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PacWastePlus

PACIFIC WASTE MANAGEMENT

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PacWastePlus Programme

A Guide to Developing Project Engagement Plans: Stakeholder Education and Awareness

September 2021



A Guide to Developing and Implementing effective
stakeholder engagement activities

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Our vision: A resilient Pacific environment sustaining our livelihoods and natural heritage in harmony with our cultures.

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Glossary of Terms

TERMS	DEFINITION
REAP	Regional Education and Awareness Plan
NEAPs	National Education and Awareness Plans
SPREP	Secretariat of the Pacific Regional Environment Programme
PACP	Pacific African Caribbean Pacific
Collaborate/ collaboration	Working together to share expertise and ownership of outcomes. Joint engagement and decision making in projects and activities.
Communication	Providing or sending information through a range of tools. One-way sharing of information.
Consult/ consultation	The act of providing information or advice on activity or project and seeking responses to the proposal or activity.
Consultation fatigue	This can occur when there are frequent or overlapping consultation initiatives in a community or with stakeholders, from different areas of the same organisation, or from a different organisation in similar location or stakeholder groups.
Empower	To place the decision-making in the hands of the public / stakeholder.
Engagement	Engagement is communicating effectively or negotiating agreed outcomes over issues of mutual interest with the people who affect and are affected by a project
Inform	Provide balanced and objective information to assist with understanding problems, alternatives/ options, solutions, and opportunities.
Involve	To work with the community throughout the process ensuring that concerns and aspirations are consistently understood and considered.
Key messages	Key messages should be short, approximately 10 words or less and be a statement that you will use.
Public participation	Any process that involved the public in solving problems or making decisions and uses public input to make decisions. (Source: IAP2)
Stakeholder	A stakeholder is anyone affected by or have an interest in an organisation's actions or anyone who can affect the actions.

The PacWastePlus Programme

The Pacific – European Union (EU) Waste Management Programme, PacWastePlus, is a 72-month programme funded by the EU and implemented by the Secretariat of the Pacific Regional Environment Programme (SPREP) to improve regional management of waste and pollution sustainably and cost-effectively.

About PacWastePlus

The impact of waste and pollution is taking its toll on the health of communities, degrading natural ecosystems, threatening food security, impeding resilience to climate change, and adversely impacting social and economic development of countries in the region. The PacWastePlus programme will generate improved economic, social, health, and environmental benefits by enhancing existing activities and building capacity and sustainability into waste management practices for all participating countries.

Countries participating in the PacWastePlus programme are: *Cook Islands, Democratic Republic of Timor-Leste, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Republic of Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu.*

KEY OBJECTIVES

Outcomes & Key Result Areas

The overall objective of PacWastePlus is *“to generate improved economic, social, health and environmental benefits arising from stronger regional economic integration and the sustainable management of natural resources and the environment”*.

The specific objective is *“to ensure the safe and sustainable management of waste with due regard for the conservation of biodiversity, health and wellbeing of Pacific Island communities and climate change mitigation and adaptation requirements”*.

Improved Data Collection

- **Improved Data Collection** - Information sharing, and education awareness
- **Policy & Regulation** - Policies and regulatory frameworks developed and implemented
- **Best Practices** - Enhanced private sector engagement and infrastructure development implemented
- **Human Capacity** - Enhanced human capacity



Learn more about the PacWastePlus programme by visiting: <https://pacwasteplus.org/>

Background

Aim

This guiding document aims to assist the development and implementation of meaningful actions to support project engagement through focused education, awareness, cost effectiveness, sharing of ideas and make the most effective use of the resources available.

Objectives

The objectives of this publication are to:

- Provide a framework to design and develop major education and awareness programs that deliver on PacWastePlus strategic priorities to leverage opportunities for cost effective outcomes and collaboration, as well as regional development outcomes.
- Support countries to identify overlapping priorities or similar waste messages to maximise resources and assets within the region.
- Grow and invest in programs that deliver on strategic engagement initiatives to reduce waste and contribute towards improving the health of communities and the environments.
- Continue and increase support of locally driven social and economic innovation.
- Develop knowledge and facilitate the adoption of best practice at all levels (individuals, community, business, and government) in the management of hazardous and solid waste management in the Pacific region.

Purpose of this Document

The publication provides guidance, that can be referenced for the development of specific project education and awareness plans to support country project implementation of the PacWastePlus programme throughout the region.

It is designed for anyone who leads, creates, or manages waste-oriented projects and programs to engage and communicate with a broad range of stakeholders in the Pacific Region. It serves as a framework to support the implementation of PacWastePlus regional and country projects communication and associated national education and awareness plans, aligned to the eight identified waste streams of:

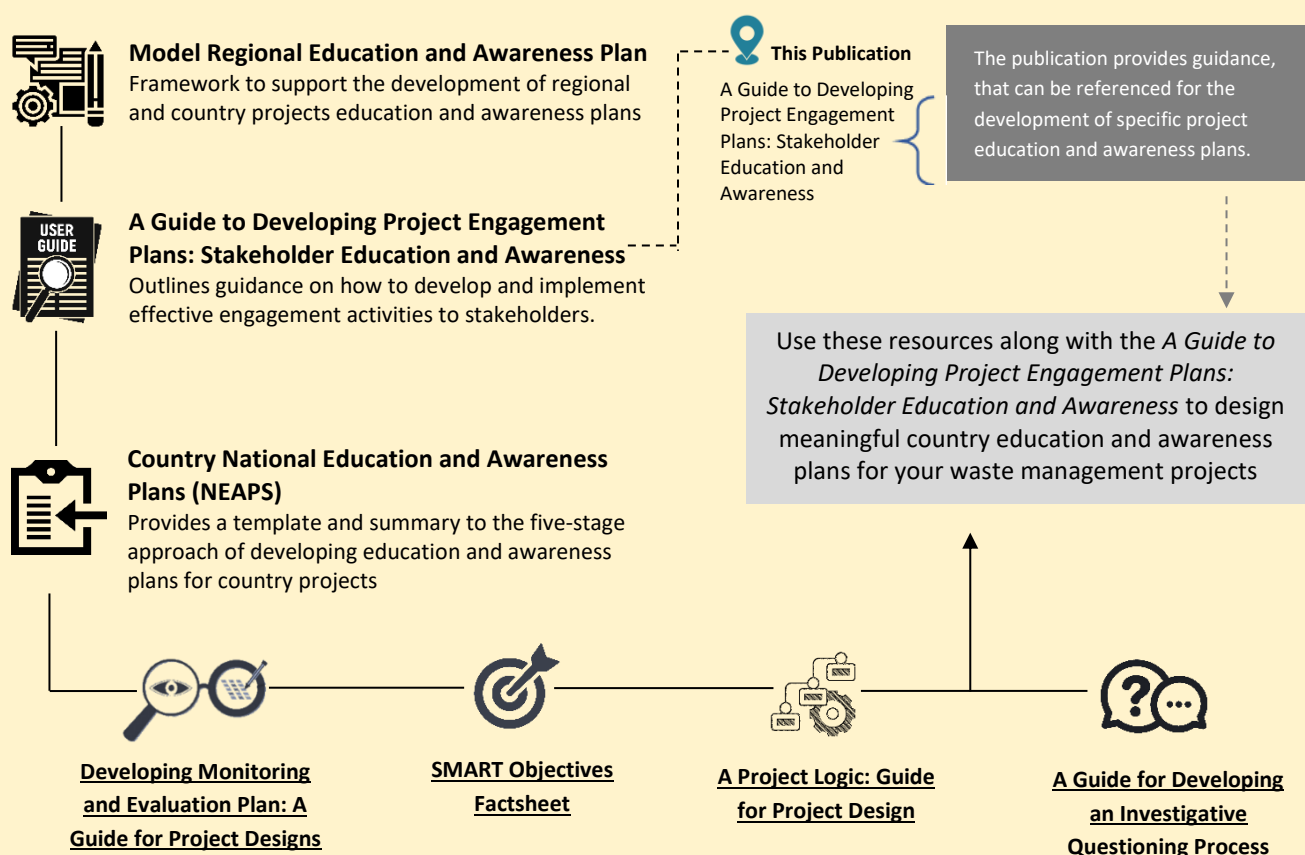
- **Hazardous wastes:** asbestos, e-waste, and healthcare waste
- **Solid waste:** recyclables, organic waste, bulky waste, and disaster waste
- **Water impacted by solid waste** (note this is not wastewater, or referring to any liquid waste)

This resource outlines how to develop and implement effective engagement programs using tools to communicate effectively with stakeholders.

Reading and reviewing this document will help you to:

- Understand who your stakeholders are and what interests they have regarding any of the eight waste streams addressed by PacWastePlus projects.
- Communicate technical information in a way that a range of stakeholders will understand.
- Assist countries to implement activities under the National Education and Awareness Plans (NEAPs) to engage the public and promote best practice in waste management.
- Provide an overarching and generic approach to community and stakeholder engagement as well as options to measure the impact of messages and how they can be applied to local island community contexts.
- Be incorporated into existing Country plans and agency operational plans where applicable.
- Develop targeted key messages and awareness campaign concepts and project briefs.
- Understand appropriate methodology for engagement and communication that fits with the needs of the community and stakeholders.
- Understand the elements of a communication and awareness plan to meet the obligations of the PacWastePlus program.
- Understand the options for measuring and evaluating program outcomes.

All below mentioned resources can be accessed from <https://pacwasteplus.org/resources/>



Summary of Staged Plan



Stage 1 – Planning, Goals & Objectives

- What is your investment really aiming to achieve with your country project?
- Are your objectives * “SMART”

* please refer to our Factsheet on developing “[SMART Objectives](#)” to provide you with further guidance when identifying your specific county project education and awareness objectives.



Stage 2 – Stakeholder Identification & Consultations

- Who are your stakeholders?
- What level of engagement will you have with these?
- stakeholders? Will it be Low/Medium/High, identify?
- positive & negative influences.
- Identify and understand to who/what/why you are trying to communicate and have meaningful
- consultations with your stakeholders to plan out the engagement.



Stage 3 – Key Messages

- Key messages are the core messages you want your target audience to hear and remember. They create meaning and “headline” the issues you want to discuss.
- Consider your target audiences. What do they need and want to hear from you? Do you have multiple target audiences? If so, ensure you tailor your target messages to each individual group.
- When writing your key messages consider-Is it believable? Is it easy to understand? Is it positive?
- Is it purposeful? Keep it simple.
- Always be aware that your key messages are not static.



Stage 4 – Delivery & Implementation

- You have developed the key messages but how will you deliver them to each audience? Attendance at events: media such as radio and TV spots: community newsletters: collaterals and signages; community outreach; reports; presentations or emails; resourcing influential community leaders; appointing champions for your project; just to name a few!
- How frequently will you try to engage with your key audience and stakeholders? Will it be on a weekly, monthly, annual or an ad hoc approach?
- Are there costs associated with implementing your plan? These will need to be identified and budgeted for as part of your country project.



Stage 5 – Monitoring & Evaluation

Monitoring and Evaluation (M&E) of your NEAP interventions will be a key requirement to give your projects the best chance of success. When designing your M&E activities, consider the following:

- How successful was the engagement? (Include how measured – interviews, feedback forms, focus groups)
- What was learnt from the activity and any community engagement actions?
- Who do we report the evaluation to? (Internal, external). Who will be responsible for evaluating progress and achievements?
- Are the activities that are implemented being monitored to allow for improvements?

Communication and Engagement Challenges

Effective consultation and engagement are fundamental for developing ongoing positive relationships with the community and stakeholders. Gone are the days of simply informing stakeholders of the outcome of a project or decision.

Individuals, younger generations, and communities are generally far more informed than ever before and expect if they are going to be impacted by a decision or activity, that they will be involved in the decision-making process.

While developing education and awareness plans it is important to acknowledge the key challenges faced by Project and Technical Officers in their countries when engaging with community and stakeholders.

These challenges differ for each country and vary depending on local contexts, geography, economics, demographics, and issue.

Challenges include:

- Low levels of awareness of waste – waste management, waste reduction and waste creation
- Access to, and level of interest, in community and engagement activities/materials
- Limited resources (time, energy, budget, staff, collaborative partners, other financial input, agencies) available
- Limited capacity to ensure one consistent message stays in the market long enough to create behaviour change
- Specific environmental, social, or political issues relating to the management, reduction and elimination of waste that complicate the message
- The level of trust, partnerships and relationships already engaged in waste in the region
- Engagement and awareness projects that might cross pollinate, overlap, or counter what is being planned and may impact on stakeholders' receptivity
- Language barriers regarding words which translate directly to waste (a word for toxic may not exist in local language)
- Managing the variety of donors and their expectations
- The level of media interest and amount of airtime and coverage available
- The current appetite for waste projects and campaigns – consultation fatigue may be occurring
- Low level of baseline data availability / insight into waste behaviours needed to craft communication messages and select channels at the time

Why Engage?

This resource uses the International Association of Public Participation (IAP2) engagement spectrum as a framework for understanding the levels of engagement that may be applied. It has been included in this document to assist participants to plan and implement communication activities with an awareness of the best levels of engagement and participants for specific stakeholders and activities.

Consideration should be given to both stakeholders that exist internally and externally. Engaging with staff should be considered in the same light as external stakeholders.

Why engage and involve stakeholders and the community?

- **To enable people to be part of decisions that impact on or involve them.** Effective participation includes the understanding that the stakeholder's values, needs, level of awareness, understanding and desires have been taken into consideration when decisions are made. Engagement encourages the public to provide meaningful input and achieve better outcomes. Effective public participation means improved decisions and includes a range of perspectives.
- **Gather advice, information and feedback** from the community and stakeholders (impacted or interested) on the projects
- **Improve awareness** and manage expectations
- **To give the community empowerment** in the management of waste and various waste streams
- **Understand the stakeholder's values** to develop more usable, and effective communication and engagement plans

Public Participation Spectrum

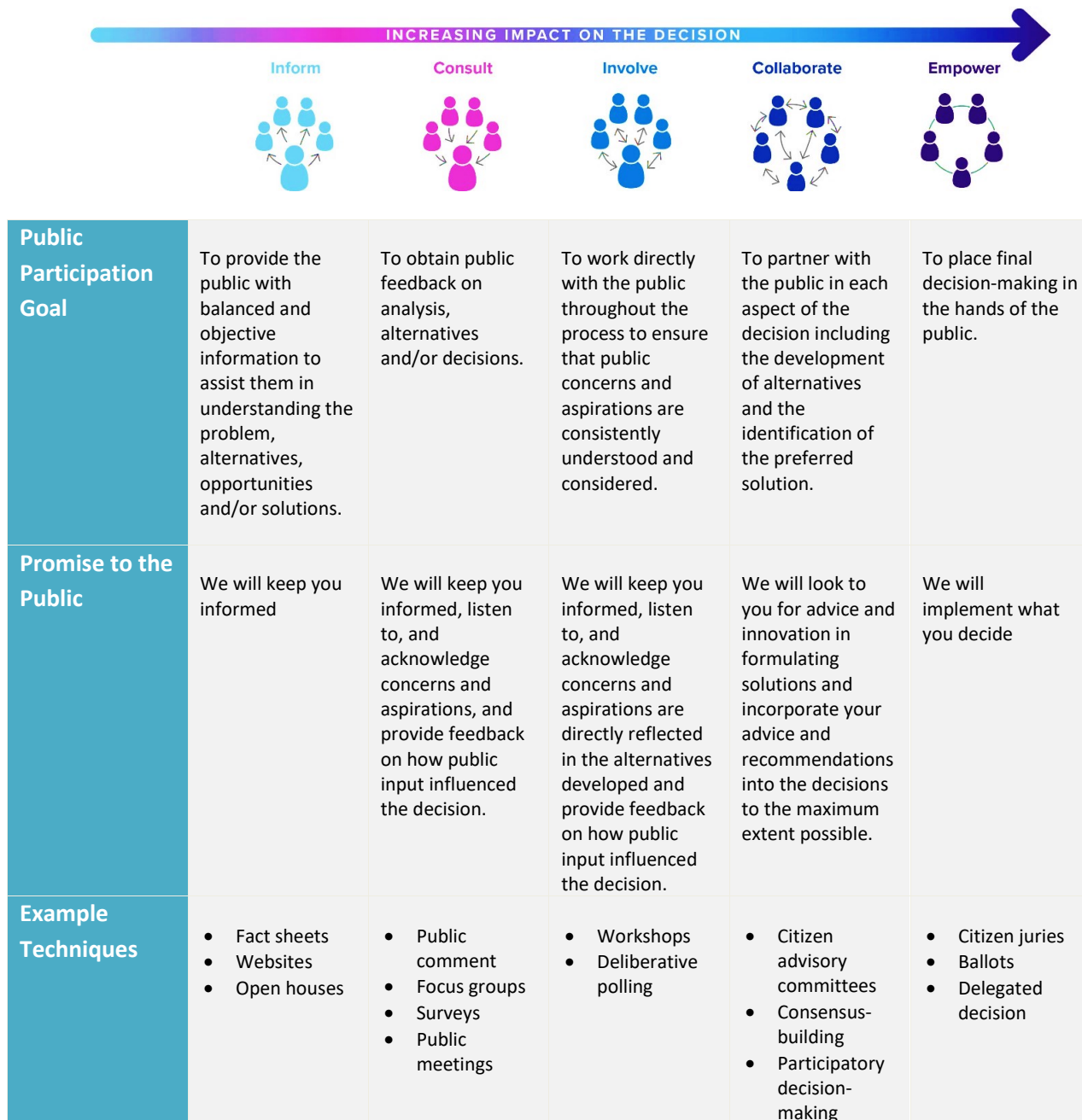
The IAP2 has developed a participation spectrum to guide engagement activities, table below. Understanding the level of engagement will guide the activities needed to achieve a specific outcome. It establishes transparency in terms of what can be achieved by the engagement and gives the stakeholder an understanding of their role in the decision-making process.

Information sharing techniques are the basis of every engagement strategy. Two-way consultation techniques can collect more detailed information. Active participation techniques engage and encourage stakeholders to share their thoughts and opinions and gives them power in the decision-making process.

In the delivery of any communication, awareness and engagement plan it is important to understand the level of participation you wish to have with your target group and stakeholders.

The IAP2 spectrum (pictured below) is designed to assist with the selection of the level of participation that defines the public’s role in any community engagement program.

The spectrum shows that differing levels of participation are legitimate depending on the goals, timeframes, resources, and levels of concern in the decision to be made.



How Best to Engage

There are many tools and techniques that you can use to engage with stakeholders, depending on the type of participation you need. Examples of communication and engagement tools and methods are included in the table below.

The tools used to communicate with different groups, on varying issues, will vary depending on your engagement objectives. Taking time to plan the engagement process will help build trust with your audience.

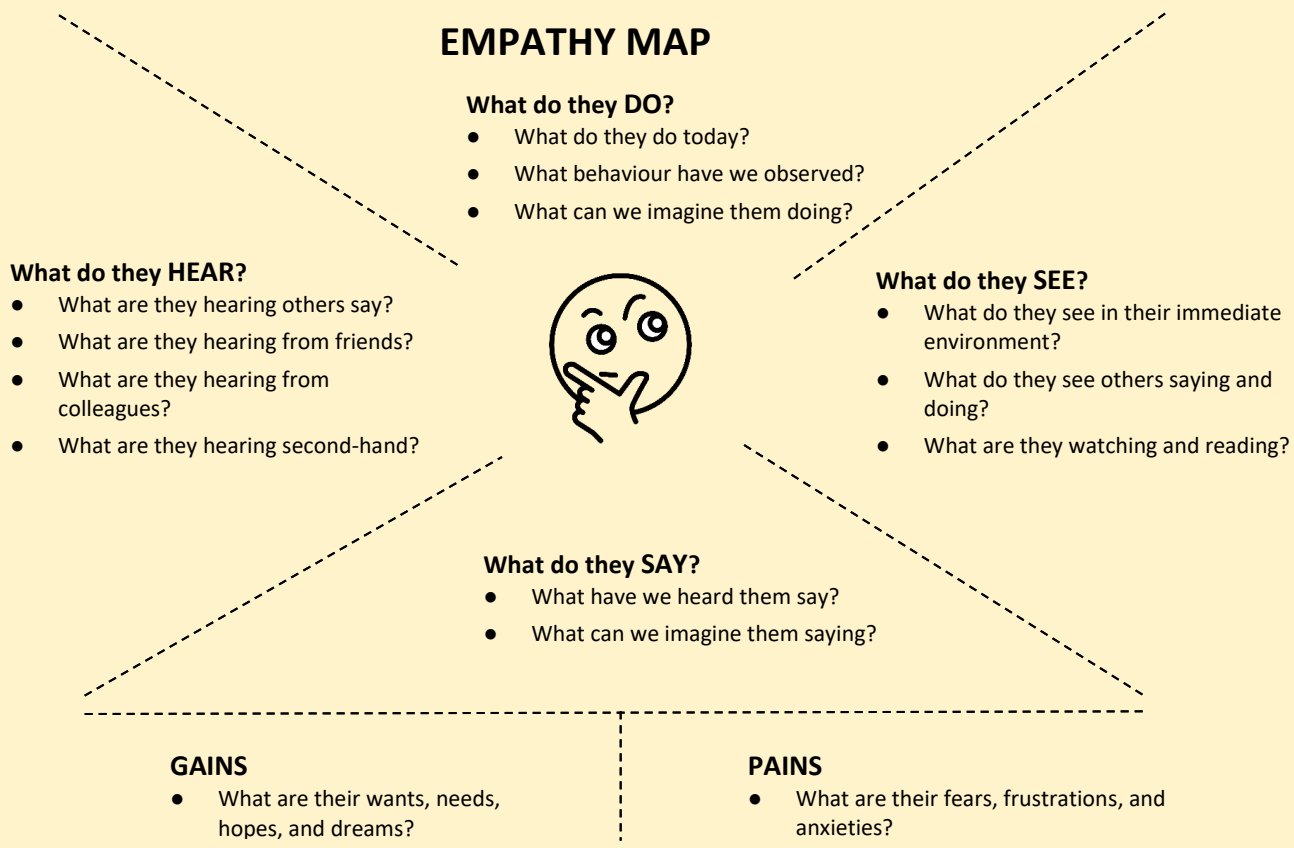
Communication and Engagement Tools and Methods

ENGAGEMENT TECHNIQUE				
INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
<ul style="list-style-type: none"> • Newsletter • Letters • Website • Flyers • Brochures • Exhibitions / displays • Info stalls • Media releases • Fact sheets • Signage • Tours • Videos • Graphics • Social media 	<ul style="list-style-type: none"> • Surveys • Social media • Public meetings • Feedback forms • Focus groups • Meetings • Suggestion boxes • Online forums • Voting • Submissions • Panels • Door knocking • Infoline • Complaints management 	<ul style="list-style-type: none"> • Public meetings • Briefings • Workshops • Reference groups • Online discussions • Social media • Open days • Exhibitions • Liaison Groups 	<ul style="list-style-type: none"> • Crowdsourcing • Decision making • Partnership • Projects • Working groups • Interagency • Networks • Advisory groups 	<ul style="list-style-type: none"> • Delegated decision making • Citizen juries • Committees

A useful tool to assist with understanding your audience is an Empathy Map. Using an empathy map can allow you to ‘put yourself in their shoes’ and gain some meaningful understanding of their views and values.

Completing an empathy map will help you to avoid the trap of bias coming into your idea generation and how you “want” them to think and behave. A large portion of the stakeholder experience is based on emotions.

An Empathy Map targets the emotional sensors of the people you are engaging so you learn more about their emotions and become more self-aware as an organisation



The following principles may be helpful when considering engagement processes and activities:

- **Understand your audience’s values – take time to identify and understand the values and drivers for the audience.**
- **Engage early** – to avoid stakeholders feeling like their involvement is tokenistic. It’s particularly useful to engage early in researching the topic and ideas to give a fuller perspective.
- **Respect customs and hierarchy** – many of the Pacific Island communities have community leaders or religious groups who hold respect and importance in the community. It is important to respect any customs and hierarchies and seek knowledge and input from them where appropriate.
- **Provide appropriate opportunity and accessibility to engage** – where necessary provide the skills, timing, and venues appropriate to enable stakeholders to engage. For example, don’t hold a community meeting while everyone is normally attending the markets or church, ensure any materials for reading are at a suitable font size and readability level and plan the venue for meetings that are accessible to anyone who may wish to attend.
- **Consider both digital and traditional communication mediums** to reach your stakeholder group due to literacy and accessibility.



Stage 1

Planning, Goals & Objectives

- What is your investment really aiming to achieve with your country project?
- Are your objectives * **“SMART”**

* please refer to our Factsheet on developing [“SMART Objectives”](#) to provide you with further guidance when identifying your specific county project education and awareness objectives.

Stage 1: Planning your Engagement & Communication

Setting Communication Goals & Objectives

Knowing how to set goals and objectives in the planning of your communication activities makes you much more effective.

Setting communication goals and objectives creates several benefits:

- It lets people know what is expected of them
- It lets others know what is planned
- It helps to quantify the resources that are needed and when
- It helps to improve engagement with intended audiences
- It creates measurable results

Goals are the means to express the end points towards which effort is directed. They are broad, relatively abstract, and may be difficult to quantify (“Our goal is to increase our share of the marketplace for [our product].”)

Objectives are subsets of goals and should be expressed in concrete, measurable terms. (“Our objective is to increase our share of the market in the largest city in this Country for [our product] by 15% by the end of the next financial year.”) An objective is something that can be documented; it’s factual and observable.

A set of goals is achieved only by achieving a subset of interrelated objectives, even if those objectives are not clearly stated or articulated. Therefore, an objective is a strategic step along the way to achieving a desired goal.

The idea of making objectives SMART is to make your goals achievable. Many goals that are not properly set end up as unfulfilled dreams.

Therefore, it would be practical to set your goals in specific terms, with measurable objectives, writing out how they are achievable and relevant to your needs, and the timelines you hope to achieve them.

Example goals and SMART objectives for asbestos education and awareness:

- **Goal:** Community and stakeholders are aware of the risks of asbestos and are advocates for its safe removal
- **Objectives:** <x> number of people attend community information session
 - <x> number of calls to the asbestos hotline per month
 - <x> engagement via social media
 - % reduction of instances of unsafe removal and disposal

A **SMART** objective means:



Specific - State exactly what you want to accomplish. Objectives that are specific have a significantly greater chance of being accomplished.

To make objectives specific, ask yourself the “W” questions:

- Who: Consider who (key stakeholders) needs to be involved to achieve the objective?
- What: Think about exactly what you are trying to accomplish and don't be afraid to get detailed.
- Where: This question may not always apply, but if there's a location or relevant event, identify it here.
- When: You'll get more specific about this question under the “time-bound” section of defining “SMART” objectives, but you should at least set a timeframe.
- Why: Why is it important and what are the reasons to achieve this objective?



Measurable - Use smaller, mini objectives to measure progress. Objectives that include criteria for measuring progress enable you to determine if you achieve your objectives.

To make objectives measurable, ask yourself:

- How do we know if we have reached the set objective?
- What are our indicators of progress?
- How can we define evidence which will prove we making progress and re-evaluate when necessary?
- How do we identify exactly what it is we will see, hear, and feel when we reach our objective?



Achievable - Make your objectives reasonable. Objectives that are achievable will help you determine ways you can realise that objective and work towards it.

To make objectives achievable, ask yourself:

- Do I have the resources and capabilities to achieve the objective? If not, what am I missing?
- Have others done it successfully before?
- Does it require developing new skills and changing attitudes?
- Remember that the objective is meant to inspire motivation, not discouragement. The achievability of the objective should be stretched to make you feel challenged but defined well enough that you can achieve it.



Realistic - Set a goal that is relevant to your life. The objective must be realistic in that it can be achieved given the available resources and time.

To make objectives realistic, ask yourself:

- Is the objective realistic and within reach?
- Are you able to commit to achieving the objective?
- Can we really do this?



Timely - Give yourself time but set a deadline. If the objective is not time constrained, be timely in that it has a start and finish date, there will be no sense of urgency and motivation to achieve the objective.

To make objectives time bound, ask yourself:

- Does my objective have a deadline?
- By when do you want to achieve your objective?

Please refer to the [SMART Objectives factsheet](#) developed as part of a series of project management resources developed by the PacWastePlus programme for information to develop SMART objectives.

When planning engagements, consider the following:

Questions to Ask	Communication Engagement Level or Category (Refer IAP2 Public Participation Spectrum)		
	Information Sharing (Inform)	Two-way consultation (Consult & Involve)	Active Participation (Collaborate & Empower)
Why am I doing this? What are the aims of this engagement?	Tell them something	Tell them and get feedback	Involve them in the solution
What information do I expect to obtain through this communication?	Don't need to obtain information	Need feedback	Need involvement
What timeframe am I working with?	Short	Short	More time
What does the other person(s) expect?	Information	Consultation	Participation
Do I need to tell people of the outcome of this engagement?	No	Yes	Definitely

Refer to the below **Planning template for Goals, Objectives and Purpose of Plan** that may be used as tool to help document your goals and objectives and determine the overall purpose of your education and awareness plan.

Planning Template for Goals, Objectives, and Purpose of Plan

Goals and Objective	
Goals: The long-term aim that you want to accomplish by developing this plan is (high level)?	
Objectives: What are you going to achieve by implementing this plan (Measurable)?	
Purpose	
This plan serves as a guiding map for all internal and external communication regarding (for target stakeholder(s))	



Stage 2

Stakeholder Identification & Situation Analysis

- Who are your stakeholders?
- What level of engagement will you have with these stakeholders? Will it be Low/Medium/High, identify? Positive & negative influences?
- Identify and understand to who/what/why you are trying to communicate and have meaningful consultations with your stakeholders to plan out the engagement.

Stage 2: Stakeholder Identification & Situation Analysis

Stakeholder identification is the first step in stakeholder management. Identifying, analysing, and communicating – these are the three essential activities in dealing with stakeholders. Stakeholder identification therefore takes place before the stakeholder analysis. It aims to identify all organisations and individuals who are directly or indirectly affected by a company’s activities or who have a specific interest in these activities. The result should be a list of all stakeholders.

Especially at the beginning of a project or a development, the environment is relatively confusing. How do you find the stakeholders in such a situation, i.e., the people, groups and organisations who are directly or indirectly affected by your project?

Four initial questions will help structure the project environment and identify the key stakeholders:

1. **Who is affected by the project?** When answering the questions, it is best to orient yourself first to internal and then external company structures. Which business areas are affected, which departments and which locations? Are there people affected who do not define themselves by such affiliation (e.g., employees of other projects or members of the works council)? And what about your customers, which organisational areas and employees are affected?
2. **Which processes are affected by the project?** Also, with this answer you should think first of internal and then of external processes, e.g., with partners.
3. **Which external groupings, besides the community, are affected by the project?** The answer to this question provides you with stakeholders from your market environment such as suppliers, associations, or creditors.
4. **Identify and understand to who/what/why you are trying to communicate** and have meaningful consultations with your stakeholders to plan out the engagement

T A S K O B J E C T I V E S	Identify Stakeholder	Stakeholder Assessment	Plan Communication	Engage Stakeholders
	<ul style="list-style-type: none"> Identify Stakeholder Groups Identify individual stakeholder Create initial stakeholder list 	<ul style="list-style-type: none"> Conduct high-level stakeholder assessment Prioritise stakeholders Develop stakeholder map 	<ul style="list-style-type: none"> Create Stakeholder Communications Planning Sheet Identify engagement activities Develop detailed engagement plans 	<ul style="list-style-type: none"> Maintain plan to support ongoing engagement activities Execute stakeholder communication plan Monitor progress
	<ul style="list-style-type: none"> Stakeholder list 	<ul style="list-style-type: none"> Stakeholder map Engagement Grid Updated stakeholder list 	<ul style="list-style-type: none"> Stakeholder communications planning Sheet Stakeholder communications plan 	<ul style="list-style-type: none"> Updated stakeholder communication plan Communication 7 engagement activities Feedback mechanisms implemented

Once you have identified stakeholders in a comparable project, you can, of course, use existing lists, provided you check them for completeness and timeliness.

You may then add media representatives, lobbyists, or silent partners to these lists. Stakeholder identification is about identifying people, groups of people and organisations who are interested in your project. It is important to understand the stakeholder list as the basis for stakeholder analysis.

Refer to the below ***Stakeholder Identification Matrix Template*** that may be used as a tool to help develop who/what/why you are trying to engage.

Stakeholder Identification Matrix Template

Stakeholder: Name and contact details	Stakeholder Group	Describe level of influence Low/Medium/High	Impacts Both positive & negative	Assumptions and Risks

Stakeholder Identification Situation Analysis

As part of the stakeholder analysis, this list is enriched with further information such as goals, motives, or the willingness to actively participate. It is important to note that both the list and the analysis represent a snapshot, i.e., it is advisable to question and update the results during continuous stakeholder management.

During your stakeholder identification, you can also deal with the possible roles of groups of people and persons who show interest in education and awareness initiatives being planned.

A stakeholder analysis is used to understand the relationships, and any complexities that may exist, between the stakeholders and the initiatives being undertaken by government towards strengthening targeted waste management education and awareness actions.

Stakeholders have different levels of influence over, and interest in, waste management information management. The stakeholder analysis considers what interests a stakeholder has in strengthening information management, how they will be impacted by change, what influence they have, and how they can be best engaged and involved.

Gaining this understanding of stakeholder needs and use through effective engagement activities, including workshops, invariably promotes and improves understanding of the stakeholder challenges. It is important to consider whether a stakeholder group, with sufficient engagement, can be that trusted partner needed to fast track the implementation of the education and awareness initiatives or the overall project actions.

Stakeholder analysis is relatively straightforward, and there are tools available to assist in categorising stakeholders according to their level of influence and interest.

Ask the Questions?	Purpose	Scope
Who among the stakeholders have the power to support and who are interested in the initiative/program/project?	Helps to create a better communication plan	Map the power wielded by stakeholders alongside the interest
What are the roles and responsibilities of key stakeholders in the context of the initiative/program/project?	Identify stakeholders at different levels, enables better relationships	Roles, responsibilities, and deliverables
Who are supporting the initiative/program/project and who are opposing or critiquing it?	Understand the attitudes and outlooks of the stakeholders. Tailor the negotiation/communication better	Attitudes, views, and outlooks towards the initiative/program/project
Who are the powerful among the stakeholders, how involved are they with the initiative/program/project?	Effectively communicate and manage the relationships with different stakeholders	Maps the stakeholder's power, legitimacy, and urgency
What are the time frames to meet their expectations?		

The examples provided below depicts how stakeholders may be mapped to the quadrant which best identifies with their level of influence and interest.

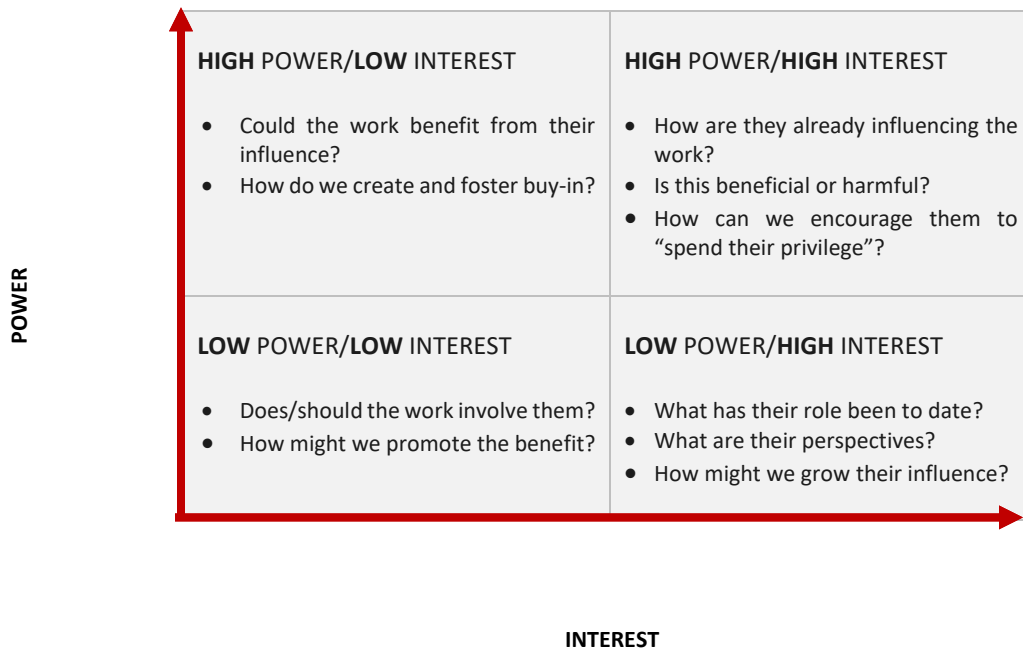
Understanding the level of influence and interest is then used to determine the type of communication methods required for each stakeholder and assist with deciding whose interests and views are to be given priority.

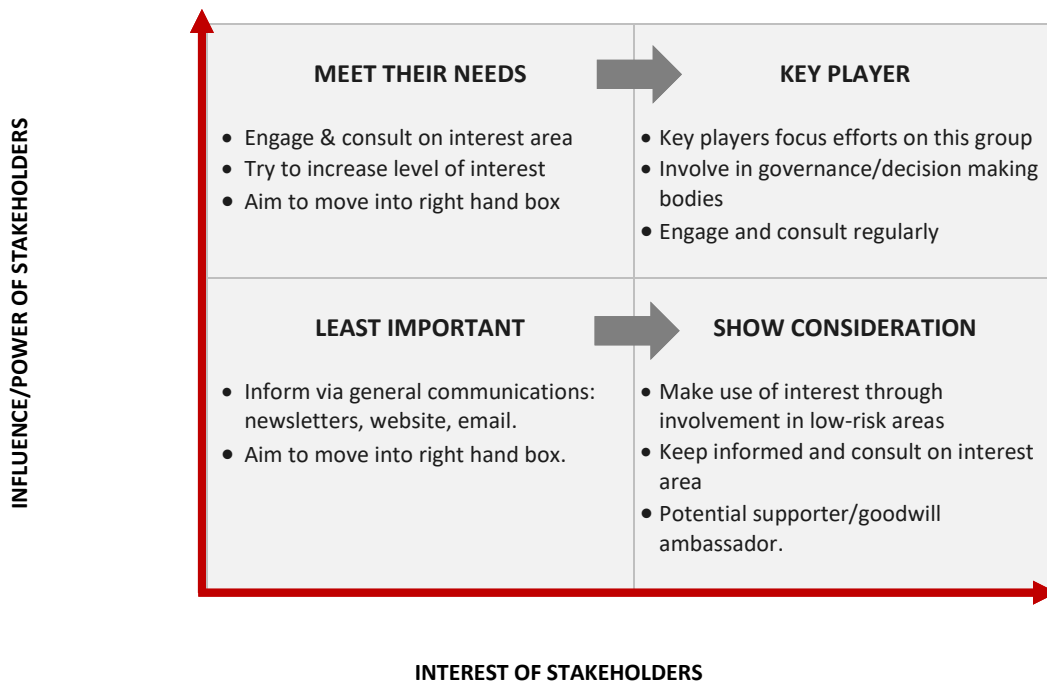
For instance, significant awareness-raising may be required to turn highly influential stakeholders that have a low interest into partners and collaborators.

Influential stakeholders are prime candidates to serve as advocates and champions in promoting the importance of nationally integrated geospatial information management.

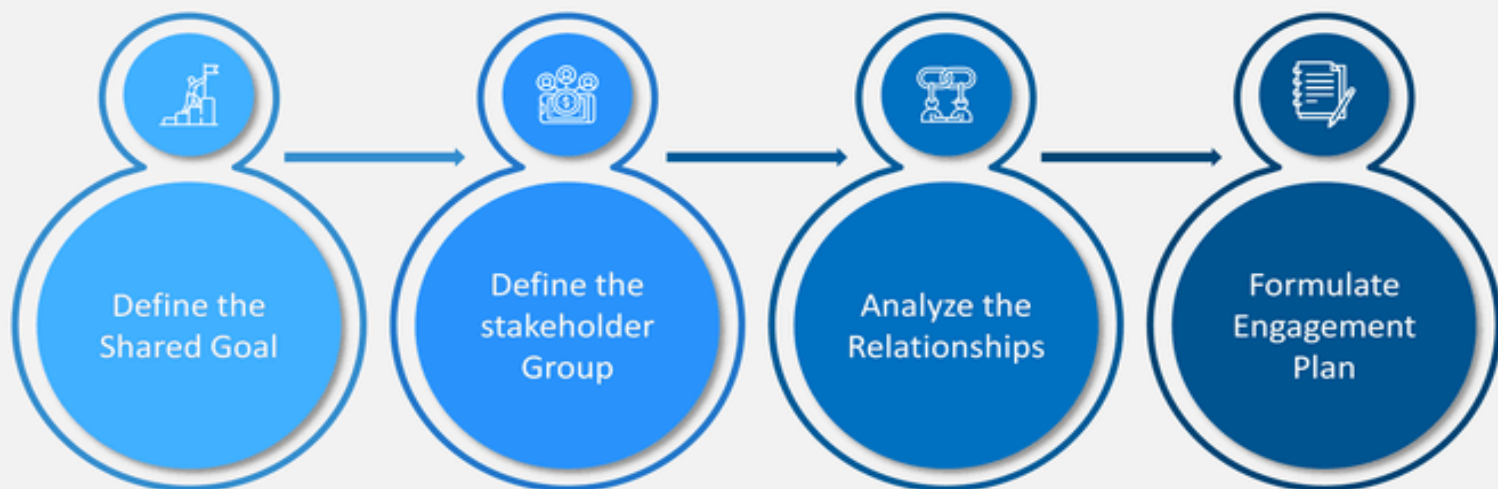
In certain circumstances, given the importance of a waste management information ‘champion’ to drive change from the ministerial or cabinet level, stakeholders and users should be on the look-out for potential champions.

Stakeholder Analysis – Levels of influence and interest





Refer to the below *Stakeholder Identification Situation Analysis Template* that may be used as a tool to help document who/what/why you are trying to communicate and engage and assist?



Stakeholder Identification Situation Analysis Template

QUESTIONS TO ASK	
What are the communication issues we want to address?	
What are the issues about? (Stakeholders)	
Who is affected?	
Why change? How change?	
WIIFM? (What's in it for me?)	
What do we want our audiences to do? Do differently?	
How do we want them to feel?	
What do we want them to think?	
How/what do we communicate to others who are not directly involved?	
What are the internal/external influences & impacts?	
What is our communication infrastructure? (capacity) Who will do the work? How much staff time / capital spend are we willing to commit to the effort?	

Guiding Principles

There are specific guiding principles and elements common to effective and efficient communication and engagement, to encourage greater input from stakeholders, and promote inclusive and transparent decision-making so that stakeholders can play a pivotal role in the success of strengthening targeted education and awareness actions. Replicating a successful communication and engagement arrangement from one country to another will likely not work in its entirety, as there are different priorities and levels of development maturity, and cultural aspects that would be beneficial to consider.

That said, using and leveraging good ideas and successful implementations across countries is encouraged where the arrangement is suitable.

Guiding Principles for Communications and Engagement						
Trusted and Transparent	Meaningful and Timely	Inclusive and Impartial	Personalise and Participatory	Coordinated and Consistent	Purposeful and Effective	Adaptable and Responsive
<p>Open and honest communication:</p> <p>Builds trust</p> <p>Promotes transparency throughout the engagement process</p> <p>Faithfully deliver what is expressed</p>	<p>Communicating and engaging early where messages are:</p> <p>Honest</p> <p>Relevant</p> <p>Meaningful</p> <p>Provided in a timely and consistent manner</p>	<p>Communication and engagement are conducted in an:</p> <p>Inclusive</p> <p>Open</p> <p>Unbiased way: respect views, perspectives and expertise that makes it easy for all interested stakeholders and users to engage and to feedback.</p>	<p>Emphasise in-person engagement early on to establish:</p> <p>Foundational strategic relationships</p> <p>Opportunities for involvement and participation</p> <p>Soliciting input and feedback to inform</p>	<p>Coordinate communication and engagement activities including:</p> <p>With related organisations to facilitate consistency</p> <p>Develop clear and consistent messaging</p>	<p>The most effective communication and engagement activities are pursued with a clear understanding of:</p> <p>What is to be achieved</p> <p>What are desired outcomes with an awareness of stakeholders' objectives, expertise, and level of influence</p>	<p>Adapt timings to react to the changing environment</p> <p>Adapt communication and engagement methods to suit different audiences</p> <p>Use appropriate mechanisms to build upon initial momentum</p> <p>Manage different and opposing stakeholder viewpoints to achieve the most suitable outcome for all</p>

Additional Tips

Targeted Approach

- Identify community leaders to share key information with stakeholders. For example: villages councils, church groups, local businesses/groups/chambers, schools, government agencies
- Discuss the types of materials community leaders need to share information. For example: printed or electronic newsletters, posters on noticeboards, flyers in key places, websites or social media accounts that have local followers, letters to key stakeholders,
- Determine the types of activities that will be undertaken so stakeholders can find out more information. For example: host community information sessions in key locations such as school halls, community halls, church or similar where people can find out information and ask questions of experts; have an information stand at local events and markets, have static displays in key locations such as schools, libraries, business precincts or similar
- Develop easy to understand content that is consistent with SPREP/PacWastePlus branding include calls to action. For example: call this phone number, email this address, look at this website, ask this person, attend this community information session, watch this documentary or video
- Determine volume of materials required and organise printing and distribution method
- Distribute communication materials to community leaders and key stakeholders via the channels determined above.

Broad Approach

- Identify media outlets and key journalists
- Identify media spokesperson/s – this could be industry experts, elected officials, community leaders
- Confirm key messages with community leaders to make sure information will hit the mark with key stakeholders
- Draft media releases and editorial and send for approvals prior to release
- Brief key spokespeople prior to the release of any information to the media and make sure spokespeople are available for interview
- Identify opportunities for paid advertising. For example, advertising on social media, digital channels, television, radio, and newspapers, or on billboards, building, buses, bus stops, taxis or similar.
- Develop creative content and placement schedules for campaign. For example, design print advertising, write scripts and source talent for tv/radio advertising, develop concepts for video content, source funding to create a documentary
- Seek quotes for printing and distribution
- Review and approve campaign prior to finalisation and deploy campaign per approved schedules

Advocacy Approach

- Identify government agencies, elected representatives, business and community leaders that will be strong advocates for the issues.
- Determine the appropriate method and key contact to get the issue on their agenda. For example, speak to chiefs of staff, policy advisors or similar and provide the appropriate briefing notes.
- Determine the evidence or materials they require to advocate for the issue.
- Provide the necessary briefing and materials including details of planned engagement activities, deadlines that need to be met and expectations for involvement.
- Check in regularly with key contact to make sure the advocacy efforts are on track. Provide additional support and materials when required.



Stage 3

Key Messages

- Key messages are the core messages you want your target audience to hear and remember. They create meaning and “headline” the issues you want to discuss.
- Consider your target audiences: What do they need and want to hear from you? Do you have multiple target audiences? If so, ensure you tailor your target messages to each individual group.
- When writing your key messages -Is it believable? Is it easy to understand? Is it positive?
- Is it purposeful? Keep it simple.
- Always be aware that your key messages are not static.

Stage 3: Key Messages

The intent of this section is to provide guidance on how to layout key messaging elements. Effective communication and engagement are better served by strategic messaging. As we are familiar with slogans or taglines commonly used in advertising, strategic messages on the implementation for your project education and awareness actions can have similar impact when well thought out and crafted.

Carefully considered strategic messaging elevates communication and engagement efforts, providing a connection and ownership. Key messages are the core messages you want your target audience to hear and remember. They create meaning and “headline” the issues you want to discuss.

- Consider your target audiences. What do they need and want to hear from you? Do you have multiple target audiences? If so, ensure you tailor your target messages to each individual group. Focus on what the audience will find most compelling, beneficial, useful, or meaningful
- When writing your key messages consider - Is it believable? Is it easy to understand? Is it positive? Is it purposeful? Keep it simple.
- Develop each key message around a single idea.
- Link each key message to one or more communication goals or audience objectives.
- Think about ways to reframe each message to make it more relevant and interesting.

REMEMBER: Always be aware that your key messages are not static. Everything changes over time so reviewing your key messages regularly is important in making sure they are still relevant and meaningful.

Information, when presented by itself, is unlikely to motivate action or participation. Too often strategies are developed with the assumption that people will undertake necessary actions once they are provided with information that shows them what they should do and how they should do it. It is important to remember that vague messages like “recycle” are ineffective.

Information that explains exactly what the decision maker needs to do is effective. Education and awareness strategies benefit from utilising the following approaches:

- Use clear, concise, and simple language - avoid jargon and acronyms
- Personalise information and outline why a particular issue is directly relevant to the audience
- Make concrete recommendations that will not require a major change in behaviour from the normal situation
- Use credible sources to backup statements and prove that the change in behaviour does work
- Tailor information to specific users
- Make people feel good when they recycle
- Be positive! Scare tactics often do not work
- It is important to raise awareness levels of the relationship between waste management issues and broad environmental issues in the community
- It is important to develop an understanding that action at the local level will contribute to overall benefits to the environment
- There is a need to emphasise the benefits of waste reduction and recycling and the costs of NOT doing so
- Work with the industry to educate the community on appropriate messaging

- Keep exposing the community to the issues and the messages
- Active: make every sentence active
- Positive: talk about what someone can do, not what you can't
- Short: one memorable sentence, 10-15 seconds to say
- Specific: address a challenge and audience
- Need: Why your message meets a need

Examples of good awareness-raising messages include: the average household produces over a tonne of waste per annum, one person generates an average of ten times their bodyweight in rubbish every year, approximately one third of household waste is packaging waste, and that over two thirds of household waste is recyclable.

Most of the population does not work within the environmental or waste industry and terms such as “e-waste minimisation” or “asbestos containing material” are not easily understood. This demonstrates the need to keep messages simple. They need to be easily understood and should not leave the public feeling either confused or intimidated.

Once you confirm who you are trying to engage with, developing what you want to say is the next step. Key themes and messages are essential tools in all communications – internally and externally. They help to bridge the gap between what people already know and what you need to inform them.

Key messages:

- help to explain the big picture in small bite-sized chunks and explain technical and sometimes complex information so everyone can understand.
- are an important tool which clearly and concisely articulate the reason for the engagement and should be short, approximately 10 words or less and be a statement that you will use.

REMEMBER:

- Messages should be customised for different stakeholders (e.g., internal, external) and reviewed regularly.
- Facts and figures: help to explain your messages are key facts and figures, which tell the story.
- Examples and analogies: the nature of the work we do means that we are often required to explain complex and technical matters. Using examples and analogies make technical language real for the audience you are trying to communicate with.
- Materials and channels: making sure you have the right materials to inform, consult and involve stakeholders is important. Without adequate information, engagement is a pointless exercise.

Refer below to a **Key Messages Template** that may be used as a tool to help document who/what/why you are trying to communicate and engage and assist?

Key Messages Template

What is the Theme/Position	
Key Messages	<i>Keep to the point – 10 words or less. Needs to be a statement you will use</i>
Message 1:	
Message 2:	
Message 3:	
Facts	<i>Powerful messages are built on facts – help tell the story</i>
Key facts	1. 2. 3.
Examples & Analogies	<i>Make complex technical issues real for people</i>
e.g., & analogies	



Stage 4

Delivery & Implementation

- You have developed the key messages but how will you deliver them to each audience? Attendance at events; media such as radio and TV talkback shows community newsletters; collateral; signage; community outreach; reports; presentations; emails; resourcing influential community leaders; appointing champions for your project; just to name a few!
- How frequently will you try to engage with your key audience and stakeholders? Weekly, monthly, annual or an ad hoc approach?
- Are there costs associated with implementing your plan?

Stage 4: Developing a Delivery Plan

Information - Key Messages, Facts, Figures, and Examples

The following delivery plans provide a sample structure to assist in the design of engagement actions with stakeholders. These example-based delivery plans are designed to disseminate key messages that have been developed for the identified stakeholders using appropriate communication tools, setting delivery timelines and implementation budgets.

However, education and awareness plans should be developed in alignment to the overarching project goals and objectives, and should therefore include all communication, education, and awareness actions of the specific project.

We highly recommend using the steps outlined in this publication and the *Model Regional Education and Awareness Plan (REAP)* resource to assist you develop an appropriate delivery plan. Note that the model REAP is a resource that has several examples that may provide you with concepts while designing education and awareness activities across various waste streams.

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Asbestos** country or regional project engagement actions if your intended stakeholder is the community.

Please refer to the *Model Regional Education and Awareness Plan* resource (Hazardous Waste section, Asbestos-page 30) to see more practical and detailed examples and other engagement scenarios with stakeholders such as Government, Business and Donors that can adapted to develop country or regional project education and awareness plans.

Asbestos Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Asbestos							
Community	Improper removal of asbestos can release fibres which can cause disease	Do not remove Asbestos by yourself, get a professional to do it.	Understanding how to safely live with Asbestos	Inform	Communication with communities may include: - Targeted Community outreach programmes on how to live safely with asbestos	Monthly or when opportunities present themselves	Mid = <\$5k High = >\$10k (Depends on geographical location of community and frequency)
					- Conduct awareness sessions in communities where asbestos is known to exist in homes. This outreach can be done in collaboration with other scheduled community visits by government agencies like health, social welfare, and community development visits.		Nil = \$0 or Low = <\$500 (If activities can be done in collaboration with ongoing efforts)
					- Develop and provide information (if need be, should be translated into the local vernacular) on safe steps to take if a home has Asbestos in houses/community school, on-websites, helplines (phone), community posters and factsheets and through regular media articles/stories and social media.	Ongoing	Low = <\$500 Mid = <\$5k (Depends on type of information developed and if printed)

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Healthcare Waste** country or regional project engagement actions if your intended stakeholder is the health care industry workers.

Please refer to the *Model Regional Education and Awareness Plan* resource (Hazardous Waste section, Healthcare Waste-page 34) to see more practical and detailed examples and other engagement scenarios that can adapted to develop country or regional project education and awareness plans.

Healthcare Waste Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Healthcare Waste							
Healthcare Workers	Incorrect & poorly planned sorting and disposal of healthcare waste, infectious wastes	Proper segregation and disposal of healthcare waste	The correct and safe disposal of healthcare waste can reduce infections and disease to healthcare workers	Inform	Communication with healthcare workers may include:	Monthly or when opportunities present themselves	Mid = <\$5k
					<ul style="list-style-type: none"> - Development and provision of information (factsheets, posters, signages and resources) on segregation and disposal best practices and proper healthcare waste management practices to hospitals and healthcare centres 		
					<ul style="list-style-type: none"> - Develop content to support hospitals to ensure incinerators are operational-information-signages, posters, guidelines, factsheets on proper operation, repair, and maintenance of incinerators 	Ongoing	Low = <\$500 Mid = <\$5k

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **E-Waste** country or regional project engagement actions if your intended stakeholder are businesses.

Please refer to the *Model Regional Education and Awareness Plan* resource (Hazardous Waste section, E-Waste Waste-page 37) to see more practical and detailed examples and other engagement scenarios with stakeholders such as government, communities and donors that can adapted to develop country or regional project education and awareness plans.

E- Waste Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
e-Waste							
Businesses	Importation/ supply of inferior electronics into the region has increased the volume of e- waste generated	Providing quality products that last long	Be a responsible business and protect the environment by ensuring compliance of importation standards	Inform and consult	Communication with businesses may include: <ul style="list-style-type: none">- Awareness raising to businesses on importation standards to ensure compliance through stakeholder consultations	Monthly/Quarterly or when opportunities present themselves	Low = <\$500 to Mid = <\$5k
				Collaborate and involve	<ul style="list-style-type: none">- Development and availability of Consumer information in stores on product end-of-life management options and impact of e-waste	Ongoing	Low = <\$500 to Mid = <\$5k

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Recyclable** waste stream country or regional project engagement actions if your intended stakeholder are communities.

Please refer to the *Model Regional Education and Awareness Plan* resource (Solid Waste section, Recyclable-page 9) to see more practical and detailed examples and other engagement scenarios with stakeholders such as government, businesses and donors that can adapted to develop country or regional project education and awareness plans.

Recyclables Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Recyclables Waste							
Communities	Items are going to landfill/discarded in the environment without the possibility of being reused or recycled (even where systems exist)	A better choice when buying – understand how to “refuse” through choosing reusable products	Buy reusable items – saves landfill and environment (ocean, land)	Inform	Communication with communities may include: - Produce posters/signage for display at markets, events, shops, cafes, restaurants, (wherever SUP items sold/used) to educate the community on how/why to choose alternatives	Ongoing	Low = <\$500 to Mid = <\$5k
				Collaborate and involve	- Provide an example of desired behaviour (educating on alternatives and changes targeted audience can make) – partner with green businesses who have an alternative product.	When opportunities present themselves	Low = <\$500 to Mid = <\$5k

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Organic** waste stream country or regional project engagement actions if your intended stakeholder are businesses.

Please refer to the *Model Regional Education and Awareness Plan* resource (Solid Waste section, Organics-page 20) to see more practical and detailed examples and other engagement scenarios with stakeholders such as government, communities and donors that can adapted to develop country or regional project education and awareness plans.

Organics Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Organics							
Communities	Lack of understanding that organic material can be captured and converted into a valuable resource instead of being disposed of at a landfill	Choosing to compost organic material – at home	How and why to compost at home and use of compost in a garden can assist soil and crops	Inform	Communication to the community may include: <ul style="list-style-type: none"> - Community awareness materials on home composting / organics management -factsheets, posters, signages, promotional items, radio and TV talkback shows - Open day events – how to compost and grow food at home 	Monthly/ Quarterly or when opportunities are available	Mid = <\$5k
				Inform	<ul style="list-style-type: none"> - Posters and teaching materials (i.e., curriculum) for schools to educate students on what to do with organic materials - Option: design an interschool or intercommunity/village challenge on the reduction of organic waste 	When opportunities are available	Mid = <\$5k

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Bulky** waste stream country or regional project engagement actions if your intended stakeholder is the government.

Please refer to the *Model Regional Education and Awareness Plan* resource (Solid Waste section, Bulky Waste-page 24) to see more practical and detailed examples and other engagement scenarios with stakeholders such as businesses, communities and donors that can adapted to develop country or regional project education and awareness plans.

Bulky Waste Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Bulky Waste							
Government	Bulky waste is sent directly to landfill and not recovered for higher order management (re-use/repair)	Introduction of policies, infrastructure, and information to support management of bulky waste	Bulky waste is a resource and not a waste which can be easily repurposed	Inform	Communication to the government may include: - Develop information on available infrastructure that can be used by communities and businesses to collect/repair bulky waste items	Ongoing	Mid = <\$5k
				Collaborate	- Partnerships through initiatives with communities and business for regular bulky waste collection and access to repair shops Option: design an interschool or intercommunity/village challenge on the reduction of organic waste	When opportunities are available	Mid = <\$5k

The following sample delivery plan has been developed to provide guidance on a few activities to consider for implementing **Disaster Waste** country or regional project engagement actions if your intended stakeholder is the community.

Please refer to the *Model Regional Education and Awareness Plan* resource (Solid Waste section, Disaster Waste-page 27) to see more practical and detailed examples and other engagement scenarios with stakeholders such as businesses, government and donors that can adapted to develop country or regional project education and awareness plans.

Disaster Waste Sample Delivery Plan

Stakeholders List all stakeholders	Problem	Behaviour we want to encourage	Message	Purpose of Communication (Inform, Involve, Consult, Collaborate)	Delivery Method/ Channel	Timing/ Date Monthly, quarterly, annually, Ongoing	Budget (USD) Nil = \$0 Low = <\$500 Mid = <\$5k High = >\$10k
Disaster Waste							
Community	Handling, recovery skills, storage and disposal options are limited and can create problems	Undertake waste segregation after a cyclone community clean up	Know your disaster waste and what to do with it and staying safe when handling debris	Inform	Communication with community may include: <ul style="list-style-type: none"> - Develop and make available Factsheets, posters, Facebook engagement and provision of clear and simple labels/stickers, and instructions on waste segregation, storage, and safe handling of waste generated from disasters 	Ongoing	Mid = <\$5k
				Involve	<ul style="list-style-type: none"> - Targeted community practical activities on proper and safe waste segregation, waste minimisation, storage, and disposal 	When opportunities are available	Low = <\$500



Stage 5

Engagement Evaluation

Monitoring and Evaluation (M&E) of your engagement interventions will be a key requirement to give your projects the best chance of success.

When designing your M&E activities, consider the following:

- How successful was the engagement? (Include how measured – interviews, feedback forms, focus groups)
- What was learnt from the activity and any community engagement actions?
- Who do we report the evaluation to? (Internal, external). Who will be responsible for evaluating progress and achievements?
- Are the activities that are implemented being monitored to allow for improvements?

Stage 5: Engagement Evaluation

A Monitoring and Evaluation (M&E) plan for project actions assists to deliver the intended outcome, and if not, it should help you understand which elements could be modified to assist with delivering a successful project.

Evaluation of the process is an important element to delivering ongoing engagement with the communities and other key stakeholders. Understanding what worked well and not so well will help to match activities with intended audiences and their expectations. The evaluation process will feed into continuous improvement actions underpinning our social licence to operate.

Evaluation will also ensure the requirements under the relevant government approvals are adhered to, providing a reporting mechanism when required. It is recommended that a local evaluation program should be developed in each country and for each specific engagement campaign or Action Plan delivery. Evaluation should be linked to the objectives set and therefore the data and measures collected throughout each phase of the strategy. M&E of NEAP interventions will be a key requirement to give your projects the best chance of success.

When designing M&E for education and awareness actions consider the following:

- **How successful was the engagement?** (Include how measured – interviews, feedback forms, focus groups)
- **What was learnt from the activity and any community engagement actions?**
- **Who will be responsible for evaluating progress and achievements?** Do you have the resources set aside to do this?
- **Are the activities that are implemented being properly documented and monitored to allow for improvements?**

Taking time to think through your monitoring and evaluation plan as a team, will help you more effectively monitor and evaluate your work, and result in having good information at hand for report preparation and learning.

An M&E process establishes the performance measures to assess the effectiveness of the strategic messaging and engagement, communication strategies, plans, and methods including activities and procedures to identify, engage, and sustain the stakeholder and user community. The process aims to evaluate whether the planning and preparation activities have been effective for identifying and communicating with stakeholders, and whether the engagement activities and procedures have achieved the intended outcomes.

The monitoring and evaluation process is typically incorporated into normal operations and, at times, as a feedback mechanism. It provides the opportunity to reflect and re-think communication and engagement practices and address the questions of “how well did we do”, “how well have we communicated”, and “have we been effective or impactful”, “what is learnt and can be incorporated into your next project” in assessing the effectiveness of the communication strategies and plans.

It ensures strategic stakeholder and user engagement, effective messaging, and where the communication strategy, plans and methods are keeping pace with the changing times, delivering strategic messages that continually contribute to an enabling environment for nationally integrated geospatial information management to thrive and deliver its best and highest use.

There are several good practice examples for stakeholder monitoring and evaluation processes, tools, and resources. We do highly recommend that you utilise the [Developing Monitoring and Evaluation Plans: A Guide for Project Design](#) resource to assist you design a more meaningful Monitoring and Evaluation plan for your education and awareness activities or holistically for your country project actions.

Effective monitoring and evaluation allow continual improvement including recalibration of communication and engagement strategies and efforts.

Refer to the *Activity Evaluation Template* below which provides a basic guide to the types of questions you could use for evaluating NEAP education and awareness implementation actions.

Activity Evaluation Template

Evaluation questions	Comments	Timing	Who is Responsible
How successful was the engagement? (Include how measured - interviews, feedback forms, focus groups)			
Are we effectively reaching and engaging our target audiences?			
Are our target audiences retaining and repeating our messages?			
Is our messaging producing the desired outcomes?			
Are we repurposing content effectively for different audiences and channels?			
Is our messaging appealing to our audiences on an emotional level?			
What could we have done better?			
Is there anything we learnt from this activity?			
Who do we report the evaluation to? (Internal, external, statutory?)			
Are there any examples to assist from what was learned?			
How was it measured?			
How and when will a follow up be done?			

