Stakeholder engagement:
World Bank ESS10

Understanding Bank Policy
Identifying stakeholders
Planning for engagement

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Learning objectives

- Understand Bank policy on stakeholder engagement (ESS10)
- Identifying stakeholders and their interest
- Develop a stakeholder engagement plan.

Agenda

- ESF and ESS10
- Identifying stakeholders- tools and process
- Preparing a stakeholder engagement plan

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.

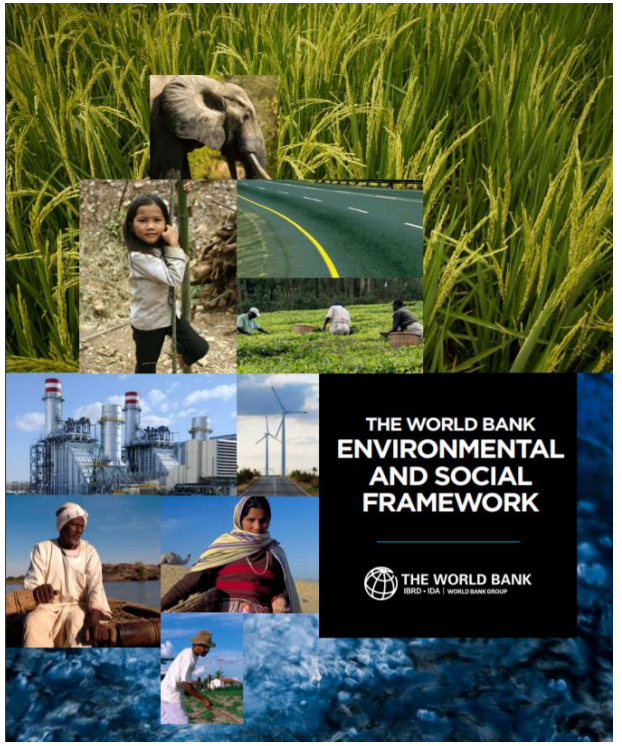
World Bank Environmental and Social Framework (ESF)

The World Bank's Environmental and Social Framework:

- ***Took effect October 1, 2018*** and will thereafter apply to new ***investment projects***

- ***Consolidates*** the World Bank's environmental and social policies and ***harmonizes***
  them with those of other development institutions

- Makes important advances for the World Bank in areas such as ***transparency***, ***accountability***, ***nondiscrimination***, and ***public participation***



The ESF is designed to be:

Systematic

- ✓ Applies 10 Standards with explicit objectives
- ✓ Assesses a broad set of E&S risks and impacts consistently
- ✓ Involves ongoing Stakeholder Engagement

Modern

- ✓ Responds to challenges that have arisen over time
- ✓ Adapts to needs in a timely way
- ✓ Integrates environment and social risks

Harmonized

- ✓ Brings environmental and social protections into closer harmony with other institutions
- ✓ Applies Good International Industry Practice

Environmental and Social Standards (ESS's)

Environmental and Social Standards (ESS's)

ESS10: Objectives

- Establish a ***systematic approach to stakeholder engagement*** that helps Borrowers identify stakeholders and maintain a ***constructive relationship*** with them

- Assess ***stakeholder interest and support*** for the project and enable stakeholders' views to be taken into account ***in project design***

- Promote and provide means for effective and inclusive engagement with project-affected parties ***throughout the project life-cycle***

- Ensure that appropriate project information is disclosed to stakeholders in a ***timely, understandable, accessible and appropriate*** manner

ESS10: Highlights and Key requirements

- Requires ***stakeholder engagement throughout the project life cycle***, and preparation and implementation of a Stakeholder Engagement Plan (SEP) including grievance mechanism (Module 6- tomorrow!)

- Requires ***early identification of stakeholders***, both project-affected parties and other interested parties, and clarification on how effective engagement takes place

- Stakeholder engagement to be conducted in a manner ***appropriate*** to stakeholders' interests

- Specifies what is required for ***information disclosure*** and to achieve meaningful consultation

- New policy but in practice stakeholder engagement has been a fundamental part of project development for years.

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

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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.

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

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

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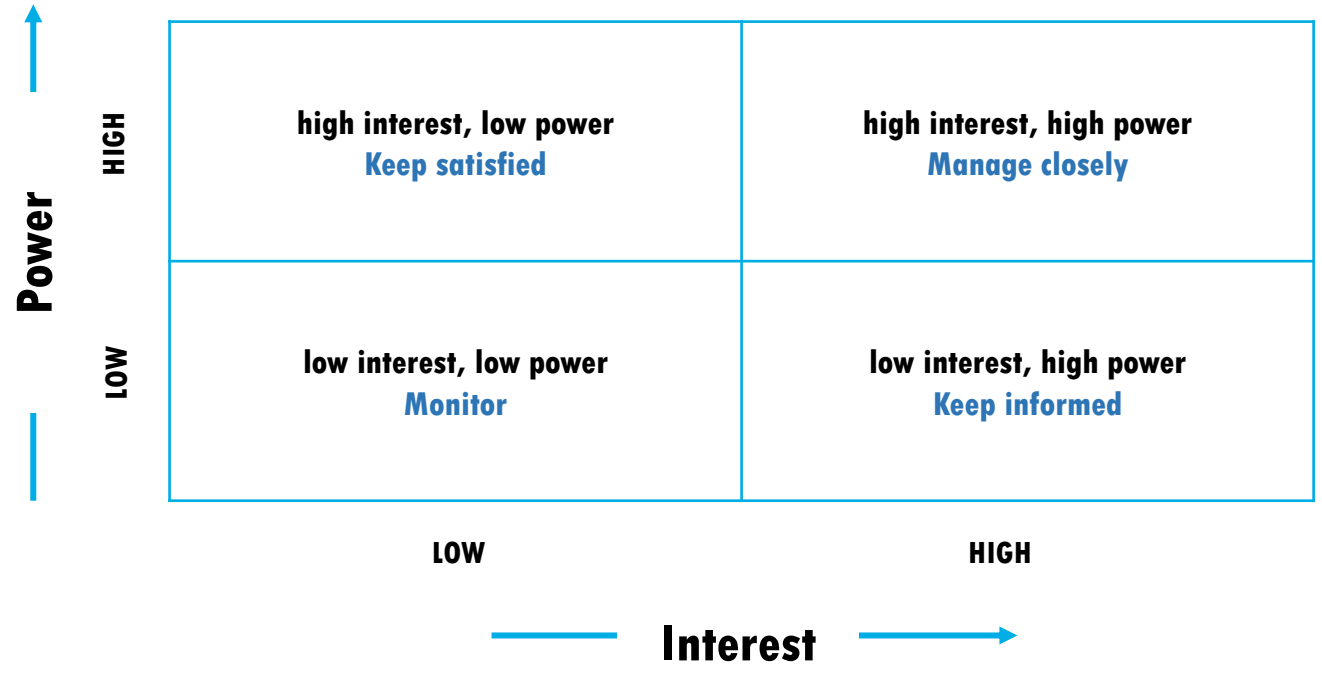
Three types of stakeholders:

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

Affected	Interested	Vulnerable
Local community	Ministry of Environment	Pedestrians with limited mobility
Students in local school	Transport company	Hospital patients susceptible to noise
Current road user	Worker looking for a job	Young girls living near construction works

STAKEHOLDER ANALYSIS

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



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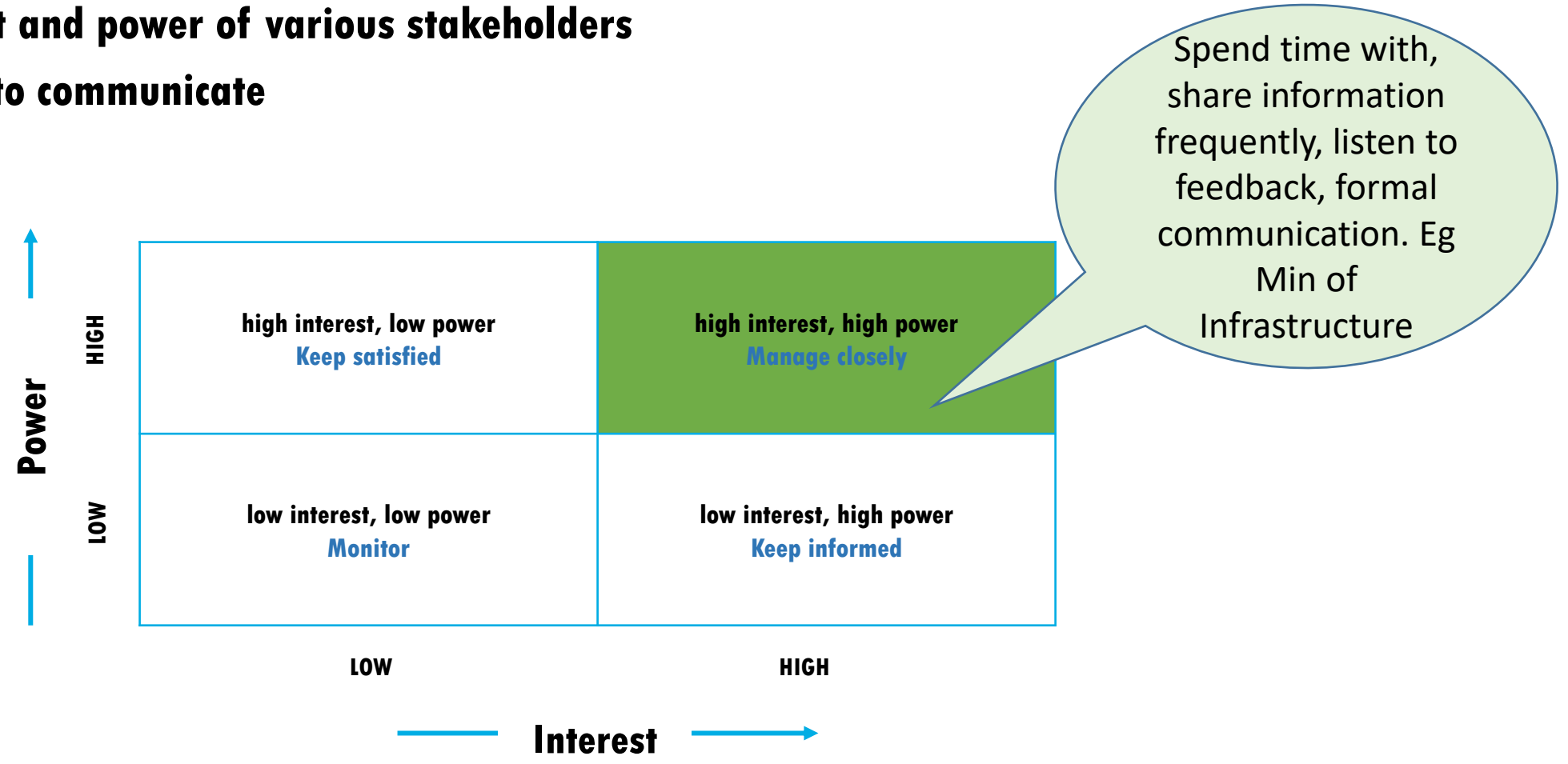

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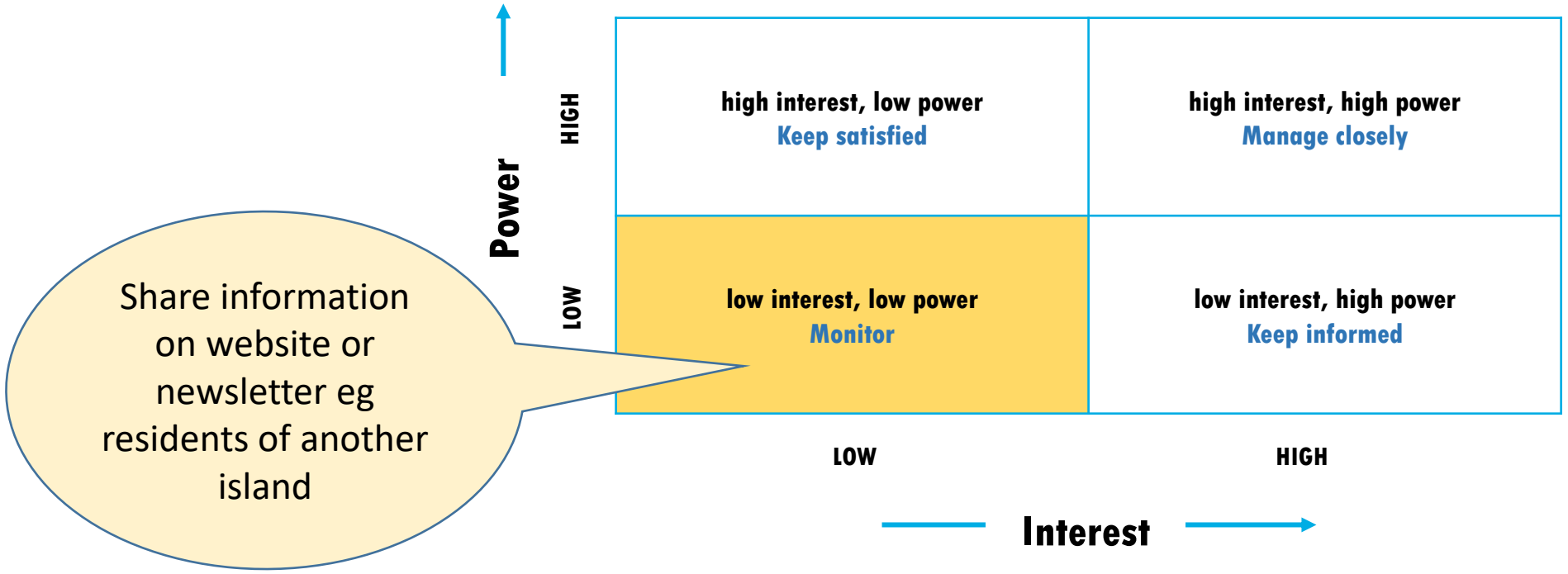

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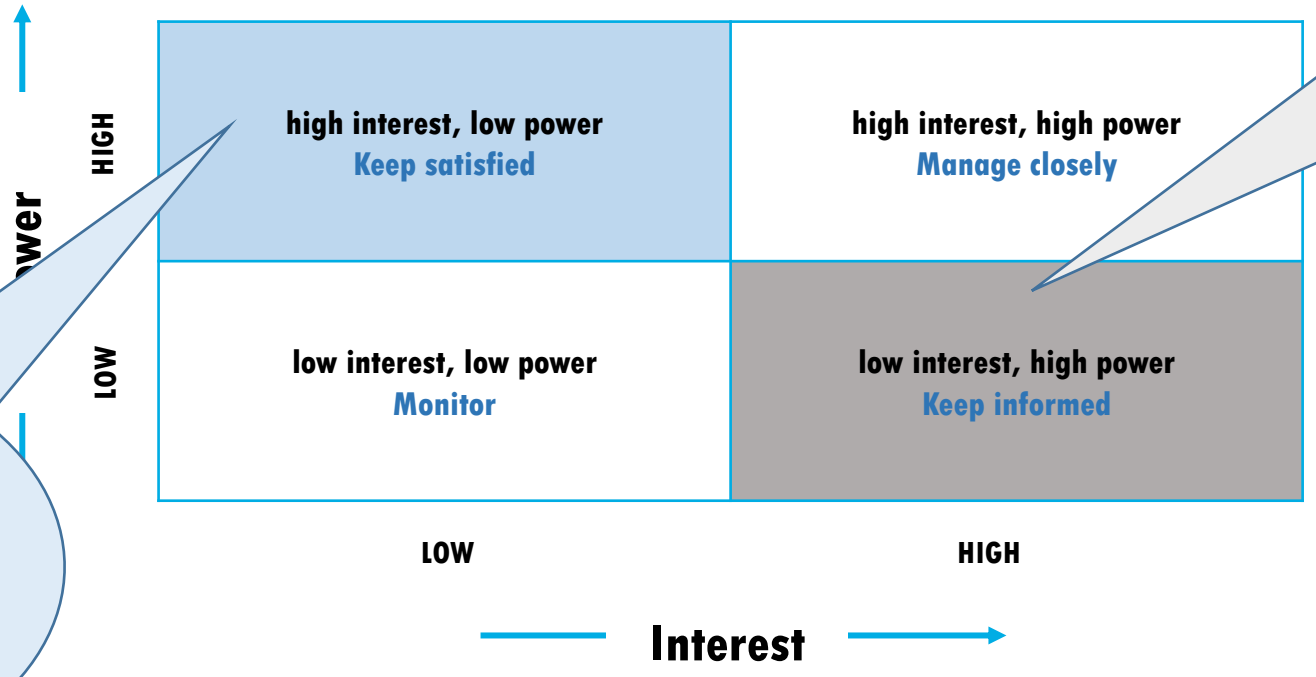

Formal information sharing and feedback eg another government agency

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

STAKEHOLDER ANALYSIS

- **Key message:**
- 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

Game time!

A new classroom will be built next to the existing school building. The project team has called for a stakeholder meeting to discuss the project's goals and implementation plans. The meeting will be held at 3 PM on Wednesday, at the office of the Department of Education office on level three in the center of the town. There is no elevator in the building.

- Stakeholder is: a mother of four children under 10.

- Would the stakeholder be able attend the meeting? YES OR NO

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- Stakeholder is: construction company owner, male, 50 years old.

- Would the stakeholder be able to attend the meeting? YES OR NO

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- Stakeholder is: person in charge of maintenance of school building,

- Would the stakeholder feel comfortable sharing their views on the project? YES OR NO

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- Stakeholder is: local business women, president of parents association?
- Would the stakeholder feel comfortable sharing their views on the Project? YES OR NO

Who attended?

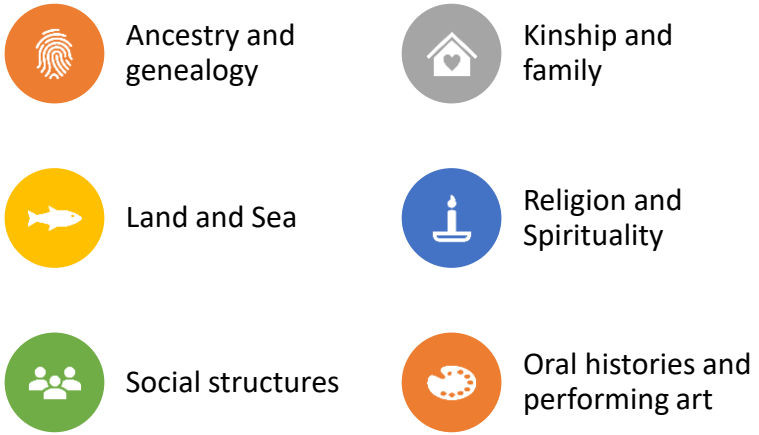
- Construction company owner, maybe the maintenance workers, probably business women. Interested in employment or income? Who will focus on the needs of school users?
- Mother unable to attend due to child care responsibilities. Could meeting been at a different time or location? Could children have been included?
- Might only men have attended?
- Formal setting may make some people feel uncomfortable or unable to share views.

How can this be addressed?

- Think about meeting location (is Gov. office always appropriate?), time of day (day or evening?), place (at school site?), logistics (consider ability or transport).
- Did this need to be a meeting? Consider purpose of engagement for Project and stakeholder.
- Use multiple forms of engagement- flyer, website, focus groups, letters, virtual meetings
- Consider ways to involve teachers and children

How to engage?

- Provide a variety of methods.
- Understand how people already communicate. Don't start from scratch.
  - Talanoa
  - Radio very important in the Pacific
- Make sure its engagement is culturally appropriate
  - Do you need to hold separate meetings with men and women?
- Consider technology but make sure its appropriate
  - Use of Facebook or Twitter
  - Virtual meetings for Government, but is that appropriate for the community?
  - Be mindful of Covid-19 restrictions (Bank has guidance note)



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)

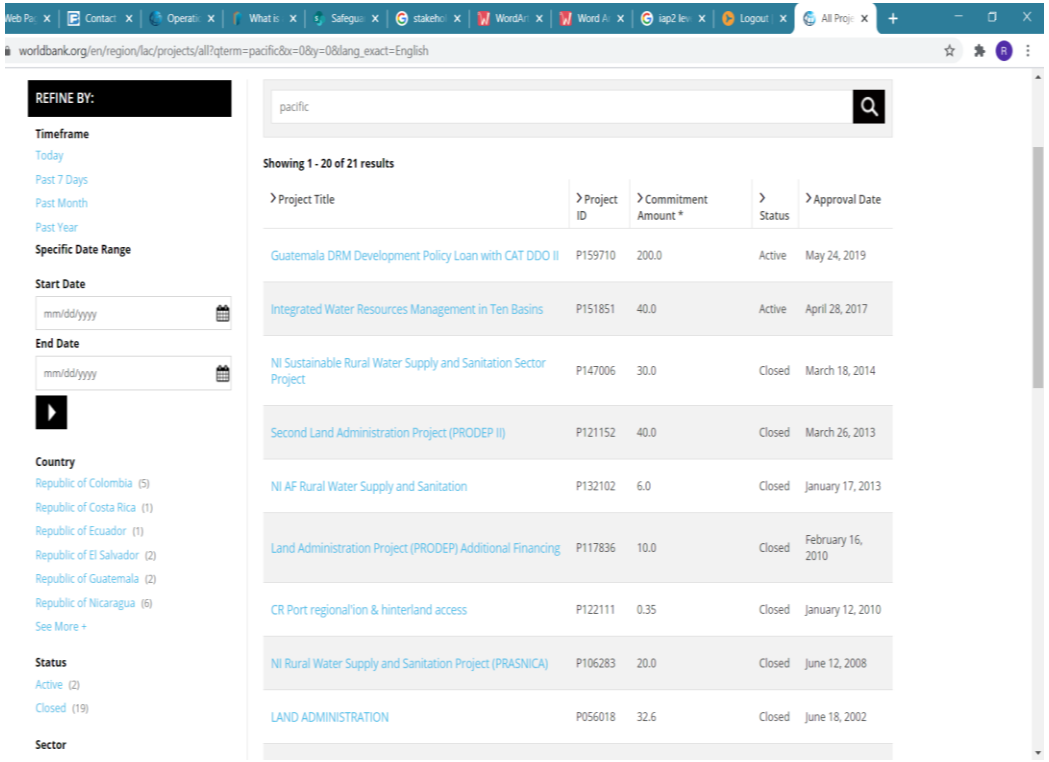
Project stage	List of information to be disclosed	Methods proposed	Timetable: Locations/ dates	Target stakeholders	Percentage reached	Responsibilities
Construction	Traffic management plan	Notification Radio News 100.6 and copy in village hall Poster on community bulletin board	Radio twice daily in weeks of disclosure	Villagers, including pedestrians and drivers	Radio News 100.6 reaches 60% of village Poster on bulletin board reaches another percentage of the population	Community Liaison 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

DISCLOSURE

- World Bank discloses information about all projects https://www.worldbank.org/en/region/lac/projects/all
- World Bank requires E&S instruments to be publicly disclosed by borrower
  - Ensures people know what to expect from the Project
  - Provides detailed information
  - Must be disclose prior to Board approval
- Usually on a website but hard copies of documents may be appropriate



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Questions?

Next session: tomorrow!

Grievance mechanism

26 Nov 11am Sydney/2pm Apia

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