Stakeholder mapping

Identifying stakeholders
Planning for engagement

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Learning objectives

- Understand stakeholder mapping
- Determine stakeholder goals
- Learn how to apply to a project

Agenda

- Policy and guidance
- Mapping tools
- Stakeholder power and influence
- Ways to engage
- Stakeholder engagement plans

Recap…

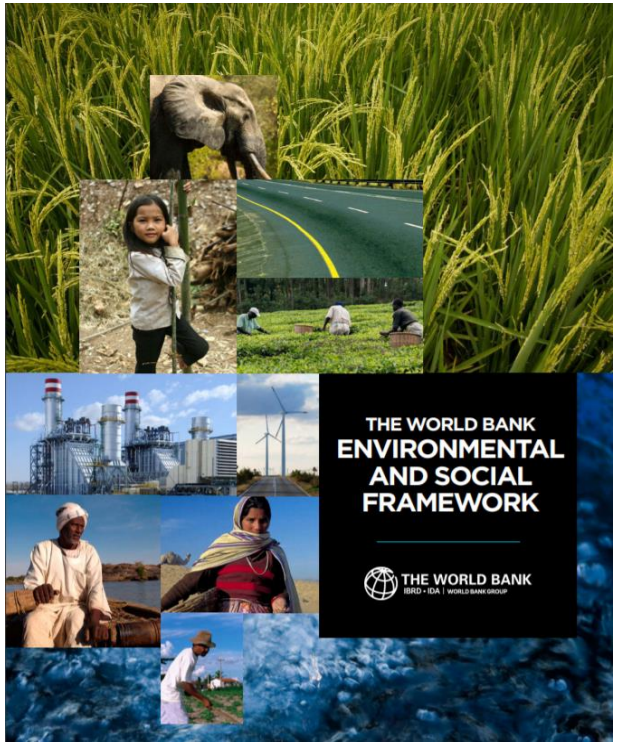
- Previous sessions included discussion on stakeholders
  - Module 1: Introduction to EIA for sustainable development
  - Module 3: Stakeholder engagement in the EIA process
  - Module 4: Social impact assessment

- Why engage?
  - Improves project outcomes
  - Hearing from diverse voices means things don't get missed
  - Listening to suggestions bring improvements

- Don't ignore country law and requirements
- Plan upfront, implement throughout
- Stakeholder engagement need to be inclusive, open, tolerant, transparent and enabling. Listen as well as talk.

World Bank Environmental and Social Framework (ESF): ESS10

- Makes important advances for the World Bank in areas such as **transparency, accountability, nondiscrimination**, and **public participation**
- Requires **stakeholder engagement throughout the project life cycle**, and preparation and implementation of a Stakeholder Engagement Plan (SEP)
- Requires **early identification of stakeholders**,
- Stakeholder engagement to be conducted in a manner **appropriate** to stakeholders' interests



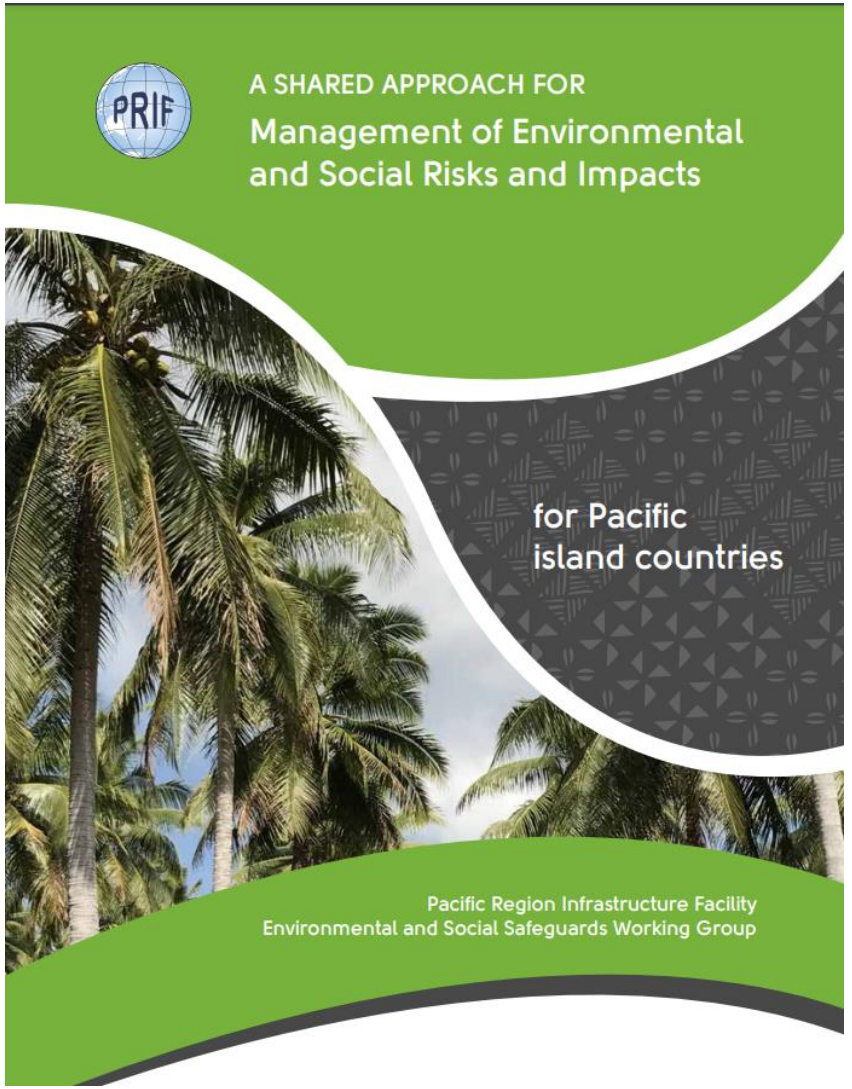
Shared Approach

- Collaboration by the Pacific Regional Infrastructure Facility (PRIF) partners which include World Bank, ADB, DFAT, EU, EIB, JICA, MFAT, and US Dept of State.

- Agreement to a shared approach to, and standard methods and procedures for, addressing E&S issues in Pacific island countries. Sets out methods and procedures for implementing E&S policies in a manner suitable to Pacific island countries.

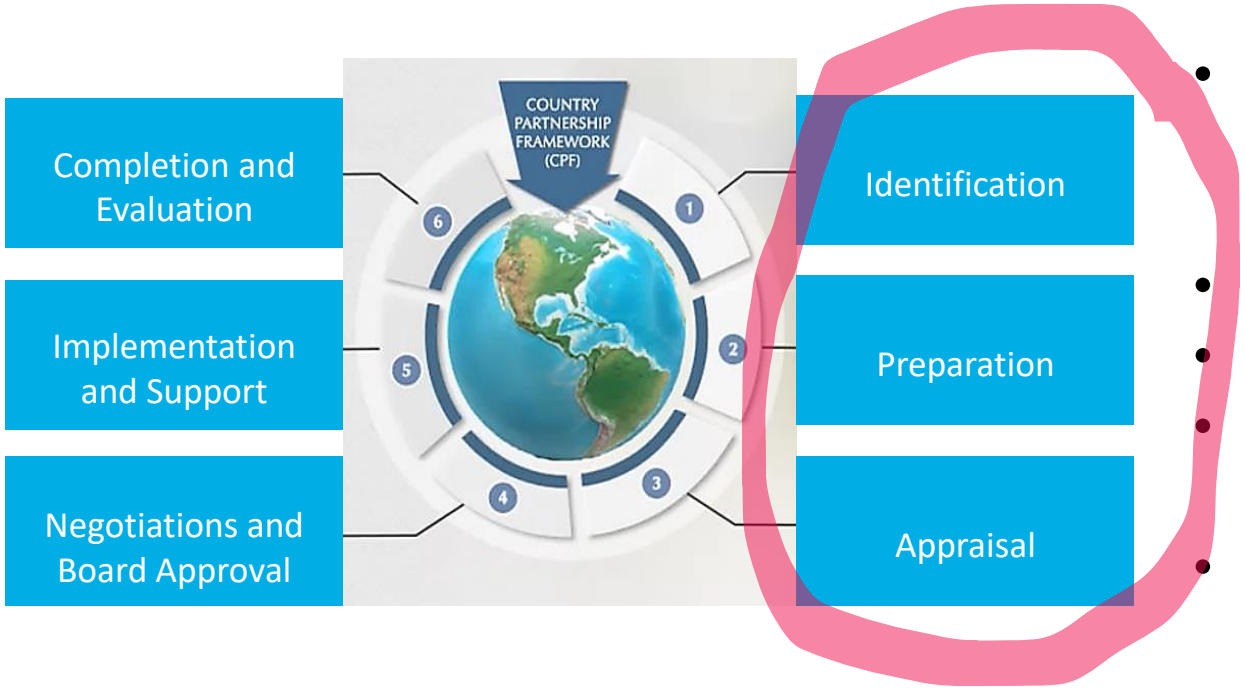
- Intended to benefit the PICs through supporting and strengthening country safeguard/ E&S systems and implementation of common methods, procedures and terminology.

- ***Consultation referenced throughout as well as detailed guidance in Annex 2***



https://www.theprif.org/document/regional/gender-and-social-safeguards/shared-approach-management-environmental-and-social

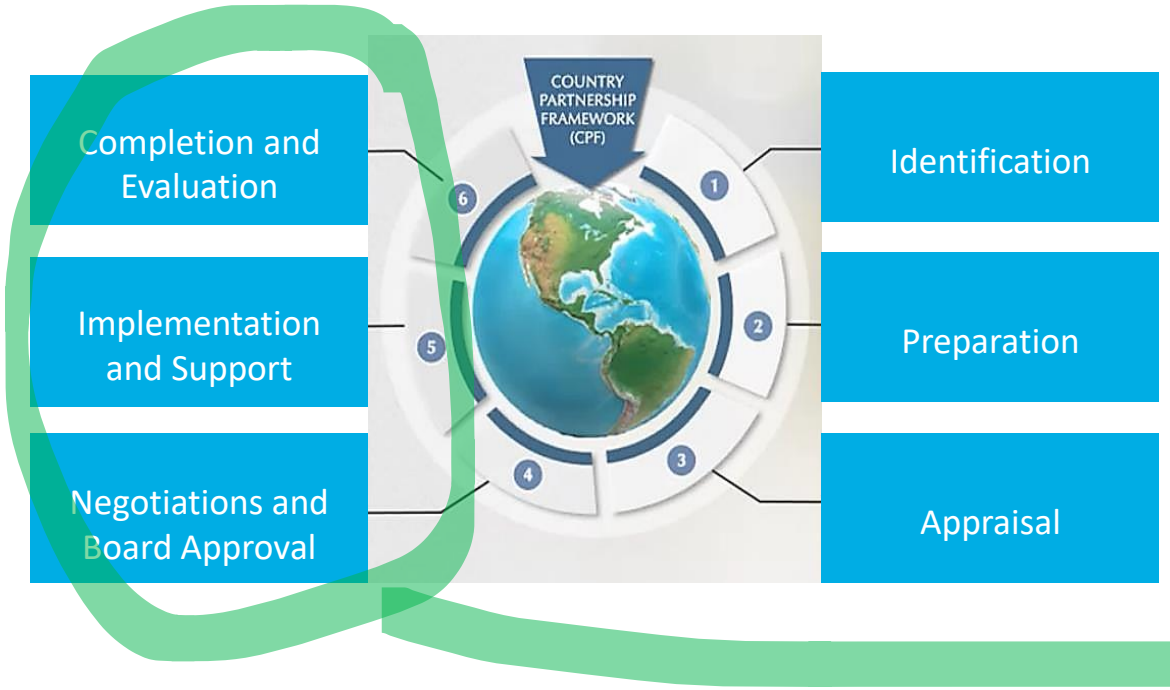
Engagement Project lifecycle



Project identification preparation

- Stakeholder engagement starts early in project preparation
- Project information is disclosed to allow stakeholders to understand risks and impacts of the project
- Stakeholder input can feed into project design
- Stakeholder engagement documented in the ESA
- Draft SEP **disclosed** early for stakeholder input and before project appraisal
- SEP implementation continues throughout project

Engagement Project lifecycle



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CONSIDER WHY YOU WANT TO ENGAGE

- … and what you want to achieve…

	Inform	Consult	Involve	Collaborate	Empower
Goal	Provide public information to assist understanding	Obtain feedback on analysis or decisions	Work directly with to ensure concerns are considered	Partner with stakeholders inc identification of preferred solution	Public have the final decision
Promise	We will keep you informed	We will listen and acknowledge concerns	We will seek to ensure concerns are reflected in alternatives	We will look to you for advice and incorporate in solutions	We will implement what you decide

IAP2 Spectrum of Public Participation https://www.iap2.org/mpage/Home

HOW TO ENGAGE STAKEHOLDERS

- Linked with why you want to engage and what you want to achieve…

Increasing impact in the decision…..

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Questions?

Part 2: stakeholder identification

STAKEHOLDERS DEFINED

A stakeholder is someone who is directly or indirectly affected by change interventions, often carried out through projects.

Can include a whole range of people, institutions, organisations or businesses.

There are no right answers- it will be specific to the Project and country.

Why vulnerable groups?

- Designing for vulnerability is designing for everyone
- Vulnerable groups may not be immediately obvious- need to actively consider their needs which may be different from mainstream groups.
- Relates to project and context- not the same for every project
- Could relate to:
  - Age (old or young)
  - Gender and sexual orientation
  - Ethnicity including indigenous peoples
  - Language/literacy levels
  - Disability/impairment
  - Role in community, household, organisation
  - Economic or employment status- unemployed, homeless
  - Health

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People can be vulnerable for more than one reason

STAKEHOLDER ANALYSIS- case study

- Education project in Tuvalu implemented by Min. of Education

- Component 1: renovations to existing primary school buildings in the outer islands
  - Classroom improvements
  - Renovations to toilets

- Component 2: changes to the school curriculum in early childho education
  - Update to best practice ‘play based’ learning
  - New advice and training for teachers
  - Procurement of classroom materials such as books, computers

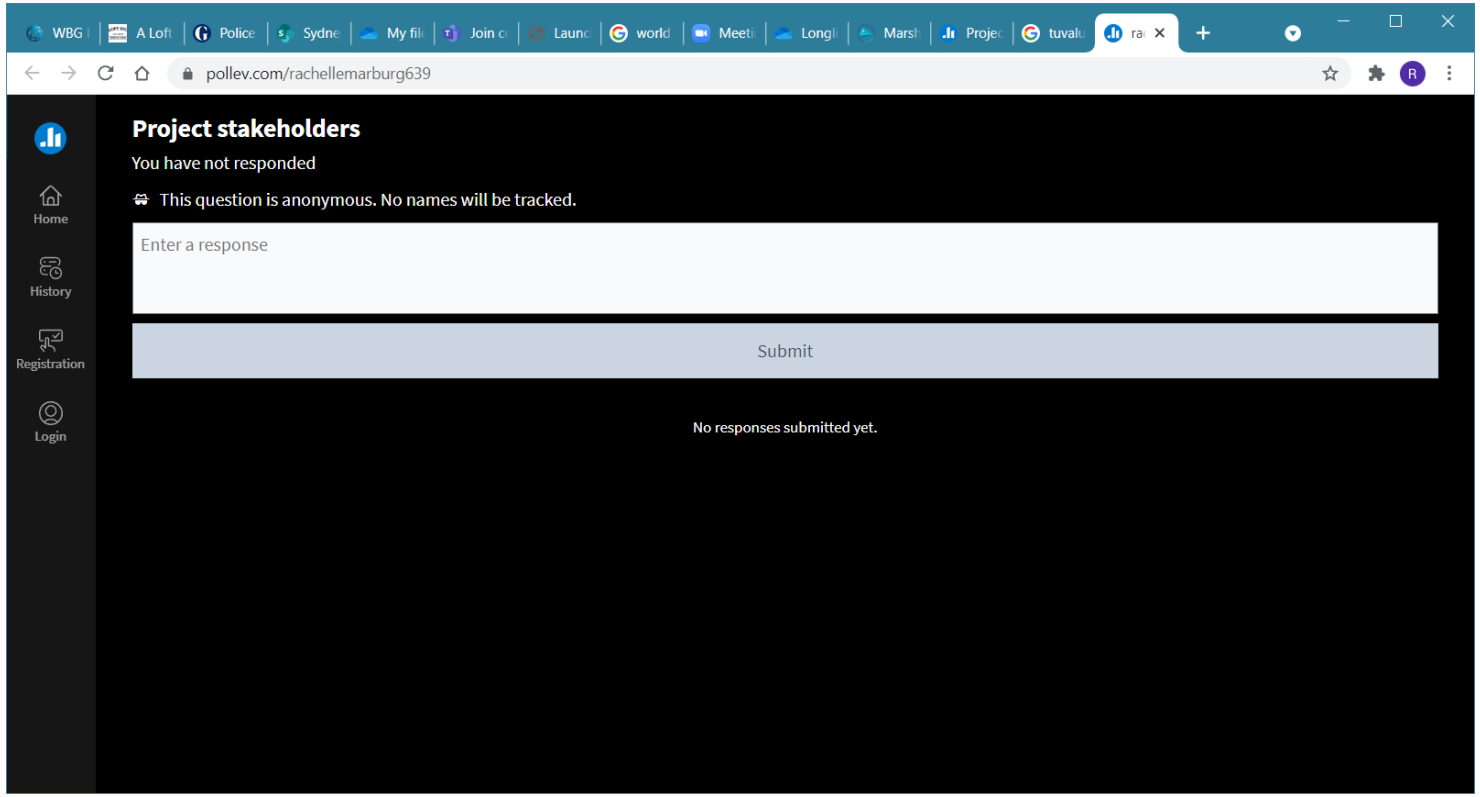
Photo credit: https://mapio.net/pic/p-56834270/

How do you start identifying stakeholders?

- Brainstorm- anyone who comes to mind
  - Who do you already talk to or know you need to work with?
  - Who lives near your project?
  - Who will benefit? Who will be impacted?
  - Consider businesses, NGOs, services providers
  - Include governments departments, policy makers, & project partners
  - Consider age, gender, socio economic groups, ethnicity…
  - Those who can influence others- media, community leaders
  - **Vulnerable groups**
- Consider previous projects
- Ask stakeholders- the community or people you already work with

STAKEHOLDER brainstorm

- www.pollev.com/rachellemarburg639



Use phone or computer
Enter link- it will ask for your name but its totally anonymous

Type potential stakeholders here
Type as many as you like!

STAKEHOLDER brainstorm

Stakeholders:

- Ministry of Education
- Ministry of Infrastructure
- Tuvalu population
- Local community
- Parents/carers
- School children
- Health officials
- Community whose school is being renovated
- Community whose school is not being renovated
- Construction workers
- Men
- Women
- Children with specific education needs

STAKEHOLDER ANALYSIS- affected & interested

Need to sort stakeholders so we can understand specific issues.

Possible types of stakeholders:

- affected parties- positive or negative
- other interested parties
- disadvantaged/vulnerable individuals or groups

Where should stakeholders from our case study go?

Affected	Interested	Vulnerable
Ministry of Education	Ministry of Infrastructure	Students with specific education needs (eg limited physical abilities)

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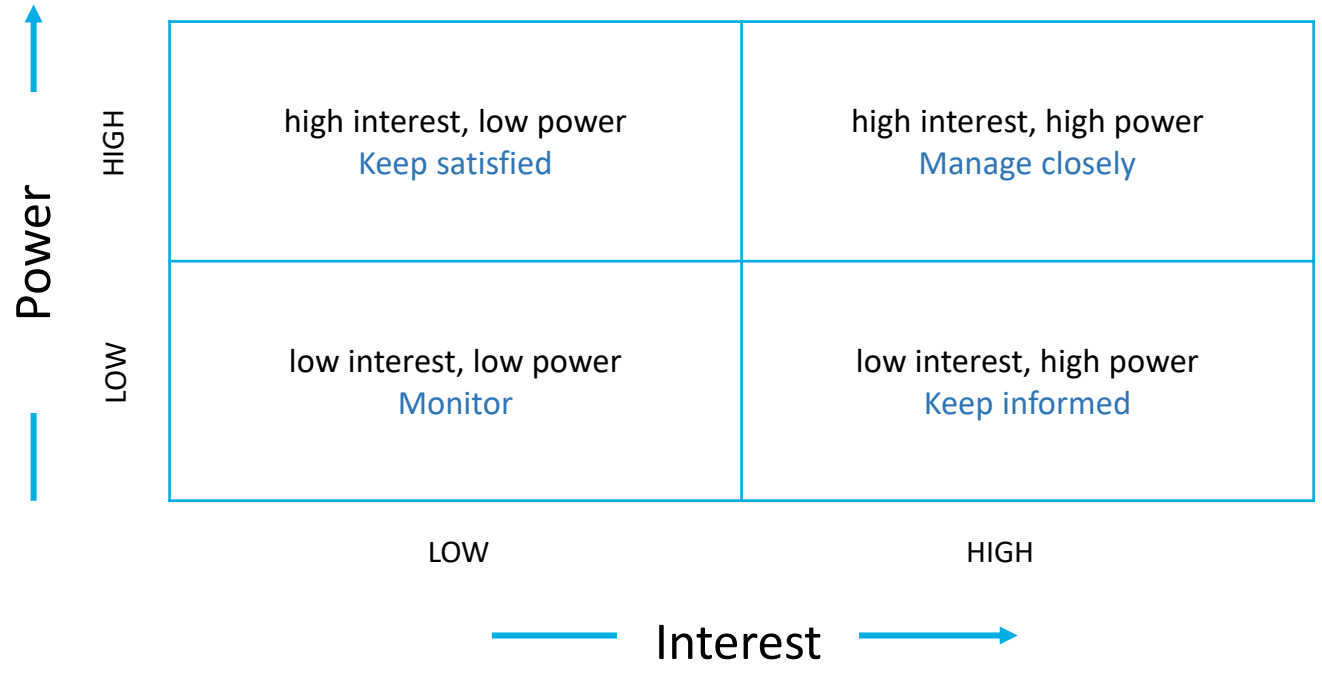
Parents, teachers, local community, students, community whose school is being renovated, men/women	Community whose school is not being renovated, men/women, construction workers	Students

STAKEHOLDER ANALYSIS- interest and power

- Assess interest and power of various stakeholders
- Consider how to communicate



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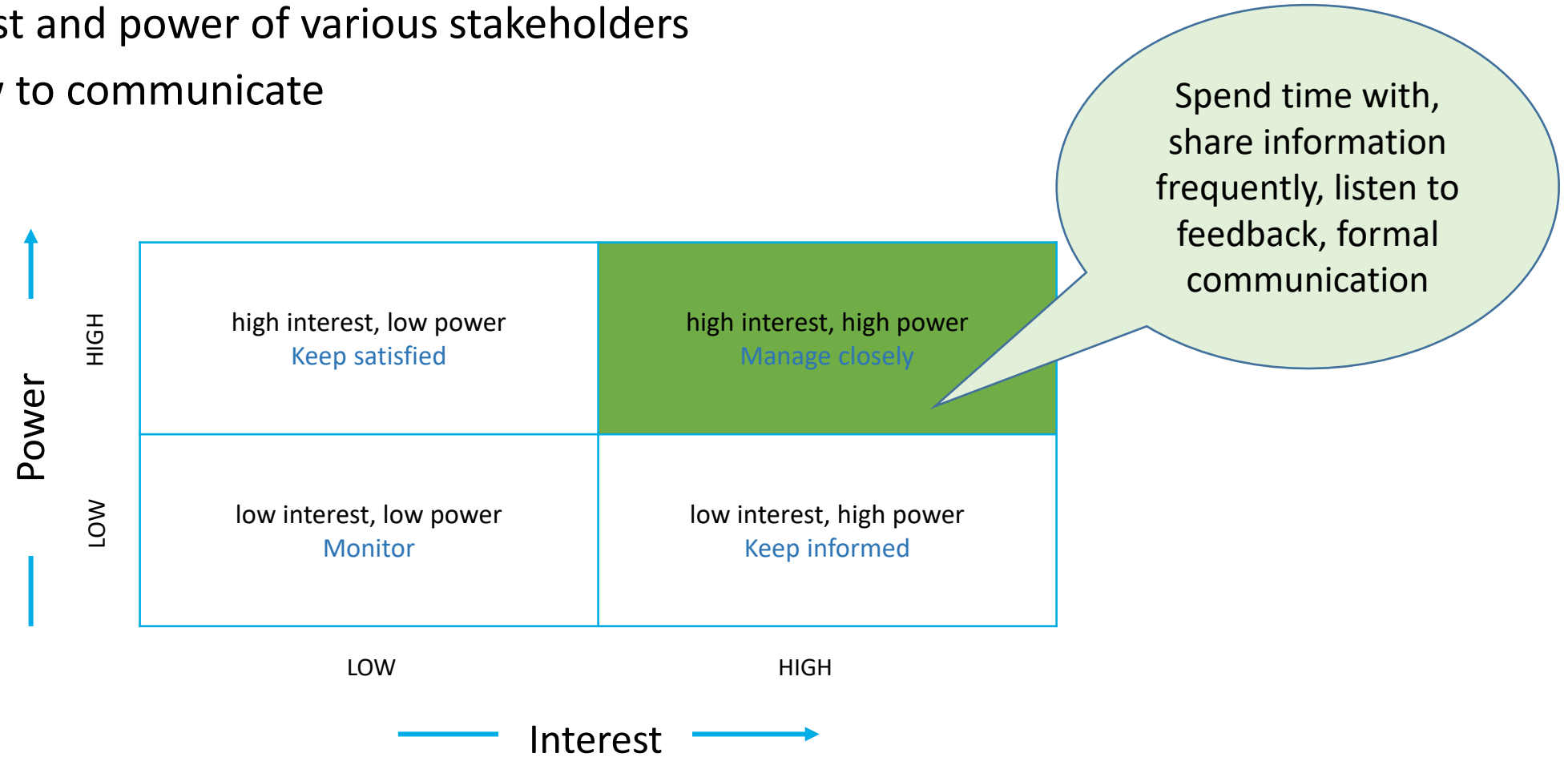

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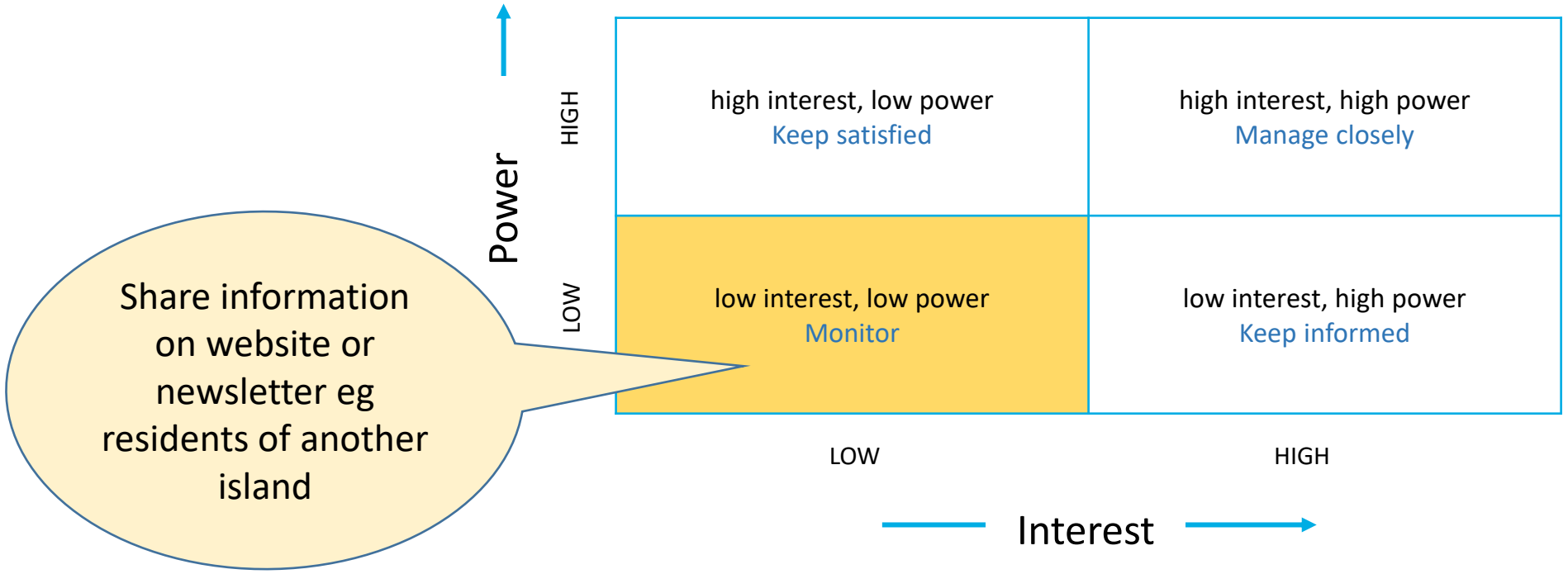
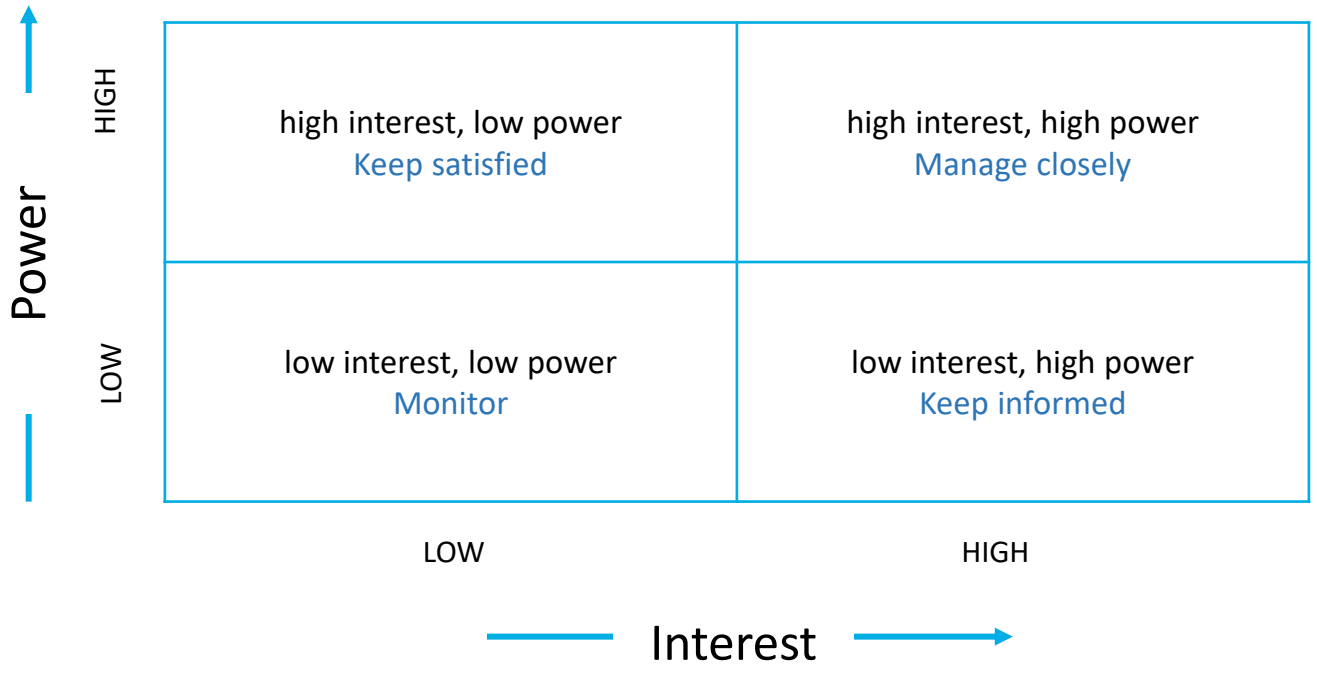


STAKEHOLDER ANALYSIS



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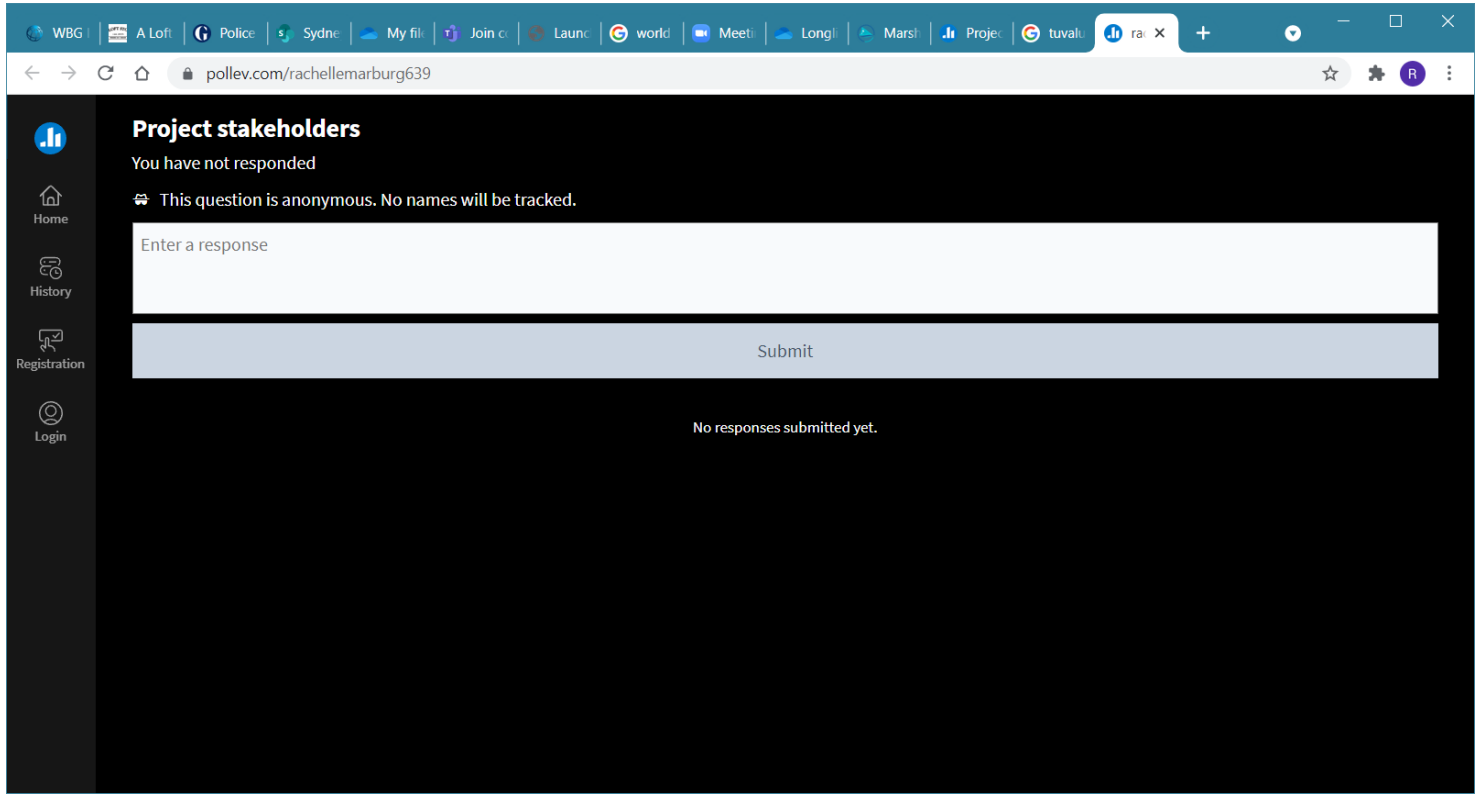

Who should be in the high interest/high power box for the construction phase?

high interest, low power Keep satisfied	high interest, high power Manage closely
low interest, low power Monitor	low interest, high power Keep informed

Totally anonymous
Type as many as you like.

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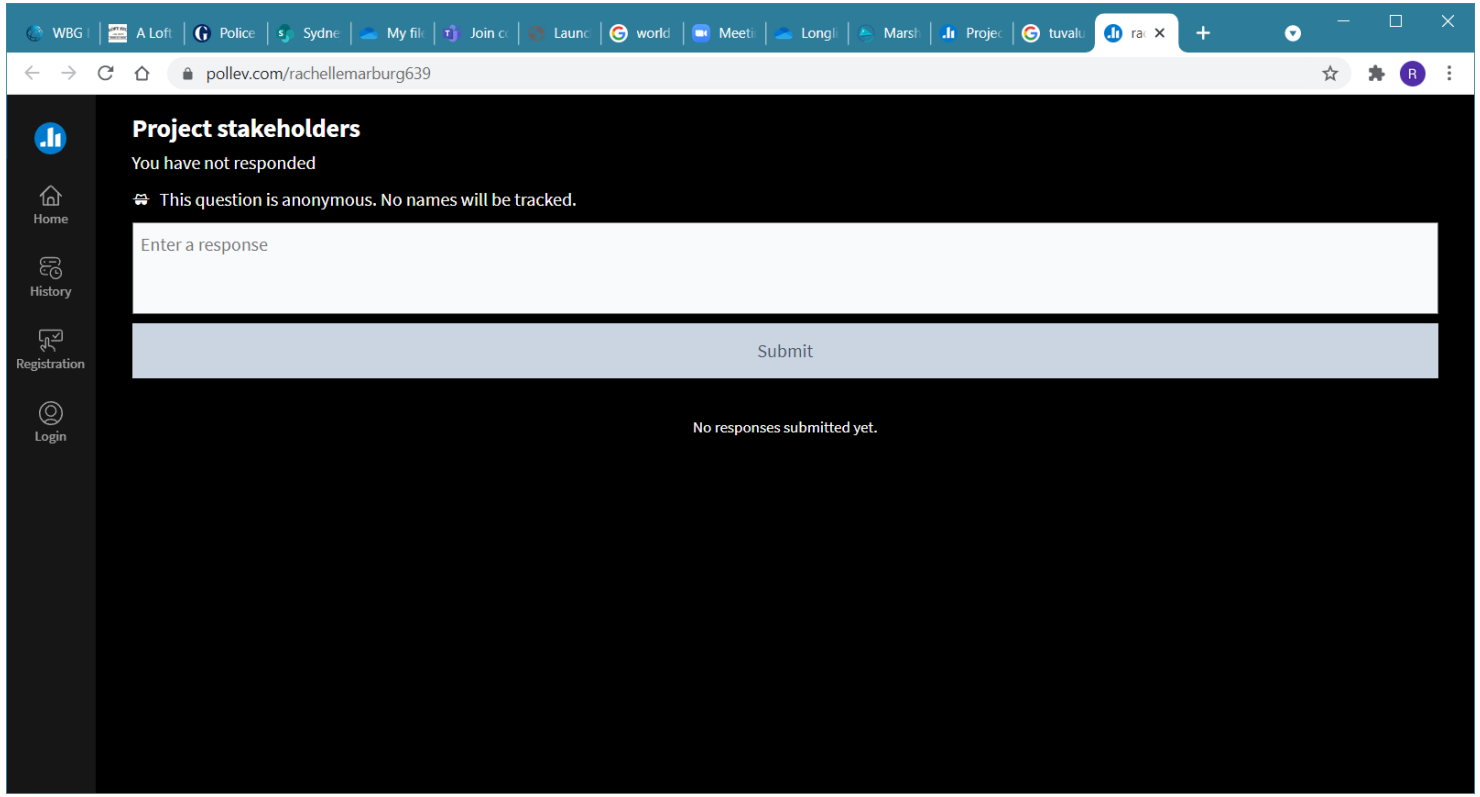

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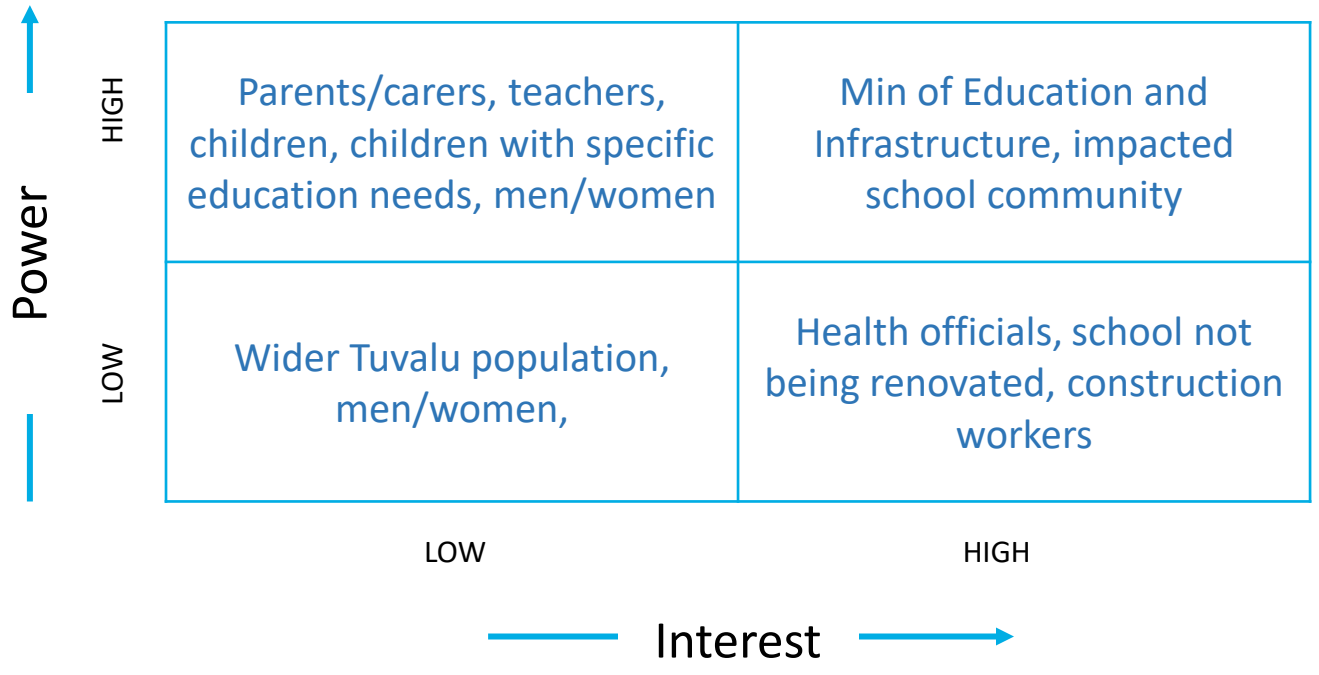
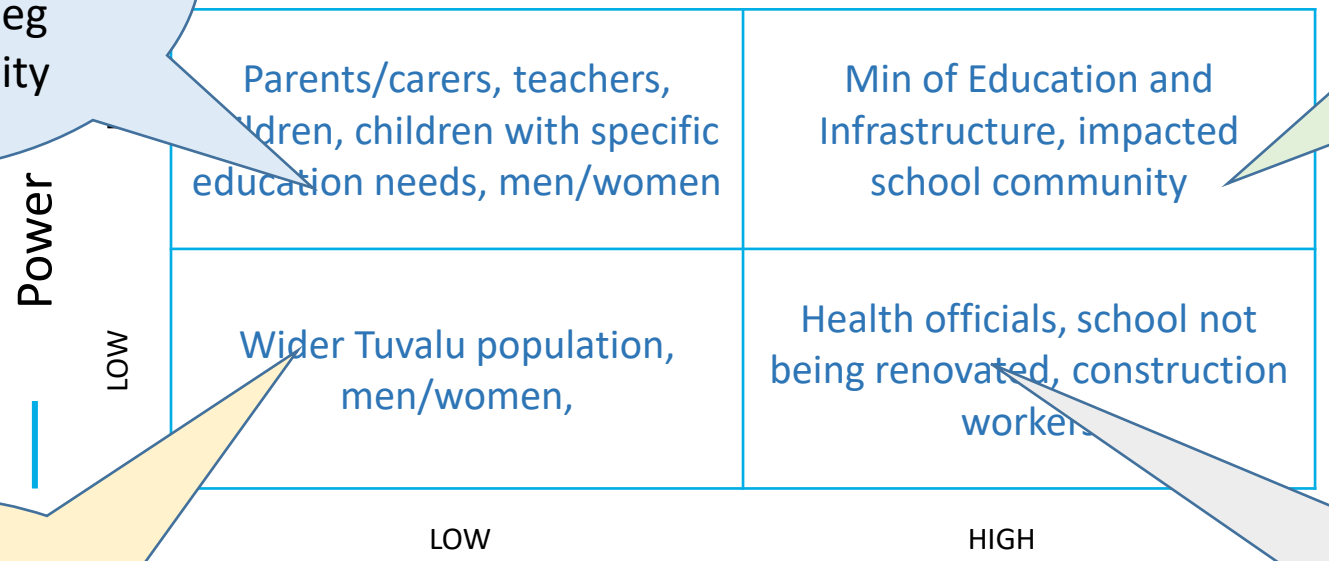
STAKEHOLDER ANALYSIS- Construction phase



Any comments or questions? Would you make any changes based on your experience?

STA[illegible]ER ANALYSIS- Construction phase



Hold meetings, encourage feedback and sharing of ideas and concerns eg local community

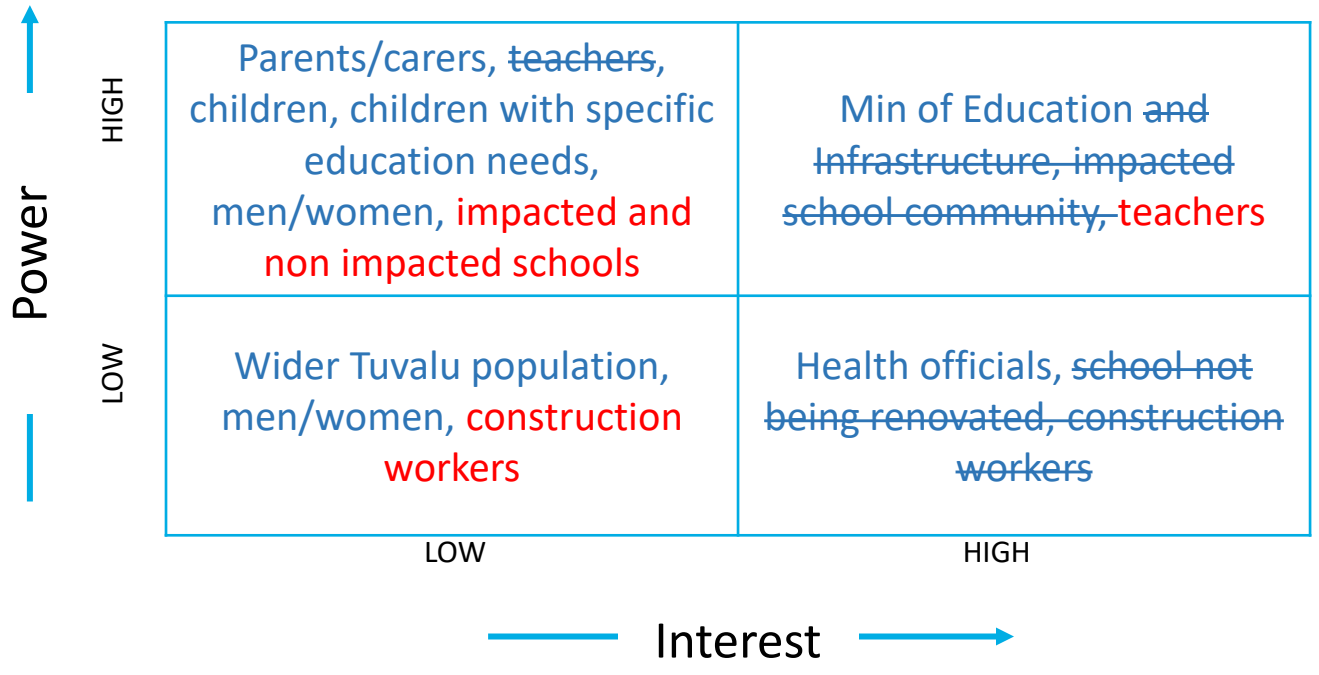
Spend time with, share information frequently, listen to feedback, formal communication

Share information on website or newsletter eg residents of another island

Formal information sharing and feedback eg another government agency

[illegible]questions? Would you make any changes based on your exp[illegible]

STAKEHOLDER ANALYSIS- Operation phase



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HOW TO ENGAGE STAKEHOLDERS

Consider stakeholder needs:

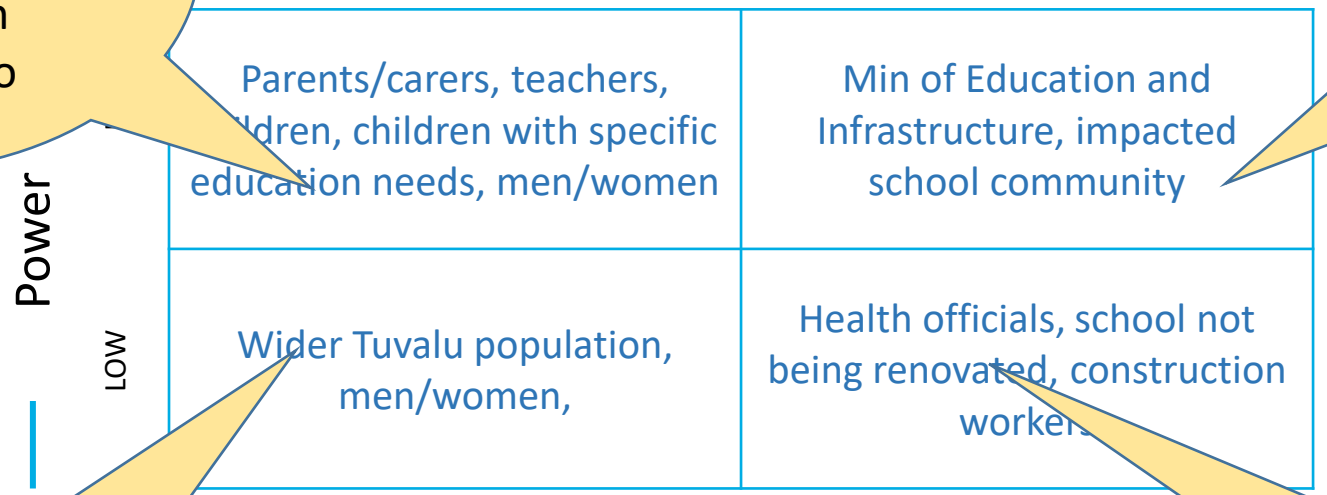
- What information do they want?
- What format?
- How frequently? Avoid consultation fatigue
- How can they influence positively or negatively?

- Different for each project and stakeholder
- Can change over the course of the Project
  - Local community may need more information during construction
  - Seek feedback from stakeholders on how you're communicating

You could:

- Provide information
- Prepare a leaflet or summary
- Remote or in-person meeting
- Public event- launch or town hall meeting
- Invite someone for coffee
- Talonoa
- Rely on word of mouth
- Ask village leaders to tell people
- Hold a formal meeting
- Share meeting minutes
- Have focused meetings with specific groups eg women, youths, vulnerable groups
- Newspapers and radio; storytelling
- Use maps, diagrams and pictures

STA[illegible]ER ANALYSIS- Construction phase



Teachers can provide information to parents/carers and/or incorporate construction activities into classes

Formal meetings, official communication

Disclose information on website.

Actively keep up to date; briefing note or letter

[illegible]questions? Would you make any changes based on your exp[illegible]

STAKEHOLDER ANALYSIS- summary

- Mapping helps you understand stakeholders interest
- Can change over time- can be valuable to revisit stakeholder mapping periodically throughout the project
- Will differ based on project components- some stakeholders will care more about one issue than all others.
- Use analysis to determine how to communicate.

Addressing feedback

How do we use what we hear from stakeholders?

- Change project design
  - Include things we didn't think of, change things that we learn wont work
- Consider needs of those we may have excluded or who are vulnerable
- Change the way you share information
  - More/less frequent
  - Learn what information people need

Questions?

Part 3: stakeholder engagement plan

STAKEHOLDER ENGAGEMENT PLAN (1)

- Outcome of stakeholder identification and analysis
- Commitment to communicate at all stages of the project
- Records and describes thinking and conclusions
- Looks forwards and backwards
  - Who have you spoken to and what did you learn?
  - Who will you speak to in future and how will you communicate with them?
- Identifies methods of engagement
  - Formal, informal- meetings or documents
  - Written- website, documents, letters, newsletter, emails
  - Verbal- meetings, radio, phone, storytelling
  - Maps and pictures- project locations, photos,
  - Feedback methods
  - Timing

STAKEHOLDER ENGAGEMENT PLAN (2)

Project stage	List of information to be disclosed	Methods proposed	Timetable: Locations/ dates	Target stakeholders	Percentage reached	Responsibilities
Construction	Timing of classroom renovations	Notice to teachers and parents Poster on school entrance	2 weeks prior to construction	Villagers, including parents and students	100%	Community Liaison Officer or safeguards officer

STAKEHOLDER ENGAGEMENT PLAN (3)

- Outlines roles and responsibilities
  - Who does what? When?
- Indicate financial and staff resources available for stakeholder engagement.
  - Communication materials and meetings cost money
  - Remember to cover whole project cycle
- Usually includes grievance redress mechanism
  - Come along to Module 6 tomorrow!
- Review and update throughout the life of the Project
- Guidance and SEP template available on World Bank website
- https://www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-framework-resources

Questions?

Next session:

Land impact and use in the Pacific: An alliance between Pacific land tenure and the ADB/World Bank's environment and social framework?

23 November 2021, 2pm Samoa time.

Presented by Rebekah Ramsay and Joyce Ongogulo, World Bank

Thank you!

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