



Flood Risk Management Conference

Tuesday 6th February 2019, Strathclyde University.

Partnership working – Discussion panel

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1. Briefly introduce your organisation and its relationship with FRM.

Good Afternoon. I am currently on secondment with Education Scotland as Development Officer for Resilient Individuals and Communities. I also sit under the Resilience Division of Scottish Government. My current remit is to embed Community Resilience within the Curriculum for Excellence in Scotland’s Schools.

Community Resilience covers all subject areas through Interdisciplinary Learning, STEM, Sustainability, Developing the Young Workforce, Enterprise, Eco Schools, Fair Trade, Social Studies, Health and Wellbeing, Creativity and so the list goes on.

While in my particular role I have no direct relationship with Flood Risk Management per se – I am partnering with 9 “Pathfinder Schools” as part of their improvement and curriculum planning process; including the “Resilience Focus” pertinent to their local community and location.

The Safer Scotland Ready Scotland Website (Education Section) lists a number of titles which sit under the heading of Community Resilience. These titles include : Severe Weather, Flooding, Terrorism, Pandemic Flu, Animal Disease Outbreak and Utilities Failure.

2. Do the people you represent understand flood risk? Do they understand the respective responsibilities of e.g. Local Authorities, SEPA, and Scottish Water? What about their own responsibilities?

If a particular school has included “Flooding” within the embedding Community Resilience process – that school builds partnerships and relationships pertinent to its needs e.g. Flood Risk Management/civil engineers/planning officers . These partnerships very often support schools to provide real and relevant learning opportunities and experiences. Other partnerships can provide pastoral, practical and emotional support if a major incident / emergency has occurred and families have needed to be evacuated from their homes.

East Lothian Council currently have a flood defence project in Musselburgh. They are keen to have the civil engineers work with local schools e.g. Developing the Young Workforce and STEM.

SEPA and Scottish Water are 2 funders of my post. They have a variety of educational resources which schools can access from online web resources to outreach workers who have contributed to P7 / Secondary School transition days such as Safe Highlander.

At the end of October 2018 East Lothian Council held a table top Community Resilience Exercise encouraging Community Councils and partnerships to have their emergency action plans in place for incidents such as severe weather - including the possible after effects/impact e.g. flooding/utility failure etc. This exercise included organisations such as the emergency services, SEPA, Scottish Flood Forum, local secondary school pupils/teachers, civil engineers and met office to name but a few. Pupils felt valued because their voice, suggestions and concerns were listened to.

Mintlaw Academy in Aberdeenshire recently held an S1 Interdisciplinary Learning day based on the online “Beat the Flood” resources. Science, Maths, Technology and Social Studies staff worked collegiately to present a real flood risk within their local school

community and involved the pupils in a problem solving approach to protect the village of Longside from the possible flood damage caused by the River Ugie. Mintlaw Academy is keen to involve and build upon community partnerships to enhance and enrich pupils' learning. Mintlaw's Community Resilience learning programme includes transition activities for P6 pupils in neighbouring schools through to S5/6 pupils – Developing the Young Workforce and Shell Science Girls.

3. Is there anything in relationship to flood risk or its management that has changed in recent years? What has gone well? What could be done differently in relation to flood risk management?

Local communities with schools at the centre are much more aware of the Community Resilience challenges stemming from climate, environmental and sustainability issues. Organisations such as SEPA, Scottish Flood Forum, Scottish Water and Sniffer can prove to be valuable in developing partnerships with schools through community resilience educational opportunities and experiences.

Local Authorities vary across the country in how they include schools in projects such as Emergency Planning / Major Incidents / Flood Risk Management.

Opportunities have arisen over the years through the introduction of award schemes to encourage wider achievement for pupils for example – the John Muir award. Pupils can study a place of natural interest over a period of time e.g. a stream, river or stretch of coastline - noting changes. The pupils can also contribute to their local communities through organising or taking part in local beach or river clean-ups.

4. Briefly reflect on the main challenges and opportunities for flood risk management in Scotland both from your organisation's perspective and what you have heard in the morning presentations.

Communication is key in the sharing of good practice across Scotland. It would be good to hear how Local Authorities approach Community Resilience issues such as Flood Risk Management and if they involve schools/communities/voluntary services in exercises like the table top exercise hosted East Lothian Council (Sandy Baptie Emergency Planning Officer).

5. What do you see as your/organisations role in the future in flood risk management?

The embedding of Community Resilience within the curriculum offers each school opportunities for

1. Supporting/involving the (school) community to be prepared for events such as flooding.
2. Considering the safety of pupils / staff /families.
3. Developing partnerships e.g. the school as a rest centre/provider, learning opportunities through STEM, being involved with the local Community Council in developing a Community Resilience Action Plan etc.
4. The inclusion of a resilience focus such as flooding in a school's curriculum planning.
5. Planning for progression and achievement through a realistic learning opportunity such as flooding/community resilience.

6. How can you and the people you represent become more involved in flood risk management?

The level of involvement in flood risk management is really dependent on the locality, community partnerships, geography, environment and climate of each individual school. Whilst I am involved in embedding Community Resilience in schools across Scotland – each school is at a different place in its “journey to excellence” through building a curriculum that is unique and personal for each of its pupils. Schools invite individuals/businesses/organisations to partner with them, creating opportunities to share best practice, learn from each other and to provide quality learning experiences for the pupils and the community each school serves.