



2 hours 55 minutes  
total

## Overview of Activities

1. Introduction
2. To Engage or Not to Engage
3. Stakeholder Analysis
4. Stakeholder Engagement Planning
5. Implement and Monitor
6. Review

## Learning Outcomes

At the end of this session, the participants will be able to:

1. Identify various stakeholders that could be involved in a latrine program
2. Explain the process of stakeholder analysis
3. Analyze stakeholder power, interest, and level of engagement
4. Discuss various engagement activities for program stakeholders

## Materials and Preparation

- Participant workbook
- PowerPoint (PPT): Stakeholder Engagement
- Flip chart paper and markers
- Ball or another object to throw (optional)
- Sticky notes
- Prepare: Large Stakeholder power/interest matrix on flip chart paper
- Prepare: Stakeholder Engagement Role Cards: Printed and cut out (1 role card per person)
- Handout: Printed and cut out 1 copy of the 'To Engage OR Not to Engage' handout

## Recommended Reading

- Technical Brief: Stakeholder Engagement
- Optional Reading: Sanitation Case Studies

## Introduction



1. Present the definition of **Stakeholder Engagement** using PowerPoint or read aloud (**PPT Slide 4**):
  - **Stakeholder engagement** is the process by which an organization involves individuals or groups of people who are impacted by, or can influence their program.
2. Ask participants to stand up and form a straight line across the room. (**PPT Slide 5**)
3. Explain that the line is a value line with “strongly agree” on one end (point to one end), and “strongly disagree” on the opposite end (point to the other end).
4. Explain that you will read some statements and that participants need to organize themselves on the continuum according to where they fit in response to the statements.
  - “I feel confident in my abilities to conduct stakeholder engagement.”
  - “Stakeholder engagement is important.”
  - “Stakeholder engagement is easy.”
  - “It is important to engage equally with all stakeholders.”
  - “Stakeholder engagement is a waste of time and effort.”

*Trainer Tip: Encourage participants to have small discussions with each other to identify where they fit on the continuum.*

## To Engage or Not to Engage

1. Split participants into two equal groups. Using the cut-up **Handout: To Engage OR Not to Engage** - Give each participant in one group reasons to engage with stakeholders and in the other group reasons not to engage. Allow the groups 5 minutes to read and review their printouts together. (**PPT Slide 6**)



Option 1:

2. Have each group choose an initial spokesperson. Explain that these two people will begin the debate but other members from their team will “tap in” to continue the debate. Arrange 2 chairs facing each other in the middle of the room and ask the 2 spokespersons to sit in these chairs. They will begin the debate by sharing their first argument in favour or against stakeholder engagement.
3. As other group members want to share additional arguments, they can tap the shoulder of the spokesperson to switch positions with them and continue debating. The debate continues until the teams run out of arguments or time runs out (the debate should last a maximum of 10 minutes).

Optional 2:

4. If this workshop is for a group of participants who have worked together in the past or are all from one organization, invite one person from the “To Engage” group to read out their reason, and ask the other group to review the “Not to Engage” reasons and pick an appropriate response to refute what was initially stated.

5. Once the debate has ended ask the initial continuum questions from above again, to see if anyone has changed their opinion.
6. Ask: “Has anyone changed their opinions?” “Why or why not?”
7. Present the learning outcomes or an overview of the lesson. **(PPT Slide 7)**

75 minutes

## Stakeholder Analysis

1. Explain to the participants that the first step of stakeholder engagement is to identify stakeholders. Explain that thinking of all of the potential stakeholders in a program can be very difficult and that sometimes it helps to consider different categories of stakeholders: Government, community, service providers, capacity developers, and funders. **(PPT Slide 8)**



*Trainer Tip: While you explain the different categories ask someone to tape the category titles on the wall. The titles should be about 1 metre apart.*

2. Have participants return to their Panau groups and handout sticky notes to each group.
3. Explain that in their groups they will brainstorm as many potential Panau stakeholders as they can for each category described earlier and then write them on sticky notes (one stakeholder per sticky note). **(PPT Slide 9)**

Possible answers:

- Self help groups
- Users of treated products: households, farmers, enterprises
- Research institutions
- Technical schools or universities
- Installers
- Emptiers
- Distributers

*Trainer Tip: If participants are struggling to think of possible stakeholders suggest that they refer to Stakeholder Engagement technical brief 2.1.1-2.1.5.*

4. Have all the groups sort their stakeholder sticky notes into the categories on the wall (government, community, service providers, capacity developers, and funders).

*Trainer Tip: Review the participants' list of potential stakeholders and add any important ones.*

5. Ask: “Can you fully engage ALL of these stakeholders?” “Do they all need the same level of engagement?”
6. Explain that it is not possible, nor is it expected that programs engage all stakeholders, that is why we need to conduct a stakeholder analysis to determine whose interests should be considered and where we can make the biggest impact.
7. Explain: WASH Program designers should analyze the stakeholders to understand their roles, their power or influence, and their interest in the project. **(PPT Slide 10)**

- **Power:** is the level of authority a stakeholder has in the project. Is measured as high, medium or low.
- **Influence:** is the level of involvement the person has. Is measured as high or low.
- **Interest:** is the level of motivation the stakeholder has to work with the project. Is measured from in favour to opposed.

8. Explain that we will go through this process in a role play.
9. Have participants return to their Panau groups. **(PPT Slide 11)**

Option 1:

10. Give 1 full set of **Stakeholder Role Cards** to each group. Have each group member take a card, read it silently, and consider their role as a stakeholder. If there are more cards than participants make sure all cards are read by giving additional cards to select participants. **(PPT slide 12)**
11. In their Panau groups explain that one person will start by sitting in a chair or on the floor in front of their group. They will introduce themselves as the stakeholder on their role card.

Explain that once they have introduced themselves, the group is then allowed to ask them questions. Remind participants that they are asking questions from the perspective of the stakeholder of the card they are representing.

12. Repeat so all stakeholders have their turn in the chair Allow 3 minutes per person (18 minutes total).

Option 2:

13. If participants are reluctant to do the role play activity, place them in 1 large group and use 6 volunteers to role play. Each volunteer will get a stakeholder role card and all will be asked to sit in front of the group at the same time. Ask each volunteer to introduce themselves as the stakeholder they represent, then give them 10 minutes to ask each other questions as prompted on their role card. The discussion will go back and forth among the 6 volunteers and the large group will observe the interaction.

14. Ask: “How did you feel during your interactions with other stakeholders that had different opinions than you did?”

*Trainer Tip: if doing option 2, ask this to the volunteers.*

15. Ask: “Were you able to gauge the positions of each stakeholder regarding the latrine program?”

*Trainer Tip: This question can be asked to the whole group*

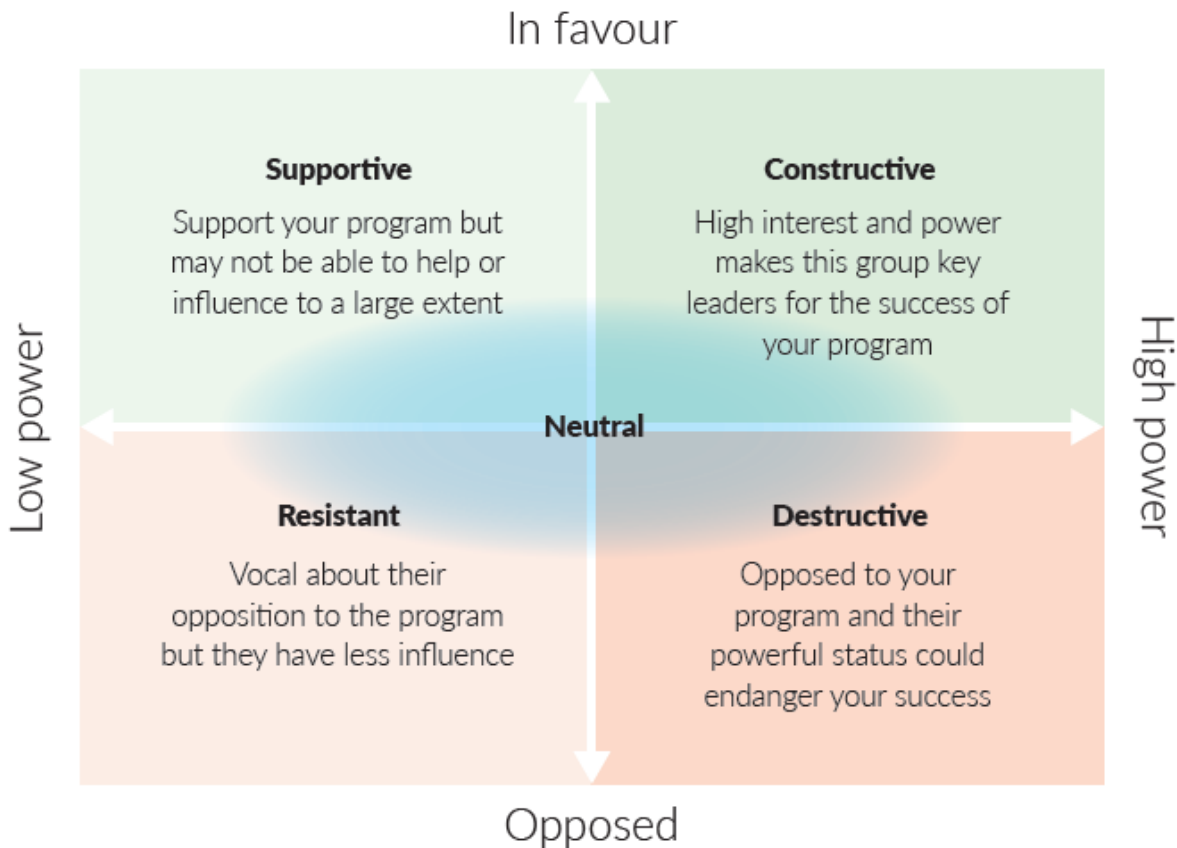
16. Introduce the stakeholder power/interest matrix (more information in section 4.1 of Technical Brief).

#### Trainer Tips

- Encourage a relaxed atmosphere. Don't pressure participants to role play if they are too uncomfortable.
- Participants do not need to read their entire card out loud - it is used to give them some background on their stakeholder character and answer questions accordingly.
- Stress that the role on each card does not necessarily reflect the personal experience or perspective of the participant.
- Take time during the activity to walk around the room and listen to some of their discussions, to answer questions or contribute a probing question.
- When questions require information that is not provided in the role cards, encourage participants to improvise.

- A common tool for stakeholder mapping is the power versus interest graph, using a visual stakeholder mapping tool such as this can help when planning engagement strategies and prioritizing different stakeholders.
- **Influence** can be categorized from low to high power, and **Interest** from in favour to opposed.

17. Explain to the participants that the Power versus Interest graph can help us determine whether a stakeholder may be Neutral, Supportive, Constructive, Resistant or Destructive. (PPT Slide 13-15):



18. Ask: "Which of these 6 stakeholder categories do you think would be the most important to engage with?" "Why?"
19. Invite participants to reflect individually, in their workbooks, on the stakeholder they represented during the role play and then try to map the positions of their stakeholders on the power/interest matrix. If there is time have the map some of the other stakeholders from the role play.
20. Ask participants to discuss with their Panau groups the stakeholders they identified on sticky notes earlier. Identify which of those stakeholders have the potential to be Neutral, Supportive, Constructive, Resistant or Destructive, record in workbook.
21. Debrief with the entire group. Ask: "After doing this activity in your groups which of your stakeholders would your latrine program choose to engage with?"

**Key Points**

- It is important to engage both with stakeholders who are in favour of AND with stakeholders who oppose a program; a good implementer will choose participatory tools that minimize conflict.
- It is not always possible to engage with all stakeholders equally and you must prioritize strategically.

35 minutes

**Stakeholder Engagement Planning**

1. Recall the opening debate, “If stakeholder engagement is so [*difficult, complex, time consuming, expensive...*] then what why should we do it?” (PPT Slide 16)

Possible answers:

- Stakeholder engagement increases program awareness, involvement, and support.
  - It enables marginalized stakeholders to get involved and leverages relationships with high power stakeholders.
2. Explain how different stakeholder groups require varying levels of engagement to achieve program goals. Looking at the four engagement level icons in the PowerPoint, have the participants try to guess what each icon represents. (PPT Slide 17-21)



INFORM



CONSULT



COLLABORATE



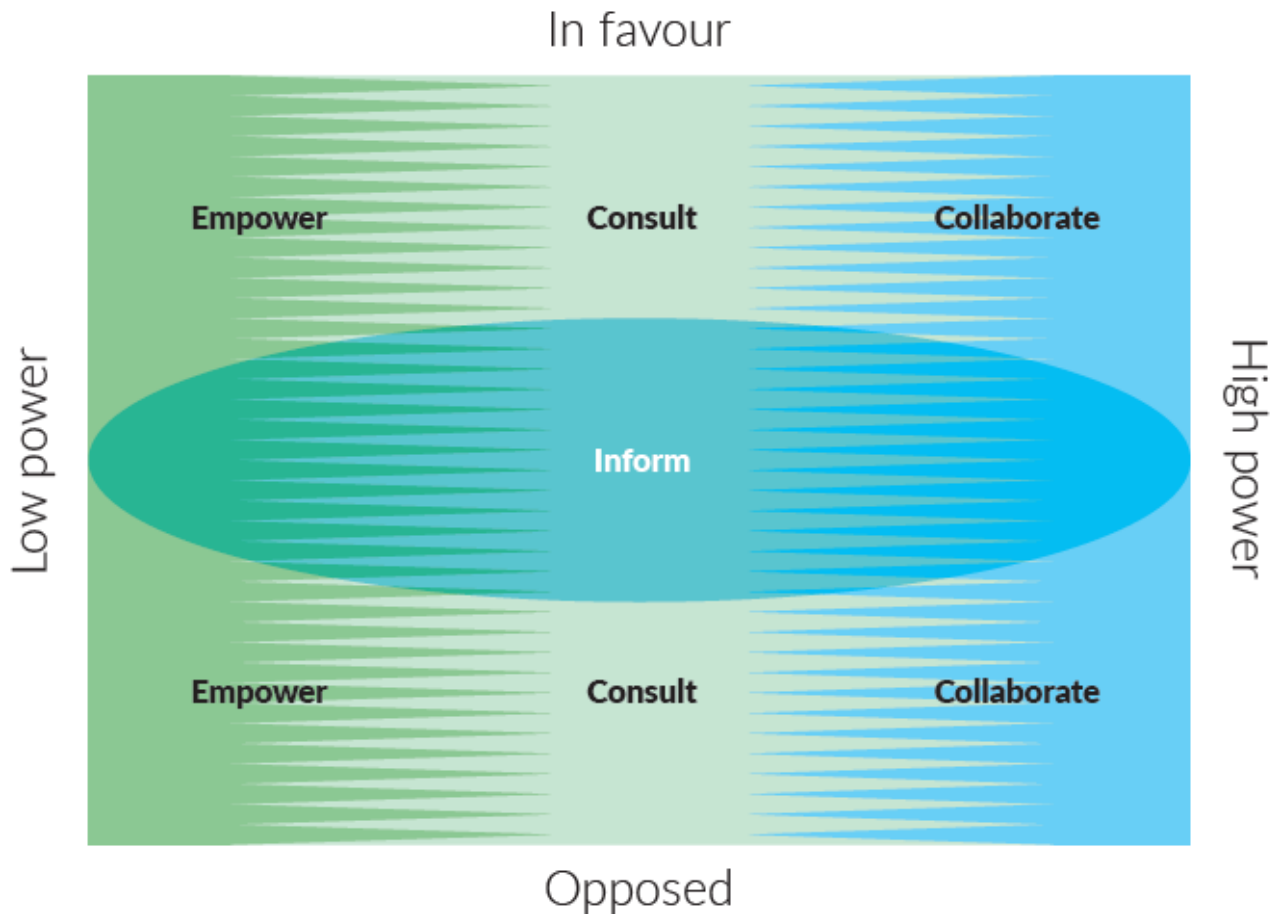
EMPOWER

3. Explain the purpose of each level of engagement. (Additional information in sections 2.2 of the Stakeholder Engagement Technical Brief).
  - **Inform:** One-way communication used to circulate program information to large audiences and invite participation. This is important for all stakeholders. It is the main engagement strategy for neutral stakeholders. (PPT Slide 18)
  - **Consult:** Two-way communication used to solicit stakeholder concerns and feedback from stakeholders who are influenced by or interested in the program (for and against). (PPT Slide 19)

- **Collaborate:** Joint analysis and decision-making with stakeholder groups that are most affected or that have the power to influence success. **(PPT Slide 20)**
  - **Empower:** Long-term process to enable marginalized and vulnerable stakeholder groups to be able to participate fully and effectively. **(PPT Slide 21)**
4. Show the graphic below and explain that it shows Power versus Interest graph and how we use it to determine who will be empowered, consulted, informed or collaborated with. **(PPT Slide 22)**
5. Ask: “if stakeholders can be neutral, supportive, constructive, resistant, or destructive, which ones do you think are important to inform?” “Consult with?” “Collaborate with?” “Empower?”

Possible answers:

- Stakeholders who are neutral need to be informed of the process and decisions
- Collaborate with high power stakeholders because those that can assist are useful to the program and those that might obstruct bring the possibility of risk that could threaten the program if it isn’t mitigated/lessened by collaboration.
- Consult with individuals who are in favour or opposed so that we understand their needs and improve the chance for positive outcomes.
- WASH programs focus on vulnerable groups, always consider ways to empower “low power stakeholders” as they tend to be the end users and the goal of latrine programs are for them to use latrines consistently and correctly. If they are not empowered then our programs fail.



6. Ask participants to return to their workbooks to fill in the stakeholder engagement plan for two of their identified stakeholders within their Panau latrine program. Give participants 15 minutes to complete this activity. **(PPT Slide 23)**

*Trainer Tip: They can refer to the Technical Brief section 4.2 for potential engagement tools and an example stakeholder engagement plan.*

20 minutes

## Implement and Monitor



1. Have participants partner with another person from a different working group. Ask them to share and to review their stakeholder engagement plans by asking **(PPT Slide 24)**:
  - What challenges and barriers could your program encounter with this plan?
  - What preparation would your program design team require?
  - What information is your program still lacking about their stakeholder?
  - Is there another way to engage with the stakeholders?
  - How will your program design team know if you have engaged effectively?
  - When should your program team re-evaluate the engagement?



2. Give partners 10 minutes to discuss and then have them return to their Panau group to share their new thoughts and ideas
3. Ask each Panau group to share their top two ideas or changes they might make to their original stakeholder engagement plan.

5 minutes

**Review**

1. Add stakeholder engagement activities to workflow table on wall (**PPT 25**).

10 minutes

**Review:**

1. Write words related to the workshop on pieces of paper or cards. The words should be key terms or ideas that were covered in the lessons.

*Trainer Tip: Some example words from the lesson are inform, consult, collaborate, empower, power, influence, interest, constructive, supportive, destructive, neutral.*

2. Write one word on each card and make sure you have enough for at least one card per participant.
3. Put all the cards in a hat or box.
4. Ask the participants to stand in a circle.
5. Pass the hat / box around the circle. Ask each participant to randomly take a card from the hat when it comes to them.
6. Ask participants to define the word on their card or to describe what they learned about it.
7. After each participant describes what they learned about their topic / word, provide an opportunity for other participants to add ideas.
8. Clarify or repeat key points if needed.

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# To Engage OR Not to Engage **Handout**

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## Yes, we should engage with stakeholders because (it)...

- Stakeholder input can help increase our understanding of the context our program will work in
- Empowers community members by bringing their thoughts, concerns, and preferences to the forefront of program design, which can lead to a more sustainable program.
- Give a voice to vulnerable and disadvantaged groups like the elderly, women, physically disabled persons, intellectually disabled persons, and children.
- Identify collaboration opportunities, align with other initiatives
- Avoid spending time and resources implementing unacceptable or inadequate approaches that don't meet the needs of the user.
- Avoid the spread of conflicting messages, reduce misunderstanding, and increase trust.
- Avoid potential conflicts amongst program designers and stakeholders and reduce risk for all parties, because we better understand the value each party places on different aspects.
- Maximize resources, avoids duplication of effort, and we are able to impact more people
- Helps to inform local authorities and get their authorization
- Build reputation, relationships, and interest
- Stakeholders can help us determine what success will look like and help to develop indicators
- Define roles and responsibilities
- Bring diverse perspectives together for creativity and innovation
- Giving opponents a voice allows space for finding common perspectives and goals

## Stakeholder engagement is too challenging - we should not engage because...

- There is a lack of interest by most stakeholders
- It is too difficult reaching low-income and vulnerable groups
- It is very challenging to work across disciplines / sectors
- Stakeholder engagement cannot overcome corruption
- There are too many cultural and social barriers that make it difficult for different stakeholder groups to work together
- It takes too much time, better to just get the project started
- Lack of resources, need more staff and money
- Each stakeholder group has competing roles, responsibilities and priorities
- Stakeholders do not trust motives of the program implementers
- If everyone is a potential stakeholder it is impossible to engage with them all equally
- It is too much work to manage stakeholders, they all have their own opinions about a project and we have to address each one
- Impossible to identify all of the potential stakeholders, if you miss one they will be bitter
- Community development projects are too small to make stakeholder engagement worth it

# Stakeholder Role Cards **Handout**

*The purpose of the activity is to identify stakeholders and analyze their power/interest. These cards describe characters in the Panau latrine program scenario; they reflect stakeholders with conflicting opinions and interests.*

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## Mayor

I am the Mayor of Latrina and I am officially responsible for the land that the illegal squatter settlements are on. I make a lot of the decisions around here.

My main goal is to be re-elected. I know that sanitation is a key issue for voters, especially in the settlements. Our health care cannot handle the cholera epidemics that occur in the rainy season. I am willing to provide funding for community health workers to support and monitor the program if it reduces the burden on our hospitals.

I know that sanitation is important, but I don't have a technical background. I rely on the Ministry of Urban Development for technical expertise and program planning for sanitation.

### My questions:

Would **Households** vote for me if I support a latrine program in the settlements?

Will the **Ministry of Urban Development** support a latrine program in the settlements even though it would mean building illegal structures?

Why is the **Implementor** interested in Panau? What benefits will they bring to the community?

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## Investor

I am an investor. I invest in social projects that aim to improve the lives of people in vulnerable communities. Settlements like Panau are important to me. They are neglected because they are considered temporary, but Panau has been here for over 30 years and will probably be around for much longer than the Minister of Urban Development claims.

I have funding to support a local implementer for this latrine program, but I need to ensure project sustainability. Before I can release any funds, I need a guarantee that the local government is aligned with the program. I want the government to support and monitor the latrine program and report back on key indicators.

### My questions:

Would the **Mayor** be willing to support and monitor the latrine program?

Would the **Minister of Urban Development** be willing to support and monitor the latrine program?

What is the **Household's** current sanitation situation?

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## Implementer

I am the implementer. I have run a business that builds cement slabs and constructs latrines for the last 5 years. We've worked in many areas near Panau, but never in it. We are always looking for more opportunities to expand our services and improve the health of residents in the communities.

We are looking for potential partnerships with local entrepreneurs for construction, product supply and emptying services. We feel that partnering with local entrepreneurial and labourers a way to ensure our business products and services are sustainable.

It takes many years for any sanitation business to establish trust and a good reputation in a new area, which means that for the first few years we rely heavily on external funders. Although discussions with the investor have been successful, I am concerned about the instability of funding and lack of government support. We might also need support from the municipal health services to monitor and evaluate the work we do and I guess they will provide community education, about using and maintaining latrines.

### My questions:

What experience does the **Mason** have in latrine construction? Would the Mason be interested in partnering with us to provide services to the households?

How do we know the **Investor** is committed for the long term?

Would the **Mayor** provide community health workers to provide services to households during implementation, follow-up visits, and monitoring?

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## Mason

I am a local mason and resident of Panau. I mainly build houses, but I also build latrines when household owners ask for one. Currently, I get most of the latrine building business in my community because there are not very many other masons who are willing to build them. However, I often do not get paid in full for the work I do.

I have heard about this new latrine program, and I'm worried they are going to steal some of my potential customers. Building latrines is considered an insignificant job. I'm not sure if partnering with this latrine program is a good idea because if I only build latrines I might lose respect in my community.

Can a **Household** afford to pay me for latrine construction?

How would a partnership with the **Implementer** benefit me? How do I know they are not going to give latrines to everyone and leave me without any business in the future?

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## Household

I am a resident of Panau. I was born here and have a house with my partner and three children. Most of the residents in Panau are very poor and our house is built on land owned by the government. We are worried that we will be kicked out to make room for new housing projects.

We don't have our own latrine. We sometimes use a neighbor's latrine, but we don't want to burden them, so we sometimes walk for 20 minutes to use the public latrines or to a nearby field. I am worried about my children's health. They all have had bad cases of diarrhea in the past couple of years. It doesn't feel safe for us to walk all the way to the public latrines. We want our own latrine and there is a little space near our home to put one; we just can't afford it.

The mayoral candidates are always trying to bribe us to get our votes, but they rarely follow through with their promises. I want a Mayor that is going to act to help the residents of Panau stay safe and healthy.

### My questions:

What is the motivation for the **Mayor** to support a latrine program - is this just another false election promise?

Why does the **Minister of Urban Development** insist on destroying the settlements? We already have very little and if you take away our homes we will be left with nothing!

Why can't the **Investor** just give us money? We could use it for the food, medicine and clothes that we desperately need!

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## Minister of Urban Development

I work at the Ministry of Housing. The ministry is responsible for sanitation, so not just building latrines but emptying and solid waste management but it is not a big priority for us right now as there are many other challenges in Panau, such as constructing legal houses and trying to provide access to clean water.

No matter what we do the residents of the settlements are always complaining and asking for handouts. We want to help improve the standard of living in Latrina and the surrounding areas and that starts by getting rid of all informal housing and building legal housing.

I will not commit any financial or human resources to this initiative, and I would oppose the construction of any more permanent structures in Panau. If the implementers insist on providing a sanitation solution they need to be portable as removal of the settlements is already difficult and costly.

### My questions:

Why would the **Investor** waste money on a temporary community like Panau?

Why would the **Mason** consider switching from respectable job building homes to latrine construction?  
They should focus more on building legal housing.

Why doesn't the **Implementer** focus more on emptying and solid waste treatment solution? Latrina's landfills are full and part of Panau is taking up space that is zoned for new landfill construction. We don't need more latrines, we need less solid waste.