The barriers and enablers of systems change – learning from each other

Activity Recap:

- You will have 30 minutes in total for this breakout session
- If all 4 people in your room would like to share a challenge, you will have 7 minutes each to do so. If fewer people in your room would like to share a challenge, then keep an eye on the time to make sure everyone who wants to share is able to. It's completely up to you whether or not you'd like to share.
- One person in each breakout room will need to nominate themselves as a scribe and capture the discussion as much as possible.

Questions to think about in your breakout room:

- What are you trying to achieve? What change do you wish to see?
- What is the barrier or challenge you are trying to overcome? Why do you think this barrier has occurred?
- What enablers of change can you identify?

Change they would like to see
Tackling surface water flooding – e.g. rainwater gardens
Barriers to making this change happen
• Opposition between local authorities and what people want • Local community not wanting to address it – personal interests and concerns over insurance etc • People need to feel and touch solution • 'People live in post codes not neighbourhoods' - lack of sense of place/purpose/belonging – particularly in big cities like London • Building standards
Ideas for enablers of change
• Elected mayors can help – provide a figurehead • But local authorities need funding • If they are resourced, they can help get interactions between parties • Need right mix of devolution and national control • Future Generations Act in Wales could potentially help if extended but doesn't currently cover water – and needs to influence cultural change. Now starting to look at community change. • How policies are implemented is key – understanding the impact, devolving policies so can be bottom-up • Art – use to connect with place. Schools and children engaged in rainwater gardens through sculpture – use to get change without finger wagging or scaring! Bristol Water using graffiti artist work on vans to link in with local culture (Upfest). Schools – involved in poetry to get water meters

- Education – key change. But also need to be for a deeper change – getting shifts from cost to value
- Take a long-term perspective – in the long-term it will be more efficient to tackle this. Utilities can be a good position as they are monopolies and can take a long-term view
- How match company action with local authority action when there are different time horizons
- Use history and stories to connect people with place and issues (e.g. Bristol Water 175 years and link to cholera)

Other comments, ideas, advice etc.

- Start change in areas where things make sense locally e.g. housing, energy
- Making the most of a crisis can be difficult – e.g. schools just concentrating on staying open not changing behaviours