

Brief November 2011

UK Minerals Forum Working Group 3 Communities and communication

The UK Minerals Forum, hosted by the CBI Minerals Group, draws together key stakeholders to raise awareness of issues and identify potential solutions relating to sustainable use of indigenous UK minerals. The Working Group, chaired by Brian Marker, was convened to review existing communications material and provide advice on communication methods.

1 Introduction

1.1 The Communities and Communication Working Group was convened to review existing materials intended for communication with the general public and administrations, drawing on existing materials, and to prepare and disseminate both adaptable materials for communication and advice on communication methods.

Within that aim, the specific objectives were:

- To review existing materials intended to communicate minerals issues to the public and administrators and methods for communicating with those audiences
- To prepare:
 - a) A trial educational pack (paper and electronic) and to undertake preliminary testing with teachers
 - b) An adaptable set of materials (leaflet, website, CD, PowerPoint presentation) to explain the processes of planning and permitting of minerals operations and the facts of minerals operations
 - c) A summary of methods and techniques for communication with the public and administrations.
- To identify, if necessary, the need for and nature of future work and to prepare specifications of work if required
- To prepare and deliver a presentation and/or demonstrations, for Living with Minerals 4.

- 1.2 Work concentrated mainly on England so some outputs would need to be adapted for use in Northern Ireland, Scotland and Wales. There will be a need to update the final material at intervals especially with respect to forthcoming changes in the planning systems.

2 Membership

- 2.1 The working group consisted of representatives from the British Geological Survey (BGS), Campaign to Protect Rural England (CPRE), the Mineral Products Association (MPA), the Planning Officers' Society (POS) and the Royal Institute of Chartered Surveyors (RICS). A list of members of the working group and of others who have provided comments or assistance is on page 5.

3 Trial educational pack

- 3.1 Work on this activity was led by the BGS. The initial stage was the preparation of a trial information pack based partly on a role playing exercise for schools that had already been undertaken a number of times for schools in Nottinghamshire. This was tested with four teachers, one of whom also writes units for an examination board, at a meeting held on 18 August 2010. The key points from the meeting were that the materials/resources might be useful if these are downloadable from a website and are fully integrated with the National Curriculum. The curriculum is organised into a number of age-related key stages, each of which has specified attainment levels for skills that should be reached. Incorporation of educational material into the system can be most conveniently achieved by carefully indexing in terms of key stages and attainments that these should contribute to.
- 3.2 BGS set out a possible programme of work to develop curriculum materials on minerals for use in England but a source of funding for this has yet to be found. The proposed activities are to:
- Organise content into a series of appropriate 50-minute lessons
 - Create written content for a student resource pack and accompanying teachers' pack
 - Dissemination through conferences, digital media and mail
 - Collate and create video presentations.

This exercise might cost between £20k and £33k but it has been suggested that the first step should be undertaken and tested in one or more schools before considering whether to progress to the remaining three stages. That might require only £2k-£3k, or so.

- 3.3 At GCSE level in England all materials should conform to a National Curriculum that aims to ensure that teaching and learning is consistent across core subjects. Specific targets are set for each key stage in education. The curriculum sets out the subjects that should be taught, the knowledge skills and understanding required in each of these, and the standards or attainment targets that are expected. Within that framework, schools are free to plan and organise learning in any way that best meets the needs of their pupils. Schools choose an awarding body for each of the examinations to be taken by their students. Since teachers are busy people, they need to know exactly how an educational resource fits into what they need to teach from a curriculum specification. It should be explicitly indexed into curriculum units and objectives. There can be a tendency for teachers to re-use and adapt past work plans therefore it would be important to vigorously disseminate, promote and demonstrate the quality of any proposed new materials. The Working Group concluded that material for GCSE level should be prioritised, because it would reach a wider audience than at A-level. The present government introduced greater flexibility into the system from September 2010, and the content of the curriculum is under review.
- 3.4 Representatives of devolved administrations to UKMF suggested education contacts so that differences from the English system could be identified. The approaches in Scotland, Wales and Northern Ireland are broadly similar but differ in detail of the aims, objectives, content of prescribed topics and attainment and assessment targets. The degree of flexibility for teachers to select the mode of working, within broad guidelines also varies with perhaps the greatest flexibility in Scotland. It would be necessary to contact teaching organisations to sound out the best approaches to, and content of, teaching materials in those areas. It might be appropriate to discuss a strategy with the Earth Science Teachers' Association.

4 Potential communications techniques

- 4.1 The main input on this element of the work was provided by the MPA. It was recognised that the range of communication activities within the scope of the minerals industry and its stakeholders is vast but could be summarised as those:
- Supporting the delivery of public policy
 - Supporting proactive campaigns and initiatives
 - That are reactive to mineral working proposals and existing minerals sites.
- 4.2 A paper was prepared which emphasised the need to fully understand:
- The overall communication objective and desired outcomes
 - The nature of the audience(s)
 - The key messages and tone and delivery
 - Whether the initiative should be proactive or reactive
 - The timescale, phasing, and resources required
 - The optimum mix of communication techniques (eg communication audit, use of websites, CD/DVD, leaflets and booklets, one-to-one meetings, public exhibitions, site visits, community liaison or focus groups, charette meetings (which use both experts and the public), public meetings, media and social media).
- 4.3 The paper was finalised following comments from the organisations represented within the working group as well as the Confederation of UK Coal Producers, British Ceramic Confederation and Somerset County Council. It is considered that the paper might be of use to the industry and planning authorities when designing public engagement initiatives. This could be readily placed on a number of relevant websites and would not therefore require separate funds.

5 Information for the public

- 5.1 The working group decided that a ‘tool kit’ containing concise information for the public on a wide range of minerals issues and presented as far as possible in plain language, should be prepared. The aim is to provide digital material structured in short sections and photographs/diagrams so that these can easily be used, in parts or as a whole, in customised presentations (for instance, using PowerPoint) and written material that could be used, for instance, when:
- Mineral operators need to engage with the public on proposals for mineral working particularly in pre-application discussions
 - Mineral planning officers need to discuss proposed planning policies or planning applications with the public
 - Local action groups and quarry liaison groups wish to brief themselves about minerals issues.
- 5.2 This consists of five draft modules:
- a) Introduction (to this set of material)
 - b) Minerals and their uses
 - c) How minerals operations are undertaken
 - d) How the planning and environmental permitting systems work
 - e) How communities can interact with the minerals industry
- Modules would be illustrated with a portfolio of photographs and diagrams drawn mainly from the MPA and BGS. Of these modules, a, b, c and e are general but d would need to be adapted for use outside England. The aim would be to finalise this material for delivery through one or more websites and/or CD or DVD.
- 5.3 Following several rounds of consultation with working group members, the draft material was circulated more widely by the CPRE, the POS and the MPA to some of their members, and also to the Confederation of UK Coal Producers (CoalPro) and the British Ceramic Confederation (BCC). Much valuable feedback was received also from the CPRE (Campaign to Protect Rural England). The material was amended accordingly.

- 5.4 The cost of this exercise would depend on the approach taken but would fall into costs to finalise and deliver the initial material and the costs of ongoing maintenance and updating. Possible options are:
- a) To set up a dedicated new website. This would require financing and design of the site and testing of the content. It is difficult to estimate costs for this because these would depend on whether professional designers are used. Costs might fall in the range of £3k to £8k
 - b) To deliver the material through one or more existing websites (eg BGS, the MIRO Sustainable Aggregates site, the Mineral Products Association or perhaps an environmental NGO). This might cost £1-£2k for formatting, establishing links and testing, but there is no guarantee that such organisations will wish to host the material in the long term or at all
 - c) To deliver the material on CD/DVD alone, or alongside option 'a' or option 'b'. This would involve CD design and formatting, loading and the costs on individual disks and might cost about £2k to £3k for 1,000 disks.

6 Recommendations

6.1 The Working Group recommends that:

- a) Funds should be sought for the preparation of a trial education pack aimed at National Curriculum Key Stages 3-4 and testing this at one or more schools in England before considering further work for England and variants for Wales, Scotland and Northern Ireland
 - b) That the paper on communications techniques should be published on one or more suitable websites and that intended audiences should be made aware of this through a dissemination initiative
 - c) Further consultation on and amendment of the material for public information should be completed, that the material should be made available for downloading from one or more suitable existing websites and on CD, and that material should be updated at intervals particularly to take account of the government's review of the planning system
 - d) Discussion should be held with interested bodies in Wales, Scotland and Northern Ireland as to whether the public information material should be adapted for use in those countries and, if so, how that can best be achieved.
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Members of the working group

British Geological Survey – Emma Bee and Chloe Wrighton

Campaign to Protect Rural England – Andy Tickle

Mineral Products Association – Simon van der Byl and Elizabeth Clements

Planning Officers' Society – Richard Read (Hampshire County Council)

Royal Institute of Chartered Surveyors – Hugh Lucas (Aggregate Industries)

The group was chaired by Brian Marker (independent consultant)

Acknowledgements

The working group is also grateful for constructive comments made by, or assistance from:

David Bailey (BGS); **Laverne Bell** (Quarry Products Association Northern Ireland)

Kathryn Bloodworth (head of geography, King Edwards VII School, Melton Mowbray)

Bob Brown (CPRE); **Frank Creamer** (Scottish Government)

John Cummins (Department for the Environment Northern Ireland)

Nikki Edwards (OCR Board qualifications manager GCE Geology and Entry Level Science)

Chris Hall (British Ceramic Confederation)

Lindsay Harvey (Welsh Assembly Government)

Paula Hewitt (Somerset County Council)

Adrian Lee (Hampshire County Council)

Stuart Meier (CPRE)

Anne Mosquiera (Cheshire West and Chester Council)

Gordon Neighbour (Torbay Girls Grammar School)

Barnaby Pilgrim (Banks Group and CoalPro)

Ruth Richards (PGCE lecturer at NTU and writer for OCR)

Joanne Smith (Welsh Assembly Government)

David Weeks (Hanson plc)

For further information or a copy in
large text format, please contact:

Robert le Clerc
Executive secretary
CBI Minerals Group
T: +44 (0)20 7395 8059
E: robert.LeClerc@cbi.org.uk



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