



**Collaborative Water Planning:
Guide to Monitoring and Evaluating
Public Participation
Volume 5**

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September 2009



Australian Government
Department of the Environment,
Water, Heritage and the Arts
Land & Water Australia
National Water Commission



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TRaCK receives major funding for its research through the Australian Government's Commonwealth Environment Research Facilities initiative; the Australian Government's Raising National Water Standards Program; Land and Water Australia; the Fisheries Research and Development Corporation and the Queensland Government's Smart State Innovation Fund.

Mackenzie, J., Nolan, S., and Whelan, J. (2009). Collaborative Water Planning: Guide to Monitoring and Evaluating Public Participation. Volume 5. Charles Darwin University, Darwin.

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ISBN: 978-1-921576-21-8

Published by: Charles Darwin University

Executive Summary

This Guide to Monitoring and Evaluating Public Participation provides an overview and set of tools for assisting water planners in assessing their strategies and techniques for community engagement. The Guide uses a framework which is based on a comprehensive review of national and international approaches, detailed in Volume 1 of the Collaborative Water Planning project reports (Tan et al 2008). The framework and several of the tools outlined have been piloted in the evaluation of case studies of water planning in Northern Australia, as part of the Tropical Rivers and Coastal Knowledge (TRaCK) Collaborative Water Planning Project.

The Guide is intended to assist water planners and community stakeholders monitor and evaluate community engagement throughout a water planning process, measure progress against a set of shared objectives and make adjustments that improve the overall outcomes from the engagement. It evaluates the extent to which community engagement and public participation serves as:

- a mechanism for improved decision-making;
- a facilitator of social process;
- a means of improving outcomes; and
- a pathway for positive changes in the community.

The Guide draws on the *participatory monitoring and evaluation* (or PM&E) approach. In PM&E, researchers, agencies and the community participate as co-evaluators. Negotiation and deliberation is used to generate agreement on what should be measured, and how (Tan et al 2008). Approaches to PM&E are now widespread. The challenge faced by planners is to adapt these to water planning processes, particularly for assessing plans manage trade-off decisions and deal with risk and uncertainty. This guide is intended to help planners meet this challenge, and through this, develop a framework for evaluation based on adaptive management principles.

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1. Introduction

This Guide is a substantive outcome of the second phase of *Collaborative Water Planning in Northern Australia*, a trans-disciplinary research project conducted through the Tropical Rivers and Coastal Knowledge (TRaCK) research hub to review, trial and promote collaborative approaches to water planning. The project has drawn on a variety of academic disciplines, including law, economics, cultural geography, policy science and sociology, to devise innovative methods for incorporating social, cultural and economic values in water planning and water reform in Australia. The TRaCK *Collaborative Water Planning in Northern Australia* project has sought to understand the place, practice, barriers and enablers of collaborative water planning. The project seeks to improve water planning efforts at two levels:

- **Nationally** by developing a toolkit of good practices to engage industry, Indigenous and rural communities; by setting guidelines and benchmarks to monitor and evaluate collaboration in water planning; by establishing procedures that integrate Indigenous values into water planning.
- **Regionally** by assisting water agencies to improve water planning approaches; by helping to minimise conflicts between parties; by providing models and case studies for good collaboration; by helping stronger, long-term relationships between stakeholders.

The project has three components:

- a review and analysis of the literature which provides the conceptual foundation underpinning the project;
- two retrospective case studies, one of the Ord River Water Resources Plan in Western Australia and another of the Gulf Water Resources Plan in Queensland that sought to understand contemporary water resources planning in north Australian settings; and
- two prospective case studies, one in the Greater Darwin region in the Northern Territory and the other in the Cape York region of north Queensland.

In the first phase of this project, water planning practices in Australia and internationally were reviewed water to distil current recommended practice for involving communities and industry in the planning process, and to derive general lessons for improving the scope of collaboration and participation. To supplement this review, the research team examined and assessed community participation in two retrospective case studies of water planning process in Northern Australia - the Gulf of Carpentaria in Queensland, and the Ord River region in Western Australia.

In the second phase, two prospective case studies have involved participants in action research to implement and evaluate lessons from both the review and analysis of literature and the retrospective case studies. Through this phase, some of the recommendations and practices identified have been trialled in the development of statutory water planning arrangements. The learnings from these trials, and their implications for water planning both nationally and in Northern Australia are presented in Volume 6 of the Collaborative Water Planning reports.

In addition to these reports, the outputs from the second phase also include a toolkit of good practices and improved planning approaches, which will be developed into a training program on collaborative water planning in Northern Australia. This Guide, which provides a framework for the assessment of public participation in planning, forms part of the suite of tools developed for these purposes. These products will also be available for use and further refinement in other collaborative water planning settings elsewhere in Australia and overseas.

The approach to monitoring and evaluation of public participation presented in this guide forwards a set of tested criteria for considering public participation in water planning. These criteria have been refined through recent literature on the evaluation of collaborative processes, and examine the effectiveness of collaboration:

- as a mechanism for improved decision-making, including governance arrangements, due process and the reconciliation of competing knowledge claims;
- as a facilitator of social dynamics; including improved relationships, conflict resolution;
- as a means of obtaining improved outcomes, including efficiency, equity, and wider social perception of the process; and
- as a pathway for catalytic changes in the community.

This guide is presented in four parts:

1. Guidelines for monitoring and evaluating public participation
2. A framework for assessing public participation in water planning
3. A step by step process for developing a M&E plan
4. A collection of tools for use in monitoring and evaluation

1.1 Methodology

The development of these guidelines has consisted of the following steps:

1. Review of literature and the practice of M&E practices for public participation in water planning and resource management generally
2. Development of an evaluative framework and criteria, including indicators
3. Input from water planners in Queensland and Northern Australia
4. A trial of indicators and the tools in the evaluation of water planning in the Darwin case study
5. Peer review of the guidelines through internal project review, and a workshop with water planners and community stakeholders.

The framework and criteria presented in these guidelines have been progressively developed through retrospective evaluations of the collaborative components of public participation in policy development in Australia and abroad. The review of this literature is presented in Volume 1 (Tan et al 2008). Through this, the success factors for determining the quality of the collaboration in engagement have been identified, and a series of generic and transferable indicators have been developed for the specific area of water allocation and resource planning.

These guidelines are based on the recognition that community participation in water planning in Australia is consultative, rather than collaborative, and hence many of the features of an idealised collaborative process will not be evident in a water planning process. However, in using this evaluation framework, the components of current planning regimes most conducive to social learning, capacity building, and deliberative decision-making are more readily identified. As such, this approach looks to an idealised and demanding standard that is beyond current expectations of water planning in Australia.

It is recommended, therefore, that these guidelines be used not as a means for performance assessment, but rather as a framework for a more rigorous standard of evaluation of existing practice as a means to practical and achievable pathways for improvement.

2. Guidelines for Monitoring and Evaluation

For the purposes here, the definition of M&E is adopted from Patton (1987: 14) as:

the systematic collection of information about the activities, characteristics, and outcomes of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting.

Under the National Water Initiative, the monitoring and evaluation of the water reform process is limited to state level assessment against nationally identified indicators for “water access entitlements, environmental water, water use efficiency, water pricing and water trading” (NWI 2004: 22). Despite the requirement for public participation in the reform process, there is no formal requirement for the monitoring or evaluation of the impact, effect or effectiveness of that participation.

The authors consider that assessing the effects and impacts of collaboration on water planning is necessary in order to:

- Improve the delivery and management of community engagement programs;
- Improve transparency and accountability;
- Reduce risk and uncertainty by enabling testing of collaborative mechanisms;
- Foster learning by building reflection into the participatory approaches to water planning and management of water resources; and to
- Improve processes by engendering a culture of continual improvement for engagement and participation.

Increased pressure on resources brings with it new management challenges, broadening the range of actors and agencies involved in planning and giving rise to fresh approaches to communicate and collaborate with community members. The rights of community members to participate in environmental decision making is also leading to increased scrutiny of engagement processes by media, politicians and the general public. In response to this new level of scrutiny, systematic M&E allows planners to demonstrate transparency of any engagement processes used.

Monitoring and evaluating engagement processes help planners ensure that the broader, strategic level objectives of collaboration are being met, while building adaptability into water planning that can potentially improve its effectiveness. If done in a participatory manner, the process can foster a shared understanding of the constraints that might hinder a process, and a feeling of community ownership over problem solving and subsequent planning activities. Working in collaboration with the community through *participatory monitoring and evaluation* (or PM&E) aims to build a shared understanding and ownership of the constraints that hinder a planning process, and develop a shared response to problem solving between water planners and community members.

However, evaluating a water planning process presents a unique challenge for water planners. Reviews of water planning demonstrate that fairness, transparency, inclusiveness, adaptability and flexibility are important for social learning, capacity building and equitable decision making. But these aspects of a planning process are often difficult to assess or measure. It is envisaged that these guidelines will assist planners to find indicators and metrics to assist in measurement and acceptability in evaluating these attributes.

3. Framework for Evaluating Public Participation

The review of frameworks for monitoring and evaluating public participation for water planning undertaken by the TRaCK project (Tan et al 2008) had two main objectives:

- a) To evaluate past and current collaborations between planning agencies and community stakeholders to reflect on whether the level or process of collaboration was appropriate to the task; and
- b) To map the adaptive learning process between the community and government and derive evidence-based lessons to make future collaborations more effective.

Developing a robust method for assessing collaboration in water planning was central to this research. Three key references were used in the development of this framework:

1. The evaluation methodology developed by Creighton for the U.S. Army Corps of Engineers Institute for Water Resources (IWR) for the review of the collaborative decision-making processes for the Shared Vision Planning approach to water management in 2007.
2. The Collaborative Monitoring and Evaluation Framework (CMEF) developed through the Engaged Government project as the CMEF (Oliver et al 2007). This framework identifies key aspects of successful collaboration in relation to collaborative efforts involving government partners (see Figure 1).
3. The guidelines for collaborative water planning developed through the HarmoniCop research program developed to support the implementation of the European Water Framework Directive, and published in 2005.

Discussions with water planners in Northern Australia indicated a preference for evaluation frameworks which could:

- Provide indicators to measure public awareness or knowledge, and changes to awareness and knowledge as a result of the planning process;
- Assist planners to identify where the public is getting *trusted* sources of information;
- Evaluate change in the mindset, position or behaviour of stakeholders and public;
- Develop clear lessons or implications that can improve community participation in subsequent plans legitimacy or for adoption; and
- Allows for the evaluation by an independent third party (e.g. regional NRM board), to avoid any potential conflict of interest if the planner has to both implement and review the process.

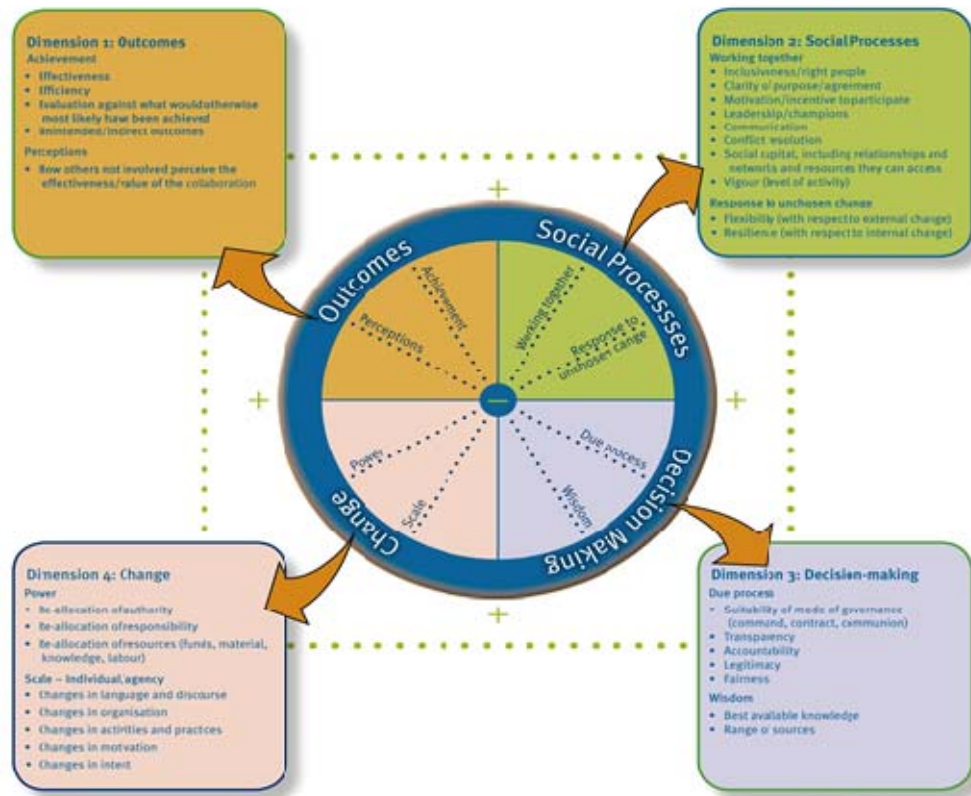


Figure 1: Collaboration Circle for Monitoring and Evaluating Collaboration. Source: Oliver et al. 2007.

Based on this, the framework for monitoring and evaluation developed consists of four themes. The first two, social dynamics and decision-making, are concerned with the process; the second two, outcomes and change, evaluate the consequences and impact of the collaboration. Each of these is outlined below.

3.1 Social Dynamics

This criterion recognises that the quality of the participation in water planning is shaped by the form and method of engagement, and particularly in the conduct of reference group panels or working group arrangements. There is much evidence to suggest that some practices used in engagement are more conducive to deliberation and social learning for participants and improve the quality of the collaboration in general. Some of the aspects of this criterion include:

- the identification, inclusion and adequate involvement of the appropriate participants based on the region, issues and stakeholder profile;
- the extent of opportunities for deliberation;
- how conflict was identified, resolved or managed;
- how the information was presented to participants and the accessibility of that information;
- the extent of the motivations or the provision of incentives for participation;
- and
- the extent to which the process was responsive and amenable to the needs of the participants.

3.2 Contribution to Decision-Making

One of the core purposes of public participation is to improve the quality of information exchange between the community affected by the plan and changes to water management, and agency staff responsible for the development of the plan. The priority is to ensure that the best available information is provided to the Minister for decision-making with regards to water allocation and management. This component assesses the extent to which the collaboration and community engagement contributes to the decision-making process, and focuses upon:

- the extent to which the process meets the legal and policy requirements stipulated under the legislation;
- the extent of the transparency of the decision making to the participants, including the understanding by participants of how their contribution informed the plan
- the level of accountability to the final decision which is borne by the participants;
- whether participants viewed any decision-making processes undertaken as fair and why;
- whether the decision-making process was informed by the best available knowledge, derived from a variety of sources and appropriate to these decisions; and
- the extent of the role participants may have had in development or amendment of the decision-making process.

3.3 Improving Outcomes

The outcome from the water planning process is the production of the water resource plan, which is in the form of a government statute. In assessing this criteria, the focus is not on an evaluation of the plan *per se*, but rather on the ways in which the engagement and participation from the community and industry contributed to the development of the plan. As such, the key criteria are:

- the extent to which the engagement process achieved its stated aims;
- the extent to which it was efficient in doing this;
- levels of satisfaction with the outcomes by participants;
- the extent to which the outcomes achieved may differ from what would have most likely been otherwise achieved; and
- how other people not directly involved in the engagement process viewed the process.

In addition to these criteria, following Beirle (1999), there are a number of implied social goals in the use of public participation. These are: educating the public, incorporating public values and knowledge into decision-making, building trust, reducing conflict, and assuring cost-effective decision-making. As such, evaluation of public participation in terms of outcomes is analysis not of the plan itself, but the ways in which public participation and engagement contributed to the outcome.

3.4 Catalytic Change

Evaluation under this criterion recognises that an effective engagement and collaborative process can yield change in the participants and the wider community that are supplementary to the process itself. These changes are often indirect or unintended outcomes, and may include changes in knowledge, language, organisation, practices, motivation or intent. Effective collaboration can also produce changes to the power dynamics within a community, and these changes may include the reallocation of authority and agency, responsibility and resources.

4. Developing an M&E Strategy

The first stage of developing an M&E strategy is for water planners is to develop the focus questions using the themes of collaboration that best match with the objectives of the collaboration. Table 1 below provides a list of general focus questions for each theme to assist planners in selecting the evidence base from which to assess how the criteria have been addressed. These questions are designed to be both generic and flexible enough to be adapted depending on specific needs and contexts. The M&E tools provided in this package are linked to addressing each of these questions.

In developing the strategy, planners will need to decide the extent to which this will be done internally, or in collaboration with the participants in the engagement process. By evaluating the tool against criteria or indicators that are selected by the participants themselves, planners are able to create a feeling of ownership among participants and thus generate momentum for the evaluation as well the planning process in general. In this way, the exercise can become a two-way learning process; it can help community members get a shared understanding of the problems facing the community or project as well as identify the attributes of engagement that different stakeholders find meaningful and useful.

The M&E focus questions selected should be limited, and should focus only on those most closely linked to the objectives of the public participation. This will keep the task of collecting the information and reviewing changes over time manageable. A four step approach to developing an M&E strategy is recommended:

1. Identify the objectives of the public participation.
2. Develop a list of consequences that would demonstrate that this objective has been achieved.
3. Determine whether those consequences are a result of the social process, involvement in decision-making, outcomes from the planning process or long-term changes.
4. Select or adapt questions from Table 1 to assist in measuring those changes.

For example, if one of the objectives of the public participation is to improve community understanding of the water plan, then the planner would work with the community to identify the consequences, theme(s) and relevant questions that could show whether the activities undertaken achieved that objective. This process might generate the following:

Objective	Consequence	Theme(s)	Question(s)
To improve community understanding of the water planning	a) Members of the community provide relevant input in the public submissions b) Members of the reference panel are able to inform other stakeholders	- Social process - Change	1. Was the information presented accessible, digestible and sufficient? 2. Was the process informed by the best available knowledge? 3. Has change occurred in the understanding, motivation or intent of the participants? 4. Has change occurred in the understanding of the broader community?

Dimension	M&E Focus questions	Tools to assist in this
Outcomes	<ul style="list-style-type: none"> • Has the process achieved what it set out to achieve? Has it had an impact in the community? • Was the time and resources allocated to the project adequate? Could the resources allocated have been used more efficiently? • Are there any unintended outcomes that have also been achieved? • Did the process add value to the final outcomes? What would have been achieved without public participation? • How do people who have not been directly involved perceive what was achieved? Do they think the process was useful? Would they like to be involved in future activities? • What will participants do as a result of public perceptions? 	Focus Group Running Sheet Interview Protocol Peer review
Social processes	<ul style="list-style-type: none"> • Were the right people involved in the process? Did they represent the issues and concerns in relation to the area and plan? • Was there consensus about the purpose of the participation? Was there clarity amongst participants about their role? • Was there sufficient opportunity to present ideas and raise questions? • Was the process responsive to issues and concerns raised by participants? • What controversies arose through the process? How were these resolved? • Was the group able to reach agreement? If not, what were some of the barriers to reaching agreement? • Was the information presented accessible, digestible and sufficient? • Was the process informed by the best available knowledge? From a range of sources? 	Stakeholder checklist Focus Group Running Sheet Interview Protocol Review Questionnaire Facilitator observation

Decision making	<ul style="list-style-type: none"> • Was there early involvement by the participants? • What role did participants play in agenda-setting, establishing rules or selecting experts? • Was there a clear understanding of the extent to which participation would contribute to the plan? • What responsibility do the participants have for the decision? • Did participants feel that the process was conducted in an unbiased way? • Was it clear to participants how their input informed the development of the plan? • Have the legislative and policy requirements for public participation been observed? 	Pre-planning Questionnaire Interview protocol Planner Self-Assessment
Change	<ul style="list-style-type: none"> • Is change occurring: <ul style="list-style-type: none"> ○ In the understanding, motivation or intent of the participants? ○ In the understanding of the broader community? ○ In the ways planning agencies are organising themselves in relation to community engagement? ○ In the way stakeholders are relating to each other? • Have new organisations or agreements been formed amongst participants or in the community? • Have new initiatives been developed or new resources allocated as a consequence of the engagement? 	Focus Group Running Sheet Interview Protocol Review Questionnaire

Table 1: Focus Questions for Monitoring and Evaluation

5. Tools for Monitoring and Evaluating Public Participation

1. Scorecard for Developing an M&E Plan

This tool is intended to be used by water planners at the commencement of the water planning process to determine the scope of the monitoring and evaluation of public participation required. It can be completed by planning staff, or in collaboration with the community reference panel. A low score indicates the need for a greater degree of caution, consultation and process discipline in the conduct of the evaluation, whilst a high score indicates the scope for a less extensive process, flexibility, and experimentation. An assessment against this tool can be included in an evaluation report, with additional explanations for how the scores were determined, and what factors influenced the scores presented. It has been adapted from Dukes and Firehock (2001).

2. Handout on Monitoring and Evaluation of Public Participation

This tool is intended to be used in conjunction with the interviews and the focus group to clarify for participants the reasons for the monitoring and evaluation process. It provides a list of benefits derived from M&E, and how their M&E can be used to improve program management, transparency and accountability, reducing risk and uncertainty, fostering learning and improve water planning process generally. It is derived from Bellamy et al (2001) and their work on developing a systems approach to monitoring the impact of natural resource management initiatives. The handout should be distributed to participants, and then used as a basis for facilitating a discussion on what is M&E, why it is being undertaken, and what role participants should or would like to have in reviewing the public participation process.

3. Handout on Developing Indicators

This tool is intended to be used to facilitate a discussion if the planner decides that participants should play a role in the selecting indicators. It is intended to show what kind of indicators could be used to monitor public participation, and provide examples of the types of questions that an M&E process might like to consider. It also looks to provide simple descriptions of the four themes of evaluation. It should be adapted by the planner to be made more relevant to the planning context.

4. Generic Set of Indicators for M&E

This tool is a collection of potential indicators for M&E of public participation, that can be used for priority ranking the elements of the public participation to be assessed. The statements are designed to be printed and distributed to participants as a separate card. Individually, or in groups, participants should select no more than 10 indicators that they think are measures by which the public participation should be evaluated. These are then ranked in importance, and used as the basis of discussion

in the group to identify the most appropriate indicators. Blank cards should also be distributed such that additional indicators can be included. This tool was informed by a similar card-sort activity developed by the People's Network for their Change Management Toolkit (2003).

5. Stakeholder Checklist

This tool provides a checklist of stakeholders who should be involved in the public participation for a water planning process. This checklist can be used to address the Social Process criteria, to assess whether the participation was inclusive, and the extent to which marginalised groups or constituencies have been considered in the participation process. Planners are invited to work with the community to brainstorm the stakeholders in the planning area that align with each of the categories, and to identify whether and to what extent they should be involved in the planning process.

6. Pre-Planning Questionnaire

This tool is intended to establish a baseline of expectations and clarity of role for participants on a community reference panel at the beginning of the participation process. It can be used to make assessments against the Decision-Making criteria. It is to be distributed during the first meeting of the reference panel to assist the planner to identify what further information is required by the participants, and what preferences they have for how the panels should be conducted. This allows for early identification of issues, and to structure future meetings to align with the interests and expectations of participants.

7. Review Questionnaire

This tool can be used with Reference Panels or working groups to monitor and assess their satisfaction with the participatory processes. It focuses primarily on the Social Process criteria, and may be conducted once or more through the course of the engagement process. It also provides agency staff with feedback for improving the process overall.

8. CRP Evaluation Focus Group

This tool is intended to provide a guide to the running of a focus group process as part of the last meeting of the Community Reference Panel. The process is intended to consider answers to the questions particularly in terms of the Criteria for Change and for Outcomes. Participants are also invited to reflect on Social Process.

9. Evaluation Interview Questions

This tool provides a list of semi-structured interview questions to evaluate the quality of the public participation in the water planning process. Whilst it is most suited to participants in reference panels or working groups, it could also be asked of people who have limited involvement, or who are members of the community in the planning area. The tool also includes a matrix for determining which questions address the four criteria under the evaluation framework.

10. Facilitator observation & reflection

This is a tool for facilitators in community engagement to systematically record observations and reflections during a meeting, focus group or interview to use for evaluation. It is designed to limit the need for recordings of meetings to be fully transcribed, and to build an evidence base for assessing the process. Each of the facilitators note sheets also include a series of prompts at the top of the page to encourage facilitators to reflect on the elements of the process that are conducive to an effective outcome.

11. Peer review Questionnaire (for Critical Friends)

This questionnaire is designed to be filled in by a planner not associated with the plan acting in a role as a critical friend. Critical friends, as described by Costa and Kallick (1993) are selected peers who provide independent review or evaluation from an outsider's perspective based on their own experience or expertise. This tool is intended to be used by a critical friend in the observation of a community meeting or engagement activity.

12. Synthesis Template

The synthesis template is intended to gather together and collate the material generated from the use of the tools for an evaluation report or presentation. Two tables are provided. The first shows provides a model for how the M&E strategy has been developed, based on the objectives of the planning process. The second table is designed to be completed based on the findings from review or evaluation activities, to form an evidence base of how these tools were used to improve the quality of the public participation. Two hypothetical examples of the use of these forms are provided for reference.

Scorecard for Developing an M&E Plan

Large scope									Limited scope
	1	2	3	4	5	6	7	8	9
Large constituency									Limited constituency
	1	2	3	4	5	6	7	8	9
Long term impact									Short term impact
	1	2	3	4	5	6	7	8	9
Significant changes anticipated									Limited changes anticipated
	1	2	3	4	5	6	7	8	9
Establishes a precedent									Standardised approach
	1	2	3	4	5	6	7	8	9
Power disparities									Balanced power
	1	2	3	4	5	6	7	8	9
Fundamental differences in values									Less significant issues
	1	2	3	4	5	6	7	8	9
Extensive conflict									Minor conflict
	1	2	3	4	5	6	7	8	9
Bargaining and negotiation									Dialogue and information exchange
	1	2	3	4	5	6	7	8	9
Resources available for M&E									Limited resources available
	1	2	3	4	5	6	7	8	9

SCORE	10-24	25-49	50-74	75-100
Who should participate in the evaluation?	External evaluator works with agency staff and wider community	Agency staff work with reference panel and wider community	Agency staff and reference panel	Agency staff conduct internal evaluation
What should be evaluated?	Decision-making, social process, outcomes and change	Decision-making, social process and outcomes	Social process and outcomes	Outcomes
When should M&E be conducted?	Prior to engagement, monitoring through process, summary evaluation, 6 month review	Prior to engagement, monitoring through the process, summary evaluation	Prior to the engagement and summary evaluation	Summary evaluation at the end
Format of Evaluation	Publicly available report with opportunity for comment	Publicly available report	Distributed to participants	Internal use

Handout on Monitoring and Evaluating Public Participation

Why are we monitoring and evaluating the public participation in developing this water plan?	
These core objectives...	... are achieved by...
Improving program management	<ul style="list-style-type: none"> - developing a common understanding of objectives and expected outcomes - providing a basis for informed decision-making on program direction, resource allocation and attainable levels of performance - identifying and focusing attention on factors influencing the initiative's outputs and outcomes - identifying gaps in performance and insights on how they might be addressed - facilitating a robust and integrated approach to program planning and implementation
Improving transparency and accountability	<ul style="list-style-type: none"> - evaluating costs and benefits of an investment of public or private resources - improving efficiency and effectiveness of a program or process - early identification of unanticipated outcomes
Reducing risk and uncertainty:	<ul style="list-style-type: none"> - identifying impacts of a project, program or process - identifying information pathways and processes and their role - developing understanding of causal relationships - identifying equity and social justice issues
Fostering learning:	<ul style="list-style-type: none"> - influencing decision-making and policy development - supporting on going information exchange, feedback and learning - improving awareness of equity and social justice problems as they arise
Improving process:	<ul style="list-style-type: none"> - facilitating continuous participation - supporting the public consultation process - building stakeholder capacity - developing ownership of project outcomes - providing information and a structural framework to underpin negotiations - providing a platform for cultural change

Handout for Developing Indicators

Indicator Type	Description	Examples	Questions
Social process indicators	Measures how well the community engagement was conducted, or the project 'ingredients'	Number of meetings, funds spent, staff employed, number and diversity of participants, participant satisfaction	Were the right people involved in the process? Did they represent the issues and concerns in relation to the area and plan? Was there sufficient opportunity to present ideas and raise questions? Was the process responsive to issues and concerns raised by participants?
Decision-making indicators	Describes how the community engagement contributed to the water plan	Water planning meetings attended, type and number of training sessions given, number of field site visits conducted, amount of feedback to participants, responsiveness of planners, participant satisfaction	What role did participants play in agenda-setting, establishing rules or selecting experts? Was there a clear understanding of the extent to which participation would contribute to the plan? Did participants feel that the process was conducted in an unbiased way?
Outcome indicators	Describes the product of the activity	Numbers of community members involved, numbers of people downloading documents, number of submissions, number of radio/newspaper articles/newsletters, number of field site visits conducted, numbers of plans distributed.	Has the process achieved what it set out to achieve? Has it had an impact in the community? Was the time and resources allocated to the project adequate? Could the resources allocated have been used more efficiently?
Change indicators	Measures broader changes in the community	Improved participation in planning activities, improved access and understanding of information, enhanced group communication skills, processes for resolving conflicts, shift in thinking or perspectives of stakeholders based on new information or sharing perspectives	Is change occurring in the understanding, motivation or intent of the participants? In the understanding of the broader community? In the ways planning agencies are organising themselves in relation to community engagement? In the way stakeholders are relating to each other?

Generic Indicators for M&E

Number of people participating	Diversity of people participating	Improvements in community knowledge	Level of discussion and interaction between participants
Independent review or evaluation	Fairness of the process	Community perception of success	Number of 'champions' of the project in the community
Acceptability of the process to the community	Process contributed to shared vision for the community	Changes to council programs	Reduced conflict between groups in the community
Increase in skills and knowledge of the participants	Number (or word-count) of media articles	Ability of the process to respond to change	Reduction in groundwater extraction
Agency perception of success	Best available information and knowledge	Ongoing support or funding made available for the project	Level of community involvement in the process
Level of participation by marginalized constituencies	Quality of the recommendations	Number of organisations actively supporting the project	People not involved in the process perceived it was a success
Number of new suggestions or projects by participants	Quality of the facilitation	Number of new groups or organisations established	Perceived independence of the process
Level of community input into recommendations	Clarity of role and purpose of community participation	Opportunities of deliberation and exchange	Changes in community behaviour
Satisfaction of the participants	Number of publications (flyers, brochures, fact sheets, posters, reports) distributed	Changes to membership of local group	Amount of new funding available or projects established
Level of confidence in the outcomes	Cost-effectiveness or value for money	Number of recommendations implemented	Range of information sources used in decision-making
Accessibility of the project to interested participants	Number of website hits	Improved relationships between members of the community	Increased motivation in the community

Number and sources of inquiries about the project	Increased volunteers in local groups	New sources of information or knowledge identified	Commitment to using the process again
Level of consensus or agreement amongst participants	Acceptability of the science	Ease of participation across cultures	Quality of the communication products
Process allowed for communication of technical information	Ground-rules for the process were acceptable to participants	Process consistent with legislative and policy requirements	Procedures for ongoing monitoring of outcomes established
Timeliness of the outcomes	Level of community ownership of the outcomes	Number of project staff or experts required	Adequate incentives provided for participants
Outcomes were credible and realistic for policy makers	Shared level of understanding of the purpose	Opportunities for collaboration in the design of the process	Appropriate legal protection for participants
Process suited to capacity and needs of community	Links with other strategies, plans or policies	Awareness of the process by the wider community	Equity in contributions by participants
Level of understanding of the purpose by participants	Tailored to the technical knowledge of participants	Accessibility of process (time, venue) to targeted community	Awareness of the outcomes by the wider community

Stakeholder Checklist

Stakeholder Group	Sub-Category	List of stakeholders and # involved	Rationale for involvement or non-involvement
Rural Industries	Irrigated agriculture		
	Forestry		
	Dryland agriculture		
	Grazing and Pastoral		
	Aquaculture		
	Horticulture		
	Intensive animal (e.g. poultry, piggeries)		
	Commercial fishers		
Environment and Conservation NGOs	Single issue groups		
	Local groups		
	Networked groups		
	Peak bodies		
Primary Industry & Commodity Groups	Irrigator associations		
	Commodity groups,		
	Peak organisations		
NRM Regional Bodies, Boards and NGOs	Funded NRM groups		
	Catchment groups		
	Landcare groups		
	Waterwatch groups		
Government Departments and Agencies (Local, State and Federal) from Water, Land, Infrastructure, Planning Communities, Primary Industries	Ministers		
	Ministerial advisors		
	Agency technical staff		
	Agency officers		
Water Authorities/Utilities	Local water authorities		
	Bulk suppliers		
Traditional Owners and Indigenous Groups	Claimant groups		
	Non-claimant or language groups		
	Peak Indigenous groups (Land Councils, Corporations)		
Science providers	Educational		
	Government Research		

	and Development Organisations (RDOs)		
	Industry RDOs		
	Private RDOs or consultants		
	Universities		
Community, Tourism, Recreation and Regional Development	Community development groups		
	Tourism operators		
	Recreational operators		
	Regional development groups		
Extractive Industry	Mining industry		
	Energy industry		
Other industry	Building and construction		
	Retail		
	Manufacturing		
	Service		
	Banking, insurance and finance		
	Land development		
Other NGOs	Charitable organisations		
	Education		
	Health		
	Community services		
	Religious or ethnic groups		
	Sporting groups		

Preplanning Questionnaire

Purpose of this questionnaire

This questionnaire is to be distributed to participants in water planning process prior to their involvement in a community reference panel or working group.

Questions

1. I am participating in this panel/working group (please select one of the following):

- As an individual
- As a community member
- As an expert
- To speak on behalf of a group, organisation or industry
- To present the views and opinions of a group, organisation or industry
- To represent of a sector or set of interests (environmental, government agency, Indigenous)
- As an observer
- Unknown/unspecified

1a) If unknown or unspecified, what further information do you require to make a decision?

2. Have you been provided with sufficient resources to undertake the role identified above?

- Yes No Uncertain

2a) If no or uncertain, what further resources do you require to undertake this role?

3. Do you have a clear understanding of what you are expected to do in contributing to the development of the water plan?

- Yes No Uncertain

4. Do you have a clear understanding of how your input and involvement will contribute to the water plan?

- Yes No Uncertain

5. Are you satisfied that you have sufficient information to make an active and informed contribution to the planning process? Please indicate which areas you would like further information on.

		I have sufficient knowledge about...	I would like more information about...
Institutional arrangements for water	State water laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>
	The water allocation planning process	<input type="checkbox"/>	<input type="checkbox"/>
	National priorities for water security and allocation	<input type="checkbox"/>	<input type="checkbox"/>
	Existing licensing arrangements	<input type="checkbox"/>	<input type="checkbox"/>
	Water trading	<input type="checkbox"/>	<input type="checkbox"/>
	Water pricing	<input type="checkbox"/>	<input type="checkbox"/>
	Regional natural resource planning and management	<input type="checkbox"/>	<input type="checkbox"/>
Technical information	The science of hydrology including surface and groundwater flows	<input type="checkbox"/>	<input type="checkbox"/>
	River ecology and biology	<input type="checkbox"/>	<input type="checkbox"/>
	Surface/groundwater interactions	<input type="checkbox"/>	<input type="checkbox"/>
	Environmental flow requirements	<input type="checkbox"/>	<input type="checkbox"/>
	Hydrological modelling	<input type="checkbox"/>	<input type="checkbox"/>
	Water use efficiencies	<input type="checkbox"/>	<input type="checkbox"/>
	The impact of climate change on water availability	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring water quality	<input type="checkbox"/>	<input type="checkbox"/>
Regional information	Historical water use in the region	<input type="checkbox"/>	<input type="checkbox"/>
	Current water use in the region	<input type="checkbox"/>	<input type="checkbox"/>
	Requirements of existing water users	<input type="checkbox"/>	<input type="checkbox"/>
	Population and economic trends in the region	<input type="checkbox"/>	<input type="checkbox"/>
	Future water demands of the region	<input type="checkbox"/>	<input type="checkbox"/>
	Water use and future requirements of Indigenous communities	<input type="checkbox"/>	<input type="checkbox"/>

6. In your opinion, which of the following statements do you agree with in relation to the role of the Community Reference Panel?

	<i>Strongly Disagree</i>				<i>Strongly Agree</i>
To communicate information about water planning to the wider community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To assess the quality and accuracy of the technical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To ensure that the planners are aware of the issues in the region and affecting the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To contribute information that the planners would otherwise not have access to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide advice and clarification to the planners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide independent advice to the Minister to make the decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To reach agreement amongst the panel on the desired outcomes from the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To assist the water planning staff in the community engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Are you satisfied with the terms of reference and/or the explanation that you have received regarding your rights and responsibilities in participating in this process?

- Yes No Uncertain

7a) If no or uncertain, what further information do you need to clarify your responsibilities and rights in participating in this process?

8. Based on your understanding of the process, do you believe that it is consistent with the legal requirements for community involvement?

- Yes No Uncertain

8a) In what ways do you believe the outlined process for public engagement goes beyond the legal requirements?

Review Questionnaire

On the basis of the process to date, please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, I am satisfied with this process thus far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants are representative of the key interests and concerns of the area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had sufficient opportunity to raise questions and to present my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The planning staff have been responsive to my concerns and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented has been accessible and digestible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my role in developing the agenda and setting the ground rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented has been sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the purpose of my involvement, and how it contributes to the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My understanding of water planning has improved as a result of the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe the process is being conducted in an unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others involved in the process are satisfied with it thus far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This process will improve the quality of and add value to the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What has worked most effectively about the process thus far?

How could the process be improved?

Do you have any other comments regarding the participation process to date?

Evaluation Focus Group Running Sheet

What is a focus group

Focus groups are essentially an interview held simultaneously, with a small to medium sized group. People are invited to collectively share their thoughts, feelings, attitudes and ideas on a certain subject.

Purpose of these focus groups

To develop an understanding of participants':

- Satisfaction with process of the community reference panel;
- Satisfaction with the outcomes of the community reference panel meetings;
- Suggestions for improvements in the process;
- Changes that they have observed as a result of the community engagement process

Number of focus groups

The focus group should be conducted with the whole of the reference panel. In instances where the panel is too large for this to be workable, or if there is significant conflict between members of the panel, it may be appropriate to divide the panel into two or three separate focus groups. In this instance, the information should be summarised and distributed to all panel members.

Focus group duration: 1 to 1.5 hours

Number of facilitators: 2 facilitators are required, one to facilitate discussion and the other to act as an observer/ recorder. Observation should include reflection on the ways in which members of the focus group are interacting or not interacting, as well as recording details of the information provided.

Resources required

- A room at a suitably located, 'neutral' venue where participants can meet in comfort, seated face to face around a table
- A whiteboard and/ or butchers' paper and pens that can be used to record important points from the discussion
- A means of electronically recording the verbal discussion
- Refreshments (tea, coffee, cold drinks and food)
- Paper and pens so that participants can make individual notes to aid them in the discussion
- Maps of the planning area (and material to attach them to walls)
- Funds to pay for transport for those may require such assistance
- Name tags
- Arrangements for child minding

Agenda

Introduction (5 minutes)

- Purpose of focus group
- Do anyone mind having the conversation taped?
- Why are we conducting an evaluation? Distribute the "Reasons for Evaluation" handout provided in these guidelines, and allow for questions.

- Purpose of the focus group (As outlined above)
- Establish Ground rules – For example: One person talks at a time. All participants' views need to be heard. The facilitator will not take sides in the discussion, but will work to keep the discussion flowing, to ensure that the questions are answered and that all participants get a fair chance to have their say.

Individual work (15 minutes)

Participants take individual notes in response to these questions:

- How satisfied overall are you with the Community Reference Panel process?
- Was there sufficient opportunity to present ideas and raise questions?
- Was the process responsive to issues and concerns raised by participants?
- What controversies arose through the process? How were these resolved?
- Was the group able to reach agreement? If not, what were some of the barriers to reaching agreement?
- Was the information presented accessible, digestible and sufficient?

- In your opinion, has the panel achieved what it set out to achieve?
- Did the process add value to the final outcomes? What would have been achieved without public participation?
- Was the time and resources allocated to the process adequate? Could the resources allocated have been used more efficiently?
- Has it had an impact in the community?
- How do people who have not been directly involved perceive what was achieved? Do they think the process was useful? Would they like to be involved in future activities?

- How could the process be improved for future Community Reference Panels?
- What other comments would you like to make about the CRP process?

Whole group work (60 minutes)

- Using the resources listed above, the facilitator will work through participants' responses to the questions listed above, starting from the last question listed above (probably the most provocative question and one that may hopefully generate the most discussion).
- The facilitator will regularly summarise the discussion, looking for points of similarity and difference and highlighting reasons for same.

Conclusion (15 minutes)

- Concluding remark from each participant. Is there anything that we have missed? What is most important to you in relation to the issues we have discussed?
- Discussion on how feedback will be provided showing how their information was valued in the process and where they may find out more about the progress of the project.
- Thanks to all. Is everyone right to get home?

After the focus group (10 minutes)

- Facilitator and observer/ note taker check that tape has worked, organise notes arising from the focus group and debrief on major findings arising from the focus group.

One-on-One Interview Protocol for Evaluating Participation

What is an interview?

An interview is a question and answer session conducted by the planner, either in person or via telephone. Semi-structured interviews are designed to obtain more and detailed information from participants than is usually possible through a questionnaire or survey. It can also allow for a greater range of reflections and responses, particularly on motivations, perceptions and attitudes. Responses to the questions are recorded by the planner and used to assist in the development of an evaluation report.

Process

Contact is made with participants or stakeholders involved in the planning process to arrange a mutually convenient time and location. The reason for the interview should be explained at the beginning, and permission to record the information provided to the planner should be requested. The interviewee should be assured that their responses will be confidential if they choose, and their names will not be identified in the evaluation report.

The questions should be asked in the order outlined, and the interviewer should remain as neutral as possible in responding to the answers. It may be useful to ask clarifying questions to particular responses to elicit more detail, but these clarifying questions should be open-ended to allow the interviewee to feel comfortable and not directed.

Questions

1. How were you involved in the water planning process?
2. What were some of the factors that influenced your decision to be involved in the process?
3. In what ways were the outcomes from the process likely to impact on you?
4. What were some of the outcomes you had hoped to achieve from the process?
5. What do you consider to be some of the reasons for community participation in the process?
6. Did the process achieve what you expected it to achieve?
7. In what ways did the process meet the expectations of the other participants?
8. What do you think has changed as a result of the water planning process?
9. Were you satisfied with the ways that the participation process contributed to the Water Resource Plan?
10. What aspects of the process worked most effectively?
11. In what ways could the water planning process be improved?
12. What do you think would need to change for that to occur?

Coding the responses

In recording the responses, you should use a combination of direct quotes and paraphrasing. Compile the responses to each of the questions from each interview into a separate document, and carefully examine the responses looking for phrases or themes that occur frequently. Each of the questions above relate to one or more of

the 4 dimensions of the evaluation framework. The responses to the questions can be divided and interpreted based on the dimension covered by the question.

Question	Decision-Making	Social Process	Outcomes	Change
1. Respondent type				
2. Incentives				
3. Personal impact				
4. Expectations				
5. Contribution				
6. Outcomes				
7. Perception				
8. Change				
9. Decision-making				
10. Positives				
11. Negatives				
12. Pathways				

Critical Friend Review Questionnaire

I would like to thank-you for agreeing to act as an observer for this meeting, and also to provide me with feedback as a critical friend. The purpose of a critical friend is to provide input and guidance based on your experience and expertise in a similar role. A useful definition of a critical friend is:

a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work.

I invite you to provide feedback using this questionnaire. Any comments and evaluations that are supplied will be taken seriously, and in the spirit in which they are written.

Based on your observations of the meeting, please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The participants seem satisfied with the way the meeting was conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants have sufficient opportunity to raise questions and to present ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator is responsive to the concerns of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants appear to have a clear idea about the objectives of the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented has been accessible and digestible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The agenda and ground rules are appropriate for the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information presented has been sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process appears to be being conducted in a neutral and unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation has provided participants with an equal opportunity to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator shows experience and expertise in water planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator has established trust with the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator has built a safe space for the participants to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants demonstrate enthusiasm and energy in their role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The processes used accommodate to the perspectives and history of all participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your observations, are there any areas that require immediate and urgent attention?

What has worked in your experience for resolving these issues?

What additional skills do I require to improve my performance in this role? For example, could skills be developed in communication, mediation, time management, understanding of stakeholder needs?

What forms of support or assistance would you be able and willing to provide in order to develop these skills?

Synthesis Template

Program Goal	Program Objectives	Performance Indicators	Actions/Activities	Monitoring and Evaluation Tools
The goal of program is for ...	... which will be achieved through...	... can be assessed against ...	... by undertaking these activities ...	... which will be monitored and evaluated by ...
		•		
		•		
		•		

Actions/Activities	Monitoring and Evaluation Tools	Evidence base for Performance Assessment
The success of ...	... is demonstrated by ...	... using the following evidence...

Example:

Program Goal	Program Objectives	Performance Indicators	Actions/Activities	Monitoring and Evaluation Tools
The goal of program is for ...	... which will be achieved through...	... can be assessed against ...	... by undertaking these activities ...	... which will be monitored and evaluated by ...
<ul style="list-style-type: none"> Stakeholders are confident in the engagement process and support the water plan 	Increased understanding of issues in the plan and plan development process	<ul style="list-style-type: none"> Quality of the information and communication products Accessibility of information products Extent to which information and communication products address information gaps and stakeholder needs Extent to which information and communication products accord with information delivery preferences Improvements in the knowledge and awareness of participants 	Developing targeted communication materials	1. Follow-up inquiries (#, relevance, sector, location)
				2. Dissemination (size of audience, accessibility, regularity of distribution)
				3. Requests for communication products (# requests, frequency of requests, stakeholder groups)
				3. Review of materials by community reference panel using an adapted version of the Review Questionnaire (Tool 8).
				4. Amendments to communication materials in response to feedback (# new materials developed or amended)

Actions/Activities	Monitoring and Evaluation Tools	Evidence base for Performance Assessment
The success of ...	... is demonstrated by ...	... using the following evidence...
Initial community reference panel meeting	Pre-planning questionnaire	Responses to the survey indicated that 60% of members of the panel had been provided with sufficient information to fulfil their role, and the remaining 40% provided the planner with additional information requirements. All of the survey respondents indicated that they had a clear understanding of the role and the scope of their involvement. There was some disagreement on the panel about whether or not the panel was required to reach agreement (85% agreed or strongly agreed with this), and this was used to clarify the role of the panel and amend the terms of reference. There was a high degree of interest in more information about the hydrology of the region (50% of respondents indicated they would like more information). As a result the second reference panel meeting included a presentation on hydrology from a independent expert from the CSIRO.
	Stakeholder checklist	Stakeholder checklist was used to identify the range of stakeholders in the region with interests in the outcome of the planning process. The checklist was also used by the community reference panel to identify any gaps in the current composition of the panel, and the planner used this information to target stakeholders absent from the reference panel with other engagement activities.
	Review questionnaire	74% of participants indicated that they were satisfied or extremely satisfied with the process thus far. 80% believed that the process was being conducted in an unbiased way and 65% agreed or strongly agreed that the community engagement would improve the quality of the plan. Areas which had worked effectively were the clear explanations of roles and responsibilities and the accessible presentation of information. Participants indicated that areas requiring improvement included increasing access to alternative perspectives of the technical information, especially the hydrological information.

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