



EAST COAST LAB

LIFE AT THE BOUNDARY

A 'how to' guide
for developing
a regionally
branded hazard
project





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development of this guide:

Massey University, GNS Science, Natural Hazard Research Platform, National Institute of Water and Atmospheric Research (NIWA), Earthquake Commission (EQC), Ministry of Civil Defence & Emergency Management, Tairāwhiti Civil Defence Emergency Management Group /Gisborne District Council, Greater Wellington Regional Council, Manawatu/Wanganui Civil Defence Emergency Management Group, National Aquarium of New Zealand, University of Auckland, Quake CoRE, Hawke's Bay Regional Council and Hawke's Bay Civil Defence Emergency Management Group

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Summary

There are currently four regionally branded hazard projects in New Zealand (DEVORA, It's Our Fault, East Coast LAB and AF8) and each is unique in the way it has been developed and its function. For those not involved, branding clarifies the project scope, purpose and participants. These projects have been developed independently of each other and serve different purposes, but they have been proven very useful in strengthening relations between Civil Defence Emergency Management Groups, Government Departments, Crown Research Institutes, Universities and other key stakeholders involved in research, education, engagement and risk reduction, and improving outcomes.

This guide outlines practical steps, which, if completed, should assist in creating a regionally branded hazard project.

The steps are:

- Describe the problem and evaluate whether a branded project is the best solution

- Identify possible project partners
- Hold an initial meeting and establish a project structure
- Establishing vision, goals, objectives, activities and establish monitoring and evaluating procedures
- Find funding source(s)
- Build a brand and project profile
- Implement the project plan

These practical steps are the result of reflections and learnings from the development of the multiregion branded hazard project - East Coast LAB (Life at the Boundary), a collaborative project designed to improve the resilience of communities on the East Coast of the North Island of New Zealand to natural hazards associated with the plate boundary and living on the coast.



Background

New Zealanders are, and will continue to be, at risk from a broad range of hazards such as earthquakes and tsunamis. This is because of where New Zealand is positioned across the boundary of the Australian and Pacific tectonic plates. Communities, industry and infrastructure are located in areas exposed to these hazards. There is a significant level of work being carried out by various agencies such as research institutions and local government to discover more about these hazards and the risks they pose to people. Often these research programmes cannot be carried out by one agency alone and therefore it is common for agencies to work together to achieve their aims and objectives.

To clarify the scope, purpose and participants of these programmes of work, it is becoming more common to craft a brand around these projects. There are four regionally branded hazard projects in New Zealand and each project is unique in the way it has been developed and its function. For example, one is research-based and designed to assist better understanding of the risks associated with living in a particular region, another focuses on scenarios and emergency planning across multiple regions and another focuses on sharing current research with communities to improve understanding of risk and encouraging communities to take action to minimise their personal risk.

- 'It's our Fault' (www.gns.cri.nz/Home/IOF/It-s-Our-Fault) was developed in 2005 to see the Wellington region positioned to become a more resilient city through a comprehensive study of the likelihood of large Wellington earthquakes, the effects of these earthquakes, and their impacts on humans and the built environment. The project is research focused and comprises three main phases: Likelihood, Effects and Impacts. The project is jointly

funded by Earthquake Commission (EQC), Accident Compensation Corporation (ACC), Wellington City Council, Wellington Region Emergency Management Group, Greater Wellington Regional Council, and the Natural Hazards Research Platform.

- 'DEVORA' (DEtermining VOLcanic Risk in Auckland) (www.devora.org.nz) is a multi-agency, multidisciplinary collaborative research programme, which is led by volcanologists at the University of Auckland and GNS Science. The 7-year DEVORA research programme grew out of the 'Auckland: It's Our Volcano' project in 2008, is aimed at a much-improved assessment of volcanic hazard and risk in the Auckland metropolitan area, and to provide a strategy and rationale for appropriate risk mitigation. The aim is that the project findings will be useful in improving business decision making and risk management. The University of Auckland, GNS Science, the Earthquake Commission, the Auckland Council, and Massey University fund the project.
- 'Project AF8' (www.projectaf8.co.nz/) is a scenario-based earthquake emergency management response planning project, informed by science. The focus of the project is New Zealand's South Island Alpine Fault. This project involves the use of a detailed maximum-credible event scenario to develop a South Island Alpine Fault Earthquake (SAFER) Emergency Management Plan for the CDEM Groups. The project commenced in July 2016, with funding from the Ministry of Civil Defence & Emergency Management's Resilience Fund, and is managed by Emergency Management Southland on behalf of all South Island CDEM Groups.



- East Coast LAB (Life at the Boundary) (www.eastcoastlab.org.nz) is a collaborative project that aims to improve the resilience of communities on the East Coast of the North Island of New Zealand to natural hazards associated with the plate boundary and living on the coast. It seeks to:

a) Research: Foster well connected and coordinated research within the natural 'LAB' to increase our understanding of the plate boundary and associated natural hazards.

b) Educate and engage: Encourage communities to become engaged and participate in science so that they understand the risks associated with living at the boundary.

c) Reduce risk: Ensure communities are aware of the hazards that affect them, know how to prepare and respond to hazard events, and in the event of a natural hazard continue to thrive.

d) Learn: Consolidate project lessons and provide guidance for future New Zealand regional natural hazards branded studies.

The project started in 2014, launched in September 2016 and brings together scientists, emergency managers, experts and stakeholders across the East Coast to make it easy and exciting to learn more about the natural hazards in the area. The project extends along the North Island of New Zealand from the East Cape to the Cook Strait and covers four regions – Gisborne, Hawke's Bay, Manawatu/Wanganui & Wellington. These projects provide a number of different benefits and challenges such as

Benefits

- ✓ By branding the programme of work, it acts to unify the project partners under the same umbrella.
- ✓ It strengthens relationships and communication as it brings together a number of different agencies to work together
- ✓ Improved pathways from science to application
- ✓ Better coordination of scientific research eg. Gaps in research identified
- ✓ Support for existing schools in science programmes
- ✓ Facilitated more scientific research in the geographical location given the ease of contacts, resources for

Challenges

- Finding funding and working with limited budgets
- Ensuring momentum of the project over time
- Keeping everyone informed through regular communication.
- Perceived ownership of the project and the project manager
- Working in diverse communities – rural, urban, large, small etc.
- Different interests, needs and priorities between communities and agencies
- Staff turnover within partner

This Guide

The purpose of this guide is to provide practical, step-by-step advice for those wanting to develop a regionally branded hazard project.

Each section looks at the practical needs of the project and shows the steps required for developing a regional branded hazard project. Throughout the guide, there are examples from the East Coast LAB project in boxes plus some 'top tips' that are highlighted in coloured boxes which we think are important to ensure the success of a project.

This guide draws on the experience, reflections and learning of those working on the East Coast LAB (Life at the Boundary) project, specifically the Community Science Coordinator and members of the steering group who wish to pass on their learnings to others.



The Steps

Step 1:

Describe the problem and evaluate whether a branded project is the best solution

Do some initial thinking, evaluation and research with others and find out whether or not they think developing a regional branded hazard project is worthwhile. Consider the following questions:

- Why do we need the project?
- What is the problem/need we are trying to solve or outcome we are seeking?
- Why am I/we passionate about it?
- Who could I/we work with?
- What resources might be needed?
- What will the benefits of the project be?
- What will challenges be?
- Has this or a similar project been attempted in this region before?
- What evidence of stakeholder/community interest is there?

If the response to initial project discussions is positive, start to consider the geographical extent of the project, its possible membership, name and size.

Example:

Following a GeoPrisms workshop in April 2014 representatives from the Hawke's Bay Civil Defence Emergency Management Group, GNS Science/Massey University and Earthquake Commission (EQC) decided that there was a need to develop a project to promote and make accessible the cutting-edge research that was planned to be carried out over the next five years. The premise of the project was that by engaging the public in the science and promote public awareness of natural hazards it would thereby help to reduce risks through engagement with science and technology as it was identified that that individuals surveyed showed a lack of understanding between local versus distant source tsunamis. They then reached out to other colleagues working within hazards sphere to evaluate if there was support for the project and looked at examples of other regionally branded studies.

Step 2:

Identify possible project partners

Identify who needs to be involved whether they are individuals, representatives of organisations, agencies or iwi. Include all partner organisations that will be applicable to starting the project and reflect on who to approach (with the right skill set) within these organisations. Consider the following questions:

- If you work for an agency, have you got support from your manager for initiating and/or being part of this project? Who might need to be involved internally?
- Have you talked to those with influence or standing in the community, such as local councillors, community board members, iwi representatives?
- Who is likely to have an interest in the issue and efforts to deal with it? For example, relevant government agencies, crown research institutes, universities, local councils, CDEM groups, iwi/hapu and/or community representatives.
- Who is enthusiastic and likely to have passion, time and energy for the project?
- What agencies might have a legal responsibility or interest in the issue or place?
- Who might be affected by anything you do to deal with the issue? For example, tangata whenua.
- What role might they take? Why is it important to them? What benefits will the partner receive from being involved?

Top Tip:

Ensure individuals or representatives are committed and interested in being actively involved. To be a project it needs their personal buy-in and it is important that individuals and representatives have the time (and if necessary the endorsement of their agency) to give to the project to ensure its success.

Example

The East Coast LAB project was initiated by HBCDEM, GNS Science/Massey University and EQC and then the representatives from these organisations reached out to Ministry of Civil Defence & Emergency Management, Gisborne CDEM, the Natural Hazards Research Platform, NIWA, and Napier City Council/National Aquarium of New Zealand. It was further identified that given the project's geographical boundaries it was important to approach Manawatu/Wanganui & Wellington CDEM Groups. The project has since expanded to include the University of Auckland and Quake CoRE.



Step 3.

Hold an initial workshop to establish a project structure

Once initial support has been established, hold a workshop to bring together the interested individuals or representatives from the different agencies to discuss the project idea. Consider inviting individuals that are doing similar projects elsewhere to share what they have done and guide you as part of the process.

Top Tip:

If individuals and representatives are from the community (and their time is not covered by their agency) consider reimbursement of meeting and travel expenses to ensure these do not become barriers to involvement.

At this workshop, it is important that a shared understanding of the proposed project is achieved. Check that everyone involved has a good understanding of what is proposed, and is well informed of any other hazard-related actions planned or under way by any of the agencies or other groups, as this will help to direct the project.

Establish an understanding of the resources available within the group, or outside resources that could be made available and ascertain levels of commitment from the individuals and representatives to be involved in the project. Consider asking the following questions:

- What does each individual/agency want or need to get out of the project?
- What is each individual/agency bringing to the group and project?

This process will often identify a variety of needs and interests. This will help clarify the goals of agencies and participation levels of their representatives eg. What can the project offer to contributing agencies? It may help to clarify expectations and commitments of individuals/representatives and agencies. This will help individuals/representatives to assess the likely level of commitment and to decide, at least in principle, whether to be involved. Confirm with all parties that the project should go ahead and then identify the next steps for the project to progress.

Decide on a project name that reflects the project and main activities. It is important that the name conveys what the project aims to achieve outside of the group without any explanation. This will help when developing the project brand.

Top tip:

It is important to have a record of meetings to record agreements reached during discussions. For example, have someone write 'Meeting Notes' or 'Minutes' and ensure everyone receives a copy following the meeting.



Example:

The first East Coast LAB Steering Group meeting was held in November 2014 to formally discuss and grow the concept. The project champion explained the intention of the first meeting was to establish a steering group and to seek to understand and map out the opportunities that existing and future science projects give this initiative. She gave a presentation outlining the background for this new regional branded research initiative along with the suggested structure and timeline for the project. Notes of decisions and actions required were taken at all meetings. These have been useful to track the progress of the project and reflect upon its development.

Discuss how you want to work together and choose a structure for your group. It is important that early on you discuss project membership size, either with a view to keeping things a manageable size or ensuring access to the right skills and resources or geographic representation. It is important to think about the geographical extent of the project to ensure manageability.

Example:

The East Coast LAB project focused on the Hikurangi plate boundary and understanding risks associated with this. To ensure the project did not become unmanageable the project was limited to the four regions directly located on that boundary as they would be significantly affected by any earthquake and tsunami event if one were to occur in this zone. This decision has been revisited throughout the course of the project given interest from other regions to join the project. Each time it has been decided to stay to the boundaries initially set, because if the boundaries were increased, the project may become too difficult to manage without additional resources.

Decide upon how you want to operate as a group and discuss how the partnership should work and what successful partnership looks like to the group.

Example:

All of the regional branded hazard studies in New Zealand operate with a Steering Group and East Coast LAB adopted the same practice. The Steering Group nominated a Chairperson and Deputy Chairperson and each of the four-project stream leaders were assigned specific roles. The Steering Group provides direction and guidance while the Community Science Coordinator carries out activities. Additional working sub-groups have been developed to tackle certain issues such as funding.

Each of the agencies involved in the project has a representative on the Steering Group and each agency is responsible for the costs involved in their participation on the Steering Group. In circumstances where someone has left a role in their organisation, their organisational replacement has taken their role on the Steering Group.

It is important to record in writing whatever agreements are made as this captures how the group will operate. This could be as simple as writing a 'Terms of Reference' or a formal 'Memorandum of Understanding' (MOU) may be necessary. Allow these documents to be flexible in allowing additional agencies to join and room for movement in amending agreements if needed.



Example:

It was decided that the most appropriate mechanism to record the East Coast LAB agreement was to write a Terms of Reference (see Appendix 1) which outlined each organisation's responsibilities and set out each person's role on the Steering Group. Each representative had the opportunity to give feedback on the draft and then this was circulated and confirmed at another meeting.

The Terms of Reference is flexible in that it allows groups/agencies to come in and out of the project as needed and it has been utilised to welcome new project members. The members of the Steering Group must agree (by vote) to any changes to the Terms of Reference.



Step 4.

Establish vision, goals, objectives, activities and monitoring and evaluating procedures.

A project plan describes the project outcomes, activities and timelines. It also avoids haphazard implementation or duplication of effort.

Top Tip:

A detailed strategy or plan is required for most funding applications. It is useful to have a project overview, which sets out aims, objectives, and activities (see Appendix 3).

All partners need to be involved in the plan development process. Use a method that will involve everyone in the process such as a workshop or brainstorming in small groups. Record all discussion notes where everyone can see them as the workshop develops. Allow plenty of time for discussion and be sure to hear from everyone. Invite input from those too shy to speak up.

Example:

The East Coast LAB Steering Group carried out a mind mapping activity to see where areas of interest could be included in the project and what each member wanted from the project (see Appendix 2). This was carried out by initially brainstorming in sub-groups and then collating these onto one mind map. This was then circulated to the group for further feedback and was used to assist with the development of the project plan.

Vision: Develop a clear vision statement of what you want to see in the future. A vision statement is aspirational in nature. It should be a shared vision that you are all working towards. Start with a few different options and narrow it down until everyone agrees. Sometimes it is easier to collect key words/components and have a small group craft the vision statement and then to present this to the larger group for approval.

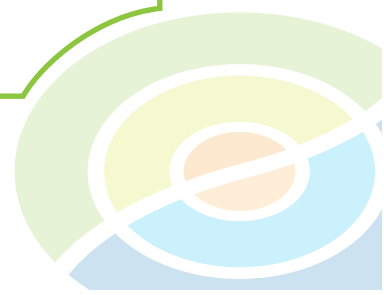
Aims: Developing your overall aim of the project is the next step in this process. An aim is a general statement of how you will achieve the vision. The aim may refer to a problem or a goal such as

improving resilience. An aim does not really go into much detail and is usually outcome orientated.

Objectives: Develop a set of project objectives to help you achieve the results you want. The objectives should directly relate to how you achieve your aim. These objectives may be challenging. Once you have developed the objectives, check to see if, when completed they will achieve the project aims, and if not add or modify the objectives within the plan to ensure all aims will be met.

Example:

The East Coast LAB project plan was developed by looking at its mind map thematically. The four objectives link directly to what each partner wanted to get out of the project (see Appendix 2&3).



Activities: Once the objectives have been developed, decide how these will be achieved. Break them down into more specific actions. To be achievable, ensure these actions are realistic, measurable and have a set timeframe. Have a look at what is considered “best practice” in achieving your objectives. This will ensure you are spending time and resources effectively. Consider who is going to manage and carry out the activities and then assign someone to monitor progress and reflect on how each activity operates.

Top Tip:

Check the detail in your objectives or activities by following the mnemonic S.M.A.R.T:

Specific: Define your actions clearly, in detail, leaving no room for misinterpretation. Think of the five w's (who, what, when, where, and why).

Measurable: State the measures and performance specifications you'll use to determine whether you've met your actions.

Achievable or Attainable: Choose actions that the team has a reasonable expectation of successfully completing.

Realistic: Set actions the project team believes it can achieve. Relevant objectives align with group or company goals.

Time-bound: Include the date or specific period by which you'll achieve the actions

Example:

The East Coast LAB mind map actions were developed to ensure each objective could be achieved. Each objective has an 'objective champion' to monitor the progress of that objective and provide guidance for those implementing that objectives' activities.

Evaluation: When setting the project vision, aims, objectives and actions, consider how and when progress is evaluated. Having ways to check on your progress and evaluate the project is important to ensure its effectiveness. This ensures objectives and aims are met and helps to track risks, issues and lessons. Consider 'how', 'when' and 'what' you will monitor and evaluate. Ideally, the project's process should be evaluated throughout its duration, as part of your regular project activities. Make time as a group to reflect on your activities. Discuss progress, what has worked well and what has not – and why. It is important to write down key points from your reflection, and make them accessible to all group members. Another way to do this is to evaluate the project at agreed milestones, for example, on a yearly basis or after major activities.

Use the results of your reflection to build on what is going well and change what is not working. Revise the plan if needed and how it is operated as necessary. Look for the next steps and the way forward. It is also helpful to pass on these learnings as this can prove beneficial to other regionally branded projects.

Example:

Evaluation has been built into East Coast LAB's project plan as an objective, and the action is to continually reflect on the project and how it is operating; ensuring objectives are met, to track risks, issues and learnings. It was decided that the Steering Group Chairperson be the leader of this objective and this ensures the project stays on track.



Step 5.

Find funding source(s)

Before you start finding a funding source consider how you are going to handle money. Two options can be explored:

1. Become a legal entity eg. Trust or Incorporated Society. There are both advantages and disadvantages to becoming a legal entity.
2. Negotiate with an existing legal agency/project partner to handle funding and accounting processes.

Try to calculate how much money is required to carry the project and determine where the greatest need lies. Make sure the budget is realistic and takes into account the ongoing development of the project eg. Plan for the length of the project period. Consider how much resourcing will be needed for activities and look at allocating time effective measures.

Next, research potential sources of project funding – consider key stakeholders, government agencies, not-for profit funding agencies that will receive benefits from your project. The nature of the project and its structure will determine the type of funding options available. Consider meeting with the possible funding source/fund administrations and learn what projects they support/don't support, how much funding may be available, any information requirements for funding applications, and what other projects they might also be considering (if it is a contestable round).

Draft a funding proposal -this is where a project plan will be useful to show potential funders what is planned for the project and how the project plan will be implemented to achieve its aims and objectives. Make sure to elicit support from project partners, as the more support you have, the stronger your application.

Top tip:

When writing your funding proposal tailor it to the potential funder and check to see if there is organizational fit between your project's aim and that of the organisation/fund that you are applying for. This will help you to develop a strong 'business' case.

Example:

The Hawke's Bay CDEM Group applied for funding from a national Government grant called the CDEM Resilience Fund on behalf of the Steering Group. Funding was provided for project development under the guidance of the Community Science Coordinator and for development of this How to Guide.

You may end up with more than one funder. The more funders a project has, the more difficult it may be as some funders put specific restrictions on where time and resources must be spent.

Other alternatives are to:

- Designate the project (or part of the project) as a line item in an existing budget of a project partner and/or convince another organisation to pick up part of the expenses of running the project.



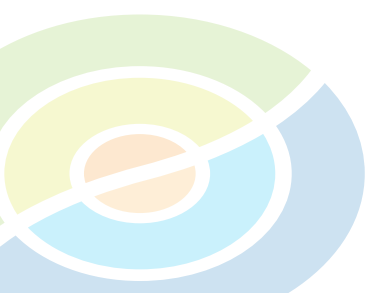
- Solicit in-kind support
- Develop a fee-for-service structure – require clients who receive services to pay for them

Example:

East Coast LAB was initially funded for a two-year period through a government grant. It established a Funding Sub-Group to report to the Steering Group. For the third year it has developed a fee for service structure by becoming part of research teams and by providing education and engagement services. This has bounded the project in terms of where time and resources must be spent.

Top Tip:

Plan for sustainability of the project. When applying for funding consider the duration of the project and look at how funding can be sustained over this period of time. It is important that you establish that you will have the means to continue to operate and maintain the project once it is in place or is complete.



Step 6.

Build a brand and project profile

A recognisable brand should effectively communicate what the project stands for. It is a summary of the project's image and identity and by branding the project, you will be expressing the personality of it through the design you use. Branding is what really makes a regionally branded project unique – branding makes it valuable as it differentiates it from others.

Example:

East Coast LAB employed a designer to develop its logo which symbolises seismic waves radiating outward from an epicentre, as well as the three main hazards associated with plate boundary activity. The curved line symbolises the Hikurangi margin with colours to the North West represent the changing East Coast landscape from coast to ranges, while to the South East, the colours allude to the increasing ocean depths. The logo also has a number of other symbolisms (see Appendix 4).

Top tip:

Establish a brand/project name that can easily be communicated to the public so that they have an idea of what the project is about before being introduced to it.

Brands tell others who you are, while a communication plan sets out how to tell others who you are and what you do. When developing the plan, you will identify and clarify the most effective ways to reach whom you want to reach and what messages you want to share with them.

Start by considering the audiences you want to reach. This may be quite broad to start with but it is important to consider whom you want to target and this will determine the activities that you undertake to share your message with specific audiences.



Examples of different audiences include:

- General public
- Scientists
- Local communities
- Rural communities
- Tangata whanau
- Primary School/Intermediate School students
- High School students
- Tertiary students
- Already engaged/scientifically informed public eg. Amateur Geologists and Civil Defence volunteers
- Local government agencies
- Central government agencies
- Private sector agencies

Methods to reach different audiences:

- News media: print and online
- Digital
- Social media
- Radio/TV
- Publications
- Face-to Face
- Exhibits/interactive displays
- Videos
- Public meetings
- Posters

Top tip:

Get your communications/marketing staff or someone with communications/marketing experience involved in this as they will provide expert advice and guidance.

Example:

Branding is crucial to a regionally branded hazard study as branding makes it clear to others how to define programmes of work, who is involved and help the public remember what your project is and what it is trying to achieve. The project's logo is a large part of the brand and the other part is its profile. The first step for East Coast LAB was building a project website so that when the project was mentioned the public had a place to go to learn more about it. Given that social media is becoming an integral part of life, we also developed a social media presence to build the project's brand and share information with communities. The different activities the project carried out uses different mechanisms to reach different audiences and the key messages will change depending on the audience. Most activities that are carried out, as part of the project, has its own communication plan.

Your brand can help you filter new opportunities. It is very easy to expand the project but your brand (and project plan) helps to keep this focused.



Step 7.

Implement the project plan

Identify all of the tasks that need to be undertaken, at least at a high level, prioritise these and then implement the project plan. It is important to be flexible. Listen to feedback and if necessary, explore other options to get the job done. If a new opportunity comes up, it may be worth taking, as long as it still meets the project objectives. As more opportunities come up and the project develops, you may need to prioritise some opportunities and activities over others.

Once the project is established with clear direction and an activity plan, it is important to meet regularly to share project updates and celebrate achievements. This will help to maintain the project momentum.

Example:

After the East Coast LAB Community Science Coordinator was employed, their first task was to develop a more detailed project plan and project overview to detail what activities the project would carry out. For example, under the education and engagement objective one of the activities was to develop an interactive education space at the National Aquarium. This project took shape over three months and required its own project plan and funding strategy. From it has also come the Life at the Boundary education programme taught by educators at the National Aquarium and delivered to primary schools.

Top Tip:

The representatives/agencies involved in the group can be a good source of knowledge and expertise. Encourage them to share information, best practice or skills with the wider group. This is also important to ensure that the project is adding value to those involved in the project and meeting participating partner agency's needs.



Appendix

Appendix 1: Example of a Terms of Reference

Appendix 2: Example of a Mind Map

Appendix 3: Example of a Project Overview

Appendix 4: Example of Brand Symbolism





East Coast LAB (Life at the Boundary) Steering Group TERMS OF REFERENCE

1. PURPOSE OF TERMS OF REFERENCE

- 1.1 The purpose of this Terms of Reference is to:
- (a) Set out the functions of the East Coast LAB Steering Group;
 - (b) Define the responsibilities of the East Coast LAB Steering Group.

2. PARTIES

- 2.1 The members of the East Coast LAB Steering Group shall comprise representatives from:
- a) Natural Hazard Research Platform
 - b) GNS Science
 - c) National Institute of Water and Atmospheric Research (NIWA)
 - d) Massey University
 - e) Earthquake Commission (EQC)
 - f) Ministry of Civil Defence & Emergency Management
 - g) Tairāwhiti Civil Defence Emergency Management Group /Gisborne District Council
 - h) Hawke's Bay Civil Defence Emergency Management Group/ Hawke's Bay Regional Council
 - i) Greater Wellington Regional Council
 - j) Manawatu/Wanganui Civil Defence Emergency Management Group
 - k) National Aquarium of New Zealand / Napier City Council
 - l) University of Auckland
 - m) Quake CoRE
 - n) Any other organisations/persons may be co-opted by the East Coast LAB Steering Group.
- 2.2 Each party will ensure that its appointees on the Steering Group have all the necessary skills, experience and authority in order to represent and bind the party whom they represent in all decisions taken by the Steering Group.





3. FUNCTIONS

East Coast LAB (Life at the Boundary) is a multi-agency initiative which seeks to develop and build effective partnerships to promote and make accessible cutting-edge research that aims to increase understanding of the East Coast plate boundary, ultimately improving community resilience.

3.1 The Steering Group will promote East Coast LAB as a brand around which to:

- Leverage and learn from international and national research opportunities relating to the Hikurangi tectonic boundary lying off the East coast of the North Island of New Zealand and the natural hazards associated with this boundary (including earthquakes, liquefaction, fault rupture, volcanism, tsunami and changing coastal margin land and sea elevations).
- Encourage and enable science education opportunities to promote public engagement with science and technology associated with East Coast LAB. This includes primary schools through to universities, and innovative approaches for reaching Māori and rural New Zealanders.
- Promote public awareness of the natural hazards, including a dedicated website, marketing and focal points/local venues initially in Gisborne and Hawke's Bay (e.g. the museum and the National Aquarium in Napier) to share such information.

3.2 The Steering Group will develop a project plan and work programme to promote East Coast LAB as a brand, and then oversee the delivery of this work.

4. REMUNERATION

4.1 Each organisation represented on the East Coast LAB Steering Group shall be responsible for remunerating its representative for the cost of that person's participation in East Coast LAB, and to meet the costs of attendance.

5. MEETINGS

5.1 The Steering Group shall hold meetings at such frequency, times and place(s) as agreed for the performance of its purpose, at least 6 monthly during the term of the programme, and otherwise as requested by at least two members, or the project coordinator.

5.2 Each party will use all reasonable endeavours to ensure that its appointees on the Steering group attend all meetings or, if unable to attend, appoint an alternate to attend in their place.

5.3 Ordinarily meetings are to be in Napier, the location of the National Aquarium of New Zealand.

5.4 Any other aspect of procedure in respect of the Steering Group shall be determined by the chairperson.



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LIFE AT THE BOUNDARY

6. DECISION MAKING

- 6.1 The Steering group objective shall be to reach decisions by consensus. However, in the event consensus cannot be achieved, a vote may be taken and the chairperson shall decide the matter reflecting the majority view of the meeting attendees.
- 6.2 Each member organisation has one vote.
- 6.3 A casting vote shall not be used.

7. CHAIR

- 7.1 The Steering Group shall appoint a Chairperson and Deputy Chairperson from its members, and this appointment will be reviewed annually.
- 7.2 The Chairperson and Deputy Chairperson shall be responsible for guiding and directing the functions of the Steering Group in accordance with this terms of reference, including:
 - a) Establishing agendas for meetings with project coordinator.
 - b) Meeting management which encourages participation and information sharing while assisting the Steering Group toward timely closure and prudent decision-making.

8. ADMINISTRATIVE SUPPORT

- 8.1 The Hawke's Bay CDEM Group will provide reasonable secretarial and other administrative support for the Steering Group.

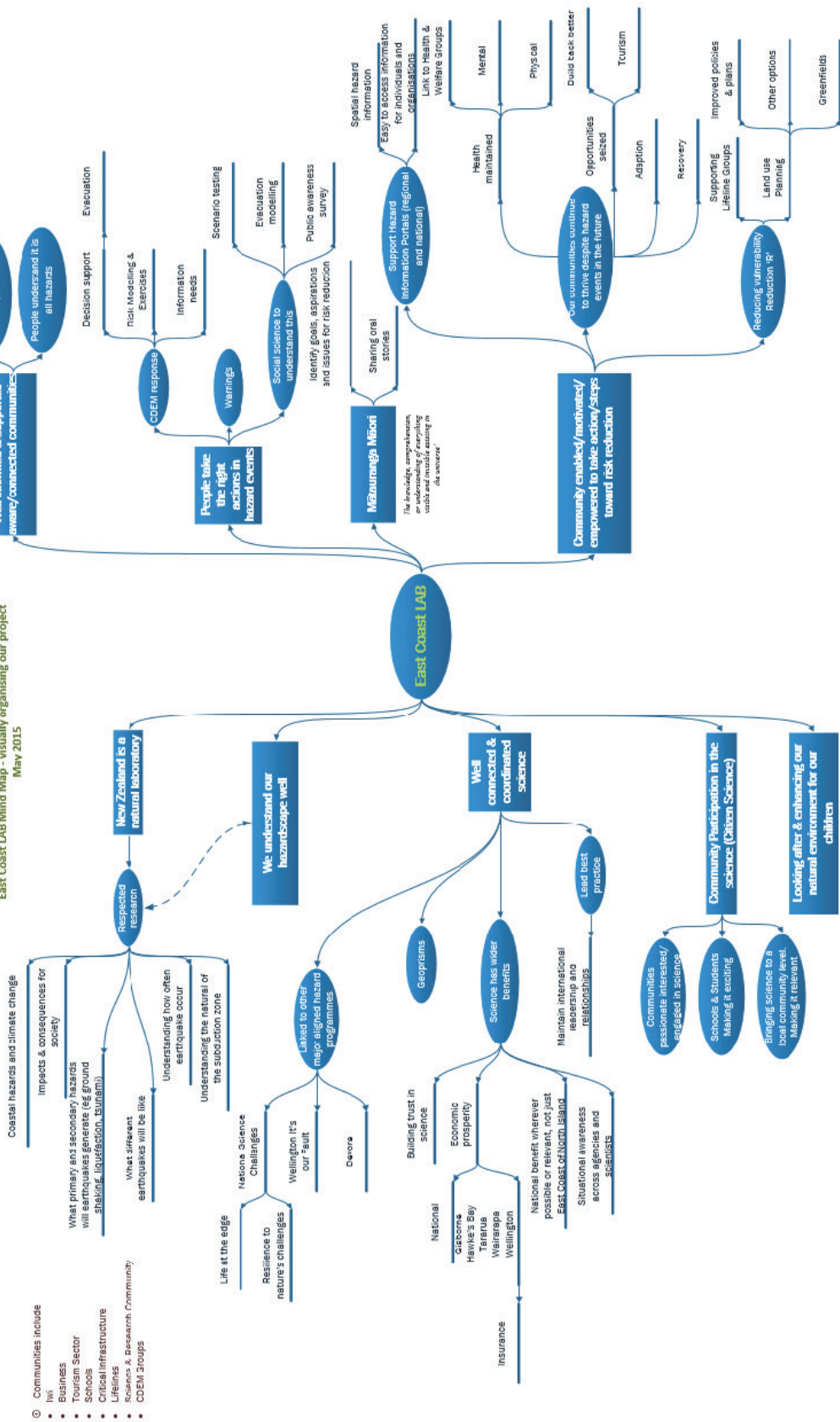
9. VARIATIONS

- 9.1 Any member may propose a variation, deletion or addition to this Terms of Reference by putting the wording of the proposed variation, deletion or addition to a meeting of the East Coast LAB Steering Group.
- 9.2 Once a proposed variation, deletion or addition to this Terms of Reference has been put to the East Coast LAB Steering Group, this agreement is not amended until the proposed variation; deletion or addition is approved and adopted by the Steering Group.



Appendix 2

East Coast LAB Mind Map - visually organising our project
May 2015

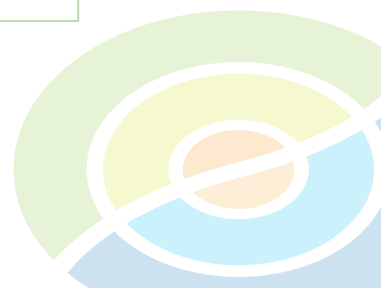


- Communities include
 - Whānau
 - Business
 - Tourism Sector
 - Schools
 - Critical Infrastructure
 - LifeLines & Research Community
 - CDEM Groups

Appendix 3

Aim: To improve the resilience of communities on the East Coast of the North Island of New Zealand to natural hazards associated with the plate boundary and living on the coast			
Objectivities:	1) Research: Foster well connected and coordinated research within the natural LAB to increase our understanding of the plate boundary and associated natural hazards	2) Education & engagement: Encourage communities to become engaged and participate in science so that they understand the risks associated with living at the boundary	3) Risk reduction: Ensure communities are aware of the hazards that affect them, know how to prepare and respond to hazard events, and in the event of a natural hazard continue to thrive
<p>Objectivities:</p> <p>1) Research: Foster well connected and coordinated research within the natural LAB to increase our understanding of the plate boundary and associated natural hazards</p> <ul style="list-style-type: none"> Continue to develop and update the database of ongoing research <ul style="list-style-type: none"> Approach all research institutes, local governments and CDEM groups that are carrying out natural hazard science on the Hikurangi margin and East Coast to ensure a thorough database Maintain contact with researchers to receive research updates Develop a research strategy for new projects aligned with what users want/need in the region to achieve beneficial outcomes <ul style="list-style-type: none"> Identify gaps in research and encourage research to occur in these areas Consider having research funding available for projects of our choosing Make research easy on the East Coast <ul style="list-style-type: none"> Introduce researchers to East Coast LAB Facilitate yearly science forum where scientists can get together and discuss the science that is going on at the boundary General hospitality by helping to connect researchers to people and resources Encourage researchers to develop citizen science initiatives and to share their work and findings with the community <ul style="list-style-type: none"> Assist where possible to develop citizen science programs Facilitate opportunities for scientists to share their work and findings 	<p>2) Education & engagement: Encourage communities to become engaged and participate in science so that they understand the risks associated with living at the boundary</p> <ul style="list-style-type: none"> Continue to develop the website – the ‘virtual’ East Coast LAB <ul style="list-style-type: none"> Update content at least monthly Develop an email list database Implement stage II of the website Develop East Coast LAB at the Aquarium <ul style="list-style-type: none"> Design and build an interactive education space Develop branded educational resources aimed at children – Te Reo Maori and English Support existing science in schools outreach programs and facilitate opportunities for sciences to engage with the public Develop a list of scientists willing to participate in outreach programs Continue to develop education initiatives for harder-to-reach audiences <ul style="list-style-type: none"> Expand on the roadshow program Bid for Curious Minds Create a network of organizations to engage with <ul style="list-style-type: none"> Create a stakeholder engagement plan Explore possible partnerships with EIT, Enviro Schools, University Projects, eg Auckland University Learning and Teaching Technology Review, International Ocean Discovery Program (IODP), IRIS and GeoPrisms 	<p>3) Risk reduction: Ensure communities are aware of the hazards that affect them, know how to prepare and respond to hazard events, and in the event of a natural hazard continue to thrive</p> <ul style="list-style-type: none"> Develop science communication guidelines for researchers and scientists <ul style="list-style-type: none"> Ensure all findings are published in an easy to understand format Improve pathway from science to application – planning and policy Facilitate a behavioral change <ul style="list-style-type: none"> Encourage different approaches to science and science communication Encourage researchers to develop citizen science initiatives 	<p>4) Project learnings: Consolidate project lessons and provide guidance for future New Zealand regional branded studies.</p> <ul style="list-style-type: none"> Consolidate project lessons and provide guidance for future New Zealand regional branded studies. Continually reflect on East Coast LAB and how it is operating. Ensure objectives and goals are met and track risks, issues and learnings. Highlight the wider benefits of science

Last updated: 27 April 2016



East Coast LAB: logo symbolism



EAST COAST LAB

LIFE AT THE BOUNDARY

The logo symbolises seismic waves radiating outward from an epicentre.

The **three main hazards** associated with plate boundary activity off the East Coast are earthquake, tsunami and volcanic ash fall. They are represented by the three concentric shapes of the logo.

The curved line symbolises the **Hikurangi margin** and the **Alpine Fault**. Colours to the North West represent the changing East Coast landscape from beach/coast, through plains to forest and ranges. To the South East, the colours allude to the increasing ocean depths.

However, the logo also represents the benefits of scientific research radiating out to the wider community. As greater understanding is gained, our ability to **mitigate the effects of plate boundary activity** is increased.