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Communication/Engagement Toolkit for CCS Projects

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Communication and Engagement Toolkit for CCS Projects

Introduction

This Communication and Engagement Toolkit has been designed as a universal guide for implementers and developers of CCS projects. It is intended to be a practical and informative tool to assist in the design and management of communication and engagement activities for individual CCS projects. The Toolkit provides best practice methods for addressing the various social components that surround CCS deployment.

Understanding public perceptions towards CCS projects and knowing how to effectively engage and communicate with stakeholders is crucial to successfully deploying the technology. The life-cycle of a CCS project contains many phases, different levels of development and varying stakeholder involvement. Understanding how to navigate through this life-cycle by appropriately involving stakeholders is important. It is envisaged that this Toolkit will be a resource to use at the different stages and in various ways depending on the level of expertise of the project team and its knowledge of the local community. Each activity can be used in a standalone way or in conjunction with any other components within the Toolkit.

The researchers are currently testing the components of this Toolkit in a series of workshops around the world and welcome any feedback on the content and identification of any gaps that may be useful to include. At the same time we expect the Toolkit will expand with more ideas, tips and hints as more information on ways to communicate and engage on CCS comes to hand.

Gathering Social Data

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The aim of the gathering social data is to learn and understand about the consequences of the proposed CCS project on the population and community. The key to this assessment is to identify both positive and negative impacts so as to best engage the community on the project. Both quantitative and qualitative methods are used to identify the impacts, ideally resulting in a comprehensive bank of information to be utilised by the project team.

There are many processes involved when analysing the impact that your proposed project will have on a community. As a guideline, you should be guided by a number of key principles. These principles focus on achieving a widespread understanding of the populations affected, the key elements of the human environment related to your project, replicable research concepts and methods, collection of quality data representative of all issues and identifying minority groups within the community who may be affected by the project.

1. As a group brainstorm the social factors that will influence the project.
2. Identify the best way to collect the data.
3. Collect data and identify the potential impacts the project will have and potential ways to overcome these.

This social data will explore how a community lives, works and relates to one another. Cultural impacts, values and beliefs need to be explored. The aim is to identify critical issues and impacts on the community therefore determining which modes of engagement and communication will be most effective.

The project team should utilise all tools available to them. Some information finding processes may be effortless while others may be more problematic. If this is the case, more in depth interviews or focus groups may need to occur and further surveying undertaken to elicit more information.

Please find attached Worksheet One which is a guide to begin collating your data. Please note that these questions are a guide only and can be tailored to best suit the needs of the project.

QUANTITATIVE EXAMPLES

Demographic Trends

What are the demographics of the area? For example population size and shifts, age, ethnicity, employment, income etc

Business/Industry

What are the main businesses and industries that operate in the community?

Education

What educational institutions are there in the community? For example schools, colleges, universities

Government

What is the size and structure of the local government?

Environment

Are there currently any environmental projects of a similar nature nearby or have there been in the past?

Energy

What are the sources of energy currently being used in the area?

Traffic

What infrastructure are currently within the community that may be affected by the project?

Media

Who and what are prevalent?

QUALITATIVE EXAMPLES

Local Empowerment

Is there a strong sense of community amongst landowners? Are community groups established and active?

Trust

Who do the community trust in regard to information? Are there prominent business owners, local representatives or landowners who are seen in the community to be trusted leaders?

Media Information

Where do community members source information? Is it primarily through print and broadcast media? Internet?

Fundamental Views

Does the community have major views on climate change, alternative energies, greenhouse gases, coal mining, etc? Have trade-offs/royalties occurred in the past in regard to property rights?

SOCIAL DATA – WORKSHEET 1: DEMOGRAPHICS

These worksheets are intended to be used by the person or group responsible for collecting the social data.

WHY? To identify both positive and negative impacts of a proposed project on the community; to examine and gain as much information as possible about the community so as to make decisions about useful and beneficial engagement.

AGE	MALE		FEMALE	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
0-14				
15-24				
25-34				
35-44				
45-54				
55-64				
65+				

EMPLOYMENT STATUS	NUMBER	PERCENTAGE
Full time		
Part time/casual		
Self employed		
Full time student		
Part time student		
Unemployed		
Retired		
Home duties		

Has your project area experienced population decline, stayed the same or increased over the past 30-40 years?

☐ Decreased ☐ Stayed the same ☐ Increased

WORKSHEET 1: **PROJECT IMPACT**

Will additional temporary workers be required before, during or after the project?

	YES ✓	NO ✓	NUMBER	PERCENTAGE	TYPE OF WORKERS
Before					
During					
After					

Will people need to be relocated into or out of the proposed project area?

☐ YES ☐ NO

What type of people will likely need to be relocated into or out of the proposed project area?

	NUMBER IN	NUMBER OUT
Single person		
Couples with no children		
Couple with children		
Other		

Will these relocations be voluntary or involuntary?

			NUMBER	PERCENTAGE
Voluntary	☐ YES	☐ NO		
Involuntary	☐ YES	☐ NO		

Will the project bring people of different ages, gender, race or ethnicity into the project area?

	YES ✓	NO ✓
Different ages		
Gender		
Race or ethnicity		

WORKSHEET 1: **LOCAL ATTITUDES TO PROJECTS**

Has the community been subjected to large project proposals in the past?

CCS PROJECTS	YES ✓	NO ✓	LIST
Power plants (Coal, gas, nuclear)			
Wind farms			
Enhanced oil recovery			
Geothermal			
Solar farms			
Biofuels			
Other			

Have any surveys or research been done previously in the community in regard to a large planned project?

☐ YES ☐ NO

Have any local groups, websites or blogs been set up opposing or favouring a project in the past or presently?

LOCAL GROUPS	YES ✓	NO ✓	LIST
Websites			
Blogs			
Other			

What community groups are active in the local area?

GROUP	LIST
Environmental	
Conservation	
Multicultural	
Indigenous	
Science & technology	
Sport & recreational	
Women	
Youth	
Senior citizens	
Other	

What types of employment opportunities will be created with the proposed project?

JOB CATEGORY	LIST
Professional/technical	
Managers	
Foreman	
Operatives/drivers	
Labourers	
Construction	
Other	

Does the proposed project mean the arrival of external agencies into the community?

EXTERNAL AGENCY	YES ✓	NO ✓	LIST
Government			
Private Sector			
Public Agencies			
Other			

What changes or disruptions in the routine of daily living and work activities will occur in the community due to the proposed project?

TYPE OF DISRUPTION	YES ✓	NO ✓
Noise pollution		
Air pollution		
Road maintenance & access issues		
Disruption of utilities		
Visual alteration		
Traffic congestion		
Construction clutter		
Other		

Will there be an increase or decrease in basic infrastructure services and facilities within the community as a result of the proposed project?

INFRASTRUCTURE	INCREASE ✓	DECREASE ✓
Roads		
Waste		
Housing		
Emergency Services		
Water		
Utilities		

Will the proposed project change or modify any known landmarks?

LANDMARK	YES ✓	NO ✓	SITE
Cultural			
Historical			
Archaeological			
Indigenous			

Baseline Survey:

Who, What, Why, When, How

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WHO?

Who is your target audience for this survey?

This survey should ideally be targeted at the lay community in the region where the CCS project is proposed.

Who will carry out the baseline survey?

Depending on the structure of your project management team, ideally an external organisation may be brought in to carry out the baseline survey work. This could be a university as they are seen as trusted and independent from the project.

WHAT?

What information are you trying to elicit?

The information that you need to elicit from your participants is their knowledge, opinions and attitudes to the issue of climate change, CCS and other energy technologies and their local community.

WHY?

Why is this baseline survey required?

A baseline survey should be undertaken by the project team to understand the attitudes of the community in relation to CCS. As it is a baseline survey, the main aim should be to address broader issues than only those that relate directly to the objectives of the developers.

WHEN?

When will this survey be distributed?

Ideally a baseline survey needs to be developed and created when social data is being collected at the beginning of a project. The survey acts as an accompaniment to the quantitative and qualitative data that is also recommended within this guide. This should help to identify any major issues and provide some insight into the opinions of the community in relation to your CCS project.

HOW?

How will this survey take form?

The survey could be presented in a number of forms, i.e. recorded interview, paper questionnaire, phone or online survey. Choice of instrument will be dependent on the financial resources and time available to gather this information.

Please find attached an interview guide for a face to face meeting, as well as a baseline survey designed for the internet or paper format.

Interview Guide Example

QUESTIONS	FOCUS FOR QUESTIONING
What do you understand about the term climate change?	General knowledge
Do you believe that we are experiencing climate change in our time?	General opinion
What do you believe has contributed to climate change?	Factors
How did you become aware of these contributors?	Community, internet, newspapers
Can you describe responsible use of the following: water, waste, etc?	Knowledge of ways to reduce
What technologies are you aware of that exist to assist in mitigating climate change?	General knowledge
Are you aware of any of the following energy technologies, ie. Wind/Solar/Bio-thermal? Yes/No	General knowledge of alternative energy technologies
Explain your understanding of the following, ie. Wind/CCS/Solar	Specific knowledge of alternative energy technologies
What do you understand about the term CCS?	General knowledge of CCS
GIVE DESCRIPTION OF CCS	
Carbon capture and storage is a technology in which.....	
If CCS was a viable climate change mitigation option for Australia, would you be in support of the application of this technology? If "Yes", Why? If "No", why?	What are the concerns? Why do you support it? Why do you oppose it?
How do you feel about having a CCS project in your local region?	General opinion
What would your concerns be if a CCS project was to be implemented within your region?	Local issues
How would you like to access information about these concerns?	Methods of engagement
What do you believe your local community would require to support CCS to operate in your region?	Assurance/safety/security/compensation/ transport & infrastructure/economic benefits
In relation to your community what do you think are the most pressing issues that your community is currently facing? Please list up to three.	Local issues
What does your community need to overcome these issues?	
Have you heard of the XX company?	
If yes what do you know about the company?	

Internet/Paper Survey Example

QUESTION 1: COMMUNITY ISSUES

In relation to your local region, what do you think are the most pressing issues that your community is currently facing?

In the list below please identify, in order of priority, your understanding of local community concerns for your region. Place a number commencing with the number 1 in the box beside issues of relevance. Only number boxes beside issues that you feel are applicable.

- ☐ Unemployment
- ☐ Housing and rental costs
- ☐ Housing availability
- ☐ Public transport access
- ☐ Road maintenance and access
- ☐ Traffic congestion
- ☐ Noise pollution
- ☐ Access to adequate health services
- ☐ Town planning
- ☐ Economic
- ☐ Population
- ☐ Education
- ☐ Local amenities access
- ☐ Environmental
- ☐ Water availability
- ☐ Sporting and recreational
- ☐ Agricultural issues
- ☐ Forestation issues

Please indicate on the lines below any other issues or concerns.

Please identify on the lines below suggestions that may overcome the issues you highlighted above.

QUESTION 2: VALUES

We all value the environment in different ways. Which of the following statement best describes your view? (Please *circle* **one** number)

1	2	3	4	5
The highest priority should be given to economic considerations, even if it hurts the environment.	Both the economy and the environment are important, but the economy should come first.	The economy and the environment are equally important.	Both the environment and the economy are important, but the environment should come first.	The highest priority should be given to protecting the environment, even if it hurts the economy.

QUESTION 3: KNOWLEDGE OF CLIMATE CHANGE AND RELATED ISSUES

Please complete the following by circling the number that most closely matches your opinion.

How would you rate your knowledge of the following?	No knowledge			Moderate knowledge			High knowledge
Climate change	1	2	3	4	5	6	7
Causes of greenhouse gas emissions	1	2	3	4	5	6	7
Government initiatives to reduce greenhouse gas emissions	1	2	3	4	5	6	7
Industry initiatives to reduce greenhouse gas emissions	1	2	3	4	5	6	7

QUESTION 4: KNOWLEDGE OF ENERGY SOURCES AND RELATED TECHNOLOGIES

Please complete the following by circling the number that most closely matches your opinion.

How would you rate your knowledge of the following?	No knowledge			Moderate knowledge			High knowledge
Wind	1	2	3	4	5	6	7
Carbon dioxide capture and storage (CCS)	1	2	3	4	5	6	7
Nuclear	1	2	3	4	5	6	7
Hydro-electric	1	2	3	4	5	6	7
Coal	1	2	3	4	5	6	7
Natural gas	1	2	3	4	5	6	7
Geothermal (hot rocks)	1	2	3	4	5	6	7
Solar	1	2	3	4	5	6	7
Biofuels	1	2	3	4	5	6	7
Oil	1	2	3	4	5	6	7
Wave/tidal	1	2	3	4	5	6	7

QUESTION 5: PRIORITY RANKING OF ENERGY SOURCES AND RELATED TECHNOLOGIES

Please complete the following by ranking the following energy sources and related technologies in the priority order that you believe your government should use to allocate public funds toward the development and implementation of mitigation alternatives for your country. Your priority order should be written next to the different energy options below, in the order of 1 (one) for the highest priority, through to 11 (eleven) for the lowest priority. Note you should use each number between 1 and 11 only once.

ENERGY SOURCE	FUNDING PRIORITY ORDER
Wind	
Carbon dioxide capture and storage (CCS)	
Nuclear	
Hydro-electric	
Coal	
Natural Gas	
Geothermal (hot rocks)	
Solar	
Biofuels	
Oil	
Wave/tidal	

QUESTION 6: ATTITUDES TOWARD CLIMATE CHANGE AND RELATED ISSUES

Please complete the following by *circling* the number that most closely matches your opinion.

How strongly do you agree with the following?	Strongly disagree			Unsure			Strongly agree
Climate change is being experienced in our lifetime	1	2	3	4	5	6	7
Climate change is of concern to me	1	2	3	4	5	6	7
Human activity is contributing to climate change	1	2	3	4	5	6	7
Climate change is an important issue for …… [country]	1	2	3	4	5	6	7
Climate change is an important issue for my community	1	2	3	4	5	6	7
Climate change mitigation is a priority for my community	1	2	3	4	5	6	7
Climate change adaptation is a priority for my community	1	2	3	4	5	6	7
Carbon dioxide emissions contribute to global climate change	1	2	3	4	5	6	7
Coal fired electricity generation is a major contributor to greenhouse gas emissions	1	2	3	4	5	6	7

QUESTION 7: CARBON DIOXIDE CAPTURE AND STORAGE

Have you heard about carbon dioxide capture and storage before?

☐ YES ☐ NO

Definition of Carbon Dioxide Capture and Storage

"Carbon Dioxide (CO_2) Capture and Storage (CCS) – also known as CO_2 sequestration – is a process whereby CO_2 is captured from gases produced by fossil fuel combustion, compressed, transported and injected into deep geologic formations for permanent storage." (Source: International Energy Agency)

QUESTION 7 A:

Please complete the following by circling the number that most closely matches your opinion.

How strongly do you agree with the following?	Strongly disagree			Unsure			Strongly agree
CCS is a useful tool for climate mitigation	1	2	3	4	5	6	7
If CCS is a viable climate change mitigation option in my country I would support its use	1	2	3	4	5	6	7
If CCS was in use as a mitigation option in my country I would support its operation in my local region	1	2	3	4	5	6	7
CCS technology would be readily adopted in my local community	1	2	3	4	5	6	7

QUESTION 8: WILLINGNESS TO ACCEPT CHANGES

We are interested in understanding what changes people would be prepared to accept in order to address climate change. Please complete the following by circling the number that most closely matches your opinion.

How willing would you be to accept the following changes, which could be used to address climate change?	Would not accept			Uncertain			Would accept
Reducing your household electricity consumption	1	2	3	4	5	6	7
Buying low emission electricity generated from fossil fuels sources (e.g. coal or natural gas, with carbon dioxide capture and storage – CSS)	1	2	3	4	5	6	7
Buying low emission electricity generated from renewable sources (e.g. hydro-electric, solar or wind)	1	2	3	4	5	6	7
Paying more for household electricity	1	2	3	4	5	6	7

QUESTION 9: TRUST IN INFORMATION SOURCES

Please complete the following by *circling* the number that most closely matches how much trust you hold in information or news from the following sources.

How much do you trust the following information sources?	Strongly distrust			Unsure			Strongly trust
The Internet	1	2	3	4	5	6	7
Television news and current affairs programs	1	2	3	4	5	6	7
Radio	1	2	3	4	5	6	7
Newspapers	1	2	3	4	5	6	7
Magazines	1	2	3	4	5	6	7
Newsletters or flyers from interest groups	1	2	3	4	5	6	7
Environmental organisations	1	2	3	4	5	6	7
Books	1	2	3	4	5	6	7
Academic articles	1	2	3	4	5	6	7
Family and friends	1	2	3	4	5	6	7
Government correspondence e.g. mail outs	1	2	3	4	5	6	7
The CSIRO (Include relevant research agency)	1	2	3	4	5	6	7
Doctors	1	2	3	4	5	6	7
Scientists	1	2	3	4	5	6	7
Teachers	1	2	3	4	5	6	7
Industry	1	2	3	4	5	6	7

QUESTION 10: KNOWLEDGE OF PROJECT

Have you heard of the XX company?

☐ YES ☐ NO

If "Yes" what do you know about the company? Please provide details on the lines provided below.

_____

_____

Would you be interested in attending a community workshop to hear more about CCS?

☐ YES ☐ NO

Would you like to be involved in a community liaison working group around a CCS project if the opportunity arose?

☐ YES ☐ NO

If "Yes" to either of the above questions, please provide your contact details below:

Contact number: Email address:

DEMOGRAPHICS

QUESTION 1: AGE

What is your age?

- ☐ 0 to 14 years
- ☐ 15 to 24 years
- ☐ 25 to 34 years
- ☐ 35 to 44 years
- ☐ 45 to 54 years
- ☐ 55 – 64 years
- ☐ 65 years and over

QUESTION 2: GENDER

What is your gender?

- ☐ MALE
- ☐ FEMALE

QUESTION 3: EDUCATION

What is the highest level of education you have completed? *(Please tick **one** only.)*

- ☐ Primary School
- ☐ Year 9 or below
- ☐ Year 10 or equivalent
- ☐ Year 11 or equivalent
- ☐ Year 12 or equivalent
- ☐ Trade certificate/apprenticeship
- ☐ Diploma
- ☐ Bachelor/honours degree
- ☐ Postgraduate degree

QUESTION 4: EMPLOYMENT

Which term below best describes you? *(Please tick **one** only.)*

- ☐ Employed full time
- ☐ Employed part time or casual
- ☐ Self employed
- ☐ Unemployed
- ☐ Retired/pension recipient
- ☐ Home duties
- ☐ Full time student
- ☐ Part time student

QUESTION 5: OCCUPATION

If you are currently in paid employment, which term below best describes you? *(Please tick **one** only.)*

- ☐ Manager
- ☐ Professional
- ☐ Technician/trade worker
- ☐ Community/personal service worker
- ☐ Clerical/administrative worker
- ☐ Sales worker
- ☐ Machinery operator/driver
- ☐ Labourer
- ☐ Agricultural/landowner
- ☐ Not in paid employment

QUESTION 6: HOUSEHOLD SIZE

How many people (including yourself) live in your household? _____

QUESTION 7: HOUSEHOLD TYPE

Which of the following best describes your household? *(Please tick **one** only.)*

- ☐ Group household
- ☐ Single person household
- ☐ One parent with children
- ☐ Couple with no children
- ☐ Couple with children
- ☐ Other family (e.g. extended family household)

QUESTION 8: HOUSEHOLD INCOME

What is your household's total income per year (before tax)? *(Please tick **one** only.)*

- ☐ Less than $10 000
- ☐ $10 000 - $19 999
- ☐ $20 000 - $29 999
- ☐ $30 000 - $39 999
- ☐ $40 000 - $49 999
- ☐ $50 000 - $59 999
- ☐ $60 000 - $69 999
- ☐ $70 000 - $79 999
- ☐ $80 000 - $89 999
- ☐ $90 000 - $99 999
- ☐ $100 000 - $124 999
- ☐ $125 000 - $149 999
- ☐ $150 000 - $199 999
- ☐ $200 000 - $249 999
- ☐ $250 000 or more

QUESTION 9: LOCATION

What is the postcode of your home address? _____

END OF SURVEY

Forming an Independent Steering Group (ISG)

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Trust has been identified as a critical component for any project to be positively accepted in a community. However it is not always easy to build trust when you as a project proponent have a vested interest in getting your project up and running. One way to assist and overcome the issue of building trust is to establish an ISG early in the life of your project which can be used to oversee the communications in relation to the overall project plan.

The final structure of the ISG will be dependent on the project, however suggested representatives include:

1. Independent chair
2. Project representative
3. Technical experts
4. Government representative
5. Communications expert
6. Environmental non government organisational representative
7. Community liaison officer

Such a team of individuals can work well as they tend to become advocates for the project over time as they gain familiarity with the project plans and operations.

Independent Chair

Ideally, the independent chair would be a senior social science academic that has the ability to be objective, pragmatic and impartial. They should have excellent decision making and questioning skills and have a keen interest in the project at hand.

Project Representative

A member of the project team who is highly knowledgeable about the specific details of the project. They will be an essential liaison person to keep the committee up to date on all aspects of the project as it develops.

Technical Experts

A technical expert may be from either/or the project team however, it would be ideal to have at least one or two external scientists that are prepared to act as advisors.

Communications Expert

This person would be critical for more formal liaison between the ISG and the actual project team. It is more than likely that this person would be the senior communications person for the project.

Environmental Non Government Representative (ENGO)

Earlier work from Bart Terwel and Emma Ter Mors demonstrated that having an ENGO present in discussions about CCS adds credibility to the process. A stakeholder representative from this group is essential if one can be engaged on a local project.

Community Liaison Officer

This person is obviously critical as the formal liaison between the team and the community. For a local person who found work through the project it will be essential that trust is maintained and this person act only in the best interest of the community throughout the process.

Meeting Times

The ISG will more than likely meet more often as the project commences but this will likely diminish over time. Most of these meetings will be driven by the communications person liaising with the independent chair. Ideally the members of this group would assist and support the project management team to do the following:

- identify the needs of the community to enable the project to respond with appropriate materials and information
- educate, guide and refer the community in relation to their specific concerns
- form an effective relationship with the Community Liaison Officer

The ISG should be formed as a matter of urgency once a project is on the drawing board and before too many announcements are made that cannot be carried through.

TERMS OF REFERENCE

Purpose

The purpose of the Independent Steering Group (ISG) is to guide the project communication process by:

- prioritising the issues emerging from public discourse
- developing dialogue processes to ensure these issues are adequately addressed
- steering the consolidation and evaluation of findings from the various dialogue processes
- providing advice to the project team on the best way to progress
- providing feedback of results to key stakeholders and the wider community as deemed appropriate

Scope

The scope of the ISG's work will include:

- providing advice on the design of each stage of the project
- considering issues raised through the dialogue process
- facilitating feedback of findings to relevant stakeholders

Responsibilities

Responsibilities of the ISG

The ISG's responsibilities will include:

- becoming informed about low emission technology issues through attendance at Independent Steering Group meetings
- working together in a spirit of openness and co-operation, fostering the development of agreement among members regarding issues and options to be addressed and to move towards a position of consensus. Members are asked to share "the floor", allowing others to speak and be heard
- assisting with dialogue processes by:
  - engaging their own organisations, organisations within their sector or region, and people from other sectors or regions in becoming informed about the project
  - promoting open and respectful exchanges of information, perspectives and knowledge pertinent to responsible development of LET among wider society
  - coordinating, and providing oversight of the work of the project team to enhance the timeliness and quality of recommendations developed
  - fostering the development of agreement among members of the Independent Steering Group regarding issues to be addressed, using interest-based approaches to build agreement and resolve conflicts
  - co-ordinating, consolidating, evaluating and providing advice on the range of findings from the dialogue processes of the project

Responsibilities of Chair

The Chair will:

- clarify the project team's expectations of the ISG
- help ensure the Independent Steering Group remains on topic with their discussions
- facilitate achieving consensus when necessary
- participate in meetings as a Committee member

Responsibilities of Project Representative

The project representative will:

- provide necessary background information to the Independent Steering Group to ensure an adequate understanding of issue surrounding LET
- co-ordinate all meetings of the Independent Steering Group
- prepare and distribute minutes within one week of a meeting
- distribute presentational material with the minutes if appropriate
- ensure Independent Steering Group members receive meeting minutes and other supporting documentation in a timely manner

Confidentiality

All documents are considered to be the property of the project (Insert name), unless otherwise specified.

Forming a Community Liaison Working Group

"The purpose of a Community Liaison Group (CLG) is to increase community understanding about the project, to enhance community involvement and to enable a fast and effective response from the project team to arising issues and concerns" (Zerogen, 2008). Ideally you should aim for a broad representation of the general community including both men and women. Depending on the community, ideally, the group would consist of 8-10 key leaders, both formal and informal, of the community. Possibilities include:

1. Local community leaders
2. Local government representatives
3. Media representatives
4. NGO representatives

Local Community Leaders

Many local members of the community would be valuable to have participating on the CLG. Community groups can be broken down into landowners, business owners, service providers and social groups. From each of these four groups, ideally one representative would be present. Depending on who is available within your community, you may not have access to this broad range, nor the interest from the community to participate. Therefore you may be forced to look wider than those outlined below.

Government Representatives

Local Council Representative

Media Representatives

Journalists from local radio, television, newspaper, magazine.

NGO Representatives

Social and Environmental Groups which are active in the community.

This Community Liaison Working Group should be formed early as possible in the life of the project after the stakeholders have been identified. This ensures that the community have a visual point of contact to direct any concerns to. By implementing a CLWG early in the project, it can avoid having to act in a reactive manner in regards to media hype or propaganda associated with the project.

Ideally, this group will work closely with the CLO to meet, communicate and manage any issues raised from the community. Its main goal would be to ensure that the public are well informed about all stages of the project.

Land owners	Educational	Community groups	Professional service providers
- Prominent land owners in the area.	- Teachers, principals and deans from local schools, colleges and universities.	- Church groups, Women's groups, indigenous and minority groups.	- Health professionals such as the local doctor, pharmacist. - Emergency service representatives such as fire brigade or police.

Citizen Task Force/Advisory Board: Overview

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The goal of a citizen task force/ advisory board[1] is to increase awareness and understanding of a proposed project and to facilitate ongoing communication and effective working relationships between project staff and the community as the project evolves.

Rationale

As emphasized by experts in risk communication, in situations involving uncertainty, it is better to engage stakeholders in how to deal with it than to try to minimize or convince them of the "facts." Establishing a group process can serve as a useful tool for

- Providing a credible process for obtaining stakeholder input
- Constructively engaging local stakeholders
- Building up a base of informed stakeholders and providing credible channels of communication to the broader community
- Enabling project managers to benefit from local knowledge
- Contributing to building effective relationships and trust in the process, thereby addressing both the technical and social/values issues that arise in project implementation.

Providing opportunities for ongoing, two-way communication between project staff and local stakeholders may offer particular advantages in the early stages of a CCS project before the seismic survey, drilling and permitting activities begin. It enables project staff to explain, seek input and allay concerns of the general public; provide a useful opportunity for feedback as the project proceeds; and help build trust in the process.

Membership

Candidates for a Task Force do not necessarily have to be supportive of sequestration; however, a key criterion for selection is a willingness to commit to a process of discussion and mutual learning for both community members and project staff. Typically about 10 members would be recruited to represent differing segments of the community, including business, local government, education and civic and environmental groups. However, depending on the particular situation, membership may be recruited from one segment only.

Key Requirements for Enhancing Effectiveness

- Strategic recruitment of diverse members
- Clear establishment of goals and operational ground rules
- Objective, respected facilitator
- Management commitment
- Staff resources for preparation and follow up.

Sample Discussion Topics

Some initial topics may include:

- Overview of proposed project
- Project schedule
- Wedge game
- Site visit or tour of other sequestration projects

[1]In the U.S., the term *Advisory Board* has a specific legal connotation and requirements.

- Interaction with other CCS stakeholders such as Environmental Defense or Clean Air Taskforce
- Potentially webinar or some kind of remote communication with other projects
- Larger discussion of IPCC, IEA, CSLF and other global efforts on CCS – how the specific project fits and why it is important

The objective would be to make these an enjoyable/friendly exchange of information that also builds some experience and comfort with sequestration by exposure to other projects and other experts. In general, each session would begin with a "project update" followed by discussion of an agreed-on schedule of topics. Some of these meetings would last 2-4 hours and others might involve a full day.

Management Commitment / Resource Needs

Necessary management commitments include:

- Participation by Senior team members for the full meetings
- Funding and staff (technical as well as outreach staff) for activities
- Willingness to have a real discussion with working group members that will include taking into account their input and questions related to areas of the project in which there is some flexibility to address those concerns (for example, engaging local school in some groundwater monitoring activities or other educational activities related to the project).

An Example: The U.S. Department of Energy Site-Specific Advisory Boards

One example of such a citizen process is the Site-Specific Advisory Board (SSAB) Initiative established by the U.S. Department of Energy (DOE) in the 1990's to provide advice to DOE and the regulators on cleanup of environmental contamination at 12 nuclear facilities across the nation. The boards were one part of a broader public involvement effort undertaken by the DOE. Their purpose and structure were strongly influenced by the deliberations of the Federal Facilities Environmental Dialogue Committee, convened by the Keystone Center and more commonly known as the Keystone Committee (see, *Final Report of the Environmental Restoration Dialogue Committee*, Keystone Center Science and Public Policy Program, 1996). A series of evaluations conducted for DOE by the Pacific Northwest National Laboratory examined several dimensions of the effectiveness of the boards.

The SSABs represent a high-resource, long-term commitment, consistent with the magnitude and long-term nature of environmental cleanup. Less resource-intensive approaches that incorporate similar principles and commitment to community engagement are also available, ranging from developing a series of workshops to establishing a short-term citizen task force to provide input on a particular aspect of project development.

Electing a Community Liaison Officer (CLO)

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Firstly the project team should distinguish what the aims of the CLO would be based on the project specifics.

The aims of the CLO could be, but are not limited to:

- Foster an environment that supports community involvement and ownership, and sense of control over knowledge and information being imparted to them.
- Provide community members with opportunities to express their concerns and raise issues with experts.
- Establish and maintain an effective relationship between the local community and the project developers.
- Build community spirit around the project.

When electing the CLO, it should be noted that the ideal candidate should be a person who has a keen interest in the project at hand and is able to communicate concerns back to the project team as well as air views at the Independent Steering Group (ISG) meetings. This person would ideally be someone who is a well respected member of the community that can establish a strong sense of trust within the Community Liaison Working Group. Past experiences have demonstrated that a secondary science teacher may be a perfect candidate for the position.

Within the Community Liaison Working Group the CLO needs to set goals and ensure that they are attained by using the following methods::

- creating a dynamic group environment
- identifying crucial issues
- raising questions within the group
- disseminating information through fact sheets, handouts, PowerPoint, newsletters
- managing viewpoints, maintaining a balanced perspective in discussions.
- provide feedback from meetings to the ISG

It is imagined that the CLO would attend annual meetings with the ISG, communicating and relating the issues and concerns that the public may have in regards to the project.

Secondly, the role, responsibilities and eligibility of the CLO need to be identified and a job description created based on this information.

Finally, taking into consideration the local community demographics and needs, the project team need to identify the best way to recruit the CLO. This could be done through a variety of methods such as:

- advertising in local newspapers, internet, radio, community publications and community boards
- creating an information point within the local community such as an unused shopfront or stand in a local shopping centre or town centre where community members can access information and pick up application forms for the position
- distributing the advertisement through email to relevant groups within the community such as educational institutions and local community groups

Please find attached an example job description and advertisement that could be used when recruiting your CLO through newspaper or internet.

Job Description - Example

Job Title

Community Liaison Officer

Required Skills/Knowledge (Selection Criteria)

- Demonstrated high level interpersonal and communication skills including:
    1) An ability to act as project representative.
    2) An ability to articulate and deliver information both technical and general at community level.
    3) Mediation and conflict resolution skills.
    4) Assessment and evaluation capabilities.
    5) An ability to source and filter information for feeding back to the community.
- Demonstrated ability to liaise with all levels of society.
- Demonstrated event management and time management skills.
- Ability to coordinate and negotiate.
- General knowledge of local and state government practices.
- Well developed knowledge of local community cultures, leaders, customs and practices through prior involvement in the community.
- Ability to quickly assimilate information specific to the project, from both a technical and local perspective.
- Proficient in the operation of computers and knowledge of business support software including Word, Excel and Outlook.

Responsibilities

- Liaise with developer representatives, national, state and local government representatives and dignitaries as required.
- Liaise with local community stakeholders on behalf of developer towards facilitating project objectives.
- Engage and facilitate community meetings.
- Provide regular and timely information and project updates to the local community and relevant stakeholders.
- Identify and feedback to the developer and Independent Steering Group any grievances or issues developing within the local community.
- Provide feedback on issues escalated to the developer back to the relevant stakeholders.

Relevant Experience/Qualifications

- A background in communication, education or community services or equivalent areas of relevance.

Personal Characteristics

- Display personal character strengths of trust, tact, integrity and fairness.

COMMUNITY LIAISON OFFICER

XX is a company .....

.....

We currently offer an opportunity for an experienced Community Liaison Officer (CLO) to join the [INSERT ORGANISATON OR PROJECT NAME HERE]. The role will involve working closely with a variety of stakeholders and groups within the local community.

The CLO will play a crucial communications role and act as the link between local communities, stakeholders and project developers in identifying key issues and concerns as well as facilitate project objectives.

This is a diverse role and requires demonstrated experience in community consultation.

Some specific responsibilities of the role include, but are not limited to:

- Liaise with a variety of stakeholders
- Organising and facilitating community meetings
- The handling of community enquiries
- Provide information and feedback for stakeholders
- Effectively identify and communicate grievances or issues

To succeed in this role you will likely have experience or qualifications in Communication, Education or Community Services. Other relevant areas of experience will also be considered.

This is a part-time role that requires flexible working hours.

The ideal candidate will be ethical, pragmatic and approachable with excellent oral and written communication skills. Previous experience in negotiation and relationship building would be highly regarded.

Applications to xxxx@xxxx or postal address.

Closing Date: ????????

For further enquiries:

[INSERT POINT OF CONTACT DETAILS HERE]

Identifying the Stakeholders

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Stakeholders have been described as

...those who have an interest in a particular decision, either as individuals or representatives of a group. This includes people who influence a decision, or can influence it, as well as those affected by it.

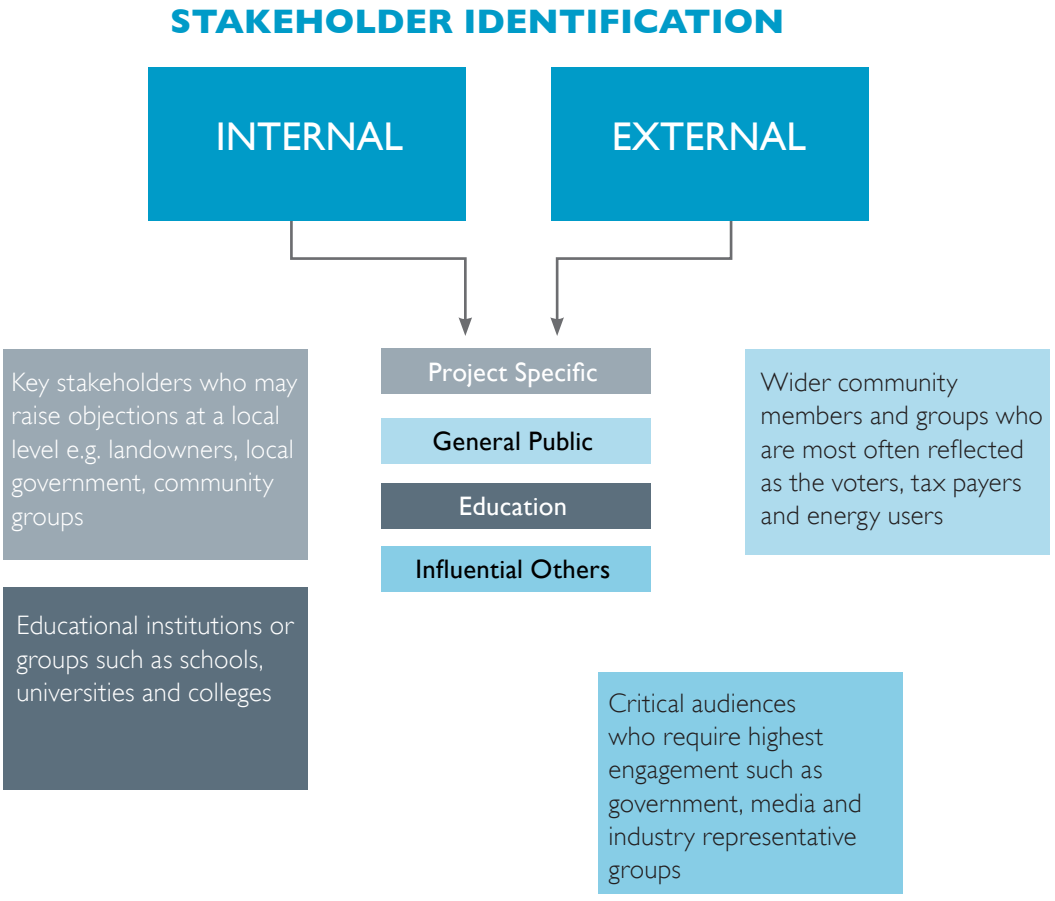
Hemmati, 2002, p2.

The identification process involves assessing the attitudes of the stakeholders in relation to the proposed project. Assessing these attitudes will help determine the level of interest and influence these stakeholders will have on the proposed project.

Any engagement processes need to be evaluated to ensure they are effective and meeting the requirements of all the stakeholders. Stakeholders' attitudes may change over the duration of the project and it is crucial to monitor these attitudes so as to best identify ways to effectively manage any obstacles.

Ascertain stakeholders

Firstly categorise the stakeholders into internal and external. Internally look at partners that are working within your project. External stakeholders will encompass a diverse and broad range of groups. It will be then necessary to break down the internal and external stakeholders into four categories as shown:



All stakeholders will have a level of interest and influence in the project that is likely to be low, medium or high and it may change overtime. To determine what level of interest and influence each of the stakeholders have, use an excel spreadsheet and place stakeholders in their groups and rate them low to high. Please see attached for an example of stakeholders and a sample worksheet to use when examining their influence and interest. It is advisable to create a database of stakeholders that contains information such as names and contact information that can be accessed, shared and updated by members of the project team.

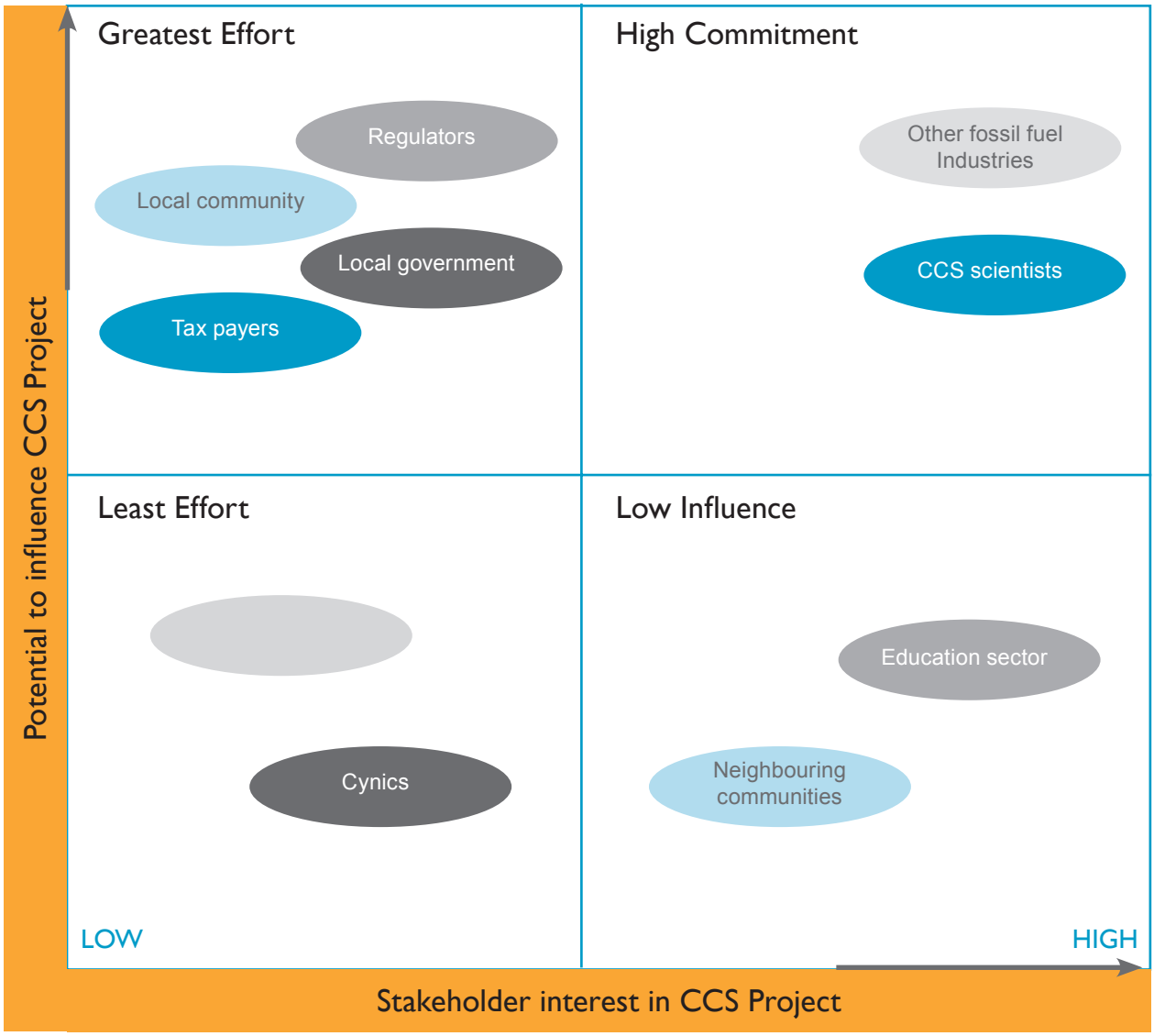
Develop stakeholder map

After identifying your key stakeholders and rating their influence and interest using the table, it is helpful to create a matrix diagram as outlined below. Stakeholders can be placed in the grid according to how much influence and interest they have in the project. This mapping tool will assist in identifying where the greatest and least efforts are likely to be required when developing a communication strategy. To signify the size of the stakeholder, you may wish to colour code or use bigger shapes for larger groups. Please see attached for a sample worksheet to use to map your stakeholders.

From the stakeholder map, four key categories are listed. Different stakeholders require different forms of engagement and to determine what this engagement will be, strategies for each group will need to be formed.

Greatest effort

A majority of the stakeholders that fall into the top left hand quadrant of 'greatest effort' will ideally be those that require the most dedicated efforts in engagement. Education is the key strategy within this group and communication activities will need to be focused around the technology and the benefits of the project. By educating and informing these groups with credible information, early in the process, you can begin to build trust and relationships. Ideally you would



like to shift these stakeholders into the 'high commitment' quadrant through further education on the benefits and technology.

High commitment

The stakeholders that fall into the top right hand quadrant 'high commitment' generally do not require proactive engagement. They can be used as a resource for the communication activities that will take place with other stakeholders. Experts including scientists, academics and researchers with knowledge about the project or process are often trusted sources of information and can be used with formal engagement activities to disseminate information across all levels of society. Although these stakeholders are strongly supportive of the project, it is still crucial to engage them so that they remain in this category.

Least effort

Often the stakeholders that fall into this category are strongly opposed to the project for various reasons. For example, an ENGO could be staunchly against a project due to the fact that they believe that CCS is extending the life of fossil fuel based energy. It is likely that it will be very hard to shift strong views such as these and that communication with these groups should be monitored but not proactive. This group should only be actively engaged if misinformation is being disseminated.

Low influence

The stakeholders that fall into this group generally need to be kept informed but are less likely to be interested in being actively engaged and possibly do not warrant a high investment of time or money. However, it should be recognised that stakeholder attitudes can change quite quickly and therefore anyone placed in this category will need to be monitored to ensure that there has not been a change in attitude which may then require more active engagement.

Key Points to Note on 'Greatest Effort' Stakeholders

Politicians

Do not have an in-depth understanding of the complexities surrounding the energy debate but express a keen interest to learn more. An activity that extends to all politicians, presenting the portfolio of options for climate mitigation, would help to develop their understanding of the complexities of the issue.

Policy makers/regulators

These stakeholders will be formed by a number of government individuals both at a Federal and State level. Environment department representatives need to understand the technical process of CCS as they will be asked to approve specific applications relating directly to the project. The regulatory officials that your project may come into contact with include water, waste, wildlife and land management officials.

The Federal Government Treasury is also integral to the ongoing funding of the project so it is crucial that these representatives are engaged early so they understand the size of investment required.

Landholders

Open communication with this stakeholder group needs to occur as early as possible. Issues are access to land, benefits and compensation. Not only landholders but neighbouring communities along the transportation routes or where seismic testing may need to occur. It is important to fit in with the landholders land management practices if dealing with farmers, etc.

Investors

Financiers and investors require specific engagement because of the size of investment required for projects. As specific demonstration projects become more concrete in nature, supportive financial packages will be critical to ensure ongoing success of projects. It is therefore essential that relevant financial representatives understand the nature of the businesses being deployed. It was highlighted from the finance workshop *that in a number of cases, the nature of the risk identified or the level of uncertainty was so high that the market could not bear it and investment would not occur at any level of return. In particular, policy uncertainty was seen to be a risk that would prevent investment unless resolved. Similarly, community acceptance was seen to be a necessary requirement for financing of CCS projects* (Deloitte, Touche, Tomatsu, 2009).

Industry Representative Groups

Industry representative groups and CEOs can provide indirect support for CCS across communities. This stakeholder group is likely to be more supportive of CCS if they are aware of the tradeoffs between low emission technologies, and the benefits that CCS will bring to the table for achieving a low carbon economy. Time spent educating this group on the pros and cons of the portfolio of options will be beneficial.

Journalists

Proactively engaging with both urban and regional journalists to ensure factual information is being disseminated is critical within the project. Journalists can shape the public's understanding and opinion about the technology so need to be engaged in a way that is informative and accurate.

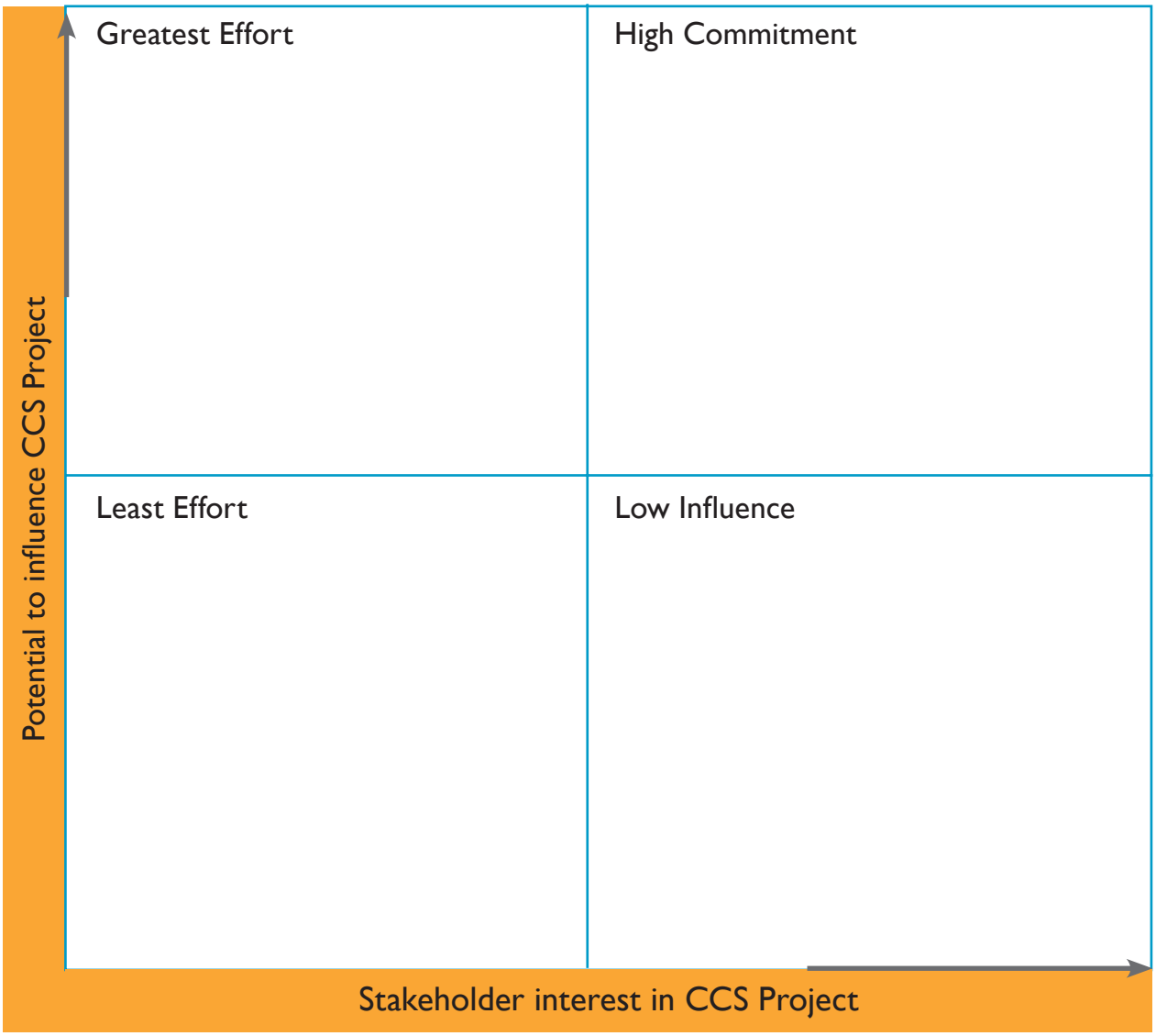
Trade Unions

Trade Union representatives need to understand the process of CCS so they can best identify ways to inform their workers. They need to be aware of the opportunities that it can create and threats that it may pose.

WORKSHEET 2 - STAKEHOLDER IDENTIFICATION

These worksheets are intended to be used by the person or group responsible for analysing the stakeholders after the level of interest and influence of stakeholders has been identified as high, medium or low.

WHY? To examine what level of engagement and communication the stakeholder requires.



STAKEHOLDER LIST EXAMPLE

These worksheets are intended to be used by the person or group responsible for identifying the stakeholders and are to be completed after the stakeholders have been identified.

WHY?

To determine the level of influence and interest the stakeholders have so as to best identify appropriate communication and engagement strategies.

STAKEHOLDER	GROUP	INDIVIDUAL	LEVEL OF INTEREST			LEVEL OF INFLUENCE		
			Low	Med	High	Low	Med	High
Government	National State Local	List ministers, councillors, mayors, Members of parliament			 ✓		 ✓	
Media	International National State Local	Journalists			 ✓			 ✓
Peak Bodies	Mining Groups	CEOs			✓			✓
NGOs	Aid Agencies Green Groups	Representatives Representatives			✓ ✓		✓	 ✓
Local Community	Indigenous Groups Local Residents Landowners Business Owners	Representatives Individuals Individuals Local		 ✓ ✓		✓ ✓	 ✓	 ✓
Education	Schools Universities Colleges	Teachers Academics Teachers		✓ ✓ ✓			✓ ✓ ✓	
Unions		Representative						

STAKEHOLDER LIST EXAMPLE - WORKSHEET

STAKEHOLDER	GROUP	INDIVIDUAL	LEVEL OF INTEREST			LEVEL OF INFLUENCE		
			Low	Med	High	Low	Med	High

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Media Release

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Insert a release date here *(and time if needed)*

Insert headline here *[Needs to be attention-grabbing]*

Insert body of text here

- The first paragraph should include the most important information, (who, what, where, when & why).
- Use direct quotes from reliable sources to provide a first person point of view.
- Make sure you have permission to use outside sources.
- The length of total media release should be kept to 1 page, 2 at the maximum.
- Use a writing style that is direct and easy to read.
- Avoid using hyperbole, jargon and acronyms.
- Get others to proofread – the media release may appear in a publication with no modifications.

CONTACT DETAILS

Insert contact information here including name, title, company, phone, fax, email, and website.

Name
Title
Company

P +61 1234 5678
F +61 1234 5679
E name@name.com
website.com.au

SWOT Analysis

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To assist in developing strategies for engaging your stakeholders, it could be beneficial to carry out a SWOT analysis. A SWOT analysis involves identifying the strengths, weaknesses, opportunities and threats of each of your stakeholders. This could be performed after the qualitative and quantitative data has been collected, giving the developers a better ability to make recommendations and predictions based on un-biased, factual evidence.

Please see below for an example of a stakeholder and their strengths, weaknesses, opportunities and threats.

Once the internal and external factors are determined, strategies to mitigate can be formed based on these factors. The questions that need to be asked are:

- How can we leverage each of our strengths?
- How can we improve our weaknesses?
- How can we take advantage of each opportunity?
- How can we minimize each threat?

The answers to these questions will be used to create strategies of communication and engagement. For example, a weakness of the media as shown below, is that there potentially could be a lack of technical information in regard to CCS amongst local journalists. A strategy to mitigate this would be to educate these journalists about the technology and the proposed benefits through specific engagement activities. An external threat of the media could be that disgruntled environmentalist's contact print and broadcast sources in regards to the project. A strategy to minimise this threat would be to not only identify those potential disgruntled groups, but once identified, engage them through transparent communication and address any inaccurate information. A SWOT analysis can also be used by developers at the commencement of a project to enable them to identify specific opportunities or weaknesses within their own organisation. By performing a SWOT early in the process, strategies will be clear and roles and duties will be defined so as to maximise productivity within the group. Resources and staff will be utilised in a way that will allow the developers to minimise any threats and develop and make use of any opportunities before the project has commenced. To carry out a SWOT analysis of your stakeholders, use the worksheet attached.

Stakeholder Group of the Media

Strengths

- The ability to widely distribute project information to vast audiences.

Weaknesses

- Lack of knowledge regarding technical information which can lead to misinformation being disseminated.
- The exposure of information before formal announcements are made.

Opportunities

- Promote communication and engagement through various types of media sources.

Threats

- Disgruntled environmentalists contacting the media.

SWOT ANALYSIS WORKSHEET

These worksheets are intended to be used by the person or group responsible for analysing the stakeholders after social data has been collected and the stakeholders have been identified.

WHY? To identify the strengths, weaknesses, opportunities and threats so as to best identify appropriate communication and engagement strategies.

Stakeholder	Strengths	Weaknesses	Opportunities	Threats

Establishing a Communication and Engagement Plan

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From the stakeholder mapping and identification process, a communication plan then needs to be developed. Part of the process will need you to identify the most appropriate engagement methods for each individual stakeholder. The range of stakeholders will be broad and diverse and therefore will require you to employ a combination of engagement processes both formal and informal, that will encourage particular stakeholder groups to engage in ways that are conducive to both your project and the individual group needs. The social data and baseline surveying will be integral in developing the engagement activities as this will enhance your knowledge of cultural appropriateness as well as other demographical considerations and factors that may affect the community.

Below is a list of engagement activities and materials that could be used when developing your communication strategy:

Briefings/Presentations

Briefings and presentations are the most regular form of contact for government officials such as politicians and policy makers. Ideally these presentations should be short, sharp and allow time for attendants to ask questions.

Public Displays

This can include posters and fact sheets positioned in public locations within the community such as local businesses, shopping centres, community centres and popular meeting places such as churches or schools. Posters and fact sheets can often be used for multiple stakeholder groups and edited slightly dependent on the intended audience.

It is recommended to consider the following when creating your posters and fact sheets:

- Knowledge gaps are prevalent in communities. Many individuals may have heard of terminology that relates to CCS but do not possess any information as to why it is important or how it operates. Social research prior to your engagement will determine to what extent your community is aware and how much understanding they have of CCS. Depending on how informed the community is, create your fact sheet accordingly. A fact sheet containing background information, the concept, the successes, safety measures and communication measures is a good first point of contact. Other topics could include general climate change information, policies, safety and assurance or frequently asked questions.
- The language that is used in the fact sheets needs to contain as little jargon as possible. By using overly scientific language you risk losing the main message of the document as individuals don't connect and lose interest. If you do need to use specific terminology it may be useful to develop a glossary of terms to accompany the fact sheets. However be mindful that simple is best.
- The format should be clear, concise and succinct. A fact sheet that contains too much information can cause reader to disengage and lose interest.
- Pictures are an important component of any fact sheet.

Public Meetings

In smaller communities, public meetings can be a very useful form of engagement throughout the entirety of the project. Initially, public meetings can determine any grievances, issues and opinions that the community may have. Throughout the duration of the process they keep the public engaged and informed. Ideally, these public meetings should aim to give all parties the opportunity to voice their opinion. To do this, the meetings should be carefully organised to ensure not only that everyone has an opportunity to speak but that the right people are present to answer any questions in relation to the project. These public meetings can take place in local town halls, community centres or wherever is deemed appropriate for a large scale gathering of people. Public meetings need to be formally structured and have an agenda so as to avoid disorderly behaviour amongst attendees.

Formats can differ based on the circumstances of the project. A public meeting in which different stands are set up with displays could be an interactive form of engagement in which people are able to acquire information on different parts of the project. For example, a stand set up for the drilling procedure, a stand in which you can join up for a newsletter, etc. PowerPoint presentations, fact sheets, leaflets and video's can also be incorporated into the public meeting.

Contact Points of Reference

Your Project Team or Community Liaison Officer may wish to organise a telephone number which the community can reach to gain access to

automated information in regard to the project. A business card with the CLO details on it could also be distributed with information packs or fact sheets. It is vital that all modes of contact are included such as phone numbers, mailing address and email address. It is critical that all members know that they have someone to contact about the project at any time of the day.

Letterbox Drops/Mailouts

Information packs containing basic initial project information can be distributed at the beginning of a project. An information pack can contain fact sheets, site information and most importantly contact information for finding out more information about the project.

Newsletters

Newsletters are an ideal regular form of communication with the community to describe the progress of the project at hand. Ideally newsletters could be

distributed after important meetings are held by the Community Liaison Working Group (CLWG) to communicate to stakeholders the specific concerns that are being addressed as well as the progress of the project to date. Depending on the project circumstances, this newsletter could be distributed to those who have optioned to receive it (by joining a mailing list available at public meetings) or it could be distributed as a letterbox drop. E-newsletters can also be distributed to wider subscribers and stakeholders.

Websites

A website can be a beneficial tool in engaging those members of the community who are unable to attend the various forms of other engagement such as public meetings or forums due to prior commitments or work. A website also can be a great tool for schoolchildren or the education sector as well as various other stakeholders at a national and international level. Much of the information that is distributed within the community could also be archived on the site for quick reference along with other useful resources such as video demonstrations, latest news, links for media and images and photos.

Another useful tool would be a resource which allowed stakeholders to send questions via the website in relation to specific concerns they may have. This allows the stakeholders the opportunity to communicate with the project developers if they are unable to physically attend forums.

DVDs

A DVD can be a useful tool in presentations to multiple stakeholder groups. It can be used at briefings, public programs and events and educational presentations.

USBs

Branded USBs are a useful tool due to the amount of information they can store and the fact that they can be distributed to a wide range of stakeholders. They can contain interactive videos, PowerPoint presentations, and printable fact sheets and resources.

Workshops/Focus Groups

Workshops enable the developers to work with an assortment of stakeholders at the same time to address issues through various activities. Discussions can be facilitated amongst a number of stakeholder groups to engage and inform and allow all groups to be held and actively participate in the discussions.

Open Days/Site Visits

A worthwhile strategy for keeping community and key stakeholders engaged is to conduct site visits and hold open days. This can be another way for stakeholders to interact with technical experts and raise concerns while seeing the physicality of the project on the ground level. Other projects have enlisted local heroes, such as their fire brigade or sports stars, to host the event; perhaps even holding a barbecue for everyone to keep it very social and light-hearted.

One on One Meetings

Personal visits to local members of the community will be required to determine specific concerns, levels of understanding and perspectives from key individuals. These are critical in the early parts of the project if you need landowners consent for access to specific sites.

Although resource intensive, informal visits to landowners and local businesses are integral to forming relationships and trust within the community. An understanding of land owners' perspectives, issues and concerns will be crucial for the successful deployment of the project. The relationships between the project developers and local community need to be built up overtime and discussions could include anything from compensation issues to specific environmental concerns and risks.

Social Networking

Rarely do you see an organisation or website these days that does not have links to various social networking sites or blogs. Organisations are able to target mass audiences with this form of communication. An option on your website could be to follow the progress of the project through updates on Twitter or Facebook. A link to relevant and up to date blogs could also be provided.

Media Releases

Proactive engagement with the media is a crucial aspect to assist in the education of the community in relation to CCS. Media releases can be posted on the website, distributed to your media contacts and sent to your partners. They will most likely be produced every time there is development within the project. Please see attached for tips on how to write an effective media release.

Please see attached an example of a communication plan that takes into consideration the engagement strategies listed above.

Communication and engagement Plan – Example

				YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6				YEAR 7				YEAR 8			
		To Note	**Suggested Activities**	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Influential Others																																			
Policy Makers	Federal; State	Includes environmental, health, minerals, energy, science, technology and innovation portfolios	**Presentations to Government Departments –** understanding by key government figures is integral to the success of the project and this group will need to be proactively target	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓		✓		✓		✓		✓		✓		✓
Politicians		Should be extended to all parties	**Workshops for politicians and their researchers -** Politicians have expressed an appetite for information on the topic of climate change and energy technologies. Need to run short sharp workshops to allow them time to ask questions and understand complexity of carbon issue			✓	✓			✓	✓			✓	✓			✓	✓			✓				✓	✓			✓	✓			✓	✓		
Financial, Insurance, Legal	International; National		**Personal invitations CEO breakfast meetings –** host a series of breakfast meetings to target key stakeholders in this group. Small groups will allow for more interactive discussion and dialogue	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
			Individual presentations to stakeholder group - similar to government these groups will require specific information around which to base their decisions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
			Keynote speaker roles at international conferences - interest in the development of these technologies is global and therefore investment should not be limited to Australian waters	GHGT9				As Appropriate				GHGT10				As Appropriate				GHGT11				As Appropriate				As Appropriate				As Appropriate			
Media	National; State; Local		**Workshops for journalists across Australia** - proactive communication with this group is essential to ward against opportunities for misinformation. Small groups will be more effective and offers to transport them to the site while it is being developed will be essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓				✓				✓			
Environmental NGOs	International; National; State; Local	New Zealand and nearby Asian countries should be considered in this approach	**Workshops for ENGO's across Australia -** proactive communication with this group is essential to ward against opportunities for misinformation. Need to develop energy champion		✓				✓				✓				✓				✓				✓				✓				✓		

				YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6				YEAR 7				YEAR 8			
		To Note	**Suggested Activities**	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
			Engage NGO representative – research has shown engaging and NGO group will help to build trust in the project. Funds should be allocated to buy this persons time as a representative from a not for profit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓			✓		✓		✓		✓		✓		✓
			Individual presentations to representatives – it will be important to ascertain individual representatives views on the project to elicit concerns and their respective positions about the project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Industry Peak Bodies	National		**Personal Invitations CEO Breakfast Meetings –** host a series of breakfast meetings in various states to raise awareness of the project and possibly identify alternative funding opportunities. Up to 20 people should be invited, more intimate setting allows for more interactive discussion and dialogue	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Education																																			
Materials Development	International; National	Global community is beginning. Coordination is the key	**Coordinated approach to development of education and information materials for society**																																
Media Press Packs	National		**Media packs -** although media will be engaged as influential others materials to support any media releases will be required																																
Curriculum Development	International; National	Coordination with other groups working in this area will minimise duplication	**Coordination of classroom materials to enable easy delivery for teachers**																																
Science Week	State																																		
Local Education Initiatives	State; Local		**Time and travel**	As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate			
School Talks	State; Local		**Time and travel**	As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate			

				YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6				YEAR 7				YEAR 8			
		To Note	**Suggested Activities**	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
General Public																																			
Energymark	National		**Engages community groups around the topic of climate change and energy technologies**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
Local community conferences	National; State; Local	Community groups such as CWA, ICLEI, LGA	**Presentations on request**	As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate				As appropriate			
Project Specific																																			
Local government	Local		**Workshops for local councils in the area –** this group are key to project success at the local level and require ongoing dialogue activities at project inception through to deployment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Landholders			**Individual meetings as required - Time and travel**	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Local community groups	Health; Infrastructure; Natural Resources; Local NGO's		**Workshops for local stakeholder groups -** these groups have the influential roles within the local community and acceptance of the project at this level is crucial for deployment. May not always been the same groups of individuals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓		✓		✓		✓		✓		✓	
General Public	Local		**Public meetings -** Open discussion forums allow local community representatives to have their say if they are not accessed through formal dialogue channels. Important at the beginning of the project, community liaison group can take up the role going forward once issues have been overcome	✓		✓		✓		✓		✓		✓		✓		✓		✓																	
Independent Steering Group	State		**Trusted experts** - to provide independent oversight to the project.	✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Schools	Local		**Target local schools -** Provision of materials, talks, site visits																																
Community Liaison group			**Meetings every six weeks or as required -** minimal cost because it is local volunteers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓		✓		✓		✓	
Community Liaison group			**Part-time person** on the ground near demonstration project site																																

Project timeline for CCS

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Please find below a project timeline outlining the different stages and processes that occur during a CCS project. This timeline is a guide only and can be tailored to best suit the needs of the project.

Project Timeline for CCS

Regional site studies	Examine potential sites	In-depth assessment of potential site	Form groups and elect representatives	Identify stakeholders	Establish a communication plan for stakeholders	Ongoing monitoring and evaluation of project
Identify storage areas	Identify specific sites within the area	Social and technical characterisation of potential site	Implement steering groups and representatives	Examine your stakeholders	Seek community consultation through public engagement and communication activities	Continue to work with key stake holders, local community and internal stakeholders
- Review literature - Estimate capacities	- Specific desktop research in relation to locations - Examine approvals and feasibility studies that would be required - Examine ways in which you can present information to the public to inform them of findings in relation to the site i.e. Media releases, websites etc.	- Seismic testing - Risk assessments - Examine pre-existing infrastructure - Baseline surveying - identify critical issues, impacts and benefits to the community through the collection of social data - Examine fundamental views of the community looking at local empowerment and trust	- Establish an independent steering group with varied representatives - Advertise and employ a client liaison officer to establish and maintain an effective relationship between the community and the project developers	- Identify your stakeholders through a stakeholder map examining the level of influence and interest in the project at hand. - Perform a SWOT analysis of each of your stakeholders	- Develop a communication plan that includes dates and activities. - Include briefings to key politicians and government, public displays of information, public meetings, newsletters, open days, workshops	- Revisit communication plan and amend according to feedback - Continue to hold meetings/forums within community - Provide regular updates on project - Host open days to provide access and transparency to ongoing process of monitoring

Education

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There are numerous opportunities to help raise awareness of CCS through external educational efforts aimed at school-age children and adults. This tool reviews educational resources currently available.

It is suggested that efforts to help school-age children gain awareness of CCS be conducted within a larger educational context.

"Countries are in the process of developing individual materials; however the opportunity to provide materials at the global level, altered slightly to accommodate cultural issues, so that teachers can implement them easily into the classroom, should not be overlooked" (Ashworth *et al*, 2009, p.431).

Children need to be informed and involved at a young age in regards to the issues surrounding climate change so as to potentially raise low level awareness of issues, in turn being effective drivers of change within their household and community.

Educational engagement should not be limited to just mainstream institutions such as schools and universities, but should include other educational institutions such as libraries and museums. Opportunities may exist to provide information in regards to CCS technology or your specific project at these institutions allowing you to reach members of the community who may have otherwise not been engaged.

Education strategies will of course be dependent and based on the needs of the community at hand. Please find below a list of websites providing educational resources that may be helpful when determining engagement strategies for your project. Please note that a majority of these resources are not CCS based but are centred on climate change and energy.

School Curricula

www.keystonecurriculum.org

Individual lesson plans and resources for primary and secondary school students centred on climate status investigation including sequestration, population growth, sustainability, and emissions. Within the keystone curriculum, the main topic of climate change is explored through different subjects such as Social Studies, Language & Arts, Science and Math. An example of what types of lesson plans are available for each subject is listed below.

Social Studies

Teachers provide a stakeholder grid for students to use when evaluating public perception about an issue.

Language & Arts

Students complete an activity to encourage them to think about creative ways to take personal actions to reduce GHG emissions.

Science

Students will determine if CO_2 has mass through a scientific experiment.

Math

Students will illustrate the efficiency of different types of lighting in relationship to cost and light output through a wattage meter.

www.keystonecurriculum.org/highschool/2009_lesson_intros/22_WedgeGame_HS09.html

Keystone has also developed a "Wedge Game" for high-school aged kids. This game helps players to explore the types and magnitude of energy technologies that will be required to address climate change while meeting energy demand.

Online Resources

www.csiro.au/resources/CarbonKids-program.html

The Carbon Kids initiative is an educational program aimed at primary and middle schooling years that combines the latest in environmental science with education in sustainability. It provides a range of resources for both primary and secondary school communities to better understand climate change and encourage positive actions that will help them become more sustainable.

Within the website you are able to examine the different units of work that are available which include focus questions and activity ideas for the classroom. All though this website is technically an overview of the program, it could be of assistance to others looking to implement a similar program.

www.shell.co.uk/home/content/gbr/environment_society/shell_in_the_society/social_investment/science_education/shell_education_service/

The Shell Education Service is an online resource aimed at educators, primary school students and families. It provides information on training for teachers, workshops for educators and science activities and demonstrations that can be carried out in the family home.

www.oar.noaa.gov/education/

The Office of Oceanic and Atmospheric Research website provides an excellent education section focused around climate and weather with numerous links for teachers and students to various online activities, resources and publications.

www.oresomeresources.com

This website comprises many useful resources aimed at primary and secondary school students in relation to minerals and energy. The resources section contains a tool in which you can select the age group of students you are wishing to educate and type of resource you require.

The resources included are factsheets, PowerPoint presentations, publications, experiments and worksheets. The subjects included are coal and low emission technology, energy, environment, exploration, geology and mining.

www.ccs101.ca

This is a Canadian website dedicated to collaboratively addressing the key issues of CCS. It contains information on primarily Canadian projects but contains a comprehensive media section as well as a basic education section aimed at adults on CCS technology.

www.eia.doe.gov/kids/

This website is designed to educate students in relation to energy sources and how to use and save energy. The most resourceful aspect of this website however is the extensive lesson plans for teachers which include many hands on activities and research articles for the classroom. Another noteworthy feature is the ability to upload and share lessons plans.

www.orginenergy.com.au/education

This website is a good example of a green energy provider making education resources available online. It provides information on different energy sources and is aimed at students and teachers. Included are suggested interactive activities, experiments, diagrams and fact sheets. The 'Home Energy Project' component of this website aims to get students to become more aware of their energy consumption in relation to the environment and hopefully be more empowered to make a difference in their homes now and in the future.

www.globalchange.gov/resources/educators/toolkit

This is a toolkit which aims to provide a dynamic list of the top resources developed for informal and formal education on climate change. It includes frequently asked questions, videos, case studies, fact sheets and activities.

www.climatechangematters.net.au

Although not visually pleasing or easy to navigate, this website has many great resources and links for teachers and students including lesson plans, tutorials, PowerPoint presentations and articles.

www.bp.com/retailhomepage.do?categoryId=8040&contentId=7037096&nicam=redirect&nisrc=bpes

BP Educational Service is an online educational tool providing curriculum based learning resources for primary, secondary and tertiary education. Consisting of lessons plans, interactive materials and games and worksheets, the website is designed to enable teachers to access a range of different resources on climate change and energy.

www.netl.doe.gov/technologies/carbon_seq/index.html

The US Department of Energy Carbon Sequestration Program website includes a reference shelf with a number of technical reports, publications, news articles, and links to the regional carbon sequestration partnerships and other information sources.

BOOKS

A Clean Sky: The Global Warming Story

by Robyn C. Friend and Judith Love Cohen

This book is one of a series that emphasizes the environment and the value of preserving it by depicting people and organizations who are working to meet the challenges. Aimed at a young audience this book examines mainly the process of carbon dioxide capture and storage but also looks at other alternative energy technologies that can help mitigate the effects of greenhouse gases on our environment.

Training Programs

http://eori.uwyo.edu/

University of Wyoming, Enhanced Oil Recovery Institute

This program provides training and shared general information regarding Enhanced Oil Recovery technologies as well as data and information regarding research and technical development in this field.

http://recsco2.org/

Research Experience in Carbon Sequestration (RECS)

The RECS program fosters and advances education, scientific research, professional training and career networks in the emerging field of CCS systems.

Information Resources

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BLOGS

http://www.climatechangeadaptation.wordpress.com

This blog brings together global issues surrounding climate change including adaptation, policy and sustainability.

http://www.scienceblog.com

This blog primarily contains press releases from scientific research organisations globally. It also contains up to date blogs on various scientific subjects.

http://www.climate-shift.blogspot.com

This blog contains various links to climate change software that you can download for free including temperature and precipitation change tools and renewable energy maps. Most of its content comes from the website http://www.mapcruzin.com a United States of America based website which contains numerous resources and tools helpful for developers in collating topographic maps and satellite, aerial and photography imagery.

http://www.climateark.org/blog

A customised search and news feed of reviewed, authoritative climate change, global warming and renewable energy conservations content.

http://www.citizensagainstco2sequestration.blogspot.com

This is a United States of America based blog which strongly opposes carbon dioxide capture and storage. The members of the group promote themselves through demonstrations, and various online activities. They also provide many links to other organisations or groups opposing projects.

WEBSITES

United Nations Intergovernmental Panel on Climate Change

http://www.ipcc.ch

International Energy Agency

http://www.iea.org

World Coal Institute

http://www.worldcoalinstitute.org

Zero Emissions Platform

http://www.zeroemissionsplatform.eu

International Energy Agency Green House Gas

http://www.ieagreen.org.uk

The Cooperative Research Centre for Greenhouse Gas Technologies

http://www.co2crc.com.au

Intergovernmental Panel on Climate Change
http://www.ipcc.ch/

The National Energy Technology Laboratory
http://www.netl.doe.gov

Carbon Capture & Sequestration Technologies
http://www.sequestration.mit.edu.au

IEA Zero Emissions Technologies for Fossil Fuels
http://www.iea-coal.co.uk

IEA World Energy Outlook
http://www.worldenergyoutlook.org

Asia Pacific Partnership on Clean Development and Climate
http://www.asiapacificpartnership.org

Research Institute for Sustainable Energy
http://www.rise.org.au

Videos

Newgen Coal
http://www.newgencoal.com.au/coal-in-australia.aspx

Global CCS Institute Video – by Atticus Digital
http://www.youtube.com/watch?v=GLVp_1MjEKA

Zero Emissions Platform - Safe Storage of CO2
http://www.zeroemissionsplatform.eu/zep-co2-capture-and-storage-ccs.html

Zero Emissions City of the Future
http://www.youtube.com/watch?v=sV9K7K-Uax4

Queensland Resources Council –
http://www.qrc.org.au/01_cms/details.asp?ID=2125

CO2CRC Otway Project Manager – Leakage
http://www.youtube.com/watch?v=IROMvLqli8E

CO2CRC Otway Project Manager – Monitoring
http://www.youtube.com/watch?v=5hcIpGxXXes

NETL – Intro to Carbon Sequestration
http://www.youtube.com/watch?v=OtfuYIhDjw4

British Geological Survey – What is Carbon Capture & Storage
http://www.youtube.com/watch?v=7M2fhOGz0-o

Shell – Carbon Capture and Storage
http://www.youtube.com/watch?v=cohgQZq-I1w

Glossary of Terms

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Social site characterisation

Social site characterisation informs decisions about site suitability, risk assessment and other activities through determining what factors drive stakeholder's perceptions about a local project (Wade and Greenberg, 2008).

Technical site characterisation

Technical site characterisation determines the site suitability for sequestration and informs other physical activities in regards to the design and construction of a specific project (Wade and Greenberg, 2008).

Quantitative data

Quantitative data is data characterised by numbers. It can be analysed through statistical methods and can be presented in tables and graphs (ABS, 2008). Some examples of quantitative data include population statistics, water quality monitoring, and energy technology preferences.

Qualitative data

Qualitative data is data describing an object's attributes and is distinguished by non-numeric characteristics (ABS, 2008). Typical qualitative research would include in depth interviews or focus groups.

Demographics

Demographics are the basic statistical information based on a particular population. Factors include income, education, gender and age.

Focus groups

Focus groups enable the developers to work with an assortment of stakeholders at the same time to address issues through various activities. Discussions can be facilitated amongst a number of stakeholder groups to engage and inform and allow all groups to be held and actively participate in the discussions.

Local attitudes

Local attitudes comprise the beliefs, knowledge and opinions of individuals or groups within a local community.

Baseline survey

A baseline survey should be undertaken by the project team to understand the attitudes of the community in relation to the project. As it is a baseline survey, the main aim should be to address broader issues than only those that relate directly to the objectives of the developers. A baseline survey can be conducted in many formats such as a recorded interview, a phone or online survey or a paper questionnaire.

Independent steering group

An independent steering group is made up of different representatives to oversee the communications of the project in relation to the overall plan. It can be made up of technical experts, project representatives, communications experts and government representatives.

Community liaison officer

A community liaison officer is a person employed to establish and maintain an effective relationship between the local community and the project developer. Whilst maintaining this relationship, it is thought that this person would build community spirit around the project, and provide community members with opportunities to express their concerns. A well established member of the community that can establish a strong sense of trust would be ideal.

Internal stakeholders

Internal stakeholders are groups or individuals who are directly related to the project. This may include partners, board members, employees, investors and management.

External stakeholders

External stakeholders are groups or individuals who fall outside of the project. These groups can be extremely diverse and are part of the wider community. Some examples include local government, landowners and community groups.

Stakeholder map

A stakeholder map is used to determine what influence and interest a stakeholder has in the project at hand. It is a tool which helps identify the effect of an individual or group of stakeholders on a project. It considers the power stakeholders can exercise, the likelihood of them exercising that power, and their level of interest regarding the project at hand. The aim of the mapping process is to gauge which stakeholder or group of stakeholders has the greatest potential to affect the project and therefore decide which stakeholders will need attention.

SWOT

A SWOT analysis is performed to distinguish the strengths, weaknesses, opportunities and threats that may exist within a group or project. Strengths should examine the advantages of the project. Weaknesses should examine what needs to be improved and what should be avoided. Opportunities should examine any trends or changes that are occurring within the community and threats should examine the obstacles that are likely to arise.

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