Flying Fox Education Report

For the
Sunshine Coast Council

Final report May 16, 2016

econnect
communication

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1. Introduction

The Sunshine Coast Council (SCC) is working with non---government organisations in its region, in a program aiming to educate the community about flying fox ecology, and deal with specific and legitimate concerns residents may have about flying fox roosts in their area.

This document summarises the research Econnect Communication conducted on flying fox conservation, and uses this research, phone interviews, and a subsequent workshop involving SCC and non-government groups concerned with flying fox conservation, to propose an integrated education plan about flying foxes in the Sunshine Coast region.

The following sections incorporate the feedback received from phone interviews with the intended participants of the workshop. These interviews were used to inform the agenda and promote discussion at the workshop. The main concepts covered were:

- challenges and opportunities (responses from resident interviews are also included here);
- goals of an education plan;
- target groups and the messages for each group; and
- suggested strategies and tactics.

Additional information is provided in appendices. Appendix one provides some background information on flying foxes. Appendix two summarises the results of the phone interviews with 13 workshop participants and Appendix three summarises the results of the additional phone interviews which were undertaken with five residents living adjacent to urban roosts. Appendix four presents the workshop aims, agenda and final participant list.

Grey---headed Flying Fox (NSW National Parks)

There are 22 identified flying fox roosts in the Sunshine Coast Local Government Area
- 10 of these roosts are on Council managed lands;
- 8 are on council lands in urban areas, with a history of conflict.

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2. Challenges and opportunities identified in phone interviews

Challenges

▷▷ Workshop participants

One of the biggest challenges identified by workshop participants in their phone interviews was dealing with the concerns of directly affected residents. These concerns are exacerbated by negative and sensationalist media, which perpetuate myths, such as flying foxes are in plague proportions and increasing in numbers. Misinformation also reinforces the superstitious fears and general dislike some people hold about bats. Vocal minority groups and extreme views dominate many of the discussions.

Residents living near urban roosts have legitimate concerns, but their concerns lead to overall community angst and reluctance to listen. For many, flying foxes have a sinister image.

Managing versus conserving flying fox populations is a complex political issue with no easy answers. There is a perceived mistrust of council, and state and federal governments, in managing this issue.

▷▷ Residents

Views of the five interviewed residents who live near a roost ranged from neutral to negative. One resident did not see flying foxes as an issue, but two others said it had totally affected their quality of life. However, all considered that flying foxes had some impact on their lives from:
- Disrupted sleep/health
- Noise
- Droppings
- Decrease in property values

One resident was concerned about the extremes of views and polarisation of opinions generated by the issue:
"We've got those who think they're the most wonderful creature on earth and those of us who feel they should not be in urban areas, and then you've got those who think that they should all be shot. I believe both extremes need education."

Opportunities

▷▷ Workshop participants

Workshop participants interviewed prior to the workshop thought the challenges could be overcome by:
- Focusing on positives
- Focusing on educating children
- Ensuring quality information
- Providing good stories/examples
- Using consistent messages
- Taking a multidisciplinary approach
- Using simple language
- Encouraging community engagement
- Researching best practices in managing roosts.

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▷▷ **Residents**

The five residents interviewed are already accessing information on flying fox ecology from council staff, meetings, the internet and the media. They mostly find this information useful, but for some it is irrelevant—they just want to get rid of the problem:

"Well what information could help me, other than getting rid of them?"

However, the five residents are interested in getting more information from experts on the impacts of flying foxes and how to minimise those impacts. Some are interested in finding out how best to live with flying foxes and they would prefer to get that information via email or face to face from council staff or local councilors:

"More information on how to live with them, and whether this is going to continue, that more and more of them come to suburbia..."

"The lass from the Sunshine Coast Council, I was very impressed with her."

3. Goal of community education

The overall goal of an education plan is to have a community which is aware, understands and accepts the need to conserve local flying fox populations.

According to the phone interviews with workshop participants, the signs that this goal has been achieved will be:
- Community understanding of risks and benefits
- Community proactively supporting flying fox conservation
  e.g. through positive feedback, demand for their conservation, involvement in tree planting
- Fewer complaints about and demands to relocate flying fox populations
- Positive media and social media image of flying foxes
- Collaboration across council and community groups.

Some stand---out quotes from the phone interviews which focus on the overall goals of a community education plan include the following:

"...that people understand that there is conservation actions that need to be undertaken to improve their status."

"...there's a greater level of tolerance within the community for living with flying foxes."

"...the education program is that it fits into the conservation and management plan for the flying foxes in a way that is good for the flying foxes, and is good for the people."

"Education. Education. Education."

4. Target groups and objectives

The following table outlines the target groups that the workshop participants most wanted to communicate with.

Table 1. Target groups and objectives for communicating with them

Target group	Reason for educating this group
Children from 3 years and up (includes teachers and schools)	To dispel myths To counter and correct misinformation To reduce negative attitudes and behaviours towards flying foxes To influence parental attitudes and behaviour
People who live or work near roosts	To dispel myths To counter and correct misinformation To reduce negative attitudes and behaviours towards flying foxes To advise them on practical steps they can take to mitigate the effects of FF To advise them on Council processes and limitations and why it takes so long to act To advise them on actions which do not work To show them that the community (and the Council) care about the issue and the way it is affecting them
The media	To dispel myths and gain more accurate coverage of FF issues To influence the way they write/broadcast about FF To counter misinformation To promote wide community awareness through print/radio/TV/new media coverage
General community, including: • New residents • Older people • Farmers/rural people	To build understanding and acceptance To dispel myths To counter and correct misinformation To reduce negative attitudes and behaviours towards flying foxes To advise on specific issues such as tank water
Community groups (Lions, Rotary etc.) Volunteer groups	To influence influential groups, by providing correct information To build understanding and acceptance To dispel myths To counter and correct misinformation
Councils and councillors	To influence planning and funding decisions To enable proactive, rather than reactive management with local citizens To inform and provide them with evidence---based information that they can provide to citizens To gain their support and funding for FF activities To influence the decisions they make, because they have the power and funding to take actions in the community To head off poor 'solutions'/actions To equip Council staff to manage negative public views/complaints
Real estate agents and developers	To change their behaviours, so they don't act contrary to FF interests in designing new subdivisions / developments To inform them about the importance of habitat To remind them of legal status of FF as protected species

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Target group	Reason for educating this group
Tourist authorities, operators	To explore the tourism potential of FF
	To create a FF visitor attraction for campers and visitors at relevant locations near coastal fly out sites (e.g. provide coastal site maps, signage and information at Dicky Beach Camp ground --- near Tooway roost)

5. Messages

SCC's messages for flying fox management

Council tabled their 11 key communication messages on the flying fox issue, and participants were asked to identify the three they found most compelling. The results are shown in Figure 1, with messages 5, 8, 9 and 10 seen to be the most important. Message 9 was a clear favourite, not surprising given that it specifically focuses on the benefits of flying foxes. There was some support for messages 1, 2, 3, 4 and 6 with only messages 7 and 11 not receiving any votes.

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1. Council acknowledges the psychological, social and economic implications of living in close proximity to a flying---fox roost.

2. SCC continues to take action and has developed a Regional Flying-–Fox Management Plan (RFFMP). The RFFMP provides management guidelines consistent with state and commonwealth legislation and attempts to mitigate amenity and lifestyle impacts for residents living in close proximity to problematic urban flying fox roosts.

3. To avoid escalating and compounding urban flying---fox conflict, non---lethal dispersal (if utilised) is being considered a last resort management action by SCC and will be informed by clear guidelines.

4. Non---lethal dispersal may only have short---term benefits or displace problems elsewhere.

5. Flying fox numbers can vary according to season, roost condition and flowering periods however generally flying fox numbers are not increasing on the Sunshine Coast.

6. It is not yet possible to control or easily predict where flying---foxes will roost.

7. A Flying Fox roost is a site where flying foxes congregate during the day to rest. These roosts may be occupied seasonally or at some sites remain occupied for most of the year.

8. Q Health advises that while Flying foxes can carry Hendra Virus and Australian Bat Lyssavirus health issues are manageable and preventable. Q Health's advice on precautions to avoid any risk of infection can be found on their web site – http://www.health.qld.gov.au/communicablediseases/hendra.asp

9. Flying foxes are the only long distance nocturnal pollinators for several Eucalypt species and therefore critical in ensuring the health and long term survival of our Eucalypt forests.

10. The Grey Headed flying fox is considered to exist as a single national population and there are three roosts on the Sunshine Coast which are identified as important to the national population.

11. All flying---fox species move in response to food availability and changes in surrounding roost habitat.
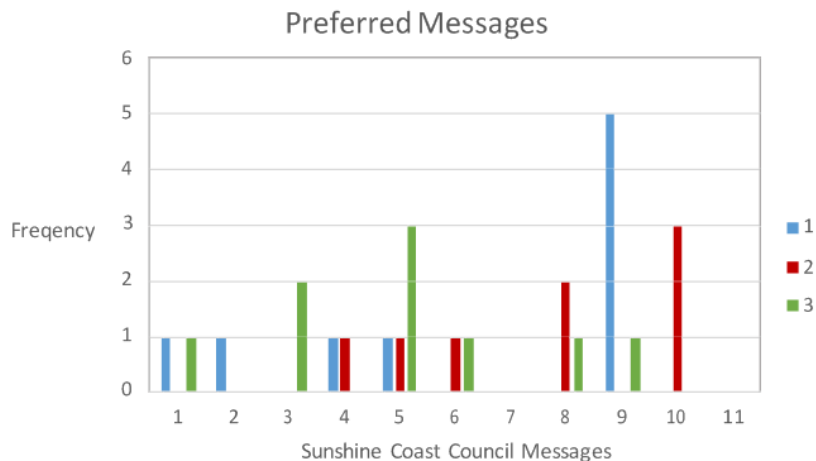

Preferred Messages

Figure 1. Top 1, 2 and 3 SCC messages preferred by workshop participants

Messages from phone interviews with workshop participants

Prior to the workshop we asked individual participants to nominate what messages they and their organisations wanted to promote to the community. The most common message was the importance of flying fox populations, which resonates with the SCC's messages 9 and 10. Some individual responses included the following:

"...if we don't have them we're going to lose a lot of our trees."
"So they earn their right to be looked after as a native animal."
"...if you understand, you're not as afraid."

The second most common message was to acknowledge that people living close to roosts faced negative impacts such as noise and smell, which is covered by SCC's messages 1 to 4.

"So we acknowledge that it's quite a difficult situation for residents. It's important to acknowledge that people find it very, very hard."

Thirdly people were concerned about threats to flying fox populations through habitat destruction and heat stress or climate change. This is covered to a degree in SCC's message 9 and 11, but there are no specific mentions about the threats flying foxes face.

"...habitat destruction is the main cause, and we do bring it home to people that I'm afraid humans have caused a lot of the problems."

The fourth message from the pre---workshop interviews was the need to be able to live with bats and manage risks, reflecting SCC's messages 2 and 8 above.

Lastly, people wanted to convey that managing flying fox populations was a complex issue without any easy solutions, a message reflected to some degree in SCC's messages 3,4,5,6,7,and 11.

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6. Strategies and tactics

The Regional Flying Fox Management Plan of the Sunshine Coast Council has two elements:

1. Active roost management, including an options paper and active community engagement
2. Education and research, including events, fortnightly monitoring, radio tracking and planting guidelines.

At the workshop, Council staff made it clear that no two roosts or communities were the same. There are varying demographics and different levels of tolerance for flying foxes. There are different flying fox population numbers and occupancy rates, and these populations have different proximities to, and effect upon, residents.

Table 2 shows the current activities of each of the groups participating in the workshop and how these activities could support and complement those of the SCC.

Table 2. Main activities each group could undertake in contribution to an Education Plan

Organisation and representatives	Main activities, characteristics	How they could support the SCC
Bat Rescue Inc. Terrie Ridgway and Carmel Givens	Rescue sick and injured FF Work in schools Run stalls at public events Take a passionate approach Writes submissions Has website Numbers: 50 volunteers	Working with people Resources shared
SEQ Catchments Ltd Liz Gould	Ad hoc range of activities Role as a coordinator Educational kit for year 4 to year 10s Run workshops for wildlife carers Has website Roost management guidelines Workshops on monitoring Information brochure Administer federal and state funded projects Advocate and disseminate Writes submissions Numbers: 25 F/T staff 500 member groups	Running workshops across region GIS mapping Working on 'big picture' communication Sharing information Assisting with developing a research portfolio
Australasian Bat Society Inc. Maree Treadwell	Bring together researchers and others interested in bats Source of expertise, discussion on bat issues National role as coordinators Writes submissions Has website Use social media Numbers: 400 Members nationally	Leading discussion on a national research agenda, to tackle the unanswered questions Acting as a source of expertise for inquiries Communication role: sharing ideas, information Leading discussion on potential of bat tourism
Les Hall Local bat expert	Post---graduate supervision Gives talks Source of expertise Historical knowledge of bats and bat research in Australia	Contributing to discussion on national research agenda for bats Willing to give talks Has a library of bat photos he is willing to share

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Organisation and representatives	Main activities, characteristics	How they could support the SCC
Wildlife Preservation Society of Qld (WPSQ) Jude Crighton	Public education Wildlife Australia magazine Public events Writes submissions Monitors wildlife through fauna watch, Platypus Watch, app to register kangaroo sightings Water sampling Walks in botanical gardens Website Numbers: 70 members	Placing stories in bi---monthly newsletter Opening Botanical Garden Walks to other groups
Australasian Bat Society Inc. Louise Saunders	Displays in libraries Bat nights with sausage sizzle Educational trailer to 'green' event days 'No me, no tree' Administers Brisbane City Council grant Events around Halloween Gives talks Submissions, web site and Facebook page Works with Australasian Bat Society to get "Bat---cam" operational Numbers: 140 members	Leading the Bat---cam project, involve others Using social media
Coolum & North Shore Coast Care Estelle Blair	Habitat restoration across a range of animals, areas (not just FF) Numbers: 60 active volunteers 25 turtle helpers 20 children's' education workers	Running a working party to support FF habitat restoration NGO link for the Coolum community where there are existing high conflict roost sites

Of those opportunities for overcoming challenges listed in Section 2, the most common strategies and education tactics suggested during the phone interviews with the workshop participants included the following:

- Using stories, human examples and case studies as a method for disseminating information and messages

"...a story about why the flying foxes are coming and making it a little bit personal."

- Focussing on positive messaging, from government and for dissemination of news via the media

"So if there was some positive messages and communications coming out of the State, and that were digestible I suppose, for the general community..."

- Providing high quality information in the education program

"...the other one is some sort of interactive mapping for numbers on roosts so people can get an understanding of exactly where—or what's happening in that roost that's near them."

- Focussing on children as a particular target audience, to enable future residents to have balanced views about flying foxes, and also to influence their parents

"I'm not going to change these people's minds, so that's why I'm keen on educating children."

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Some other suggestions made during the phone interviews and workshop, for use in an education program, included the following:

- Using roosts as tourist attractions
- Inclusion into the school curriculum/ education kits
- Talks, displays, stalls throughout the community
- Website, including live flying---fox imagery (BatCam)/ tracking
- House drops/ flyers/ timely messages
- Interpretive signage near roost sites
- Community information nights/ events/ short films
- Formal engagement with the media and relationship building with journalists
- Greater involvement in social media interfaces
- Interactive activities, e.g. boat cruises, workshops, excursions, bat tourism trail
- Email updates, newsletters and one---on---one communication opportunities
- Working with locals within the community, including business owners
- Providing clear regular updates to councillors
- Using local champions/ advocates
- Funding and support to focus on knowledge gaps (national research agenda).

"...understanding that flying foxes can be a tourist attraction and that communities actually can make money out of that."

"...with the ABS we were involved in reviewing a bat education program for lower secondary schools and we're trying to get that out to all the schools. It's called the Bat Pack..."

"We've got a tracker app, which is now part of the Queensland school curriculum."

"We have a Facebook page that whenever there's a particular issue, like when we discovered a white bat at one of our roosts, we put out some positive media."

"...when the bats arrive you start targeting really good message about how important they are and the value of bats to the environment."

"It's spending the time to educate the individual journalist because doing that on a mass scale is not necessarily always going to be effective."

"I think some sort of regular E-news or portal for them to access that we're regularly having updated information for them to access."

"...working with local people who know native flowering patterns and local beekeepers..." "It'd

be great if we could give a PowerPoint presentation to all of the councillors, the councils..."

"So I think if you can find an advocate who's not your usual suspect ... that people don't expect to come out in support of flying foxes..."

"...there's some pretty obvious research that needs to be done and that's in terms of flying fox camps or roost sites being managed properly."

"There's been a total change in flying fox behaviour. So they're becoming very urbanised and that's where all the previous work about flying foxes in their big colonies is not really relevant anymore."

7. Workshop outcomes and recommendations

1. In an extensive discussion during the workshop, target groups were identified together with the reasons for selecting these groups (see section 4 above). We recommend that messages (section 5) and strategies and tactics (section 6) be aligned to each of the target groups to develop an education plan which is a resource available to community groups involved with flying fox education.

2. Feedback was given on the 11 messages nominated by Council, and the ones they found most compelling (see section 5). We recommend that these be further shaped for each of the specific target groups identified, keeping in mind the need to also include messages about the threats to flying fox populations from habitat loss and climate change. We also recommend that messages that highlight the benefits of flying fox populations be more consciously articulated.

3. Each workshop participant identified areas where they thought their organisation could contribute to the Sunshine Coast agenda on FF. These ideas need to be followed up, teased out, coordinated and acted upon (see section 6).

4. Agreement to draft a national research agenda for bats in Australia, to be led by Maree Treadwell from the Australasian Bat Society, with contributions from Les Hall and others. This document would identify gaps in knowledge about bats, identify possible sources of funding (e.g. ARC, new CRC funds, special funds provided by State and Federal Government), and make the case why this research and related activities are necessary.

5. Joint discussion on a slogan to focus on the notion of 'acceptance' by the community of FF. There was broad acceptance of the idea and further discussion will be needed to get the words right.

6. Identify community champions to provide acceptance among a potentially less accessible audience e.g. use a locally respected identity, particularly from around coastal communities where flying fox conflicts are most prevalent

7. There was agreement to share all email address to everyone, to set up a continuing conversation on flying foxes and how they can be managed in the community. We recommend that this avenue be used to explore ideas, publicise activities, and coordinate activities. It will need a person to take responsibility for the group and champion ongoing discussions.

Little red flying fox (Wikipedia)

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Appendix 1: Background on flying foxes

Flying foxes are vital as pollinators of many native Australian trees and for the survival of many rainforest tree species, and overall biodiversity. They are nomadic and can cross-pollinate across great distances, far from the parent trees of flowers, fruits and seeds.

There are three flying fox species of significance in the Sunshine Coast region of Queensland. These include the Black flying fox (*Pteropus alecto*), the Grey-headed flying fox (*Pteropus poliocephalus*) and the Little red flying fox (*Pteropus scapulatus*) (Hall and Richards, 2000; Qld Government, 2016[a]). These species are protected in Queensland (Nature Conservation Act 1994). The Grey-headed flying fox is also listed as 'Vulnerable' nationally and protected under the Environment Protection and Biodiversity Conservation Act 1999 (Qld Government, 2016[b]).

Flying fox numbers have increased in more urban environments throughout eastern Australia over the last two decades, mostly due to habitat loss and considerable changes in food availability in both rural and urban environments (Kung *et al.*, 2015). This has increased flying fox-human interactions and highlighted the complex nature of such interactions, particularly where roosts occur. Community angst often results from issues such as noise, smell and health concerns, but also crop damage and the associated economic costs.

Contrary to popular opinion, flying foxes are very clean animals—they constantly groom themselves—and have complex social systems. They spend their daytime hours in tree-top camps together, guarded by older male flying foxes.

There are many myths about flying foxes, and Australian organisations and councils over the years have attempted to dispel these myths so communities can live with flying foxes. Concerns often centre on finding a balance between the competing demands of environment, growth and amenity for residents.

Education and awareness are key to attitude and behaviour change, so that communities can learn to be more positive towards these vital creatures in our ecosystems.

Reference material

Hall, L. and Richards, R. (2000). *Flying foxes and fruit and blossom bats of Australia.* Australian Natural History Series. UNSW Press.

Kung, Nina Y.; Field, Hume E.; McLaughlin, Amanda; Edson, Daniel; Taylor, Melanie (2015). *Flying-foxes in the Australian urban environment—community attitudes and opinions.* One Health 1 (2015) 24–30.

Qld Government (2016[a]). *Importance of flying-foxes.* The State of Queensland (Department of Environment and Heritage). Accessed April 2016; Last updated 14 May 2012 http://www.ehp.qld.gov.au/wildlife/livingwith/flyingfoxes/importance.html.

Qld Government (2016[b]). *Grey-headed flying-fox.* The State of Queensland (Department of Environment and Heritage). Accessed April 2016; Last updated 21 March 2013 https://www.ehp.qld.gov.au/wildlife/animals-az/greyheaded_flyingfox.html.

Appendix 2: Phone interviews with workshop participants

We interviewed 13 people (see Table 3) prior to the workshop and asked them:

1. What do you think the long-term goal should be for flying fox education in the Sunshine Coast region?
2. What would be the signs that communication and education were successful in helping achieve the goal?
3. Who needs to be informed, consulted, involved or collaborated with to help achieve the goal?
4. What communication and education activities are you currently doing?
5. What are your messages?
6. What do you see as the major challenges for flying fox communication and education?
7. How might these be overcome?
8. Any other comments or suggestions?

Participants believed the goal of community education should be to:

- Build better understanding of flying foxes and their conservation (8) + dispelling myths (3)
- Increase awareness (6) + acceptance of importance of conserving flying foxes (5)
- Include flying fox conservation in school programs (5)
- Increase positive media stories about flying foxes (4)

The signs that such community education was successful were seen to be:

- Community aware of, understand, and accept Sunshine Coast flying fox populations – including risks and benefits (12)
- Community proactively support flying fox conservation, for example through positive feedback, demand for their conservation, involvement in tree planting, etc. (11)
- Fewer complaints about and demands to relocate flying fox populations (10)
- Positive media and social media image of flying foxes (7)
- Collaboration across council and community groups (2)

Prior to the workshop, participants believed the following groups should be targeted by an education campaign:

- Community (8)
  - New residents (+2)
  - Older people (+1)
  - Farmers / rural people (+2)
  - Indigenous (+1)
- Schools / universities / teachers (9)
- Media (8)
- Local councils (7)
- Politicians – councilors / local members (6)
- NGOs—wildlife groups / carers (6); environment / catchment / landcare (3); other community groups (3)
- State (4) and Federal (3) governments
- Business—tourism (1) and real estate (2)

When we asked about their current communication activities, they said they were involved with:

- Public talks or events
  - Information nights / library talks (6)
  - Bat tourism trail, excursions, tracking (3)
  - Bat boat cruises (4), ecodiscovery (1), school holidays events (3)
  - Workshops / forums (1)
- Education programs / kits (4)
- Displays, flyers, signage (5)
- Website (3)

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- Media (2) and social media (3)
    - Local newspapers and radio (+2), Films (+1)
- Publications / position papers (4)
- Collaboration (2) and with Humane Society (+2)

The messages they are already communicating about flying foxes were:
- Importance of flying fox populations (11)
- Acknowledge impacts (noise and smell) to people of being close to roosts (8)
- Threats to flying fox conservation
    - Habitat destruction (3)
    - Heat stress / climate change (2)
- We can live with bats if we manage the risks (+5)
    - Low risk to human and stock health (+3)
- Complex issue with no easy solution (2)
    - Legislation protects flying foxes (+1)
    - There is an active council management program (+2)
    - Dispersal programs are expensive (+2)

The challenges to education about flying foxes were perceived to be:
- Negative press / sensationalised media (9)
- Myths, misinformation, superstition (8)
- Community attitudes / angst / reluctance to listen (10)
    - Concerns of affected residents (+3)
- Vocal minorities (4)
    - Emotional messages (+2)
- Complexity of issue (6)
- Political issues (3)
- Sinister image of flying foxes (2)
- Distrust of council (2)

Participants thought these could be overcome through:
- Focusing on positives (5)
- Focusing on children (5)
- Ensuring quality information (5)
- Providing good stories / examples (4)
- Using consistent messages (3)
- Taking a multidisciplinary approach (3)
- Using simple language (2)
- Encouraging community engagement (2)
- Researching best practices in managing roosts (2)

Table 3. Thirteen council and NGO representatives interviewed prior to the workshop

Name	Organisation
Carmel Givens	Bat Rescue Inc.
Estelle Blair	Coolum & North Shore Coast Care
Jacqueline Nolen	Sunshine Coast Council
Kate Hofmeister	Sunshine Coast Council
Les Hall	Local Bat Expert
Liz Gould	SEQ Catchments Ltd
Louise Saunders	Australasian Bat Society Inc.
Maree Treadwell	Australasian Bat Society Inc.
Narelle McCarthy	Sunshine Coast Environmental Council
Peter Nagel	Sunshine Coast Council
Raeleen Draper	Sunshine Council
Susie Chapman	SEQ Catchments Ltd
Terrie Ridgway	Bat Rescue Inc.

Appendix 3: Phone interviews with residents living near roosts

We interviewed five people living in areas close to flying fox roosts. We asked them:

1. How important is the flying fox issue to you? Why is this the case? Do you have any concerns?
2. What information are you currently accessing about flying foxes in the Sunshine Coast?
3. Where or who are you getting this information from? And how useful is it?
4. What sort of information would you like to receive about flying foxes in the Sunshine Coast region?
5. How would you like to receive this? (E.g. email, website, interacting with scientists, etc.?)
6. Who do you trust the most with flying fox information?
7. Are you involved in any groups that work on flying foxes? If so, what group and how are you finding this involvement? If not, would you like to be involved?
8. Do you have any other comments or suggestions about flying fox communication or education?

Importance of flying foxes for these 5 people ranged from not an issue (1) to totally affected quality of life (2). Their major concerns were:

- Noise (3)
- Disrupt sleep / health (3)
- Droppings (2)
- Decrease property values (2)

These residents were getting information on flying fox ecology, and they were getting that information from council staff (4), meetings / information session (4), Internet (2), and the media (2).

They largely found information to be informative but of mixed usefulness... with some just wanting to get rid of the problem: "Well what information could help me, other than getting rid of them?"

The residents want information from experts on what the impacts of flying foxes are and how to minimise those impacts; how to live with flying foxes: "More information on how to live with them, and whether this is going to continue, that more and more of them come to suburbia". They prefer to get that information via email or face---to---face from council staff or local councilors, who were the people they most trusted.

They were not involved in any groups, however two had active conversations with neighbours.

We interviewed the following five Sunshine Coast residents:
Bob Worthington, Emerald Woods
D'Arcy Buick, Elizabeth Street Drain
Jacqueline Richardson, Elizabeth Street Drain
Lynn Jones, Emerald Woods
Margaret Williams, Tepequar Drive

Appendix 4: Workshop objectives and agenda

Workshop aims

The aims of the workshop are to:
1. Share information about what each other is doing with flying fox education and research
2. Provide a forum for all participants to explain their role in flying fox management and conservation, including what they can and cannot do
3. Clarify the roles and responsibilities of workshop participants
4. Identify where there is overlap between the Council's messages and activities and those of the NGO participants
5. Discuss what should be in the Council's proposed education toolbox
6. Discuss what the NGO participants can contribute to communication and education about flying fox populations, and how they can contribute to the education toolbox
7. Agree on the shared messages and objectives for flying fox education

Agenda

9.30am Welcome and workshop aims

9.50 Discussion—What is your long---term goal for the management and conservation of flying foxes in the Sunshine Coast region? Feedback from pre---workshop interviews

10.25 Discussion—What needs to happen to achieve this goal? What are the barriers and opportunities? Feedback from pre---workshop interviews

11.00   Morning tea

11.20 Discussion—Who do you want to educate and why? Identification of top 5 target groups and objectives for each. Feedback from pre---workshop survey

11.55 Chaired discussion with Council about their (a) messages; (b) current activities; (c) roles; (d) ideas. Includes short presentation from Council. Facilitator invites participants to questions and discuss.)

12.40pm   Lunch

1.25 Chaired discussion with NGO participants about their (a) messages; (b) current activities; (c) roles; (d) ideas. Includes short presentation from NGO representative. Facilitator invites participants to question and discuss.

2.10 Tim Lowe session with questions

3.05   Afternoon tea

3.25 Feedback of shared messages and complementary activities; Discussion: How do these fit our shared goal?

4.10 Where to from here? Action plan? Resources?

4.30pm Workshop close

Participants

Carmel Givens, Bat Rescue Inc.	Narelle McCarthy, Sunshine Coast Environment Council
Estelle Blair, Coolum & North Shore Coast Care	
Jacqueline Nolen, Sunshine Coast Council	Peter Nagel, Sunshine Coast Council
Jude Crighton, Wildlife Preservation Society of Qld	Raeleen Draper, Sunshine Coast Council
Kate Hofmeister, Sunshine Coast Council	Terrie Ridgway, Bat Rescue Inc.
Les Hall, Local Bat Expert	Tim Low, Conservation Biologist
Liz Gould, SEQ Catchments Ltd	***Econnect Team:***
Louise Saunders, Australasian Bat Society Inc.	Toss Gascoigne—facilitator
Maree Treadwell, Australasian Bat Society Inc.	Melina Gillespie—assistant