

Stratospheric Aerosol Injection Materials (SAIM)

Outline Engagement Plan

1. INTRODUCTION

1.1. This engagement plan sets out how SAIM will work with local communities throughout the development and delivery of its research. It outlines the guiding principles, purpose and structure of engagement, identifies key audiences, and describes a staged approach to engagement from early site exploration through to place-based activities and ongoing dialogue. The plan also explains how feedback will be gathered and used, how engagement will support regulatory processes, and how transparency, inclusion and adaptability will be maintained to support responsible research and a credible basis for local awareness, trust and conditional acceptance.

2. PRINCIPLES OF ENGAGEMENT

2.1. SAIM's approach to community engagement is guided by ARIA's set of core engagement principles to ensure all engagement activity is inclusive, transparent, meaningful and responsive. These include:

2.1.1. Inclusivity – creator team engagement will be inclusive, reaching beyond the usual participants (such as elected representatives) to involve a broad mix of people, including Indigenous representation where relevant to launch and landing locations. Activities will be designed to meet people in accessible settings and use clear, appropriate language.

2.1.2. Transparency – it will be transparent, providing open and honest information about the purpose of the research, how it is conducted, who is involved, and the uncertainties, risks and potential outcomes. It will be clear which aspects of the project can be influenced by community input and why, as well as the programme governance process that the project is following.

2.1.3. Longer term relationships – engagement will focus on building trust over time, through respectful, fair and consistent interactions. Communities will have ongoing opportunities to engage, and participation will be designed to provide mutual value rather than being extractive.

2.1.4. Two-way dialogue – a two-way exchange will be central to the approach. Engagement will begin early, prioritise listening, and ensure that community

feedback is considered and, where appropriate, used to shape how the research is carried out. Findings will be shared openly.

2.1.5. Adaptive – engagement will be adaptive, with approaches refined over time based on feedback and learning. Insights will be used to improve both engagement practice and project delivery.

All engagement will be conducted in line with principles of human rights, equality, non-discrimination, privacy, dignity, meaningful participation, and access to remedy, ensuring all individuals are treated fairly, respectfully, and with appropriate safeguards throughout the process.

3. PURPOSE OF THE COMMUNITY ENGAGEMENT

Our goal is to foster and maintain an open, ongoing dialogue that ensures the project is well-integrated into the community, socially responsible, transparent, and technically safe. This is reflected in the following objectives:

3.1 Ensure that communities are well-informed about the project, with access to clear, relevant information and opportunities to communicate directly with researchers and receive timely responses. This includes ensuring awareness of their agency within the design of the project, and the knowledge that they collectively have the ability to influence, pause or stop aspects of the project.

3.2 Enable communities to follow the development of the project, with transparent updates that make progress, decisions, and changes clear and understandable.

3.3 Provide opportunities for local audiences to engage with the development of the field research process directly, including the ability to co-design elements of it. As part of this activity the team will share and explain what in the research design is currently understood to be negotiable, what is fixed, and what would trigger redesign.

3.4 Involve the public in aspects of the regulatory and decision-making process where appropriate such as the Environment Impact Assessment (EIA). Explore participatory approaches to decision-making, where appropriate, including, for example, the operational planning, to ensure that activities respect and reflect local cultural, spiritual, heritage, and community sites, as well as periods of significance.

3.5 Ensure the project is socially responsible by engaging with wider UK and international perspectives on the ethics and governance of Stratospheric Aerosol

Injection (SAI), so that material choices (for testing within a specialised container, not for release), computer modelling, and experiments are governed transparently and reflect public expectations. Following local engagement and, if approval for the experiment is granted, the project will deliver a broader educational uplift by publishing an explanatory video contextualising the experiment within wider SAI research, and hosting a public webinar to gather feedback and address questions.

3.6 Demonstrate technical safety through openness, including sharing and explaining risk assessments ahead of outdoor activity, and inviting public scrutiny and questions.

4 ENGAGEMENT TEAM

4.1 The Centre for Climate Repair at the University of Cambridge is leading the project's engagement. Activities are managed by the Engagement Co-ordinator, Ian Kelly, under the supervision of Principal Investigator Professor Hugh Hunt. All research partners provide ongoing support.

4.2 Planning and delivery support from The Liminal Space.

4.3 Engagement activities will be co-developed and iterated with key stakeholders and community members once locations have been identified. We will also bring one or more local partner/s on as a formal member of the engagement team to support the design, organisation and delivery of activities. This will continue throughout the project all the way through to reporting back on results should the experiment take place.

5 KEY AUDIENCES

Indicative, and will be shaped by the context in potential research locations.

5.1 Local residents and users of the area in physical proximity to the research site.

5.2. Owners/managers/users of the land in immediate proximity of the research site.

5.3 Local community groups, nature conservation groups, clubs and organisations.

5.4 Local aerospace industry and those with recreational interest in remote controlled flight technology.

5.5 Experts from local universities in environmental management, engineering and climate science.

5.6 Local businesses and business groups.

5.7 Local communities and businesses impacted by climate change

5.8 Climate engaged individuals and groups

5.9 Elected officials representing local constituencies and those holding relevant ministerial or departmental portfolios.

Alongside the key audiences, the engagement will look to reach all demographic groups within the local community, and will work with local representatives to identify how best to achieve this.

6. STAGES OF ENGAGEMENT

6.1 Stage 1: Design and pre-site selection

Key activities:

6.1.1 Outreach with key stakeholders in potential sites

The aim is to understand whether the locations can be suitable for the technical, meteorological, regulatory and logistics requirements of the experiment

6.1.2 Identification of opportunities for co-design and collaboration

The aim is to understand how we can design a stronger experiment with community stakeholders.

6.1.3 Development of materials which describe the experiment, project aims and technical science to share and communicate in clear, salient, audience-appropriate ways.

The aim is to ensure accessible materials are shared from the start of conversations. To include creation of an open online repository (hosting and management to be confirmed) that can share the story of the research, how to give feedback to the

project and ARIA, speak with the team, and access the latest updates. Any digital media approach to be led by preferred communications channels of community stakeholders.

6.2 Stage 2: Engagement and impact assessment

6.2.1: Build a deeper understanding of the community, what matters to stakeholders and how they prefer to convene.

6.2.2 Identify representatives within the community who can support us to reach and connect with the wider community. Work with them to understand the most appropriate and inclusive engagement for the community.

6.2.3 Run a series of place-based activities in the community over a period of months. All activities should invite conversation and sharing on the topic, on climate science and on responsible research. They will offer multiple mechanisms for feed-in and response, with opportunities for synchronous (e.g. in-person event) and asynchronous communication (e.g. email).

Specific activities to be shaped with community representatives (see 4.3 above). Potential options include:

- A. **Community Hubs:** *Establishing a recurring presence at local markets/community events to facilitate informal, face-to-face dialogue.*
- B. **Site Open Days:** *Hosting immersive experiences at launch/landing sites. These could feature hands-on explainers and chances to see the technology in action, plus Q+As with the engineers, and multiple ways to share views and ask questions.*
- C. **Targeted Workshops:** *activities with local interest groups, harder to reach groups including elderly and lower-income groups, and local civic action / council groups. These would bring conversations around the role of uncrewed aircraft in climate monitoring and research into other regularly-planned activity in the local area.*
- D. **Direct Dialogue:** *Lead in-person presentations and debates at high-profile events to foster two-way communication.*
- E. **Digital outreach:** *Expand digital engagement through targeted broadcast and social media content to reach diverse online communities.*

Engagement activities will seek fair and inclusive representation of relevant stakeholders, ensuring diverse perspectives are meaningfully included. Activities will be designed to ensure all community members can participate effectively, regardless of their primary language. This may include translating materials, using multilingual staff or providing interpreters where required.

All photos, recordings, and digital communications will be managed in accordance with applicable data protection and privacy requirements, with appropriate consent, secure handling, and restricted access maintained throughout the engagement.

Any engagement with schools or young or vulnerable groups will adhere to all required safeguarding protocols, parental consent, and age-appropriate ethics safeguards.

6.2.4 Share the independent environmental impact assessment with the community for feedback. Accompany this with an opportunity for discussion so community members can ask questions and respond to the findings.

6.2.5 Ensure there is availability for ongoing conversation, check-ins with the community, and responding to questions. This will take place in a format requested by the community (e.g. via social media, a microsite, in-person updates)

We will ensure easy to understand content relating to the project and SAI is included across digital and physical engagement materials. This will include named points of contact, defined response times, escalation routes and a formal complaints/remedy process.

A focused engagement oversight framework will be established to ensure all the above commitments are implemented in alignment with the Principles of Engagement outlined in section 2 above.

6.3 Stage 3: Dual Scrutiny

6.3.1. Specifically share outcomes and continue the feedback loop. Findings from the first phase of engagement will be shared with communities through a combination of local reporting (e.g. via community representatives and local networks), follow-up sessions where appropriate, and return visits. Accessible summaries will also be available.

6.4 Stage 4: Experiment Begins

Should the research move forwards into outdoor experimentation, key activities include:

6.4.1 Continued sharing and updates of project activity - including opportunities to view the experiment and stay informed and involved. This will also ensure continued two-way dialogue throughout.

6.5 Stage 5: Experiment Concludes

6.5.1. Specifically share findings and close the feedback loop. The team will share all findings from the research with the community through in-person activities, and answer any further questions. Findings will also be shared publicly and hosted online.

Summary of how community feedback informs decisions

1. Gather

Feedback is collected through conversations, events, surveys and ongoing engagement activities.



2. Log and synthesise

All input is recorded and grouped into key themes (e.g. concerns, questions, suggestions, areas of support or uncertainty).



3. Review

Insights are reviewed jointly by the engagement and scientific teams, alongside:

- Scientific requirements
- Safety and regulatory constraints
- Ethical considerations



4. Decide

For each theme, a clear decision is made:

- Adapt → changes made to delivery (e.g. timing, location, communication, safeguards)
- Mitigate → concerns addressed through additional measures (e.g. monitoring, clearer information, engagement)
- Cannot change → where constraints mean no change is possible



5. Communicate

A clear “You said / We did / We can’t change (and why)” summary is shared with the community.



6. Feed into delivery

Decisions are incorporated into:

- Local delivery plans
- Engagement approach
- Reporting to oversight bodies



7. Reporting

Documentation of the engagement plan and process will be sent to and for scrutiny by ARIA's independent Oversight Committee and ARIA's CEO. These documents will be published on ARIA's website once they have been scrutinised.