care for production animals. Professionals and volunteers who care for other types of animals (e.g. zoos, wildlife carers, etc). These are people who need to prepare and practise a natural disaster animal care plan and can implement prevention and recovery strategies	To understand how these groups currently prepare for natural disasters and what needs to be done to improve their awareness of animal care issues, especially the financial, business continuity, emotional and animal welfare benefits of effective pre and post-disaster planning.
Companion animal owners and carers. These are people who also need to prepare and practise a natural disaster animal care plan and who should, ideally, work with their neighbours, ESOs and participating and supporting organisations of AASFA to prepare for the care of animals before, during and after natural disasters.	To identify to what extent companion animal owners and carers understand that *they* are responsible for the care of their animals during and after a natural disaster and that their animals must be included in natural disaster risk prevention and preparedness planning. To identify whether this group has access to up-to-date information about animal care management before during and after natural disasters.

Refer to A3 CEP Community analysis guide & A4 CEP Organisations and groups guide.

Defining risks, hazards and consequences

In the context of animal care in natural disasters[2]*:*

risks arise where there is a possibility that circumstances, events, actions or inactions cause harm or loss to people, their animals and property

hazards are a common source of risks (e.g. natural disasters)

consequences are the impacts of the interactions of people, their animals and infrastructure with a hazard

likelihood[3] is the chance of something happening, and is a common measurement or representation of risk. Examples that may increase the likelihood of risks causing loss of or injury to animals in a natural disaster include:

- lack of or ineffective preventative measures e.g. locating livestock in flood prone areas or inadequate provision for feed, water, veterinary medication, transport options, etc
- lack of preparedness, e.g. absence of or inadequate planning for the care of animals in and after a natural disaster.

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[2] Based on Australian Standard AS NZS ISO 31000-2009 *Risk Management – Principles and Guidelines*

[3] See risk rating table, ***Identifying and managing risks***, Section B of this guide.

Most communities have effective emergency management plans to protect people and infrastructure, however not all of them have adequately planned for the care of the various types of animals in their community.

Your community's Local Emergency Management Committee should provide you with information about areas at risk from natural disasters. Other agencies, organisations and individuals with specialist skills or experience can be excellent sources of local knowledge. It is particularly important to engage with people and organisations that own, care for and work with animals.

Hazards and risks to animals from natural disasters can be very different from those that might affect humans. Consider:

- one of the most overlooked hazards is the failure on the part of some animal owners or carers to understand that it is *their* responsibility to prepare for (and practise) the care of their animals in the event of a natural disaster

- human life is the first priority during a natural disaster. People can be at risk when they refuse to leave their animals behind and, at the last minute, try to save, relocate or protect their animals during a natural disaster when it is too late to do so

- production animals are exposed and vulnerable to extremes of weather and a lack of food and water following disasters

- animals of all kinds (production, companion, native animals, etc) may not be easily located or contained, especially when a natural disaster is imminent and time is a critical factor

- many animals require specialist infrastructure, including vehicles, to be permanently or temporarily relocated before (or evacuated during) a natural disaster

- animals may be cut off from water, feed and/or veterinary care during a natural disaster

- terrain and road closures can restrict animal care options during natural disasters

- the scale of operations involving production and other types of animals can be vast and requires special consideration as a vulnerable group

- it is not always easy to practise major animal care initiatives in preparation for a natural disaster

These are just a few examples of hazards and risks to animals during natural disasters. The likelihood of such hazards and risks (and the physical hazards of natural disasters themselves) injuring or killing animals, and humans trying to save animals, is what NSW DPI's community engagement strategy aims to prevent or reduce.

The information you obtain from LEMCs and others should provide you and your community engagement partners with a picture of risks posed to animals by natural disasters and define a clear purpose for engaging the community. A lack or absence of reliable information will be a sign that more effective engagement is required. This underlines the importance of working with partners to design and implement the most effective community engagement approaches, e.g. providing AASFA information to a group or agency to supplement their own.

An understanding of current risks and past natural disasters will help you determine if, when, how and where animals need to be relocated and how they can be cared for if it is necessary to evacuate them before or during a natural disaster. However, it is obviously preferable to aim for more proactive and preventative solutions.

Risk prevention strategies should be based on an understanding of how risks to animals and infrastructure can be *removed* or *reduced*. Strategies can include:

- identifying safe zones and improving roads and communications so that animals can, if necessary, be evacuated quickly and/or cared for in a timely way

- re-engineering of infrastructure, e.g. installation of effective firefighting equipment, relocating livestock sheds from flood plains, storm-resistant construction methods, hazard reduction burning, improved flood mitigation, watercourse management, etc
- permanent or temporary relocation of animals (i.e. well before natural disasters occur)
- organising communities to share information, ideas and resources, and work together to reduce risks to animals

A community, particularly a community of place, may be affected by several potential risks arising from different kinds of natural disaster hazards, each with a different level of impact. All potential risks must be anticipated and considered.

One way to clarify information about risks and improve preparedness for the care of animals during a natural disaster is to assess past or predicted levels of impact and apply this knowledge to likely future risks, e.g. 100 year flood levels.

Refer to A1 CEP Community profile guide.

Establishing CEP objectives

The goal of an engagement plan should be to increase the resilience of a community; the objectives of the plan frame how this will be done. Sometimes your objectives will be set for you; for example to participate in an engagement campaign in support of the RFS at the local show. Often, the community itself will seek advice and information; for example on ways to establish safe holding yards for large animals at risk of flooding. Sometimes the engagement objective arises from analysing the community and the risks it faces.

However the need or purpose has been determined, you will need to understand what you are intending to achieve from your engagement plan—your objectives or desired results, including changes in behaviour—and select the appropriate community engagement activities and tools to reach your objectives.

Setting objectives includes reaching an agreement with partner groups about the desired results of a community engagement plan. Any existing CEPs should be evaluated in the first instance to see if they are supporting the community's needs.

Consider:

Do existing CEPs need to be adapted to suit changed circumstances?

In the absence of existing CEPs, are there existing networks that are active or accessible? What are the best communications tools that could be used with existing networks? What levels of community engagement activities or tools need to be employed to improve the community's care of its animals during a natural disaster?

The objectives of an engagement plan will also determine the way it is evaluated and it's worth keeping this in mind when developing them. Every community engagement plan should have **SMART** objectives, i.e.:

- **Specific –** objectives should be precise, succinct and based on your analysis of a community's risks and needs in the context of more effective animal care in natural disasters e.g:
  - o Improve the survivability of animals in a specific locality

- o Provide information about eliminating or reducing risks to companion animals during bushfires
- o Work with Local Emergency Management Committee to ensure that evacuation maps include routes to evacuate large animals
- o Construct flood mounds and floating structures, in addition to traditional mitigation measures, in flood prone areas.
- **Measurable –** it must be possible to evaluate your objectives against results. Measures and methods to evaluate your CEP should be identified early in the planning process
- **Achievable –** objectives must be realistic, cost-effective and practical, and agreed by those responsible for achieving them
- **Relevant –** objectives must be tailored to fit your community, its needs and likely natural disaster risks to animals
- **Timed –** you must prepare timelines, including milestones, for the implementation of CEP activities.

Performance indicators

Indicators give some sense of the change that has taken place over the course of the engagement; they need to be measurable and attainable so that when the engagement plan is evaluated its progress can be assessed.

Performance indicators specify a level at which the objectives of the plan have been achieved, for example an objective of the engagement plan might be to increase the community's knowledge of what to do in a flood. The corresponding indicator could be the percentage increase of the community who knew what to do after the engagement activity.

Indicators can be quantitative in nature (e.g. 60% of the community had input into the community plan) and they can also be qualitative (e.g. the community perceived the information from the focus group was helpful). In the community setting, a mixture of both quantitative and qualitative indicators is appropriate, as community perception of the engagement activities is a central measure of success.

Expressing CEP objectives to a community and partners

Animal owners and carers have an obligation to make adequate preparations to deal with all kinds of impacts on their lives and businesses, including the capacity to care for their animals.

A great incentive for communities to engage and *act* comes from you and your partners informing people of the economic and social benefits of natural disaster prevention and preparedness strategies. Apart from the obvious benefits of increasing animal survivability rates and reducing the emotional impact on people who are responsible for animal care, major benefits include:

- Reducing risks to animal owners and carers, and personnel and volunteers of ESOs and other agencies involved in evacuating or rescuing animals during a natural disaster
- Reducing *response* costs to ESOs and other agencies involved in animal care during natural disasters and helping them refine their efforts to help their community adopt better *prevention* and *preparedness* measures for the care of their animals in natural disasters
- Enhancing the safety and wellbeing of people with special needs by ensuring the care of assistance animals such as Seeing Eye Dogs
- Reducing the cost of stock replacement and/or loss of production
- Reducing infrastructure replacement expenses

- Enhancing business continuity and resilience (improving the capacity to continue in business as producers and/or suppliers to producers)
- Reducing dependence on insurance and/or government assistance
- Enhancing asset value of a farm or business
- Enhancing producers' and/or suppliers' capacity to meet their obligations (e.g. wages and payments for stock and equipment) and fulfil supply contracts
- Continuation of the food supply chain

Levels of community engagement

There are five broad levels of community engagement (these correspond to *CEP Engagement activity and tool selection table* in Section B of this guide):

Table 2 Community engagement levels.

Level of engagement	Definition[4]
Information sharing	Sharing information between communities and agencies to come to a mutual understanding. Everyone is informed and able to take responsibility for decisions and actions.
Consultation	Sharing information, questions or positions to obtain ideas, feedback, knowledge or an understanding of aims and expectations.
Participation	Building connected networks, partnerships and relationships, ownership and trust through active involvement.
Collaboration	Partnering with communities to support actions, including developing alternatives and identifying preferred solutions.
Empowerment	Individuals and communities have capacity to understand risk, accept responsibility and implement initiatives. This builds appropriate levels of preparedness and community resilience during natural disasters.

Your CEP should be refined or tailored to match the particular circumstances and resources in your community. Sometimes, it might be necessary to engage at several levels to achieve the objectives desired by you and your partners.

The focus should be on **prevention** and **preparedness**, not just **response** and **recovery**. Sensible prevention and preparedness measures and planning should minimise the need for response actions and the impact of the hazard.

Planning for the care of animals during natural disasters should be practised on an ongoing basis.

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[4] Adapted from Australian Government *National Strategy for Disaster Resilience Community Engagement Framework*

Section B—PLANNING

Developing a community engagement plan

Your community engagement plan (CEP) will provide the framework for developing, implementing and evaluating community involvement. Give it a name so you can refer to it in the community.

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*Use the **CEP Community engagement plan** format to prepare your community engagement plan.*

No single CEP will fit all communities, as needs, purposes and objectives vary. However, there are some basic planning approaches that are common to all effective community engagement initiatives.

The work you and your partners did to profile your community (Section A of this guide) will provide you with the following information to include in your CEP:

Objectives – what needs to change?

- What are the natural disaster risks to animals that need to be eliminated or reduced? Sometimes, it may only be possible to increase awareness.
- What risk **prevention** methods can be improved or introduced to enhance animal survivability in natural disasters?

Levels of community involvement:

- What groups or individuals will you be partnering with and/or targeting?
- What groups of animals will be covered by your CEP?

Levels of engagement:

- Information sharing
- Consultation
- Participation
- Collaboration
- Empowerment

Attaining increased levels of engagement helps empower a community.

- What groups or individuals will you be partnering with and/or targeting?
- What groups of animals will be covered by your CEP?

The **next step** is to develop your CEP by completing the *CEP Engagement plan*.

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*Refer to Section D of this guide (Evaluation) **before** writing your CEP to ensure you prepare a plan that can be easily and effectively evaluated. Your plan must contain measurable results that are included in your evaluation.*

Developing activities and tools

Good engagement practice relies on choosing an approach or combination of approaches for engagement that suit different situations.[5]

Various activities and tools can be used for community engagement. When choosing an activity or tool to include in your CEP, you should consider objectives and issues:

Objectives

- What activities will achieve your objectives and demonstrate success?
- What engagement activities will build capacity for future engagement?
- What activities will support long-term community and/or agency efforts and results?

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*Also review **Establishing CEP objectives** in Section A of this guide.*

Issues

Nature of issues –

- Single issue for one group or organisation, or several issues affecting a number of organisations, groups and/or the broader community?
- Who will be affected directly or indirectly, or may be interested but not necessarily affected?

Breadth of issues – do they complement other agency issues (e.g. SES and/or RFS) or relate to one or more animal groups?

Awareness of issues –

- Is the level of awareness in the community or among potential CEP partners low, medium or high? E.g. some peri-urban communities have a high turnover of property owners, so frequent reminders of key messages would be important. Low property turnover might not necessarily require the same frequency of reminders.
- Is public opinion positive, negative, divided or indifferent?

Level(s) of engagement required – some communities may just need to improve elements of an existing CEP, others may need more intensive engagement across a number of levels.

Timeframe – short, medium or long-term objectives and desired results.

Audience –

- Target audience **–** identifying each category of animal in the district, customising key messages and complementing existing messages from other organisations are essential. The target audience might be an organisation, e.g. RSPCA, or an individual, e.g. the leader of a livestock industry group who might deliver your message more effectively because of credibility within the community.
- Nature of community and its groups – well organised and structured or disorganised and unstructured – or a combination of negatives and positives?
- A community's capacity for engagement – Does the community have the leadership, role models, awareness, knowledge, resources, skills and access needed to be engaged?

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[5] Adapted from: *National Strategy for Disaster Resilience Community Engagement Framework*.

Inclusiveness –

- During an activity, how do you ensure everyone is heard (e.g. face-to-face at meetings, through the media or via social media, etc)?
- How do you make sure that engagement is accessible to as many people as possible?

Reaching out – What can you do to involve disengaged or unengaged people in the community?

Affirming diversity **–** Does information need to be provided in other languages, large print, or different kinds of media for people with special needs, including limited literacy skills?

Resources – what personnel, budget, tools, etc, are needed and available for engagement?

Integrity –

- How will honesty, openness and accountability be demonstrated to build trust?
- Is there a commitment to carefully planning, implementing and evaluating the engagement activities?
- Are there sufficient resources to implement activities effectively (e.g. information circulation, facilitators, budget, time, personnel, shared resources and support where partners work together to achieve goals)?

Resources needed for event-based activities

Some CEP activities will be organised as events. These will vary in type and scale, depending your objectives and the tools you select. Resources or actions to consider include:

- Can the event be run properly with the resources available, including resources and event plan?
- Could CEP partners (e.g. ESOs) run the event or co-host it with you?
- If it is being run in-house, will personnel have the necessary skills and experience to run it successfully?
- What approvals and briefings to senior managers, Minister, local parliamentary representative(s) and other civic leaders are needed?
- The development or purchase of materials for workshops and displays.
- Hire of venue, facilitator, equipment, information stands, and marquees.
- Translators, child care personnel, technical personnel, casual and support personnel.
- Catering, transport arrangements.
- Advertising and publishing, printing and circulating information.
- Access for people with special needs.
- Costs, insurance and timing.

Timing

Some activities will occur sequentially and others concurrently. Things to consider when deciding on dates and times for engagement activities include:

- Activity timeframes and milestones
- Seasonal constraints that might affect the ability of people to be involved in activities
- The time required to plan, draft, design, print, distribute and/or implement a community engagement tool and evaluate its effectiveness
- Other community events that could either support your community engagement plan or conflict with it (e.g. competition for the same people to attend other meetings instead of yours)

- Immediate threat of a natural disaster, where urgent messages about animal care need to be communicated (often through CEP partners such as SES, RFS, other ESOs).

Identifying and managing risks

Risks posed by natural disasters themselves are covered in Section A of this guide.

Community engagement activities will also involve risk to their implementation that need to be managed; for example:

- Resource availability

- Changes to agency priorities, deadlines, personnel or budgets

- Completing engagement activities on time and within budget

- Safety, health and wellbeing (i.e. WHS) of personnel and members of the community involved in your CEP activities

- Impact on the natural or built environment

- Personnel operating within the bounds of laws and regulations, and appropriately insured

- Impact on the reputation of NSW DPI or AASFA

- Creating division in the community, damage trust or adversely affect existing working relationships and partnerships

- Achieving (or not achieving) objectives, including:

  o Reducing the loss or injury to animals; impacts on business continuity and community resilience; and costs to the community, businesses and families affected by a natural disaster

  o Reducing or eliminating political impact on government (state and local).

Risks can be rated to determine the likelihood of any adverse consequences:

Table 3 Risk rating matrix.

Consequence[6]	Likelihood	Risk rating = consequence + likelihood	
5 = Catastrophic	5 = Almost certain	>8	Extreme
4 = Major	4 = Likely	7	High
3 = Moderate	3 = Possible	6	Moderate
2 = Minor	2 = Unlikely	< 5	Low
1 = Insignificant	1 = Rare		

The consequence classification table will help you determine the consequences of risks when you complete the *CEP Risk assessment*. Risks will vary from community to community and activity to activity.

Your CEP partners should be able to provide local information as to the risks and potential consequences involved in implementing CEP event-based activities in a community, e.g. attendance at workshops, open days and agricultural shows.

*Risks from natural disasters themselves should be listed in Item 5, **A1 CEP Community profile***

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[6] See B2 CEP Consequence classification table, later in this section.

CEP consequence classification table[7]

Table 4 Consequence rating.

	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Human	No medical treatment required	Significant but reversible disability not requiring hospitalisation	Hospitalisation required; moderate irreversible disability or impairment (<30%) to one or more persons	Single fatality and/or irreversible disability (> 30%) to one or more persons	Multiple fatalities or significant irreversible disability (> 50%) to > 50 persons
Community	Short-term community disinterest	Reduced community reciprocity and mutual support	Breakdown of inter-community relationships	Dismantling of formal relationships, reduced community participation	Large scale community breakdown and/or significant community apathy
Reputation	Minor, adverse local public or media attention or complaints	Media attention of local concern	Significant adverse attention by media, public, or NGO (state-based)	Serious public or media outcry (national coverage)	Serious public or media outcry (international coverage)
Business	Negligible impact on sub-objective	Sub-objective degraded but still achieved	Sub-objective delayed	Sub-objective not achieved	Objective not achieved
Legal	N/A	Minor legal issues, non-compliances and breaches of regulation	Serious breach of regulation with investigation or report to authority with prosecution powers and/or moderate fine possible	Major breach of regulation	Significant prosecution and fines
Political	N/A	Possible local political issue	Definite local political issue and possible ministerial repercussions	Definite local political and ministerial consequences, possibly involving Premier or Federal Minister	Significant political repercussions involving Premier, Federal Minister or Prime Minister

*Complete a risk assessment for your CEP using the **CEP Risk assessment***

Deciding on tools

CEP activities require various tools, and there will often be more than one that can do the job. Section E (***Toolkit***) suggests examples of tools that may be suitable for your CEP activities.

It is not so much the tool that you select that matters, rather it is the *reason* you select it, e.g. why and how will it be implemented, its effectiveness with the target audience and the cost-benefit associated with its delivery.

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[7] Based on: Victorian Department of Sustainability and Environment. Effective Engagement: building relationships with community and other stakeholders. Book 2 *The engagement planning workbook*. Page 34

The most important criteria to help you select engagement tools are:

- Does the tool fit the types of **activities** planned and their objectives, issues and participants?

- Will it contribute to the desired objectives and results?

- Does it take account of previous engagement history with the audience and community? Has the tool been effective or ineffective in the past?

- Does it suit the political, social and cultural environment?

- Is it cost effective? e.g. some web-based tools (including social media) may appear to be cheaper than printed brochures, however brochures may have a more extensive penetration, longevity and/or acceptance in some communities.

- Can the tool be implemented and be effective in the time available?

- Is it the best tool to engage the target community or other interested parties? There may be a mix of tools needed. Ask the target audience what works for them!

- Is it more suited to a particular stage in the engagement process?

- Is it better suited to a particular target audience demographic (e.g. Facebook for IT-savvy elderly, versus Instagram for teenagers; rural newspapers for livestock owners verses local newspaper for peri-urban dwellers)?

- Does the tool contribute to the overall process (e.g. will it refine, change, support or inform other actions or activities)?

- What other tool(s) does it depend on, e.g. should a fact sheet be posted online before a printed media release is distributed?

- Do you or others in your team have the skills to implement the tool? If not, can you source skills elsewhere?

- What are the limitations of the tool? e.g. online surveys may be easy to implement but the response rate could be very low. What incentives can you use to encourage someone to complete a survey?

*Refer to **Section E (Toolkit)** of this guide for examples of tools you can use in your engagement activities.*

Using communications tools

The community will need to learn about your community engagement activities, however you will also need to encourage two-way interaction by promoting information sharing and providing opportunities for feedback on objectives, activities and results. Section E (***Toolkit***) suggests specific communications tools you can use as part of your CEP activities. Here are some broad examples:

Paid advertising – TV, radio, newspapers, social media advertising banners, fliers, letter box drops.

Face-to-face briefings – Individual or group briefings (liaison meetings) for key stakeholders

Media opportunities – Think about the newsworthiness of your story (why would a journalist want to pick-up your message?)

   o Can you supply a photograph or video? If you can provide interesting images that support your community engagement activity the media may become more interested. Images also provide visual cues that draw attention to your information.

- o Have your communications and supporting information (e.g. web pages and fact sheets) prepared well in advance.

- o Discuss with NSW DPI communications and media team in your organisation to help plan and approve your media strategy, media release, distribution of the media release, and uploading of web pages and social media distribution.

- o Consider issuing an alert for a media conference to deliver your message.

- o Write editorial copy or organise a weekly or monthly column in the local newspaper or segment on community radio stations.

Websites – work with NSW DPI, other government agencies (e.g. ESOs), industry and professional bodies, local CEP partners, etc, to link with existing and new websites (to distribute and share information, news and resources).

Databases – When updating or building databases, ask respondents whether information they supply can be shared with related databases. Information held in databases are subject to privacy guidelines and regulations. Calls to action (e.g. 'Sign up for a newsletter') can help you build your database.

Online - Consider blogs, e-newsletters, Facebook, Twitter or other social media. You may need to use a mix of online tools. Social media should be monitored to prevent abuse or the dissemination of misleading or incorrect information

Community media – Radio, TV, community notice boards, community service announcements (CSA), local council newsletters and websites, school newsletters, community group online and print newsletters.

Direct marketing – letterbox drops, direct mail, outdoor billboards, pamphlets and brochures, posters at shopping centres and clubs. Consider using scannable QR codes to link to video clips or websites that communicate your key messages.

B1 - CEP activity and tool selection table

This table lists the types of activities and tools that will help you build partnerships and develop and implement your CEP. The desired community participation level (selected, in part, by using the IAP2 ratings table at A3 *CEP Community analysis guide*) will help you determine appropriate activities and tools. Suggested activities and tools are highlighted in table 5.

Table 5 CEP activity and tool selection

Activity/tool	One-to-one	Small group	Large group	Drop-in	Online	Printed
INFORM						
Advertising and notices			yes		yes	yes
Conference		yes	yes			
Digital story telling			yes		yes	
Fact sheets or information brochures			yes		yes	yes
Media release			yes		yes	
Newsletters			yes		yes	
Newspaper inserts			yes		yes	yes
Websites			yes		yes	
CONSULT						
Displays and exhibits	yes	yes	yes	yes		
Interviews	yes					

Activity/tool	One-to-one	Small group	Large group	Drop-in	Online	Printed
Public meetings			yes		yes	
Surveys			yes		yes	yes
INVOLVE						
Community groups		yes				
Field days or community events			yes	yes		
Microblogging			yes		yes	
Online forums		yes	yes		yes	
Workshops		yes	yes			
COLLABORATE						
Weblogs (blogs)	yes	yes			yes	
Wikis		yes	yes		yes	
EMPOWER						
Advisory groups		yes				

Reviewing the CEP

When you complete your community engagement plan, it is important to conduct a self-assessment or peer-assessment of the plan to check nothing has been overlooked.

Section C—ACTION

Action planning

Implementing engagement activities requires adequate resources and support and a strong interest from stakeholders in your community such as industry and animal care groups, government agencies and individuals.

Timing is also critical – make sure your engagement activities do not conflict with other community events, unless you plan to integrate your activities into those events. Also allow for 'meeting fatigue' and, if possible, schedule your activities for a period that is more likely to attract the most community engagement.

Your action plan will enable you to coordinate tasks with your working group. It's also another opportunity to think about **why**, **with whom**, **how**, **when** and **where** you are engaging, and to ensure you have selected the most effective activities and tools and they are ready for action.

*Use the **CEP Action plan** to prepare your action plan.*

Preparing and implementing an action plan

Put simply, an action plan describes the steps necessary to **implement** your CEP; the "who, what, when, where and how" the plan will be enacted. When you complete your ***CEP Action plan*** consider:

Clear roles, expectations and responsibilities, particularly for community members who are assisting to run the activity. There must be a clearly identified CEP working group leader, who is responsible for arranging working group meetings, establishing CEP partnerships, coordinating advisors, allocating tasks, timeline scheduling, managing updates and changes, and taking responsibility for records management, evaluation and reporting.

Flexibility. The nature of working with communities is that the unexpected will happen and plans need to be flexible.

Activity/tool list (including description and purpose): This will be based on your CEP and include the tools you've selected (including communications tools). **Section E** *(Toolkit)* provides suggested tools you can use in your planned engagement activities. Also include approvals and sign-off.

CEP project schedule/timings: You could use a Gantt Chart (or similar) as the basis of your work plan. It can help you map out timings and components of your CEP activities, tools, procedures, deadlines and responsibilities for implementing and evaluating the CEP.

Your action plan should be distributed to all CEP partners and personnel who will be responsible for each activity well before community engagement activities begin.

Schedule working group meetings when required to ensure the work plan stays on track.

It is important to evaluate actions, resources and tools to ensure the action plan is realistic, adequately resourced, appropriately timed and suitable for the target groups in your community. Consider modifying a non-performing tool (e.g. tailor different versions of printed brochures to meet the needs of different partners).

Your schedule needs to be flexible enough to enable adjustments and you should ensure that your budget allows for changes to activities or tools.

You should ask these questions and regularly follow-up on the action plan:

- Are we doing what we said we would do?
- Are we getting the results we were expecting?
- Are we meeting milestone dates?
- Are we doing it well (in the eyes of the people we're targeting)?
- Is what we are doing strengthening relationships and building capacity?
- Are we creating awareness/knowledge/change of behaviour or practices?
- Has the desired result been adopted by our target audience, at what percentage and to what level?

Section D—EVALUATION

Evaluation is integral to the planning and conduct of any community engagement. At the local level it is important to measure that activities and tools contributed to behaviour change. At the program level, it is important to measure the benefit: cost of the many engagement activities across the state.

There are two levels for evaluating (measuring the success of) your CEP; the first is around process efficiency (how well did the activity work), the second measures the effectiveness of the plan (did it achieve its objective). Measuring behaviour change at a community level is complex and difficult; particularly for behaviour changes to prepare for a natural disaster that may, or may not, occur. Following a disaster, it is therefore extremely difficult to determine if any particular engagement did, or did not directly contribute to how the community cared for its animals.

Successful engagement needs to be defined in terms of the efficiency and effectiveness of the engagement process. These measures are developed collaboratively with stakeholders through the elaboration of performance indicators during the planning phase. When evaluating the program, community leaders and community members should have a chance to provide feedback.

A rigorous evaluation will enable you and the community you are working with to modify components of the CEP that initially do not work, refine other elements and consolidate and further develop aspects that are effective.

Evaluating efficiency – the process

The questions to be asked in evaluating the efficiency of a CEP are both quantitative and qualitative; e.g. how many brochures were distributed? How many people attended a workshop, display or field day? What percentage of the community were involved in the activity(s)? What were participants' reaction to a guest speaker?

Efficiency is often measured in terms of inputs, outputs and processes. Efficiency measures focus on activities and actions.

Evaluating effectiveness – the results

Effectiveness measures are usually expressed as performance indicators, such as the percentage of people who have completed a property plan that includes managing animals in an emergency, or the number of people who have an evacuation plan for their pets. Over the long term, it should be possible to see trend reductions in animal losses following natural disasters, however the uncertain nature of disaster impact makes gathering these data difficult.

Effectiveness measures are often described as outcomes. The CEP objectives should lead to the desired outcome. Effectiveness measures focus on results.

Table 6 outlines how these terms relate to one another:

Table 6 Evaluation indicators

Type of indicator	Measurement of	Example indicators[8]
Inputs	Resources used in community engagement (personnel, time, budget).	Time taken (calendar time) Costs, e.g. personnel, materials, advertising
Outputs	Activities of community engagement and associated	The number of meetings held and people who attended The ratios of people attending meetings, i.e. producers,

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[8] Adapted from Queensland Government Department of Communities: Engaging Queenslanders: *Evaluating community engagement* (2004)

Type of indicator	Measurement of	Example indicators[8]
	collateral	pet owners, wildlife carers, veterinarians, etc The number of information brochures distributed Number of web and social media 'hits' The number of residents contacted
Processes	Quality of outputs.	Participants, including residents of all targeted locations or interests Participants' perceptions of the clarity of outputs (e.g. brochures, websites, information sheets, media penetration, etc.)
Outcomes	Short and long-term results of the community engagement.	Participants' perceptions of the knowledge they gained in participation The number of new partnerships formed Participants' perceptions of changes in the relationship between the community and government, i.e. AASFA Testimonials and feedback (via web, surveys, in writing and face-to-face) Savings (financial, animals, humans, time, less dependence on relief grants and insurance, etc) Quantifiable and/or perceived community resilience

Evaluation planning

An evaluation plan is just as important as any other stage of the design and implementation of your community engagement. Evaluation planning should be integrated throughout the rest of the planning process, particularly as you develop performance indicators.

When you evaluate your CEP, you'll be reviewing activities, actions and results, based on the performance indicators developed in initial planning. Broadly, these are the components of your **objectives**. Your evaluation plan will include:

Activities

Types of activities, their scale and attendance. Were any planned activities cancelled? If so, why? What were participants' reactions to the activities?

Actions

What you invested, for example tools, time and money

Results

Quantitative:

How many of the target audience attended your community engagement activities?

How many adopted better practices, e.g. the number of new or improved flood mounds, firebreaks, and pet emergency plans?

Can you measure the cost-benefit of adopting better practices?

Qualitative:

How was the target audience influenced by your community engagement activities? Keep records of feedback. Positive feedback can be used as testimonials, while negative feedback can provide opportunities to refine or change approaches.

What kinds of preventative and preparedness measures were adopted since the CE activity?

Did you find the changes useful?

What worked, what didn't? Why?

After a natural disaster, are you able to **measure** community engagement activity results? If you measure after each natural disaster this allows benchmarking and can show overall improvement in community capacity and empowerment, i.e.:

- **Anecdotally** (through testimonials and feedback from members of the community)
- **Quantitatively** (using numbers of participants and/or initiatives, and financial savings)
- **Qualitatively** (community dividends – 'emotional' savings, i.e. no interruption to attachment with companion, assistance and production animals; feelings of empowerment; a willingness to share prevention and preparedness ideas and practices; perhaps decisions to remain in the community after a natural disaster).

Short-term results

Your plan should include ways to measure if your CEP has led to:

- Increased levels of awareness of the issue(s) and needs for change?
- Changes in perceptions and attitudes of community groups? Are they more engaged with your organisation?
- Stronger relationships and partnerships with organisations, interest groups and individuals?
- Increased awareness, knowledge, skills and competencies of animal owners and carers?
- Lessons learnt by organisations, agencies and owners?
- Immediate improvements to management practices?
- Indicators of capacity building, such as increased awareness of risks and hazards to animals during natural disasters?
- Fewer injuries to (and deaths of) people trying to evacuate or rescue animals threatened by natural disasters?
- Increased participation of regional and local communities in AASFA activities, networks and communications?

Many of these indicators can be measured through surveys, interviews or focus groups.

Long-term results

These relate to the fundamental resilience improvements you are trying to make within the community. They demonstrate how changes to individual behaviour can create changes to the broader community and improve relationships with government agencies. Consider:

- A willingness to be involved in ongoing CEP initiatives
- Enhanced behaviours, actions and prevention and preparedness measures within the community in the care of animals during natural disasters, represented in the long-term by changes in infrastructure, planning and cooperation between organisations, agencies and individuals
- Improved coordination and networking of AASFA and participating and supporting organisations and ESOs
- The development of new initiatives so communities generally can have easier ongoing access to resources and information about better preparedness for animal care during and after natural disasters, e.g. a dedicated information website, possibly moderated by NSW DPI, linked to other information-rich websites, and updated regularly (a 'one-stop knowledge shop')
- Cost savings – reduced dependence on government, private and charitable assistance; less impact on the local economy; greater business resilience
- Reduced long-term emotional impact on animal owners and carers, especially in terms of 'disaster fatigue' and grief following natural disasters.

These indicators are more complex to measure; however surveys, focus groups and interviews are important data sources.

*Use **D1-CEP Evaluation plan** to prepare your evaluation plan*

Developing evaluation questions

Think about the types of information required to answer questions, including performance criteria and indicators. Here are four basic questions:

What happened? Answers should describe the actions and results of the engagement.

Was the activity successful? Did activities meet objectives? Answer(s) are often used to make a judgement about the performance of your community engagement after activities have finished so that results can be reported and decisions made about future actions.

What have we learnt? Answers help build knowledge and an evidence base of what works, for whom and in what circumstances.

What can we do better? Takes information about what actually happened and compares it to a vision of what should have happened.

Be realistic about what can be achieved – focus on important questions that can be answered with the resources that are available.

Think about your audience. Do you:

- Need to provide evidence of activities, materials produced and results for accountability and reporting purposes?

- Want to ensure your engagement activities are as effective as possible?

- Want to share your experiences and learnings to help NSW DPI and others understand how to improve the ways they engage with the community?

- Need to do all or a combination of the above?

Consider what aspects of the engagement process you want to test. For example, did short-term results lead to long-term benefits, and were there any factors that intervened in the process or enhanced it?

*Examples of questions are included at **D2 CEP Evaluation questions***

Data sources and baseline data

Any measurement of change, short or long term, relies on having a baseline against which to compare results over time. Always ensure you have baseline data for your performance indicators.

Steps to identify data sources and select methods to capture data include:

Refer to and decide on the suitability of existing data sources, if any (check for the most recent data)

Confirm who is responsible for collecting data, taking into account the audience for the evaluation report

Decide when and how new data will be captured and what form the data should take, taking into account availability of time and resources

Ensure that data is unbiased and balanced, i.e. not skewed to just one group, locality or animal group

Always state the number of participants in a survey of opinion

Do not quote or rely on statistics that are based on a small sample size of respondents

The most common methods of data collection for evaluation include:

- Statistics
- Participant questionnaires
- Interviews
- Focus groups
- Observation
- Document analysis
- Population surveys
- Story technique
- Goal attainment scaling

Refer to D3 Data collection methods

Some of the issues to consider before capturing data are:

When will the data be captured? Integrate evaluation into the planning phase of the CEP to ensure it contributes to its effectiveness. In most situations data should be collected:

- Before commencement of CEP activities to establish baseline data
- During the course of activities as part of a continuous improvement cycle
- Shortly after activities have finished (when memories are still fresh) to explore short-term results
- After a period of time to explore long-term results and the sustainability of changes from your CEP activities.

What costs are involved? Determined by the available budget, methods chosen and scale of engagement activities.

How will data be captured? Surveys, face-to-face, via websites, feedback cards, etc?

*Details should be recorded in the **CEP Evaluation plan***

Interpreting and reporting evaluation results

Evaluations will result in a list of findings and recommendations. These should be documented in an improvement strategy or strategies. Details should include:

Issues or problems to be addressed

- Desired changes

- Who is responsible for implementing the changes
- Timeframes for changes.

If the improvement strategy is part of ongoing community engagement, a reasonable timeframe for implementation should be included. If the strategy is addressing changes to be implemented in future activities, these should be included in guidance materials and/or shared through training or events such as seminars and presentations.

Evaluation findings can be reported in a number of ways:

- Internal or external reporting mechanisms
- Internal or external research reports
- Professional publications
- Case studies
- The media, including websites and social media
- Presentations, workshops or seminars.

Before sharing results, consider:

- The needs and capabilities of different audiences, ensuring that results are user-friendly and succinct
- Opportunities to discuss results with key stakeholders
- Timeliness in reporting results
- Sharing results as widely as possible and ensuring they are reported in an accurate and unbiased manner
- Ethical and political sensitivities, and any risks attached to evaluation.

Section E—TOOLKIT

Engagement activities and tools

The purpose of the toolkit is to provide a brief description of the community engagement activities and tools that can be used for community engagement. The toolkit is not an exhaustive list; however, it offers a selection of commonly used tools to suit a range of purposes. The activities and tools have been listed alphabetically, with a description for each.

Before using any community engagement activity or tool you must confirm your planned usage complies with your organisation's policy on public comment, public information and interacting with the media.

Table 7 List of activities and tools

Traditional activities or tools	Examples
Advertising and notices	Notice in local newspapers Community Notices Community Media Radio and TV Community Service Announcements Interviews on local TV/Radio
Advisory groups	Industry Councils Peak Bodies Emergency Service Organisations
Community groups	Local Animal Care Groups Focus Groups
Conferences	Attendance Participating or presenting
Displays and exhibits	Information sessions Public displays
Fact sheets and information brochures	Online material Printed material
Field days and community events	Agricultural shows Community fairs and regional shows Pet shows Group field trips
Interviews	Individual or small teams Face to face or by phone/video conference Site visits or Door knocking
Media release	Media release Press conference Media interviews
Newsletters	Community notice boards Event awareness
Newspaper inserts	Community newspapers
Public meetings	Local community base meetings Issue based meetings
Surveys	Online surveys
Websites	Dedicated animal care website DPI website links ESO websites links
Workshops	State or local workshops
Emerging technologies	Digital story telling Microblogging (Twitter or Facebook) Online forums Weblogs (or blogs) Wikis

Advertising and notices

METHOD

Advertising in local newspapers, on local radio stations and online can be used to inform the community of upcoming events or to raise awareness of an issue. Advertising can be an effective way to bring issues and activities to the attention of people in a certain geographic area or demographic group very quickly. Advertising is more effective if it is delivered over a range of media and supported with other activities.

Interviews and announcements live or pre-recorded for local radio or TV can be a useful alternative or supplement to advertising or notices. These can also be used to support the advertising campaign.

Local media organisations may provide free of charge community service announcements for print and other media. These can be used to promote events and activities as part of an engagement program

BENEFITS	CAUTIONS
The content can be controlled	Can be seen as 'propaganda'
Can be cost effective if using community newsletters, and/or community radio	Can be expensive if using large circulation and television media
Is an effective way to reach a large and diverse population	Does not build two-way relationships with the community
Can be targeted to print and electronic media that the community accesses	Must comply with NSW DPI media policy and protocols
Can be produced in multiple languages	
Can include diagrams and maps to convey visual information	

Time required	Costs
Writing/editing: 2 weeks	Can be expensive if using mainstream media
Approvals: 1-2 weeks	Aim to minimise cost by using DPI resources and community media or community service announcements
Media booking time: 3-5 days	

Planning considerations:

1. Confirm available budget
2. Determine requirements from media outlet
3. Plan your messages
4. Gain appropriate approvals – internally
5. Develop the material:
    a. Make it eye catching (colour, photos, cartoons)
    b. Make it simple and easy to understand
    c. Provide points of contact
    d. Avoid a 'sales' look
    e. Do not overload with information
6. Submit the material as required by the media outlet

Advertising and notices

Advisory groups

METHOD
A group of stakeholders from organisations, agencies, industry, and interest groups are brought together in a committee style working group to provide specific information, knowledge or advice on animal care issues in emergencies. Establishing an advisory group can be done at state, regional or local levels. AASFA committees are an example, as are Emergency Management Committees.

Advisory groups enable expert and ongoing input into planning and decision-making from a range of individuals, agencies or organisations that have relevant skills or knowledge.

Membership and terms of reference of the groups should be established and agreed prior to commencement.

BENEFITS	CAUTIONS
Promotes two-way communication with agencies and interest groups, thus building stronger partnerships.	Insufficient secretarial support will cause members to be frustrated.
Can identify emerging issues from members before they become critical.	It can be difficult to manage the diversity of opinion and other information provided by members.
Can educate agencies and interest groups on the communities and their responsibilities, as well as on DPI capability.	A standing committee or group may lose impetus or relevance without regular meaningful work.
Groups can be established for a short period to deal with a set of specific issues or to help build long-term partnerships.	It is important to establish whether the members are representing a broader group or participating as individuals.

Time required	Costs
Organiser will need to allocate time if it is a standing group/committee with regular meetings (eg: quarterly)	Can be kept low by using organisation's facilities for meetings Catering costs

Planning considerations:

1. Determine the purpose and objective of the group
2. Confirm the level of secretarial support available
3. For a committee structure, include a terms of reference with:
    a. purpose
    b. participant roles and responsibilities
    c. time frames
    d. decision-making processes
4. Determine who should be a member:
    a. demographic profile of the community
    b. who will be affected by the issues
    c. special interest groups
5. Assign responsibility to organise the group
6. Set up communications arrangements to ensure that all members can share information (emails, websites, information sharing – eg:Dropbox or OneDrive).
7. Record decisions and keep a running summary

Community groups

METHOD

Community groups are made up of invited representatives from a community or from an organisation(s) that have sufficient ownership of an issue to take responsibility for the actions that are needed. They differ from an Advisory Group in that they focus on helping the community take actions for the care of their animals. An animal working group of a Recovery Committee is an example.

Relevant animal care groups, organisations and agencies are invited to participate in a community group, as well as people with specific skills. Members are expected to represents their organisation or community views; and provide input into the development, implementation and evaluation of programs and activities.

These groups would normally be convened at the local level, and may only come together for a specific issue or period of time. They might also be a standing group, similar to the Advisory Group.

A smaller focus group of six to ten people can be effective in identifying key issues or concerns for the community, and the information gathered can provide important clues to community attitudes and capability to manage their animals in an emergency.

BENEFITS	CAUTIONS
Enables sharing of local knowledge and expertise.	May be too formal and structured for some community representatives.
Generates new ideas and provides a snapshot of likely community reaction to a particular decision or approaches.	If not well-resourced and supported, community members may not be able to sustain involvement.
Will improve intra-group rapport and trust.	Can be difficult to sustain in remote communities.
Can explore alternative strategies and ideas in a safe environment.	May attract vocal community members and fail to engage representatives of more marginalised groups.
Can disseminate information and decisions to the community through the members.	May contribute to conflicts within a community.
	May be time and labour intensive if the issue is significant.

Time required	Costs
Up to 2-3 months to set up	Staff costs can be highest component
Ongoing for long term groups	Venue hire and catering if DPI or other venues are not available

Planning considerations:

1. Consider groups most affected by the issue (use details from A3 Community Analysis)
2. For focus groups - randomly select 6 to 10 people affected by or interested in the community issue to make up the reference group.
3. Allow other representatives to join if they make themselves known – remain aware of the agenda being influenced by special interest groups.
4. Establish the purpose of the group, with objectives for the participants and agreed terms of reference for the group.
5. Set up communications and reporting arrangements for all members to access
6. Book venue and arrange catering if meeting goes across a meal time.
7. Hire a facilitator – where required.
8. Prepare materials for each group meeting or interaction.
9. Send reminders to participant with time, date, venue and issues/questions.
10. During meeting: brief participants on the objectives; keep focused; maintain momentum; and get closure on questions.
11. Compile a report of proceedings for the organisers, and offer a copy to the participants.
12. Record decisions and keep a running summary.

Conferences

METHOD

A conference is a structured activity, useful for education, formal exchange of ideas, and sharing of opinions, practices and views. Conferences must be well planned and adequately resourced.

Attending conferences. DPI can identify local, national and international conferences that relate to the care of animals in emergency management and consider submitting papers or having personnel attend if the topic is relevant. These conferences can have a focus on: emergency management, animal care, or farm practices.

Conducting conferences. The cost and administrative burden of planning and running conferences can be significant. Commercial or grant funding should be sought when planning a conference. Local conferences can also be undertaken in a workshop style event (see *Workshops*).

BENEFITS	CAUTIONS
Can allow organisation-wide sharing and decision-making by bringing all members to one place for a day or a number of days.	A dedicated committee is needed to plan a DPI run conference.
Provides networking opportunities for community members that are spread over a wide area.	Quality presenters and a suitable venue are needed to attract the right numbers to attend.
Includes a report with all presentations and decisions for future reference.	Attending conferences requires departmental approvals.
Outcomes may include recommendations or an action plan for future directions.	Presenting at conferences requires preparation time, and availability of the presenter.
Presenting at conferences allows organisations to educate others about animals care in emergencies, and build stronger relationships through networking.	

Time required	Costs
DPI run Conference - .6 months to plan	Costs for running conference can be high.
Present at International Conference – 6 months prior to submit papers	For commercially run conferences:
Present at national Conference – 3 months prior to submit	Attending can be $1500-$2000 per day
Present at Commercial Conference – 3 months prior to commit, submit papers 2 weeks prior	Presenting is usually free and may be accompanied with some additional seats
Attend Conference - 2-3 weeks for approvals	Travel is an additional expense

Planning considerations:

For planning a conference:

1. Scope the conference and gain approvals: aims, structure, content, speakers, costs, venue, timing
2. Identify a working group to organise the conference
3. Book venue and catering
4. Select presenters and topics: credibility, knowledge, and good presentation skills
5. Identify a MC and moderators to assist processes of decision making and deliberation
6. Consider sponsorship options
7. Arrange all legal, financial and other responsibilities for holding a public gathering
8. Organise a booking procedure – use online options (eg TryBooking.com.au)
9. Plan the arrival of participants: trial the registration processes, catering and other facilities
10. Confirm audio-visual requirements, book and check equipment
11. Advertise the Conference: newsletters; advertising; forums, community media; partner organisations
12. Publish any reports, statements or recommendations

Displays and exhibits

METHOD

Displays and exhibits provide a range visual materials relating to animal care in emergencies, and are located in community locations such as shopping centres, libraries and community centres; or at community events, shows and festivals. They aim to raise awareness and provide information to animal owners and carers, and can be static or interactive.

They can include feedback opportunities to identify public opinions on issues, plans or procedures.

Displays can be used as part of a forum, workshop, exhibition, conference or other events: such as an ESO Open Day.

BENEFITS	CAUTIONS
Can be established in places that the community of interest is known to use.	Public must be motivated to attend the event to see the display.
Can be cost effective by adding animal care display issues to existing displays or exhibits.	Can be resource intensive if personnel are required to be present to discuss issues with people viewing the displays.
Can encourage one-on-one interactions	Not all information can be effectively displayed in a visual format.
Can improve community awareness if DPI or other subject matter experts are used.	Technology-based displays or exhibits require familiarity with the technology (computer, video, audio etc.)
Can create interest from media groups and lead to increased coverage of the issue.	
Can provides a snapshot of opinions and community issues based on feedback.	
Written materials can be produced in languages other than English and large text format.	

Time required	Costs
Design, approval and production may take up to2-3 months, depending on the complexity of the display or exhibit. Once established they can be quick to set up for local use	Initial set-up costs for a semi-permanent displays can be expensive – though they can be used multiple times. Printing and exhibition space hire plus staff time can be significant costs.

Planning considerations:

1. Scope the display and seek approvals
2. Where possible, select a date and venue that will encourage the greatest number of participants to attend (generally weekends or public holidays/shopping centres or malls/public spaces). This may not be possible when displaying at another organisation's function.
3. Place the display or exhibit in a well-populated public space where those most affected by the issue or event are likely to pass by
4. Advertise and publicise the event with emphasis on the issue to be considered.
5. Provide adequate personnel and consider the employment of volunteers to staff the display
6. Confirm transport arrangements for the display or exhibit.
7. Consider duty of care and insurance issues
8. Allow adequate time for setting up
9. Collect feedback during the display

Fact sheets and information brochures

METHOD
Fact sheets and brochures are useful tool for education and information about ways to implement or improve prevention and preparedness measures. They can include templates, such as for property plans or evacuation plans. They remain one of the easiest and most familiar methods for increasing awareness of an issue and/or soliciting responses to an issue. Fact sheets should be succinct and in an easily readable format, targeted to general or specific interest groups in the community. They can be handed out, distributed at displays or exhibits, and maintained on the DPI website. They can be included as supporting information for one-to-one interactions, to gain support from industry and other organisations; and can be relatively easily tailored to local contexts. Fact sheet and brochures should be drafted using specialist expertise from within DPI, and refined using professional design and editing capabilities.

BENEFITS	CAUTIONS
Printed public information materials can combine the needs of publicity with information and allow for minor public input. They can reach a large amount of people through emailing or via the availability of the information to the public. Can be a low-cost means of publicity. Can be economically distributed by email and social media options	Limited space available to communicate complicated concepts. Needs time to decide on text, visuals, proof-read, print and prepare for distribution. There is no guarantee that the materials will be read. Appearance of the material should be visually interesting but should avoid a 'sales' look.

Time required	Costs
Fact sheets and brochures can take 2-3 months to develop and be approved. All fact sheets should be allocated to key positions for regular review, at least biannually. Some brochures may be time sensitive or a one-off production.	Costs for online fact sheet and brochures can be kept low if there is no external production or design required. Printing costs can be high if external production is used. These will depend on the style, size and purpose of the materials.

Planning considerations:

1. Plan the message – purpose, audience, information requirements
2. Determine budget constraints
3. Develop the material:
    a. make it eye catching (colour, photos, cartoons)
    b. make it simple and easy to understand
    c. provide points of contact, such as the name of a central information contact or details of the participation program
    d. avoid a 'sales' look
    e. do not overload with information
    f. emphasise how the community can participate
4. Community input can be sought through Advisory or Community Groups, or direct from other agencies.
5. Make available for distribution - through websites, as handouts, at regional offices, etc.

Field days and community events

METHOD
A field day, community fair or open day provides an opportunity to display or exhibit animal care information, as well as to engage with a community on key issues.

A field day is likely to be focussed on farmers and their families, and animal care issues may only be a part of the larger overall event. Field days may be focussed on farm productivity or animal husbandry techniques or displays, which can provide a focus for emergency preparedness messages or ideas.

Field trips are a useful way to let people to 'see for themselves' what others are doing, and provide an opportunity to showcase how animals are being considered when preparing for, or recovering from, an emergency event.

These are organised visits to a location and require some preparation with the farmer/owner prior to the.

BENEFITS	CAUTIONS
Can increase the 'visibility' and 'approachability' of the local AASFA team or animal care organisations.	Can require significant personnel resources to establish and maintain an exhibit.
Open days attended by a wide variety of people, many of whom have time to look at displays, ask questions, participate in activities.	Field trips can be costly if a large number of experts are engaged to present on site.
Can support relationship building efforts.	Insufficient advertising or promotion can limit attendance
Field trips can be used when participants require information or education and these are best provided or explained on-site.	Weather dependent – have a contingency plan for bad weather

Time required	Costs
Planning for Field day/Fair: 3-6 months	Exhibit or display costs, including insurance
Conducting Field Trip: 3-6 weeks	Hire of staff, equipment, transport

Planning considerations:

1. Identify the event focus
2. Determine the most relevant and engaging activities – refer to A3 Community Analysis if required
3. Establish a planning group – refer to Community groups
4. Identify and manage any biosecurity risks associated with the event.
5. Advertise and publicise AASFA involvement in the event – with the emphasis on the issue to be considered.
6. Provide personnel - consider the employment of volunteers
7. Determine appropriate activities for the day:
    a. form a working/planning group
    b. develop the activities
    c. gain approvals and funding - as required
    d. organise duty of care and insurance issues
    e. finalise the plan of the site
    f. set up and run the day

Interviews

METHOD

Interviews can be used to discover opinions about a specific topic that can reveal hidden concerns or ideas that may not be expressed in other forums. They can be conducted with an individual or with a small group, usually all from the same organisation.

An in-depth interview can be conducted to explore a problem, as well as to gather ideas and information from a key stakeholder or small group. More exploratory interviews can be conducted to help identify shared issues, build partnerships, or determine how to work together to identify and resolve issues.

The interviews can be conducted in a variety of ways including: in person, by phone or video link (eg: Skype or commercial link) and should normally not exceed 1-2 hours.

The interviewer needs to be briefed on the issues being considered, and interviews can be conducted by more than one person.

In an engagement program run over a period of time, there may be a need to conduct a round of interviews near the beginning of the process to gather information, and other rounds at key points in the program to inform progress.

Recording methods may be audio, hand-written or computer aided, but should be unobtrusive, so the focus is on the content and conversation. It is best to have a note-taker so the interviewer is free to concentrate on responses and directing the course of the interview.

BENEFITS	CAUTIONS
Provides important qualitative information at a level of detail that is difficult to obtain any other way.	Can be resource intensive.
Can target key stakeholders who have specific knowledge about an issue.	Interviewers must engender trust or risk negative response to the format.
Can be conducted in languages other than English.	Requires skilled interviewers.
Is effective when working with people with limited literacy	Expertise in qualitative analysis is required to produce a quality report
	It is generally not possible to interview all community members.

Time required	Costs
In a program, 2-3 days is enough time to talk with a cross-section of people.	Few costs other than time for conducting, analysing and reporting on the outcomes.
Preparation for interview – 2 weeks	May have travel and accommodation costs for remote stakeholders
Analysis and summarise findings – 2 weeks	

Planning considerations:

1. Determine the information being sought
2. Select interviewers and interviewees - according to criteria (e.g.: experience, areas of expertise, representation of group)
3. Arrange times and places for interviewing. Better quality information will be forthcoming if the interviewee is in a familiar setting, so it may be easier for the interviewer to go to them.
4. Ensure uninterrupted time for one to two hours.
5. Check all equipment and take spare tapes, batteries, pens, etc. to avoid any interruptions during the interview.
6. Use a scribe to take notes if not recording the interview
7. Transcribe interview notes as soon as possible after the interview; while nuances, body language and asides are still in the interviewer's memory.
8. Prepare a report, including the verbatim interviews, and offer copies to the interviewees.

Media release

METHOD

Using the media should be a consideration for most engagement programs or activities, especially when considering how and when to advertise an event or the issues surrounding specific topic or programs.

Print and electronic media are constantly on the lookout for good copy to use as a story or a feature. They also provide an avenue to broadcast information that supports a range of other engagement activities or tools. Use existing contacts with reporters who may have an interest in animal care issues. It is helpful if reporters understand the background to an issue.

If your media release is to be published in the print media in a language other than English, it is important to have the press release professionally translated.

BENEFITS	CAUTIONS
Can disseminate information quickly to a large number of people.	Unlikely to affect behaviour changes on their own
	Difficult to retract, should any changes occur.
Can help an organisation or community group to make contact with the media.	Should be written in an engaging style or they are easily ignored
Can alert the community to an issue or event and may encourage active involvement.	May not be used if more exciting news events take priority.
Builds relationships with journalists.	May be re-written and key facts/emphasis changed.
Can contribute to other agency media releases	Will require appropriate DPI approval
Can engage community members at anniversaries of significant emergencies.	
Useful trigger and support for other activities.	

Time required	Costs
Based on media outlet deadlines and drafting time.	Minimal drafting costs unless using professional writers

Planning considerations:

1. Determine the main news angle
2. Check deadlines for local publications/television/radio bulletins
3. On average, send releases two weeks before events, except to magazines which may have a two-three month lead time for publication.
4. Follow news style:
   a. Keep the focus local (with local spokespeople) for local papers;
   b. Send only major capital city issues or state-wide issues to state papers; only national issues (and use national spokespeople) for national papers/magazines.
   c. Use short sentences; each sentence should be a separate paragraph.
   d. Use active sentences.
   e. Avoid jargon and difficult words (keep it simple).
   f. First paragraph of no more than 25 words telling briefly who, what, where, when and why about the event, issue or project.
   g. If using quotes in the body of the release, quote credible spokespeople and identify them with their positions in the organisation.
   h. Keep information clear and unambiguous.
   i. Keep releases short, no longer than one page.
   j. If for a community notices column, check the required size and format of items
   k. Include in the media release the date the release was written, and a contact name and phone number for someone who is easily contacted during office hours.
5. Check whether the media prefers email (most do now).
6. If offering interviews, make it clear whether this is an exclusive for one media outlet (could be one print, one radio and one television, as these do not see one another as competing). This can encourage coverage of your issue, whereas a general media conference may not be well attended.
7. Track coverage to see how and when your information is published.
8. Write and thank the journalist - to develop the relationship

Newsletters

METHOD

Newsletters are used to inform the community of decision-making developments and are considered as excellent community engagement tools in their own right. Like fact sheets, newsletters provide information about a program or issue in a paper or online format. Newsletters may include a number of topics of interest and are produced at regular intervals, whereas fact sheets tend to be one-off, single issue publications. Newsletters are particularly useful as progress reports for long-term projects, such as an emergency recovery or a major hazard mitigation project.

Newsletters also often contain a variety of additional information including photographs, diagrams, maps and editorial comment. They are typically targeted at local community groups who are most interested in the issue and can be distributed by email, social media or printed copy.

Newsletters usually include contact details for people who require more information, or wish to become more involved.

BENEFITS	CAUTIONS
Can build community awareness and understanding through regular communication	Can be relatively expensive to initially develop, publish and distribute.
Demonstrates commitment to ongoing engagement	May not be accessible to people with low levels of literacy or visual impairments.
Can contain information from a range of stakeholders including departments, community members, 'experts' and others	No guarantee that they will be read – online or printed versions.
Is effective throughout a community engagement activity that runs over a period of time.	
Can be developed in a format(s) that appeals to the target group.	

Time required	Costs
Prepare and edit each newsletter: 2-4 weeks	Most costs are incurred in writing the copy.
	Distribution costs depend on the method; email distribution being essentially no cost while commercial printing and distribution can vary depending on the content, style and volume of the print run and how it is sent out

Planning considerations:

1. Define the purpose of your newsletter:
    a. To advertise a program or issues?
    b. To inform or educate the community?
    c. To help identify issues?
2. Identify the target audience:
    a. Who are they and what do they want to know?
    b. How will the newsletter serve them?
    c. What is the most appropriate writing style?
3. Identify the content you intend to include:
    a. What topics are to be addressed and how broad will your coverage be?
    b. Online newsletters can apply to online communities or groups, and print newsletters can apply to different community groups.
    c. Determine your production schedule; you need to know how long it will take to write and edit content and set it up in the newsletter.
4. Determine how many people you need to get started:
    a. At the onset, you probably won't have many people to help you.
    b. If your production schedule (from the previous step) is more frequent than every month, you probably need at least 2-3 people to help you.
5. Determine how your newsletter will be published:
    a. If it is printed, determine if you are mailing the newsletter or placing in a public location.
    b. If it is online, make sure you have an email mailing list or a website to post the content

6.   Develop the material:
   a.   make it eye catching (colour, photos, cartoons)
   b.   make it simple and easy to understand
   c.   provide points of contact
   d.   details of the participation program
   e.   avoid a 'sales' look
   f.   do not overload with information – use links (to people or websites) wherever possible

Newspaper insert or supplement

METHOD

Newspaper inserts aim to reach and inform people in a targeted geographic area about an issue or program. They are similar to a fact-sheet disseminated via a local newspaper.

Inserts can achieve high-level publicity and are often used at the commencement of a project. They create interest, describe the issue being considered and outline opportunities for public involvement in the participation process. An insert can provide more information than a fact sheet and will generally be a component of a broader campaign or plan.

Newspaper supplements are similar to inserts but cover the issue in more detail through feature articles and/or advertisements. They can be a paid advertising arrangement, or can be put together by news personnel in the public interest. Such supplements may include feedback opportunities, and may outline opportunities for public involvement.

BENEFITS	CAUTIONS
Can achieve wide publicity.	Content should be simply stated, concise and unambiguous.
Can provide detailed information.	Contact information and links to sources of further information should be provided.
Useful where a large number of potential stakeholders exist.	
When a large number of people are affected by a development decision (e.g. road works or planning scheme or risk mitigation project).	Cost may be a factor if the newspaper charges for the inserts, or insists on advertising.
Outlines opportunities for public involvement in a participation process.	If undertaken as a community service, rather than a commercial transaction, distribution depends on the newspaper's willingness to insert material

Time required	Costs
Prepare and edit insert: 4-6 weeks	Commercial printing – if used
	Newspaper – handling costs

Planning considerations:

1. Decide on your key messages, including methods for public participation.
2. Decide the size, cost and number of inserts by determining the potential number of stakeholders, and how these match with the delivery areas of the newspaper.
3. Write your information in simple, concise and unambiguous language.
4. Outline major events and the duration of the participation process.
5. Include contact information, i.e. key project personnel, information hotline numbers, location of information repository (if any), and include phone, email and website addresses.
6. If possible, use trained layout help to ensure the inserts attract interest and are easy to read.
7. Record contact made as a result of the insert, and add to project mailing list.
8. Use to report project outcomes as well as publicising the process.

Public meetings

METHOD

A public meeting is the coming together of people for a specific purpose, generally to present information and seek public comment. Public meetings can include any number of people, depending on the venue size. They tend to be large. They are a familiar, established way for people to come together to express their opinions, hear a public speaker, or plan a strategy. They can engage a wide audience to share information or promote discussion, and may have a facilitator to encourage two-way communication. Public meetings are often the springboard for a movement or for the establishment of a common-interest group which will continue to act on the issues raised and suggestions made.

Smaller focus group meetings are a variation on the "Town Hall" meeting, where people with common concerns who may not feel confident speaking up in a larger public gathering (for example, women, those who speak English as a second language, Indigenous groups).

In a separate venue, these people can speak comfortably together, share common issues and a common purpose. The findings from focus group meetings can be presented to larger group meetings, giving a 'voice' to those in the community who are unable to speak up in a larger meeting.

Each type of public meeting should have a recorder who captures suggestions and issues that are raised at the meeting.

BENEFITS	CAUTIONS
Able to send a consistent message to a large number of people simultaneously	Unless well facilitated, those perceived as having power within the community, or those who are most articulate and outspoken can dominate the meeting.
Able to share concerns and ventilate issues	Participants may not come from a broad enough range to represent the entire community.
Able to engage in a dialogue with community members	
Useful to gauge public sentiment and interest in an issue	Organisers must be aware of potential conflicts.
Allows the involvement and input of a wide range of people	Community members may not be willing to work together.
Can develop consensus for action on complex issues that affect the broad community.	May not achieve consensus.
	Can be time and labour intensive.
Disseminates detailed information and decisions throughout the community.	Is not suitable for topics around which there is significant controversy or negative opinion.
Provides opportunities for exploring alternative strategies and building consensus.	
Is relatively efficient to implement, as the agenda is known in advance and the time is limited.	
Can be structured in a number of ways to achieve a number of outcomes.	

Time required	Costs
Can be prepared in a few hours if necessary	Minimal costs for venue hire and publicity
Venue bookings and publicity can vary from days to weeks.	

Planning considerations:

1. Establish why you need to consult the community; do not hold a public meeting or consult unnecessarily; this wastes people's time, and may create disinterest for the future.
2. Consider the circumstances of the community and the issues.
3. Schedule a series of meetings if possible:

Meeting 1

    a. Introduce project and key personnel
    b. Supply project information
    c. Allow the community to ask questions and identify issues of concern
    d. Provide contact points
    e. Identify groups with specific concerns for targeted consultation

Meeting 2

    f. Break between meetings allows participants to consider views and concerns
    g. Reintroduce project

      h.   Activate good listening skills

      i.   Clarification and expansion of issues

Meeting 3

      j.   Information and feedback on how issues and concerns are being met

      k.   Presentation at the conclusion of a project or make recommendations for the community's consideration

      l.   Discuss ongoing participation in the process

4. Publicise and advertise the meeting:
    a. Advertise weekly in local media
5. Book venue and arrange catering with flexibility as to numbers as attendance is difficult to predict:
    a. Venue should be neutral territory
    b. Provide no alcohol
    c. Provide refreshments at the conclusion of the meeting
6. Timing: Conduct the meeting at a time where the largest number of participants can attend.
7. Inform participants of chairperson/ facilitator/guest speakers.
8. Determine the conduct of the meeting:
    a. Work closely with the chair
    b. General format is presentation followed by question time
    c. Present agenda
    d. Field questions
    e. Record comments
9. Considerations:
    a. Publicise the ways feedback from the community is being incorporated into the project
    b. Avoid allowing the meeting to be taken over by more vocal community members
    c. Be prepared to change tack during the meeting
    d. Cater for people with disabilities or from non-English speaking backgrounds
    e. Never lose your temper
    f. Set up early

Surveys

METHOD

Surveys involve posing a standard set of open and/or closed questions to a range of people. They are a popular method of collecting qualitative and quantitative information from a population at a certain point in time. Survey data can be difficult to collect and analyse; consider using one of the many on-line formats to minimise the administrative burden.

Surveys are commonly used to gather baseline data then to measure change over time (for example the percentage of people with an animal evacuation plan).

Surveys can be conducted through face-to-face interviews, written forms, over the telephone, or electronically via the internet or email.

Careful planning is needed for surveys to be successful. It may be helpful to seek assistance from skilled researchers in designing a survey tool to ensure that it generates useful and reliable information.

BENEFITS	CAUTIONS
Anonymity - less personal than interviewing, and may encourage more honest answers. Generate both qualitative and quantitative data. Works well to reach respondents who are widely scattered. Provides information from those unlikely to attend meetings and workshops. Permits expansion of the mailing list. Can be used for statistical analysis. Allows results to be extrapolated by subgroups. Allows the respondent to fill out at a convenient time. More economical and less labour intensive than interviews	Low response rates can invalidate the results. Can involve follow up telephone calls and letters to encourage returns. Depends on a high degree of literacy. Wording of questions needs to be unambiguous to avoid bias, and should be pre-tested on a sample audience. Many groups in the community feel they have been over-consulted and may react negatively to being asked to complete 'yet another survey'. May not be accessible for people with limited literacy, English as a second language or with visual impairments Analysing the data provided via surveys requires time, resources and skill.

Time required	Costs
Draft survey questions and set up: 2-3 weeks Gather response: can be up to 3 months	Development costs can be high if specialist design and interpretation or analysis is needed Collection and analysis costs can be high; particularly for paper-based or telephone surveys

Planning considerations:

1. Determine the purpose of the survey and target audience
2. Gain approvals for conducting the survey
3. Draft questions then trial with a small sample (pilot group) to determine whether they are unbiased, straightforward and unambiguous.
4. Indicate the purpose of the questionnaire at outset
5. Include demographic data such as age, sex, address, education etc. to allow for extrapolation of the results.
6. Send follow up reminders for completing surveys
7. Advertise survey to reach community members through Reference Groups, Committees, Industry groups, etc.
8. Document responses and findings as part of the community engagement process.

Websites

METHOD

The web allows community groups, industry and government agencies to obtain information quickly, effectively, and at low cost. Websites provide an opportunity to inform a wide range of people about issues, and to invite website visitors to become involved in some way.

Websites are a growing and significant channel for providing information to the stakeholders and the general public. Information provided via websites can be directed at all communities, translated to other languages, or presented on targeted sites to reach specific audiences. Content can be print, audio, video or interactive.

Websites can also include technologies such as e-mail groups, e-newsletters, chat-rooms and SMS messaging.

Websites are particularly useful for people in remote areas accessing project information. Websites can make ideal community noticeboards for small organisations and provide sources for interaction when they invite feedback and provide email addresses or chat options. They are readily updateable and can be used to dispatch information with relative ease. The web is an emerging consultation tool and both its application and number of users continue to expand.

BENEFITS	CAUTIONS
Can provide publicity, information and public input.	Many people still cannot access the web.
Capable of reaching very large numbers with enormous amounts of information.	Many people are still not web literate.
Offers a low cost way of distributing larger documents.	Its success as a participatory tool is still relatively unknown.
Offers a highly accessible forum for posting project updates.	Information overload and poor design can prevent people from finding what they need.
Electronic processes can reach a large number of people quickly and cost effectively.	Not every community has reliable access to the information and telecommunication technologies needed to share information in this way.
Changes to the information being conveyed can be made quickly and relatively cost effectively.	Some groups within the community may distrust electronic processes.
	Information needs to be kept up to date.

Time required	Costs
Set up separate site: 3-4 weeks on average, longer if content is complex and multi-media	Production costs for content can vary from minimal for simple documents to significant for multi-media content.
Manage existing site: review monthly	

Planning considerations:

1. Determine the purpose of the website or page and the target audience
2. Allocate responsibility and the management plan to support the website
3. Gain approvals for creating/adjusting the website
4. Do some background research, web-surfing on similar sites. Discover what works well on other websites, what they cover, what they omit, and use this information to improve your own website.
5. Contact a web designer, or find someone within the organisation with web design skills.
6. Discuss the 'architecture', all the levels of information, links and illustrations available and necessary to inform and engage the user.
7. Trial the website before releasing it to the public. A bad experience with a website can mean people do not return. Ensure all links are working, and that the material scrolls smoothly with minimum delays.
8. Launch the website with suitable coverage in the media, in newsletters and in a public forum
9. Ensure that you have alternative communication options for those who are not web-literate or do not have access to the web.
10. Place the website address on all correspondence and other printed material from the organisation.

Workshops

METHOD

Workshops can deliver a report, opinions, suggestions or plans that participants have collaboratively developed on an issue or proposal. They are a structured format aiming to resolve issues and build consensus for action, rather than provide information and answer peoples' questions.

If the workshop is intended as a community event focusing on a community issue, the selection of participants is determined by knowledge, expertise or by selecting a cross-section of views. Alternatively, workshops can be organised to target particular groups, e.g. young people or women.

Workshops require a facilitator who is able to engage all participants in the discussion.

BENEFITS	CAUTIONS
Excellent for discussion of an issue, analysis of alternatives and problem-solving.	Hostile participants may resist participation or the direction of the workshop.
Fosters small group or one-on-one communication.	Facilitators need to know how they will use the public input before they begin the workshop.
Offers a choice of team members to answer difficult questions.	Several small group facilitators may be needed.
Builds ownership and credibility for the outcomes.	Participants may not be representative of the community.
Maximises feedback obtained from participants.	Produces qualitative not quantitative information which may not be easily understood or valued.
Fosters public ownership in solving the problem	
Can be used in initial planning and problem solving phases	May require specialist skills to analyse results
	Requires all participants to share information
Can be highly productive over a short period of time	May not allow for wide participation (targeted participant involvement) .
Enables technical and non-technical people to participate at the same forum.	

Time required	Costs
Plan the workshop: 6-8 weeks Conduct workshop: 1-2 days	Professional facilitators, venue hire, catering and pre-workshop publicity

Planning considerations:

1. Determine the purpose and structure of the workshop.
2. Engage and brief facilitator(s). Brief to include:
   a. Date, time and expected duration of workshop.
   b. Description of target participants.
   c. Relationships between participants.
   d. Topic(s) to be considered.
   e. Clear definition of current situation, including decisions already made.
   f. Area of topic to be covered, with the questions and problems to resolve or discuss.
3. Identify and book appropriate location (including wall space for posting notes and cards, tea/coffee area, required break-out areas), tables and chairs.
4. Arrange suitable catering.
5. Arrange transport/child care/special facilities for target participants.
6. Arrange for any special equipment.
7. Approve the facilitator's running sheet design.
8. Enable and ensure target participants attend.
9. Introduce the facilitator on the day.

Facilitator's responsibilities:

1. Collect brief from organiser
2. Ensure that participants are not expected to be 'rubber stamping' decisions already made, or being expected to provide unrealistic outputs for the time available.
3. Detailed design of the day, identifying what participants will be required to consider, and methodology for this to be achieved (running sheet).
4. Run the event.
5. Write up and provide organiser with proceedings within agreed timeline.

Digital story telling

METHOD

Digital storytelling is a way for people in the community to record and share their stories and creative imaginings with others. Digital stories are multimedia clips that combine photographs, video, animation, sound, music, text, and often a narrative voice.

Digital storytelling is a relatively new term, often presented in compelling and emotionally engaging formats, and sometimes called vox pop. In this format local community members tell stories about their experiences. Once completed, the stories are easily uploaded to the internet and can be made available to a wide audience.

This form of storytelling is now accessible through easily available media production software, such as: iMovie, Windows Movie Maker and Final Cut Express. These technologies allow local teams to record, edit and share stories over the internet on YouTube, Vimeo, compact discs, podcasts, and other electronic distribution systems.

Examples of video sharing sites:

YouTube: YouTube is a video based social network, originally developed for anyone to share video content. Organisations can create a 'channel' and post their video content there. Once posted, video content can be pulled into windows on the organisation/agency's website, blogs etc. Viewers may receive an e-mail link from a friend, encounter the video on a website or blog, or find a particular video by searching the YouTube index.

Vimeo: Vimeo is a video-sharing website on which users can upload, share and view videos.

BENEFITS	CAUTIONS
Can provide an engaging, person-to-person experience. Can reach an audience who may not otherwise be engaged. Easily accessible reference material. A good tool for promoting and explaining issues. Provides an alternative to text-based explanations and formal documents. Offers rich visual content. Can be embedded into other websites, forums or blogs.	Can be resource intensive to produce. Internet access could be a limitation in some areas. YouTube videos may attract inappropriate or malicious comments. Organisations/Agencies will need to monitor comments Video sharing sites cannot protect intellectual property rights over any content. Video content may therefore be copied or altered by others To ensure accessibility, transcripts and captions may need to be provided

Time required	Costs
Record and edit story: 4-6 weeks	Hosting options and cost need to be determined Production costs depend on the style and type of content.

Planning considerations:

1. Determine the purpose of the story telling
2. Allocate responsibility for production and management
3. Gain approvals for:
    a. Production
    b. Budgeting
    c. Communications support
4. Develop detailed production plan including:
    a. Audience / type of story
    b. Locations/ participants
5. Record the digital story
6. Edit the story – using available software
7. Select video sharing options
8. Set up the account
9. Use guides from the account site (e.g. YouTube)
10. Promote the site:
    a. Distribute the link to target audience
    b. Include links on DPI and other websites
    c. Provide links to relevant agencies and organisations - for use on their websites
11. Monitor and moderate comments
12. Setup methods to monitor number of hits/views on the video sharing site
13. Update or archive the story
14. **Guide for recording a digital story:** http://www.youtube.com/watch?v=AS6pbwy1Xdw

Microblogging

METHOD

Twitter is currently the most well-known and popular micro-blogging application. It is designed as a channel for instant exchange of communications within member-created networks. It allows members to post messages of up to 140 characters.

Twitter's value is created as participants post ('tweet') and pass along ('retweet') content of interest. Members can follow the posts of other members and also collect their own followers along the way, resulting in networks of people with shared professional or personal interests.

Twitter is increasingly being used as a news and information channel by business and government agencies, and can be used to gauge interest in topic or subject. It can be used to share updates such as meeting times and locations, bite-sized bits of meeting content, links to new blog posts, announcements and warnings, event details, and policy decisions.

BENEFITS	CAUTIONS
Communication by Twitter is instantaneous	You cannot communicate much content
You can reach an extensive audience quickly	There is very little control over comments posted, or the volume of comments posted, and comments cannot be copied into another format
A call for responses usually gains a lot of interest	
	Once a comment is out there it is difficult to retract

Time required	Costs
Immediate	Time to monitor and maintain the account

Planning considerations:

1. Determine the purpose of the Twitter account and target audience
2. Allocate responsibility and the management plan for the account
3. Gain approvals for operating the account:
    a. Name of account
    b. Conditions of use
    c. Termination triggers
    d. Support from Communication team
4. Set up the account:
    a. Find people to 'follow', such as people who are leaders in the target community groups or industry
    b. Browse categories to assist
    c. Search through existing contact databases
    d. Setup the Twitter profile
5. Write posts:
    a. Limited to 140 characters
    b. Engage with people that mention the issue/organisation
    c. Post information related to issues
6. Monitor the account
7. Consider using 3rd party services: eg HootSuite (www.hootsuite.com) to get alerted whenever someone mentions your organisation's name.
8. Close Account – if the issue is time limited or a one off event

Online forums

An online forum, or message board, is an online discussion site where people can hold conversations in the form of posted messages. They have a specific set of jargon associated with them; e.g. a single conversation is called a "thread", or topic. Online forums can be an effective way to achieve genuine engagement with people who may be unable or reluctant to attend other public activities.

They differ from chat rooms in that messages are often longer than one line of text, and are at least temporarily archived. Also, depending on the access level of a user or the forum set-up, a posted message might need to be approved by a moderator before it becomes visible.

A discussion forum is hierarchical or tree-like in structure: a forum can contain a number of sub-forums, each of which may have several topics. Within a forum's topic, each new discussion started is called a thread, and can be replied to by as many people as so wish. Depending on the forum's settings, users can be anonymous or have to register with the forum and then subsequently log-in in order to post messages. On most forums, users do not have to log in to read existing messages.

Online forums are similar to blogs but are dedicated to inviting creative or problem-solving input usually in respect to a particular issue or subject.

The key characteristics include:

- Governed by rules, which are set by the owner
- Enable participants to communicate a large amount of information, and to get comments from readers about the information provided
- Well-suited to consultation and active participation
- Can provide information about topic, issue or policy and invite discussion and comments from the community
- Work best when framed around issues that are of key interest to the audience

Can attract quality responses that are useful for policy formulation.

BENEFITS	CAUTIONS
Very useful when engaging with people with limited mobility or who are reluctant to participate in wider community engagement processes for cultural or other reasons.	Can be resource intensive to monitor and manage.
Demonstrates a strong commitment to communicating with the participants.	Needs to ensure the on-line safety of personnel participating through active moderation
Often builds trust and confidence for participants.	Management can be difficult with large numbers of participants.
Forums enable you to communicate large amounts of information.	May need to use an online facilitator to get the most out of comments and prevent discussion from going off-track.
Good for more targeted consultation.	Most people will view information and comments, but not comment themselves.
There is a strong likelihood that you receive quality responses which are useful for policy formulation.	The a-synchronous nature of the forums means that days or even weeks may go by between comments within a particular discussion thread.
Comments can be copied.	
Forums are usually governed by rules, which the forum owner can develop.	

Time required	Costs
Intensive for forum manager, who needs to interact with the forum at least daily	Time to monitor and maintain the account

Planning considerations:

1. Determine the purpose of the forum and target audience
2. Allocate responsibility and the management plan to support the Forum
3. Gain approvals for operating the Forum
4. Set up your Forum using one of the many Forum management tools online
5. Follow prompts to set up Forum – as per hosting site or software selected
6. Advertise the Forum to the target communities
7. Monitor the Forum and follow up on key issues
8. Determine the appropriate time to close a Forum

Weblogs (or blogs)

METHOD

Blogs have become commonplace as a channel for knowledge leaders in specialised fields. Blogs usually involve a monologue by the blogger (which can be text, audio/visual or video) with readers able to respond by adding comments via a web form. A dialogue can develop between the blogger and those who comment. Blogs are often integrated and branded within a website.

Agencies can host a blog to share news and information about the agency or issues of interest to its clients.

Blogs are also useful for research and for following issues and public perception.

BENEFITS	CAUTIONS
Weblogs are good for sharing comprehensive pieces of information	Blogs are quite one-sided. You might not get any comments
A good way to frame issues, especially to a target audience that has a specific interest in the issue discussed	Best when directed toward a small target audiences
Owner has control over content, and can moderate comments	Blogs quickly become stale if they are not updated
Comments can be copied, and therefore recorded	

Time required	Costs
Set up blog: 1 day (once approved)	Maintaining fresh content and monitoring the blog
Manage the Blog – regular review	

Planning considerations:

1. Decide what you want to blog about
2. To attract readers, you will need to establish credibility and content.
3. Select a topic that is current and relevant to the local animal owners.
4. Determine how to set up the Weblog (hosted or on own servers) [for example See: http://www.digitalgrog.com.au/australian/comparison-on-blog-web-hosting-for-australians
5. Gain approval for the blog hosting as required
6. Identify a manager of the blog
7. Consider a review group to assess the approach and responses to key issues raised on the weblog, especially when to close out the blog topic.
8. Promote the blog site on relevant websites, brochures and other communications to the community
9. Stop the blog when:
   a. The purpose or aim has been achieved
   b. It takes up too much time
   c. No new or relevant issues are being discussed
   d. The blogs become inappropriate

Wikis

METHOD

A wiki is an online resource that allows users to add and edit content collectively – resulting in a collaborative authoring of key information about an issue or topic. They can be created as part of an organisation's online space so comments and edits can facilitate the sharing of expertise among community participants.

Changes can be controlled, tracked and reversed by the wiki owner. Using a wiki is similar to emailing a document out and asking for others to provide changes or comments, but these are made and saved in one document that is accessible online to all those invited to participate.

Wikis provide a good platform for active participation, and work best when they have a broad focus that allows as many knowledgeable writers and editors to contribute as possible.

For community engagement, the focus should be open-ended, allowing for expanding the issues and ideas.

BENEFITS	CAUTIONS
Ability to put many ideas together and edit them when necessary or when time allows.	Wikis do not manage themselves. If no one is keeping tabs on the content, it may turn into one big 'idea mess'.
One user can share their work with all of the users at one time.	Wikis require the users to be fairly tech-savvy.
All the drafts of a document are saved, and it is possible to go back and retrieve previous versions.	Unless protected, documents are publicly available
A wiki can be password protected if access restrictions need to be applied	

Time required	Costs
Can be time consuming to set up	Ongoing time to maintain and moderate content
Will require monitoring to ensure content remains relevant	Hosting and IT support

Planning considerations:

STEP 1 – PLAN YOUR WIKI

1. Determine the purpose of your wiki – it will help decide on hosting options
2. Talk to your organisation's IT team
3. Decide between hosting your own or using a wiki farm.
4. Hosting on the organisation's website:
    a. Hosting your own wiki means you can purchase your own domain, making your wiki's address yourwiki.com.
    b. If you need a lot of control over your wiki, host your own
    c. The cost will vary based on the software used to host
5. Wiki Farm:
    a. Using a wiki farm means that your wiki's URL will have the farm's name in it. For example, if you use Wikia, your wiki's address will be yourwiki.wikia.com.
    b. If you don't have any technical experience – use a farm
6. Choose a software package; go to www.wikimatrix.org - to compare the features of various software packages.

STEP 2 – CREATE YOUR WIKI

1. Install the software and follow the wizard – check with your organisation's IT team first.
2. Customize your wiki
3. Adjust your permissions.

STEP 3 – GROWING THE WIKI

1. Create content:

2. Add content - at beginning the wiki will not have any pages and no other contributors. (Good content will drive other people to your wiki)

3. As more people come, other visitors will begin contributing their own articles and edits to your wiki.

4. Create the categories:

   a. Category pages contain lists of related pages.

   b. In addition to categories containing the main content, you may want to create a category page called "Organisation" for pages of your site like the front page, and maybe create a category page called "Help" for the help articles of the site.

5. Create a style guide for your wiki:

   a. A style guide is the general rules for the writing on your wiki.

   b. The style guide will allow other contributors to see how the information on your wiki should be represented to the readers

MANAGE THE WIKI SITE:

1. The main draw of a wiki is that anyone can edit it, but this is also its biggest challenge.

2. The more people that come to your wiki, the higher your chances of being vandalised.

3. Almost all wiki software allows for quick rollbacks of articles to their previous versions.

4. Promote active community members:

   a. If your wiki is interesting, you will find that certain people come back often to create and curate content.

   b. If you find that people are enthusiastic about your wiki, then give the dedicated ones more control over the site.

   c. By creating admins from your community, you relieve a lot of the pressure that you face when it comes to patrolling and maintaining your content.

5. Get the word out.

   a. Advertise and promote the Wiki.

   b. Post in forums related to your wiki, and link it in blog comments.

6. Expand as you grow.

   a. As the wiki becomes more popular, continue adding features that benefit your site.

   b. Consider things such as: forums, chat rooms, polls, calendars and more can all add good functionality to your wiki.

7. Update to the software versions to get the latest features and security fixes.

Template guides

A1-CEP Community profile guide

A community profile will always be dynamic in nature, reflecting changes within the community, including the implementation of your CEP, new infrastructure and the introduction of different kinds of animals and farming practices into the community. It is important to review the profile on a regular basis.

Record the names of those people who prepared the profile and the date(s) the profile was prepared and/or updated.

*This guide will help you complete the **CEP Community profile***

Table A1 Community profile

Item		Comment
1.	Name of region or local area	Specify community (or communities) of place. Note that some localities will feature different or multiple communities, each with different needs or issues, e.g.: a mix of population centres, including major towns, small townships, peri-urban areas, or isolated farms; areas especially prone to certain types of natural disasters; areas not easily accessed
2.	Name(s) and nature of community(s)	Specify communities of interest and culture
3.	Animal types within community	Refer to CEP animal types table [A2]. List animal types, ideally in order of concentrations and/or priority
4.	Groups or Organisations	List possible partners and groups you will need to work with to develop and implement a CEP Refer to A4 - CEP Organisations and groups
5.	Summary of potential risks to animals caused by natural disasters	This list is not exhaustive and will vary from community to community. Local groups such as the SES, RFS, animal care organisations and local industry associations will be able to provide more detailed information about specific risks. Consider: • Any special issues related to specific types or concentrations of animals • Descriptions and availability (or lack) of animal evacuation areas and/or specialised transport and drivers • Flood plains • Bushfire-prone areas • Limited or unsuitable road access • Limited media availability • Communications issues (e.g. limited mobile phone and/or internet coverage) • At-risk animal feed and water supplies • Special physical conditions applicable to locality (e.g. terrain) • Absentee landholders and difficulties involved in communicating with them • Leasing/agistment services complicating responsibility • Availability of emergency services and/or animal care services • For pet owners, there may be issues related to containment, feeding, veterinary medications, etc • Issues arising from the containment, rescue and evacuation of wildlife • Risks to humans involved in animal care, evacuations and rescues during natural disasters • Community 'disaster fatigue' where some people may still be grieving or trying to recover from earlier natural disaster(s).

Item		Comment
6.	Existing community engagement plans and activities	List the CEPs and activities currently in place and the names of organisations that are involved in each
7.	New opportunities for engagement	Identify existing community engagement activities that are not necessarily animal care focussed (but could be adapted or included) and list new animal care CEP initiatives that would be suitable in this community.
8.	Deadlines and timings	Set key deadlines for CEP, e.g.: • Identify milestones for CEP and estimates of time to reach those milestones • Deadlines for evacuation of animals (in many instances it will be necessary for animals carers, including farmers, to move animals before they evacuate themselves and their families). When do opportunities exist to develop, implement and promote CEPs? Consider: • Regional and local EMC meetings • Agricultural shows • Field days or expos • Linking to other organisation or agency CEPs • Broadcast and printed media publication deadlines, such as a bushfire anniversary edition • Local government and ESO events Also list seasonal and other timing limitations or conflicts that might impact on CEP opportunities

A2-CEP Animal types table

Animal types will vary from community to community. Some animals may be at greater risk from natural disasters than others however the safety of all animals in the community needs to be considered. It is important to identify the mix and concentrations of animals throughout the community you are profiling.

*This guide will help you complete Item 3 of the **CEP Community profile**.*

The following list is indicative; it may not include all the animals in your community and may refer to some that are not present.

Table A2 Indicative animal types

Production Animals	Companion animals	Horses	Working and assistance animals
Extensive	Farm animals - pets/hobby farms	Pets (hobby farm)	Police or military dogs and horses
Beef cattle	Dogs	Pony club	Seeing eye dogs
Sheep (wool)	Cats	Eventing	Assistance/therapy animals
Sheep (meat)	Birds	Racing (gallopers and trotters)	Farm dogs
Goats and/or alpacas	Reptiles	Breeding horses	**Wildlife**
Dairy	Fish	Stock horses	Wild or captive
Meat	Guinea pigs	Performance horses	In-care
Feral (wild harvest)	Rabbits (pets)	Olympian equestrian	
Intensive	Rodents	**Exhibited animals**	
Feedlot beef cattle	Animals in care	Zoos	
Dairy cattle	**Marine/Aquaculture**	Circuses	
Dairy goats	Oysters	Animal petting displays	
Pigs (free range and in barns)	Prawns	Pet shops	
Poultry (free range or shed)	Fish	Rodeos or shows	

A3-CEP Community analysis guide

Analysing your community will give you an insight into the people who live there, their backgrounds, businesses, interests, pursuits, networks, concerns and environment.

This guide will help you complete the **CEP Community analysis**

Community group or organisation

Name and describe the community groups or organisations (possible partners) that you should contact. Important individuals not associated with a group or organisation should also be listed. Please refer to **A1** *CEP Community profile guide*.

Existing networks

Identify the types of networks that exist around and within the groups and organisations listed, e.g.:

Social – informal and formal networks involving:

- Volunteers (e.g. RFS and SES)
- Farmers
- Pet owners
- Members of constituted groups (e.g. CWA)
- Shared concerns and interests (e.g. local history, hobbies, pony clubs, sporting associations)
- Specialists (e.g. veterinarians, rangers, extension officers, researchers)
- Educators (e.g. schools, agricultural colleges, TAFE, universities)

Cultural – reflecting the diversity of the community and the application of cultural practices in animal care, e.g.:

- Indigenous networks
- Religious networks
- Multicultural networks

Economic – reflecting the business interests of the community and involving:

- Industry groups
- Individual landholders with shared economic concerns (e.g. commodity prices and costs of production)
- Suppliers (e.g. feed, equipment)
- Trends (e.g. cost price squeezes, new market opportunities, value-adding, corporate farming, shared infrastructure such as roads)

Environmental – interactions involving:

- Conflicts in land and water use/ownership
- Natural resource management
- Care of wildlife
- Environmental zones and sensitivities (e.g. national park use)
- Natural disaster risks.

Levels of confidence

This is a self-evaluated confidence level of the **groups** or **organisations** within a community (particularly those you partner with to develop a CEP) in relation to their **community's** capacity to care for animals during and after natural disasters; and their **group/organisation's** capacity to care for animals during and after natural disasters.

Appropriate ratings of confidence levels would be:

Poor (P)   Reasonable (R)

Very good (V)   Excellent (E)

The NSW DPI surveys mentioned earlier include questions about an organisation's view of the community's capacity to care for animals during a natural disaster. Collated results can provide current perspectives of what communities are doing to improve the care of animals in natural disasters and what attitudes there might be towards potential community engagement activities. The surveys also include questions for individuals about their own perceived preparedness level.

Rating

Use the following table to rate the community's capacity to implement effective prevention and preparedness measures to care for animals during natural disasters.

The table is based on the IAP2 public participation spectrum, which assists in the selection of appropriate levels of participation and associated tools and activities to match a community's level of concerns, goals, timeframe and resources. These ratings will require input from groups and organisations you partner with when preparing your CEP.

Table A3 Readiness to engage

Level	Description
1	People who are unaware of the risks to their animal(s)
2	People who are aware of the risks, but unsure of what to do. They lack the knowledge about what they need to consider
3	People who know the risk but do not have the capability to take actions, lacking resources or other capabilities
4	People who know the risks BUT choose not to do anything about them
5	People who know the risks, have the resources and capability, but are NOT achieving effective prevention and preparedness to care for their animals in natural disasters
6	People who are achieving effective prevention and preparedness to care for their animals in natural disasters

Current behaviours

List behaviours that groups and organisations are demonstrating that are **proactive** and **reactive**.

Effective **proactive** behaviours that build preparedness, resilience and capacity should be reinforced and supplemented where necessary.

Reactive behaviours (e.g. unplanned, unpractised or implemented ineffectively and/or too late to prevent a natural disaster's impact on animals) need to be identified. Solutions, including support from AASFA personnel, should be suggested.

Key contacts

Develop a key contacts list.

In some cases, you may be working or consulting with an individual who is not connected to an organisation or group. These people could be listed in both the *key contacts* and *name of group/organisation* columns.

A4-CEP Organisations and groups guide

This list is only indicative and will evolve. Names and/or functions will change over time. Some organisations in your community may not be listed and others that are listed may not apply. There may be other organisations, groups and individuals you or your community work with that you should talk to when developing a CEP.

Although some of the organisations listed may not be represented in your community, they may be able to provide information that is relevant to local animal owners and carers. When talking to key contacts, ask them if there are other organisations and/or individuals you should contact.

AASFA participating and supporting (P&S) organisations are captured under the table heading "Animal organisations and groups". Refer to the current NSW State Agriculture and Animal Services Functional Area Supporting Plan for a comprehensive list.

This list does not include educational institutions such as universities, colleges and schools. However, educational institutions can play a role in communicating better natural disaster animal care practices and preparedness measures to young or future animal owners and carers.

The list does not include all animal welfare organisations (which vary widely from community to community and animal type to animal type). You could also include in your own list community organisations such as Rotary and the CWA, cultural organisations and animal sporting groups.

To tailor a list of organisations and groups that best reflects the networks and expertise in your community, talk to as many people as possible. This will help you better understand the community and is especially relevant when you are trying to track down individuals with local knowledge, memories of past natural disasters or specialist expertise. No single organisation, group or individual will have all the information you may need, however they may know of someone who does.

This guide will help you complete the CEP Community profile and CEP Community analysis.

Table A4-1 Indicative agencies

Government agencies	Animal organisations and groups	
NSW SES	Animal Welfare League	Native Animals Trust Fund
NSW RFS	Australian Horse Industry Council	Northern Tablelands Wildlife Carers
NSW Police	Australian Seabird Rescue	NSW Cat Fanciers Association
NSW Fire & Rescue	Australian Veterinary Association NSW	NSW Farmers' Association
MPES (Ministry of Police and Emergency Services)	The Office of Environment and Heritage (NPWS) (OEH)	Pet Industry Association of Australia
REMC	Dogs NSW	Royal Agricultural Society of NSW
LEMC	Equestrian NSW	Royal Society for the Prevention of Cruelty to Animals (RSPCA)
National Parks and Wildlife Service	Fauna and Marine Parks Association	Sydney Metropolitan Wildlife Services
Local Councils	HANROB Pet Care	Wildlife Information Rescue and Education Service (WIRES)
Lands Councils	Heavy Horse Heaven	Wildlife Rescue South Coast
Port authorities	Hornsby/Ku-ring-gai Animal Services Volunteer Group	International Fund For Animal Welfare (IFAW
Transport for NSW	Horse Rescue Australia	
	International Fund for Animal Welfare	
	Local Government and Shires Association of NSW	

Table A4-2 Indicative industry groups

Industry Associations		
Animal Health Australia	Australian Meat Industry Council	Goat Industry Council of Australia
Animals Australia	Australian National Kennel Council	Greyhounds Australia
Australian Chicken Meat Federation	Australian Pork Limited	Kangaroo Industry Association
Australian Companion Animal Council	Australian Professional Rodeo Association	Livecorp
Australian Dairy Farmers Limited		Meat & Livestock Australia
Australian Egg Corporation Ltd	Australian Racing Board	National Aquaculture Council
Australian Equine Welfare Association	Australian Veterinary Association	National Farmers' Federation
Australian Horse Industry Council	Avicultural Society of Australia	National Kelpie Council
Australian Livestock Exporters' Council	Cattle Council of Australia	NSW Farmers
	Circus Federation of Australasia	Pet Industry Association of Australia
Australian Livestock Transporters Association	Dairy Australia Wool Producers Australia	Saleyard Operators Association
		Sheepmeat Council of Australia
Australian Lotfeeders' Association	Equestrian Federation of Australia	Veterinary Nurses Council of Australia
		Zoo and Aquarium Association

B1-CEP Activity and tool selection table

This table lists the types of activities and tools that will help you build partnerships and develop and implement your CEP. The desired community participation level (selected, in part, by using the IAP2 ratings table at A3 *CEP Community analysis guide*) will help you determine appropriate activities and tools.

Table B1 Activity and tool selection table

Activity/tool	One-to-one	Small group	Large group	Drop-in	Online	Printed
INFORM						
Advertising and notices			yes		yes	yes
Conference		yes	yes			
Digital story telling			yes		yes	
Fact sheets or information brochures			yes		yes	yes
Media release			yes		yes	
Newsletters			yes		yes	
Newspaper inserts			yes		yes	yes
Websites			yes		yes	
CONSULT						
Displays and exhibits	yes	yes	yes	yes		
Interviews	yes					
Public meetings			yes		yes	
Surveys			yes		yes	yes
INVOLVE						
Community groups		yes				
Field days or community events			yes	yes		
Microblogging			yes		yes	
Online forums		yes	yes		yes	
Workshops		yes	yes			
COLLABORATE						
Weblogs (blogs)	yes	yes			yes	
Wikis		yes	yes		yes	
EMPOWER						
Advisory groups		yes				

B1-CEP Activity and tool selection table

C1-CEP Action plan guide

This guide is an example that will help you complete the **CEP Action Plan**. The information in this guide is not exhaustive and will need to be tailored to suit your CEP. The activity/tool column should be tailored based on your plan and the information in this Guide.

Table C1 Action Planning considerations

Activity/tool	Description & purpose	Actions	Personnel	Timing
Presentation materials Display materials	Specify all materials that will be needed e.g. PowerPoint presentation, handout materials, posters, banners, etc.	List specific actions that need to happen e.g. draft text, professional subedit, photos, video testimonials, graphic elements (e.g. diagrams) design and layout, advertising, quotes for printing (or video production), final sign-off and approvals.	Names of participants who will be responsible for implementing, following through and monitoring actions	Specify dates and timings for each action (e.g. in Gantt Chart format). Generally finalise text before a graphic artist commences a publication's design. Always script a training video or community service announcement before sending a crew to collect vision
Publications e.g. newsletters, media releases, advertisements	Inform the community about an issue, event or opportunity to be involved.	Draft text, review and check, sign-off, printing, distribution via email, mail out, letterbox drop, etc. Coordinate actions where necessary with NSW DPI communications unit.	Authors, journalists, editors	Specify dates for mail-outs, emails letterbox drops, etc
Meetings	Used for more detailed information to be delivered to stakeholders, two-way interaction, consultation, issue raising, policy development, information exchange.	Book venue, arrange invitations (and reminders), and distribute any pre-meeting information such as minutes of previous meeting. Develop agenda, request agenda items from participants (if invited list). Appoint meeting Chair and minute taker. Arrange next meeting dates. Determine if public advertising or media coverage is appropriate (e.g. if pubic meeting). Arrange catering if necessary. Comply with NSW DPI WHS & public liability insurance requirements, e.g. for farm visits	Speakers, facilitator, moderator, recorder	Notices of meetings should be communicated well in advance. Ask for RSVPs.
Workshops	As for meetings, except focus can be more on information gathering and raising issues to determine need and relevance for extra actions or tools. Educational workshops can provide more	(Actions as for meetings) May also need to consider experts to provide updates on specific topics or presentations to introduce topic for further workshopping	Workshop coordinator/convenor. Allocate specific tasks or roles as required	Notices of meetings should be communicated well in advance. As for RSVPs.

Activity/tool	Description & purpose	Actions	Personnel	Timing
	detailed training in specific topics	and discussion. Allow for presentation materials.		
Field days (corporate events or small on-farm field days).	Public relations and community awareness. Farmer training and information exchange on current issues or topics of interest. Producer interaction, practical feedback. Economic evaluation of technology in practice.	(Actions as for meetings and workshops.) Need to consider host farm, access to property, WHS, public liability and biosecurity (e.g. dairy farm walks where other dairy farmers may introduce diseases on boots or vehicles). Seek advice on risks and biosecurity	Speakers, demonstrators, guides, parking, drivers	Depends on nature of the field day. Planning for some field days can start 12 months in advance

Breifings

Who to meet:	Can be in-person or written briefings for media, Minister, executives, or advisory committee members. Identify who is to be briefed, level of detail, background information, issues, recommendations, comment and/or endorsement. Verbal briefings can be followed up with written briefings as confirmation	Identify need for a briefing. Who is the recipient of the brief? Who should be consulted or advised of the need for briefing?	Often CE working group leader to draft briefing documents for manager or senior executive to deliver. Media training may be needed.	Often determined by forthcoming events or current issues, commencement of a project to generate interest, end of a project to report results and to communicate with stakeholders and funding bodies.

Stakeholder meetings / information sessions

Who to meet:	Broader group communications often initially with peak body or other representatives. Open meetings with stakeholder groups. Meetings can, in fact, be held with anyone who needs/or requests one.	As for other meetings and field days. May require deeper levels of discussion and information delivery. Pre-plan and identify risk factors. Public meetings may attract negative feedback and emotive or damaging public sentiment. Need to prepare for this risk, but be open-minded and receptive as issues raised can be major impediments to successful project results. Important to choose appropriate speakers who can answer questions effectively and provide relevant information (e.g. on insurance). Smaller meetings are easier to manage. Develop post event media plan to capitalise on information exchange to public.	CE working group leader Local level coordination of arrangements. Look for opportunities to arrange a series of information workshops across the district, region or state. Coordinate with NSW DPI communications unit to maximise public awareness of meeting dates and venues.	Timing is often critical. Best attendance will be when an issue is current and topical.

Activity/tool	Description & purpose	Actions	Personnel	Timing
		Important especially for non-attendees to get value and understanding of information. Provide links to web pages and fact sheets in media releases and newsletters		
Communication tools				
Stakeholder contact list & database	List of organisation names, function or mission statements, contact names (e.g. CEO, local reps, media officer, phone fax email contacts). Use at every opportunity to distribute communications tools (media releases, requests for comments, invitations to meetings, etc)	Encourage partners to distribute your information through their networks and reciprocate by distributing theirs through our networks	All those partnered in CE activity have roles in providing local intelligence when new stakeholder groups emerge	Use when developing a CEP
Letters and emails	Various forms and uses. Serial letters and mass mail outs when appropriate. Targeted strategic emails to notify particular groups or individuals. This should be done only when necessary and not cause 'junk mail overload'. Better to send this kind of material to those who have expressed an interest in receiving information or who absolutely need to receive it. Check that initiatives do not infringe with privacy laws and NSW DPI policies	Identify need in CEP. Draft text and seek approvals. Obtain advice from and/or edit by NSW DPI communications unit. Final approvals, printing or electronic release and distribution	CE working group leader or NSW DPI approval? Do executives and/or Minister need to be briefed	Can be used to advise of the need for action, to direct people's attention to other information or media, e.g. website
Website updates	Communicate technical information, including media releases, fact sheets, case studies, tips, natural disaster planning templates, latest warnings and emergency planning information, etc. Must not cut across emergency warning sites (e.g. RFS, SES, ABC).	Provide text and images for web pages as needed. Provide context (i.e. part of a CEP).	CE working group leader to task team members for development of text. Approvals may need to be sought. Web services personnel to upload (depending on what kind of site – local, stand-alone NSW DPI site, etc).	Depends on situation and content. Low level pages need to be reviewed every 12 months, new information must be included as soon as it is needed by a community and reviewed whenever necessary

D1-CEP Evaluation plan guide

This guide will assist you in the development of an evaluation plan for your CEP activities.

SELECT community engagement to be evaluated

Identify the activities to be undertaken

Note the results of these activities, in the short and long-terms

Identify external factors that may affect the process and results of the engagement.

ESTABLISH purpose for evaluation

    Decide why you want to evaluate your community engagement activities

    Identify the audience for the evaluation (i.e. to whom will you be reporting?)

    Decide who will conduct the evaluation

DEVELOP evaluation questions and tools

    Write the list of questions that will guide the evaluation

    Always test questionnaires before releasing to the public

    Ensure that questions are succinct and unambiguous

    Identify the types of information required to answer evaluation questions

    Develop performance criteria and indicators.

IDENTIFY data sources and methods

    Identify existing data sources

    Determine suitable tools for data collection, refer to **D3** *Data collection methods*

    Confirm who will capture the data – who is responsible?

    Calculate what costs are involved.

REPORTING the results of the evaluation

    Discuss results with your project team, make adjustments to the evaluation if necessary, then prepare a report as a reference to inform future community engagement planning and as a record of the activity/s. Refer to **D3** *Data collection methods*

D1-CEP Evaluation plan guide

D2-CEP Evaluation questions

These are the types of questions you and your working group should consider when preparing your CEP *Evaluation plan*.

Overview

Name(s) of engagement activity/activities being evaluated?

What community participated in the activity?

What was the objective of the activity?

What materials (actions, communications, etc) and results were identified for the activity?

What difference did you want to make? E.g.:

- o awareness, learning and knowledge

- o change of attitudes and perceptions

- o increased adoption of best practice in the application of information, organisational management and communications

- o extending networks

- o strengthening partnerships

- o community interaction

- o better understanding of roles and responsibilities

- o and, the most important or all, identifiable improvements to prevention and preparedness for the care of animals in natural disasters.

Engagement activity

How many people attended/participated?

What percentage of the community was involved in your community engagement activities?

Was the target audience represented in engagement activities?

Were participants randomly chosen?

Did the activity work to budget?

Results

What were the actions, communications and results arising from the engagement?

Did these meet the objectives of the CEP?

Outline any actions, communications and results that arose from the engagement but weren't identified in the planning stages.

Future expectations

What further steps have been identified from this activity for the community?

What further steps have been identified from this activity for AASFA personnel?

Will there be consequences if further steps are **not** taken?

How does this activity contribute to the wider engagement process?

What kind of follow-up is planned after the completion of this engagement?

D3-CEP Data collection methods[9]

Table D3 Evaluation data collection

Method	Description
Statistical analysis	Information collected as part of the engagement activity and events, including comparisons with previous engagement activities.
Participant questionnaires/ community surveys	These can be used to collect both quantitative and qualitative data. They are commonly used to gather information on participants' actions, satisfaction of actions and results, perceptions about what participants gained, and demographic information. They can also be used before and after an engagement activity to test changes in perceptions, attitudes, knowledge, awareness and actions, and opinions about effectiveness. The design of the questionnaire/survey needs to be considered carefully to ensure questions are unambiguous and unbiased.
Interviews	Interviews are purposeful conversations used to gather open-ended qualitative data. They can be done face-to-face or on the phone. Interviews can be: Structured, based on written questions posed to all participants in a predetermined format Semi-structured, based on a guiding set of topics or questions, with a predetermined format where the interviewer probes for more information Unstructured and conversational (anecdotal), where the interviewer directs questions to understand the participants' perspectives on their experiences, expressed in their own words.
Focus groups	In a focus group, people discuss a topic or question. They can provide qualitative information from a range of participants, including community members and engagement organisers. They involve a facilitator and, if needed, a note-taker, with the facilitator guiding discussions with minimal intervention into content of the discussions.
Observation technique	Observation is a technique of qualitative research and is useful because it provides an opportunity to gain information on informal aspects of a situation which people may fail to acknowledge or have difficulty articulating. Observation is commonly used to gather information on group processes, group dynamics, the nature of the interaction, time spent participating, relative dominance of discussion by different individuals and quality of facilitation. It can also be used to record issues raised in discussions and statements made by participants.
Document analysis	Records and documentation of community engagement activities can be used to gather both quantitative and qualitative information. The most common types of data include parameters of the activity (e.g. numbers of participants, comments provided or requests for information); number of resources provided and where and when; costs; processes used; time of activity; and responses to information collected through community engagement.
Population surveys	These most commonly involve phone, web or written questionnaires administered to a sample of a target population, using closed-response questions or pre-coded open-response questions. They can be used to provide baseline data, benchmarking data, community opinions data, and the percentage of the population impacted by the engagement activities. The design of the questionnaire/survey needs to be considered carefully to ensure that questions are unbiased.
Story technique	This approach is based on collecting and systematically reviewing stories of change that are collected from those most directly involved. The stories are then reviewed on a regular (e.g. monthly) basis. Each level of the program hierarchy (e.g. field workers, project coordinators, and regional committees) are involved in selecting those stories they believe are the best examples of change.

[9] Adapted from Queensland Government Department of Communities: Engaging Queenslanders: *Evaluating community engagement (2004)*

D4-CEP Evaluation report

Your *CEP Evaluation report* should contain the following information:

Title page

Title, location and date of activity (or period of activity), authors, team members, date of report, organisations involved, brief purpose.

Acknowledgments

Simple statement to acknowledge those involved and provided information and funding e.g. communities, advisors, team members. Alternatively, acknowledgements can appear at the end of the report, giving readers the chance to get straight to the point.

Summary and recommendations

A short version of the report to remind readers of the main points (write this last). Most of the summary should be conclusions and recommendations. Present recommendations in a table, with names of those who are to action recommendations, an estimate of costs, resources required, timings and other important details.

Introduction

Background information and objectives of the CEP activity.

Methods

Detail the engagement activities and tools used; sampling, assessment and measuring methods; and participants.

Findings and/or Discussion

Outline the findings of your evaluation and discuss their implications

What activities and tools worked?

Were there some that did not?

What has been achieved?

Is the community more resilient after the implementation of the CEP?

Conclusion