



# Communication Checklist

Communication tool for urban development projects faced with contaminated sites



## Summary

When confronted with questions of soil and/or groundwater pollution, spatial planning processes not infrequently bog down in a state of stagnation that is brought about not only by unexpected costs but also by perceptions of risks on the part of residents living and working in the area targeted for remediation. On the other hand, health concerns may crystallize and reveal other previous concerns and expectations. The perceived risks may be over-exaggerated or underestimated due to personal interests in the site. A viable solution will only be found if, next to the issues of health, the concerns and expectations that undermine the process are addressed. All stakeholders need to listen and be receptive to the concerns and expectations of others and accept them as legitimate and valuable factors in and to the search of an optimum solution. That is why, in the CityChlor project, technical experts have worked together with experts from other disciplines (communication, legislation, finance, spatial planning,...) in order to create an integrated approach to ensure that both goals (new developments and a necessary remediation) be known and accepted by all stakeholders.

This checklist will guide you (spatial planner, project developer, or environmental expert,...) through essential steps in effective communication with all stakeholders. A clear message, answering the questions of each target group, prevents a delay in redevelopment projects due to misunderstandings.

To start, you need to know the scope of your project: what are the physical properties of your site, who are your stakeholders, what is your main message, and how and when are you communicating?

By filling in the present checklist, you will have a good basis to lead you through your process. You might use this tool to discuss the different topics with your communication officer so he or she can give you extra advice. If you are interested in knowing more, you can consult our website.

Since we wanted to make this a short and easy-to-use tool, we did not include all of the background information we learned or made use of all of the studies we conducted within CityChlor. On our website, you can find a sociological study on risk perception, comparisons of the approaches in the 4 participating countries, examples of communication strategies, communication links between the environmental department and the urban development department of your city, literature references on community involvement and examples of (news)letters, presentations, movies ...

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## 1 Introduction

### 1.1 CityChlor and the integrated approach

Space is scarce in Europe. Even in the subsurface it is getting busier. Large-scale soil and groundwater contamination with chlorinated solvents are often an obstruction for urban developments. The traditional way of dealing with polluted soil and groundwater does not work in all cases and is not economically and sustainable feasible. In urban environments multiple contaminations with chlorinated solvents are often mixed with each other and spread underneath buildings. This not only leads to technical problems for remediation, but also to liability and financial discussions and hence has an impact on society. An integrated approach and area-oriented approach is needed to tackle the problems. The CityChlor project has demonstrated that remediation and sustainable development can evolve on a parallel timescale.

An integrated approach combines all aspects that are relevant to tackle the problems that pollution with VOC in urban environment causes. Depending on area, site and context different aspects together or parallel to each other can be used. Not only technical solutions are included, but also socio-economic aspects as urban development, communication, financial and legal aspects, time, space, environment and actors (active & passive) have to be handled.

CityChlor did not remain at single case remediation, but looked at the area as a whole in a bigger context: the area-oriented approach. A technical approach that makes it possible to remediate, monitor and control multiple groundwater sources and plumes within a fixed area.

### 1.2 CityChlor and technical innovations

The managing of knowledge and technical innovations are one of the key to achieve a sustainable city development. A development project has to cope with loads of information coming from different disciplines in different (technical) languages and with different uncertainties. With chlorinated solvents, the knowledge about the pollution will always have a certain uncertainty that can have an impact on the course and the costs of the remediation. An efficient 'managing of knowledge' will try to decrease this degree of uncertainty.

CityChlor therefore also worked on the technical aspects of characterization and remediation. The conventional techniques that are applied for investigation and remediation have their limitations dealing with chlorinated solvents. Promising innovative techniques exist, but do not easily find their way to current application. This barrier is often caused by lack of knowledge on different levels. Experts and contractors do not always have the means to invest in experiments with new techniques, authorities are reluctant to accept techniques of which the results may be uncertain and clients aren't eager to pay for experimental techniques.

Dissemination of knowledge can break this deadlock. CityChlor therefore collected experiences from field application of innovative techniques and implemented itself a number of techniques in pilot projects. For the detailed outcomes, the reader is referred to the specific reports.

## 2 How to deal with communication?

The expertise of an environmental officer, a soil expert, or a project manager in urban planning is high in terms of legal, technical, and process knowledge. This expertise is an important asset in the project's management. When such specialists are confronted with some aspects beyond their expertise, it often results in an intensive and disappointing search for solutions. Communication is one such aspect.

To help the environmental project leaders or governmental urban planners, the CityChlor project developed a checklist.

### *Reflection*

Do not allow yourself to become overwhelmed by the multitude of questions in the checklist. First of all, it is useful to distinguish the essence of the side issues. You will be able to invest your time effectively and discover the added value of the checklist.

### *The essentials of communication*

Communication is not a goal in itself but a way to facilitate your project or process. It is important to convey information to audiences. They must use this information in order to enable you to reach your goal (reassurance, anticipate, referrals ...). It may also involve interaction with certain stakeholders. Again, communication is only used to help you reach your goal: discover resistance, collection opinions, create support ...

### *Basic Questions*

The checklist will help you to reflect on what you want to achieve with communication. To achieve this, you must quickly find answers to the following questions:

- Whom do I want to inform and why?
- What is the (fore)knowledge of the target group(s) concerning the project and the soil contamination?
- What are the concerns and sensitive aspects of each target group?
- How and when do I organize communication in a simple and budget-friendly way?

### *The checklist provides direction*

The checklist guides you through a series of questions and aspects you need to consider. Some of the aspects you may already know. In this case, it is useful to draw up an inventory of them on the basis of the checklist. Other aspects you will still need to investigate. Some elements are not applicable to your situation. In that case, skip these questions and do not waste time trying to find answers.

### *Search assistance*

Communication demands very specific expertise. Some aspects of the communication will require efforts that you may find unfamiliar and that are outside of your own general practices and competencies. Do not panic. Help is often within reach. Consult communication officials from the governments that are partners in your project. You can also use external communication services. This gives you more time to use your own expertise in the project.



### 3 How to use the checklist?

The checklist has 3 major parts.

The first part of the checklist is an aid for drawing up an inventory of:

- the global project
- the current status of the project
- the position of the soil remediation project within a global project

The information is useful to rely on during the communication process. It is your reference on the contextual situation.

The second part of the checklist helps you to take a deeper look inside the target group. First, try to make an inventory of the most important target groups. Then fill in the form for EACH target group. You will discover important differences in the types of information needed. This will be of great help in your target-oriented communication.

The last part of the checklist is of practical help in organizing the communication to each target group. It also will serve as your inspiration to discover possibilities in your specific situation.

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## **4 The bigger picture**

Before you even start thinking of communication, you need to make a simple and useful inventory of the project. The soil contamination or remediation is only a small part of a bigger project. It is important for you to understand what the position of the soil remediation project is. Use the following questions and checklist to collect and gather the basic information on the project.



## 4.1 Project information

### 4.1.1 The basics

|                            | Recent | Former (e.g. if the project is a next step) |
|----------------------------|--------|---|
| <b>Project name</b>        |        |   |
| <b>Geographic location</b> |        |   |
| <b>Surface</b>             |        |   |
| <b>Zoning</b>              |        |   |
| <b>Future zoning</b>       |        |   |
| <b>Partners involved</b>   |        |   |
| <b>Other</b>               |        |   |



Try to summarize in max. 15 lines what the scope of the project is: goal, target groups, relevancy for municipality (e.g., school, service flats, private housing, offices ...)

### 4.1.2 Basic assistance

If you have the opportunity to get assistance from communication experts, try to get them involved from the beginning. Later on we go into the practical approach of working together. At this stage, try to find out which communication officials from partners or (local) governments might be useful as ‘sparring partner’. They can help you making your communication actions more effective.

| Possible partners in communication                            | Name | Contact details |
|---|------|-----------------|
| Communication officer of the municipality or local government |      |                 |
| Communication officer of the regional government              |      |                 |
| Communication officer of the investor                         |      |                 |
| Other   |      |                 |
| Other   |      |                 |
| Other   |      |                 |

### 4.1.3 Stakeholders

To identify the parties that need to be involved in the meetings and the communication process, it is important to have all contact details for the project on one single sheet. Some of those stakeholders have to be involved from the outset – even before the future plans are available; some others can be informed or consulted during a later phase, hence, this list may be flexible and can be adjusted throughout the project’s lifetime. Within a municipality, many people are involved but, in this list, the people that will help you realize the project (or who can give you feedback or input) should figure prominently. Also think about crisis situations: what if the press reports on the project give the wrong information? Who will contact them and with what message (see later on)?

| Internal Stakeholders                            | Contact details | Key role/position |
|--|-----------------|-------------------|
| Current owner of the site                        |                 |                   |
| Future owner of the site                         |                 |                   |
| Project leader of municipality in urban planning |                 |                   |
| Project leader of municipality in environment    |                 |                   |

|  |  |  |
|--|--|--|
| <b>Project leader of municipality in communication</b> |  |  |
| <b>Spokesman or Mayor</b>                              |  |  |
| <b>Investor 1</b>                                      |  |  |
| <b>Investor 2</b>                                      |  |  |
| <b>Architect</b>                                       |  |  |
| <b>Engineering consultants</b>                         |  |  |
| <b>Soil remediation experts</b>                        |  |  |



|   |  |  |
|---|--|--|
| <b>Contractor</b>                             |  |  |
| <b>Safety &amp; Environmental Coordinator</b> |  |  |
| <b>Other:</b>                                 |  |  |

## 4.2 Project status

### 4.2.1 Current status

Try to situate the current status of the project first. Try to inventory what steps have already been taken and which are to follow. Make the inventory useful for you by identifying the steps in the process that will likely impact on your soil remediation project or may interfere with it. This is important for future communication steps: not only to situate your activity within the bigger picture but also to use the global project process in your communication activities.

| Phase:            | Phase section              | Legal process | Informal process | Position of the soil remediation project |
|-------------------|----------------------------|---------------|------------------|--|
| Exploration phase | Geographical exploration   |               |                  |  |
|                   | Policy exploration         |               |                  |  |
|                   | Socio-economic exploration |               |                  |  |
|                   | Urban planning             |               |                  |  |

|                     |                                   |  |  |  |
|---------------------|-----------------------------------|--|--|--|
|                     | Other:                            |  |  |  |
| Investigation phase | Public inquiries                  |  |  |  |
|                     | Other:                            |  |  |  |
| Development phase   | Planning and building permissions |  |  |  |
|                     | Zoning                            |  |  |  |
|                     | Environmental permit              |  |  |  |
|                     | Other:                            |  |  |  |

|                      |                       |  |  |  |
|----------------------|-----------------------|--|--|--|
| Implementation phase | Construction planning |  |  |  |
|                      | Nuisance              |  |  |  |
|                      | Other:                |  |  |  |
| Other                |                       |  |  |  |

#### 4.2.2 Interaction

For the phases with interaction between the project process and the soil sanitation project, describe the precise connection.

## 5 Target groups

It is very important to get a solid grasp and full understanding of your target groups. Communication on soil contamination means different things to different people. For example, it might perturb neighbourhood residents while presenting an opportunity for investors to start a project. The knowledge of your target groups forms the basis of good communication. You need to know the concerns of, the threats to, the opportunities for, the level of knowledge of the project... for every different target group in order to adapt your message appropriately and relevantly. Try to complete this list as precisely as possible before you start any form of communication.

### 5.1 Inventory

Try to draw up a list of the target groups you need to reach with information or interaction. Indicate whether this is a target group for the development project or for the remediation project or for both. Indicate the importance for every group (prioritize).

*Note: The press is important but not really a target group. The goal of your communication is not to communicate with the press but to use them as an intermediate venue to reach citizens, stakeholders... The press is an important tool in your practical plan (Chapter 5. Action plan)*

*Example:*

| Target group                         | Directly involved in or affected by new (re)development project | Directly involved in or affected by remediation project | Priority for communication | At the start or middle or end of the project? |
|--------------------------------------|---|---|----------------------------|---|
| e.g., Neighbourhood Residents        | Yes   | Yes   | Yes                        | Start   |
| e.g., Citizens in general            | No  | No  | Yes                        | Middle  |
| e.g., Users of contaminated property | Yes   | Yes   | Yes                        | Start   |
| e.g., Real Estate brokers or Notary  | Yes   | No  | Not really                 | End   |



|                              |     |     |     |        |
|------------------------------|-----|-----|-----|--------|
| e.g., Shopkeepers, retailers | Yes | Yes | Yes | Start  |
| e.g., Schools                | No  | Yes | Yes | Middle |
| e.g., Emergency services     | No  | No  | Yes | Middle |

*Fill in:*

| Target group: | Directly involved in or affected by new (re)development project | Directly involved in or affected by remediation project | Priority for communication | At the start or middle or end of the project? |
|---------------|---|---|----------------------------|---|
| 1)            |   |   |                            |   |
| 2)            |   |   |                            |   |
| 3)            |   |   |                            |   |
| 4)            |   |   |                            |   |
| 5)            |   |   |                            |   |
| 6)            |   |   |                            |   |
| 7)            |   |   |                            |   |
| 8)            |   |   |                            |   |
| 9)            |   |   |                            |   |
| 10)           |   |   |                            |   |

Because not all target groups need to be involved in the same way, it is important to make a separate form for each prioritized target group.

*Example:*

| TARGET GROUP: e.g. neighborhood residents |   |  |
|---|---|--|
| <b>Definition:</b>                        | Geographic delineation (streets, blocks, district- it might be interesting to add a street map) | Tramstraat, Vogelkersstraat, Bloemenmarkt en Clementinawijk  |
|   | Quantity (e.g. estimated number of residents)   | 350 households   |
|   | Contact:  | Address inventory via local government (population register) – personalisation of mailings only via local government (privacy legislation) |
|   | Contact:  | /  |
|   | Contact:  | /  |
|   | United in committee, pressure group,...<br>Contact details:                                     | District committee 'Clementinawijk' – contact details chairman   |

*Fill in for every target group:*

| TARGET GROUP:      |   |  |
|--------------------|---|--|
| <b>Definition:</b> | Geographic delineation (streets, blocks, district- it might be interesting to add a street map) |  |
|                    | Quantity (e.g. estimated number of residents)   |  |
|                    | Contacts:   |  |
|                    | United in committee, pressure group,...<br>Contact details:                                     |  |

## 5.2 What does this target group already/need to know?

|                                    |                                    | Do they know?  | Do they need to know?                                    |  |  |   |
|------------------------------------|------------------------------------|--|--|--|--|---|
|                                    |                                    |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area | If yes, what will be the added value for the target group |
|                                    |                                    | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| <b>Awareness of the project</b>    |                                    |  |  |  |  |   |
| <b>1) The scope of the project</b> | <b>Goal</b>                        | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                    | <b>Geographic area</b>             | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                    | <b>Potential risk of pollution</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                    | <b>Development</b>                 | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                    | <b>Other: ...</b>                  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                             |                     |                                   | Do they know?  | Do they need to know?                                    |  |  |   |
|-----------------------------|---------------------|-----------------------------------|--|--|--|--|---|
|                             |                     |                                   |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area | If yes, what will be the added value for the target group |
| Awareness of the project    |                     |                                   | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| 2) The phase of the project | Exploration phase   | Geographical exploration          | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Policy exploration                | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Socio-economic exploration        | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Urban planning                    | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Other: ...                        | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             | Investigation phase | Public inquiries                  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Other:...                         | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             | Development phase   | Planning and building permissions | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                             |                     | Zoning                            | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                                 |  | Do they know?  | Do they need to know?                                    |  |  |   |
|---------------------------------|--|--|--|--|--|---|
|                                 |  |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area | If yes, what will be the added value for the target group |
| <b>Awareness of the project</b> |  | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| <b>3) The opportunities</b>     | <b>Social (e.g. creating viability in a disadvantaged neighbourhood)</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                 | <b>Economical (e.g. making site attractive for investors)</b>            | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                 | <b>Environmental (e.g. ecological restoration)</b>                       | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                 | <b>Mobility (e.g. roads, hiking, cycling..)</b>                          | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                 | <b>Health (e.g. healthier place to live)</b>                             | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                                 | <b>other: ...</b>  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                          |   | Do they know?  | Do they need to know?                                    |  |  |   |
|--------------------------|---|--|--|--|--|---|
|                          |   |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area | If yes, what will be the added value for the target group |
| Awareness of the project |   | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| 4) The risks             | Social (e.g. change of residential destination) | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | Economic (e.g. change in local employment)      | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | Environmental (e.g. new industrial activity)    | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | Mobility (e.g. potential traffic congestion)    | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | Health  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | Other: ...                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                          |                          |  | Do they know?  | Do they need to know?                                    |  |  |   |
|--------------------------|--------------------------|--|--|--|--|--|---|
|                          |                          |  |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area               | If yes, what will be the added value for the target group |
| Awareness of the project |                          |  | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| 1) The process           | The steps in the process |  |  |  |  |  |   |
|                          | Investigation phase      | The objective of the investigation   | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. what is the cause of the investigation?                               | e.g. clarify the uncertainties                            |
|                          |                          | The way in which the investigation will be conducted (sampling, drilling, demarcation) | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. uncertainty of the impact on their property                           | e.g. none   |
|                          |                          | What resulting information will/can be achieved  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. What might the result of an investigation? Of what must we be afraid? | e.g. clarify the uncertainties                            |
|                          |                          | When the results are expected  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. How long do we need to live in uncertainty?                           |   |
|                          |                          | Other: ...   | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                          |                  |                              | Do they know?  | Do they need to know?                                    |  |   |   |
|--------------------------|------------------|------------------------------|--|--|--|---|---|
|                          |                  |                              |  | Now?   | Later on?  | If yes, what will be their solicitude on this specific area   | If yes, what will be the added value for the target group |
| Awareness of the project |                  |                              | Yes/No?  | Yes/No?  | Yes/No?  |   |   |
| 1) The process           | Conclusion phase | Processing the information   | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. What does the result mean? We don't understand the technical or formal report.                 | e.g. understand the result                                |
|                          |                  | (Preparation of remediation) | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. What will be the implication to choose for a certain methodology and not for another solution? | e.g. understand the impact of the remediation process     |
|                          |                  | Kind of remediation          | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. Not understanding the methodology of remediation and misinterpret the risks                    | e.g. understanding  |
|                          |                  | Other: ...                   | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |   |

|                          |                   |             | Do they know?  | Do they need to know?                                    |  |  |   |
|--------------------------|-------------------|-------------|--|--|--|--|---|
|                          |                   |             |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area                         | If yes, what will be the added value for the target group |
| Awareness of the project |                   |             | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| 1) The process           | Remediation phase | Methodology | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. What exactly are you going to do? Will it interfere with my housing, living...? | e.g. feeling at ease                                      |
|                          |                   | Proceedings | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. What happens next?  |   |
|                          |                   | Timing      | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. Why is it taking so long?   |   |
|                          |                   | Other: ...  | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |

|                          |  |              | Do they know?  | Do they need to know?                                    |  |  |   |
|--------------------------|--|--------------|--|--|--|--|---|
|                          |  |              |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area       | If yes, what will be the added value for the target group |
| Awareness of the project |  |              | Yes/No?  | Yes/No?  | Yes/No?  |  |   |
| 2) The contamination     | the types of contamination (chemicals)               | what is VOCl | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. unknown = no confidence                                       | e.g. understanding what is happening                      |
|                          |  | other:...    | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |   |
|                          | the risks  |              | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. the risks to the health of children playing outside           | e.g. put the contamination in the proper perspective      |
|                          | the influence on the functioning of the target group |              | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. Can we still use groundwater to spray our vegetables?         | e.g. put the contamination in the proper perspective      |
|                          | the history (why it is there)                        |              | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. If it has been there so long, aren't we already contaminated? | e.g. put the contamination in the proper perspective      |

|                          |                               | Do they know?  | Do they need to know?                                    |  |   |   |
|--------------------------|-------------------------------|--|--|--|---|---|
|                          |                               |  | Now?   | Later on?  | If yes, what will be their concerns about this specific area          | If yes, what will be the added value for the target group |
| Awareness of the project |                               | Yes/No?  | Yes/No?  | Yes/No?  |   |   |
| 3) The legislation       | Obligations                   | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. Who is legally responsible for the contamination on my property? | e.g. understand the regulations and responsibilities      |
|                          | Influence on soil certificate | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | e.g. Will this affect me when I want to sell my property?             | e.g. understand the regulations and responsibilities      |
|                          | Procedures                    | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |   |
|                          | Permits                       | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |   |

### 5.3 Historical context

It is very important to understand the context in which you have to operate. Promises made in the past might not have been kept, the situation might have been changed without communicating it to the target groups, protest against the project has led to judicial procedures. That is why you need to know the history of the project as well as its communication history. Not knowing this might undermine your credibility, might cause a mismatch between former and present communication, or might end up in an absence of any support for your message.

|   |   |  |
|---|---|--|
| <b>Has the target group already been informed about this project in the past?</b> | <b>By whom?</b>                         |  |
|   | <b>When?</b>                            |  |
|   | <b>By what kind of media?</b>           |  |
|   | <b>Concerning what specific issues?</b> |  |
| <b>Have there been conflicts with the target group on this subject?</b>           | <b>With whom?</b>                       |  |
|   | <b>When?</b>                            |  |
|   | <b>On what specific issues?</b>         |  |

## 5.4 Make practical

For every "Yes" you have marked in "Need to Know" in 4.2, fill in the table below. Now you make the information practical to use. It becomes a handy list with messages to counter concerns, create certainty and build trust. Use these messages in your communication and adapt them to suit the correct context.

|  | What exactly (brief description):                             | What content will you use to:                                   |  |   |   |   |
|--|---|---|--|---|---|---|
| Item   |   | Allay their solicitude  | Create certainty   | Build trust   | Situate the contamination in the proper context (removing concern)              | Prepare the support/legitimacy for possible remediation |
| e.g. conducting soil pollution investigation | During the next two months, we will be drilling in 15 gardens | No harm to be done to the gardens, no nuisance of noise or dirt | It is not because we are drilling that pollution will be found | Someone will come to your house to explain what is going to happen exactly in your garden | Should we find some pollution, the possibilities of health risks are very small | Remediation will make your property more valuable       |
|  |   |   |  |   |   |   |
|  |   |   |  |   |   |   |

|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |



## 5.5 Conclusions

Try to summarize in max. 15 lines what the core message is you want to convey to each target group. Do not underestimate the significance and import of this description. It will be your “guiding thread” in your communications with this target group.

## 6 Action plan

You have drawn up the inventory of the most important target groups. You know their concerns and sensitivities. This has been an important step to start the operational communication.

Now you have to focus on the best options to reach them with your message. This may not seem easy and, in effect, it isn't. But why not focus on the existing possibilities or communication competences in your surroundings? Use these good practices. Build on them to get your message to the target group and to keep the communication lines open for a longer period.

The next part of the checklist will lead you to different opportunities. Not all of them will be useful. And remember: what might look a good methodology to reach one target group might prove useless for another. That is why your communication needs to be correctly targeted.

### 6.1 Roadmap

The time has come to make an operational plan. The most difficult work is done: you know for every target group what you want to tell, when you want to reach them in the process, what the opportunities and the threats are. The issue is now to plan en to execute.

If you can get the aid of a professional communicator, this is the moment to do so. There are a lot of manners to come to an operational communication. If you want to get inspired by one of them (Factor C Methodology) or on the website <http://www.comrisk.fr/> For all background information check the CityChlor website ([Http://www.citychlor.eu/sites/default/files/CityChlor\\_the\\_factor\\_c\\_method.pdf](Http://www.citychlor.eu/sites/default/files/CityChlor_the_factor_c_method.pdf))

The table below helps you to make a simple and practical overview on what to do.

Fill in for every target group.

*Example:*

Target group: e.g. neighbourhood

| Step   | What  | When                  | How  | Alternative                       | Remarks |
|--------|---|-----------------------|--|-----------------------------------|---------|
| Step 1 | Making a Q&A<br>Defining contact point for<br>neighbourhood               | April 2013            | Internal questionnaire<br>Set up E-mail address &<br>webpage |                                   |         |
| Step 2 | Informing on the start of the<br>investigation phase                      | Beginning of may 2013 | Letter for residents<br>Residents meeting                    | Sending an<br>informational flyer |         |
| Step 3 | Informing on the operational<br>activities in the field                   | End of June 2013      | Letter for residents<br>E-mailing                            |                                   |         |
| Step 4 | Making individual arrangements<br>on investigating surrounding<br>gardens | End of June 2013      | Invitation for making home<br>visit                          |                                   |         |
| ....   |   |                       |  |                                   |         |

Fill in here:

Target group:

| Step   | What | When | How | Alternative | Remarks |
|--------|------|------|-----|-------------|---------|
| Step 1 |      |      |     |             |         |
| Step 2 |      |      |     |             |         |
| Step 3 |      |      |     |             |         |
| Step 4 |      |      |     |             |         |
| ....   |      |      |     |             |         |

The following chapters can help you to plan and to formalize every step in your plan. The content of your communication is already defined in chapter 4.2.



## 6.2 Help around?

First to find out if there are people with communication skills and a legitimate mandate integrated in the project. They know the current practices and/or are already managing communications to (one of your) target groups.

Check with them if they have forms of communication to reach (one of) your target groups. If so, there then exists a huge opportunity for you. If they have the medium already set up and you can get them to include your message in it, the biggest part of your work is done.

But before collaborating, you have to ascertain a few things. For the message you want to bring to the target groups:

- is there any possible danger in the fact that your message is related to this intermediary organization (e.g., lack of confidence in this organization by your target group, a contested position of that organization...)?
- can you be certain that your message will be brought to your audience without being changed, twisted, or put into a wrong context?

| Possible partners in communication                            | Name | Contact details | In which phase can they help with communications? |
|---|------|-----------------|---|
| Communication officer of the municipality or local government |      |                 |   |
| Communication officer of the regional government              |      |                 |   |
| External project leader                                       |      |                 |   |
| Urban planner   |      |                 |   |
| Regional government responsible for remediation               |      |                 |   |
| Communication officer of the investor                         |      |                 |   |
| Other   |      |                 |   |
| Other   |      |                 |   |

## 6.3 The easy way to your target group

### *Rely on partners*

If convinced your partner is the right one and you can rely on him, make a list of all the possibilities per target group. Use your roadmap (chapter 5.1) to draw up an easy inventory of the practical details that might lead to a workable collaboration.

#### *Example:*

Target group: [neighbourhood residents](#)

Partner in communication: [municipality](#) (Communication officer of the municipality)

| Communication product  | Date of publication/execution (relevant to your message) | Frequency | Deadline for input | Specifications of your contribution  | Contact details of publisher |
|--|--|-----------|--------------------|--|------------------------------|
| <a href="#">Residents meeting</a>  | 27 March   | -         | 23 March           | 15 minutes speech time + PPT-presentation of 20 slides   |                              |
| <a href="#">Official city magazine</a>   | 15 March   | 1/month   | 23 February        | Text of 800 characters + technical illustration  |                              |
| <a href="#">Social media: twitter account of the local government (city council)</a> | 15 March   |           | 12 March           | Tweet with project-hashtag and link to website with details of the soil remediation procedure on a project website |                              |
| <a href="#">Broadcasting</a>   |  |           |                    |  |                              |
| <a href="#">Press management (releases, conferences)</a>                             |  |           |                    |  |                              |
| <a href="#">District newsletter</a>  |  |           |                    |  |                              |
| <a href="#">Circuit of residents letters</a>   |  |           |                    |  |                              |
| <a href="#">Public hearing: participation meeting of urban planner</a>               | 18 March   | -         | 5 March            | Guest speaker - Discussion topic on the practical methodology of the soil investigation                            |                              |

Fill in here:

Target group:

Partner in communication:

| Communication product  | Date of publication/execution (relevant to your message) | Frequency | Deadline for input | Specifications of your contribution | Contact details of publisher |
|--|--|-----------|--------------------|-------------------------------------|------------------------------|
| Residents meeting  |  |           |                    |                                     |                              |
| Official city magazine   |  |           |                    |                                     |                              |
| e-zine   |  |           |                    |                                     |                              |
| Website  |  |           |                    |                                     |                              |
| Social media (using networks of the local government, the project developer, the urban planner...) |  |           |                    |                                     |                              |
| Broadcasting   |  |           |                    |                                     |                              |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Press management (releases, conferences) |  |  |  |  |  |
| District newsletter                      |  |  |  |  |  |
| Circuit of residents letters             |  |  |  |  |  |
| Public hearing                           |  |  |  |  |  |
| Other                                    |  |  |  |  |  |

*Use the global project process*

In Chapter 3.2.1. you have already investigated the interaction between the global project and your soil contamination project. The moment has arrived to valorize this information.

If you can reach your target group while they are interacting with the urban planning process (e.g., participation, public hearings, local discussion groups...), try to put your issues on the agenda. Use your roadmap (chapter 5.1) to find the opportunities.

Target group:

| Participation opportunity  | Modality | Frequency | How to integrate your issue (methodology) | Specifications of your contribution | Remarks |
|--|----------|-----------|---|-------------------------------------|---------|
| Public participation in planning process   |          |           |   |                                     |         |
| Public inquiries   |          |           |   |                                     |         |
| Local public consultation efforts  |          |           |   |                                     |         |
| Website  |          |           |   |                                     |         |
| Social media (using networks of the local government, the project developer, the urban planner...) |          |           |   |                                     |         |
| Project and process communication  |          |           |   |                                     |         |
| Nuisance consultation platform   |          |           |   |                                     |         |
| ...  |          |           |   |                                     |         |

## 6.4 The hard way to your target group

In some instances, you will have to rely on your own resources to communicate. This will be necessary in cases where:

- your target groups are not being reached properly by other partners
- your target groups are not being reached frequently enough by other partners
- your target groups have not enough confidence in other partners

In such instances, try to find the most efficient and practical ways to communicate or interact. Try to find answers to these questions:

**If you were a member of the target group, what would be the most effective way to reach you? List the communication methods and their channels.**

### 6.4.1 Take the hurdles

Do you have the means to realize the methodology or action? Use your roadmap (chapter 5.1) to make sure you don't forget important elements.

|  | What do you need? | How to realize them in actual practice? | Who can help? |
|--|-------------------|---|---------------|
| Resources  |                   |   |               |
| Technical support  |                   |   |               |
| Copywriting/editing/graphical design                     |                   |   |               |
| Digital work/print                                       |                   |   |               |
| Data management (qualitative and quantitative databases) |                   |   |               |
| Distribution   |                   |   |               |
| Interaction  |                   |   |               |
| Other  |                   |   |               |

### 6.4.2 Get to work

When you have chosen the methodology, start the (back)planning:

| Task list | Deadline | Authorization | Remarks |
|-----------|----------|---------------|---------|
|           |          |               |         |
|           |          |               |         |
|           |          |               |         |
|           |          |               |         |
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**Summary: When confronted with questions of soil and/or groundwater pollution, spatial planning processes not infrequently bog down in a state of stagnation that is brought about not only by unexpected costs but also by perceptions of risks on the part of residents**

