

Status of NWMO Response to Youth Roundtable Recommendations		
Recommendation	Discussion	Action
<b>Content and Messaging</b>		
<p><b>1.</b></p> <ul style="list-style-type: none"> <li>Target specific messages that <b>communicate the issue</b> and seize attention with a call to action (i.e. explain why the topic should matter to people and how they can engage).</li> <li>Develop communications materials that are direct and <b>free from unexplained corporate jargon and technical terms.</b></li> <li>Develop more concise <b>“digestible”</b> materials around specific topics.</li> <li>Use <b>animation</b> to raise awareness and develop stimulating visuals that are able to cross ethnic, linguistic, educational, age, and life-stage boundaries.</li> <li><b>Re-use graphic designs</b> across multiple channels of communication (educational materials, posters, pamphlets).</li> </ul>	<p>Canada’s long-term management of used nuclear fuel is a complex topic. In developing communications materials, the NWMO is continuously aiming to balance the need for precision while also trying to make the content as accessible as possible to the general public. This is a challenging undertaking and one that the NWMO will continue to pursue and improve upon.</p> <p>The NWMO recognizes that images help facilitate learning; as such, the NWMO does incorporate some images in its material and will aim to augment the selection of images where possible.</p> <p>The NWMO will identify opportunities to broaden its selection of communications materials by developing different types of products targeted to multiple audiences.</p>	<ul style="list-style-type: none"> <li>NWMO will undertake to reflect the youth roundtable recommendations that we: <ul style="list-style-type: none"> <li>forefront the issue first (not the organization) to seize attention;</li> <li>simplify the terminology, where possible; and</li> <li>develop written materials that enhance learning through a balanced integration of text and imagery</li> </ul> </li> </ul> <p>as NWMO:</p> <ul style="list-style-type: none"> <li>(2010): produces new communication materials to support initiation of the site selection process;</li> <li>(2010 and beyond): produces additional information and tools to respond to community capacity building requests;</li> <li>(Ongoing): drafts annual Implementation Plans and updates other corporate materials, backgrounders, videos.</li> </ul>
<p><b>2.</b></p> <ul style="list-style-type: none"> <li>Use animation/graphic representation to tell the story of the <b>nuclear fuel cycle.</b></li> <li>Avoid scripted corporate videos. Develop a <b>video with layers of information</b> that builds knowledge.</li> <li>Produce a <b>virtual tour of a DGR</b> and an interactive 3D exhibit that showcases a time-lapsed construction of a DGR.</li> </ul>	<p>The NWMO has a mandate focused on the long-term management of used nuclear fuel. It does not engage in discussions or take positions on whether nuclear energy should be utilized – the NWMO neither promotes nor penalizes Canada’s decisions regarding the future of nuclear power.</p> <p>The Youth Roundtable has noted that a low level of literacy about nuclear energy amongst youth may hamper their</p>	<ul style="list-style-type: none"> <li>(2009): NWMO revised video to build in additional 3D animation.</li> <li>(2009-onwards): Work has been initiated for the development of a more comprehensive set of videos about a variety of topics including: the nuclear fuel cycle (completed); transportation (completed); health, safety &amp; the environment; regulatory framework; international context.</li> <li>(Ongoing): Opportunities to further enhance video with additional 3D animation will be explored.</li> </ul>

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	<p>ability to participate in discussions about nuclear waste. As such, they have recommended that the NWMO develop materials that explain the nuclear fuel cycle.</p> <p>While the NWMO understands the point made by the Youth Roundtable, it must also carefully consider the potential impacts of developing communications materials outside the scope of its mandate. The NWMO will continue to assess requirements for a wide array of communications materials that enhance understanding of long-term nuclear waste management.</p>	
Reaching Youth with Technology		
<ul style="list-style-type: none"> <li>• <b>Refine navigation</b> of website to be more intuitive so users don't have to dig for information (use subject clusters, key words, and simple search terms).</li> <li>• Update content online regularly and add <b>dynamic features</b> by: Documenting progress of the process; Advertising local events; Adding a "what's new" section; Including testimonials, blogs, videos, and an "ask an expert" column.</li> <li>• Provide access to <b>multiple sources</b> of information, i.e. relevant independent and international research.</li> <li>• Create documents with <b>interactive and hyperlinked content</b> allowing readers to decide what information they want to access and how deep they want to go (e.g. Wikipedia format to hyper-linked, layered, and detailed information; Mouse-overs that pronounce words and give definitions; Images; Videos, etc.).</li> <li>• <b>Shift from focus on NWMO website to webspace</b> to engage and educate through social, interactive, peer-</li> </ul>	<p>The NWMO recognizes the importance of harnessing the opportunities provided by new technologies to raise awareness and broaden engagement. However, the NWMO must also assess the potential impact that the introduction of new technologies will have on human resource requirements and on its ability to effectively communicate the issue of used nuclear fuel in a manner that supports respectful dialogue.</p> <p>That being said, the NWMO will continue to explore opportunities to evolve its digital presence and evaluate the impact of the use of new technologies/media on the organization's work.</p>	<ul style="list-style-type: none"> <li>• (2009-2012): Action taken to post 4 NWMO videos on YouTube: invitation to provide input to proposed site selection process; animated video of nuclear fuel cycle; condensed corporate video; and transportation video.</li> <li>• (2012-onwards): "Ask the NWMO" articles are published online and in local newspapers involved in the siting process and address a number of topics of interest to community members.</li> <li>• (2009 -2010): First phase of website enhancements undertaken: <ul style="list-style-type: none"> <li>○ Develop online glossary that is revealed through mouse-overs on specific terms;</li> <li>○ Improve search engine through use of additional key words;</li> <li>○ Make PDF documents searchable.</li> </ul> </li> <li>• (2013): Hired a Digital Communications Program Lead to advance a social media strategy.</li> <li>• (2014): Further enhancements to website introduced to</li> </ul>

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<p>to-peer media and build relationships with individuals already interested in the topic.</p> <ul style="list-style-type: none"> <li>• <b>Upload videos</b> to popular sites to increase access.</li> </ul>		<p>improve organization of content and access to information.</p> <ul style="list-style-type: none"> <li>• (Ongoing): NWMO will continuously update the website with new content and online features that are responsive to user interests and preferences.</li> <li>• (Ongoing): Identify key future documents that can be formatted to reflect best practices in web-based layout, i.e. that are more interactive and hyperlinked.</li> </ul>
Outreach in Schools and Community		
<p><b><u>e(a) Long-Term School-based Activities to Raise Awareness, Foster Broad Public Discussion &amp; Build NWMO's Reputation</u></b></p> <ul style="list-style-type: none"> <li>• Leverage existing <b>school-based networks</b> (that function on a peer-to-peer basis) to increase awareness, build interest and facilitate youth participation (e.g. geology).</li> <li>• Engage <b>relevant departments and disciplines</b> in targeted areas (e.g. engineering, public policy).</li> <li>• Provide <b>scholarships &amp; grants</b> for science and social science students.</li> <li>• Organize / participate in relevant <b>panel discussions &amp; symposia</b> for students in Canada and other countries.</li> <li>• Participate in <b>job fairs</b> to promote the NWMO and its work.</li> </ul> <p><b><u>(b) Short-Term Activities to Support Siting Process and Decision-Making in a Community</u></b></p> <ul style="list-style-type: none"> <li>• Develop a <b>mobile interactive exhibit</b> (<i>also can be used as long-term activity to foster broad public discussion</i>).</li> <li>• Organize after school <b>science clubs, fairs, camps</b> (<i>also can be used as long-term activity to build NWMO's</i></li> </ul>	<p>The NWMO recognizes the inter-generational aspect of the long-term management of used nuclear fuel and the importance of engaging youth as future potential (a) interested citizens, (b) members of an interested host community, (c) decision-makers, (d) researchers/experts, and (e) employees.</p> <p>Each of these facets may require different engagement activities, some framed as long-term activities to foster broad public discussion while others are framed as short-term activities to support the siting process and decision-making in a community. It should be noted that some activities may span both short- and long-term requirements.</p>	<ul style="list-style-type: none"> <li>• (2012-2013): Developed and updated a NWMO youth engagement roadmap that incorporates both technical and social disciplines. This includes consideration of Youth Roundtable recommendations.</li> <li>• (2009-2013): Through its Corporate Social Responsibility program NWMO has: <ul style="list-style-type: none"> <li>• Supported 85 youth with top science projects from 4 nuclear provinces to participate in the Team Canada-MILSET International Science Expo;</li> <li>• Provided funding to regional science fairs;</li> <li>• Provided financial rewards to bronze winners at the Canada Wide Science Fair;</li> <li>• Provided bursaries to students to participate in the Shad Valley summer science program;</li> <li>• Funded Science North programming in elementary and secondary schools for Aboriginal and non-Aboriginal students; and</li> <li>• Provided funding to Scientists in Schools to allow for the introduction of programming in communities and regions involved in the NWMO site selection process.</li> </ul> </li> </ul>

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<p><i>reputation).</i></p> <ul style="list-style-type: none"> <li>• Develop <b>digital tool-kit</b> for teachers (<i>also can be used as long-term activity to raise awareness</i>).</li> <li>• Participate in <b>local community activities</b> and events</li> <li>• <b>Engage sub-communities</b> within a community (e.g. neighbourhood, cultural, interest, work place, ethnic, religious groups).</li> <li>• <b>Sponsor local projects</b> e.g. community visioning exercises OR engage arts sector in an exploration of "Social Issues We Can No Longer Ignore".</li> </ul>		<ul style="list-style-type: none"> <li>• (2009-2010): Developed a mobile exhibit with 5 modules that provide visual and interactive descriptions of the NWMO's work.</li> <li>• (2013) Two additional modules were completed for transportation and community well-being.</li> <li>• (2009-onwards): A community visioning exercise is included in the proposed site selection process.</li> <li>• (2010-onwards): Work with interested communities to develop appropriate youth engagement activities.</li> </ul>
<b>Engaging Aboriginals</b>		
<p><b>3.</b></p> <ul style="list-style-type: none"> <li>• NWMO needs to set up a forum to engage Aboriginal youth to develop a specific <b>Aboriginal youth engagement strategy</b> &amp; message.</li> <li>• NWMO needs to put in place the <b>mechanism for Aboriginal youth to engage</b> with the organization on this issue.</li> </ul>	<p>To every extent possible, the NWMO will continue to incorporate a cross-section of perspectives within its engagement activities and around a single table, where appropriate. Towards that end, the NWMO recognizes that there is a need for the voices of Aboriginal youth to be included in the engagement processes underway and planned.</p> <p>Aboriginal youth are faced with changing demographic and lifestyle realities that require the NWMO to evolve an approach to Aboriginal youth engagement that balances respect for Aboriginal traditions and cultural practices while also recognizing the influence of non-Aboriginal cultural practices.</p>	<ul style="list-style-type: none"> <li>• (2009): Three Aboriginal members of Youth Roundtable attended the July 2009 Elders' Forum to be part of the discussion with youth members of the Elders' Forum. During a facilitated brainstorming session, a portion of the agenda was dedicated to a discussion about identifying opportunities for youth to become involved in community issues.</li> <li>• (2010-onwards): As communities engage in the site selection process, NWMO will work with the communities to support culturally appropriate Aboriginal-focused engagement programs for youth.</li> </ul>
<b>Future Participation of Youth Roundtable</b>		

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<p>4.</p> <ul style="list-style-type: none"> <li>• <b>Involve youth</b> in existing NWMO activities e.g. multi-party dialogues, citizen panels, focus groups.</li> <li>• Identify opportunities to <b>link “Roundtable Aboriginal youth with other Aboriginal initiatives.</b></li> <li>• Become a <b>member of a Facebook group</b> and invite friends to participate.</li> <li>• <b>Bring the group back together annually</b> to review implementation of our strategy.</li> <li>• Help to revise communication materials/move into a <b>review board capacity.</b></li> </ul> <p style="text-align: center;">***</p> <ul style="list-style-type: none"> <li>• Write for an blog.</li> <li>• Involve youth in on-going information sessions &amp; assist with local planning of info sessions.</li> <li>• Link to other youth in a province considering hosting a DGR.</li> <li>• Engage community organizations to distribute NWMO info packs &amp; be available as a contact person.</li> <li>• Start to work in our community on a peer-to-peer model and interact with youth on behalf of NWMO.</li> </ul>	<p>As per the NWMO’s values, the NWMO will continue to incorporate a cross-section of views within its engagement activities and around a single table, where appropriate. The intent is to be inclusive and promote constructive dialogue by bringing people and perspectives together rather than maintaining separate venues.</p> <p>The NWMO will continue to include youth in its engagement activities and, where possible, augment youth participation in its engagement activities.</p>	<ul style="list-style-type: none"> <li>• (2009-Onwards): NWMO included youth in its Fall 2009 engagement activities (multi-party dialogues, citizen dialogues, Aboriginal dialogues) and will continue to seek youth involvement in future social research activities planned by NWMO.</li> <li>• (2009): Three Aboriginal members of the Youth Roundtable attended the July 2009 Elders’ Forum to be part of the discussion with youth members of the Elders’ Forum. During a facilitated brainstorming session, a portion of the agenda was dedicated to a discussion about identifying opportunities for youth to become involved in community issues.</li> <li>• (2009): A member of the Youth Roundtable wrote an article for the NWMO newsletter regarding the processes and outcomes of the Roundtable.</li> <li>• (2010): Youth roundtable members invited to reconvene for a one-time meeting to:             <ul style="list-style-type: none"> <li>○ review NWMO progress in implementation of Youth Roundtable recommendations;</li> <li>○ serve as a “focus group” for review of proposed new/revised communications materials that reflect their recommendations.</li> </ul> <p style="text-align: center;">***</p> <p style="text-align: center;"><b>FOR FUTURE CONSIDERATION</b></p> </li> </ul>