

Lesson Plan: Stakeholders**60-70
minutes****Lesson Description**

This lesson identifies common stakeholders in faecal sludge management. Participants will evaluate the influence and interest of the different stakeholders. They will also discuss different ways of engaging with stakeholders.

Learning Outcomes

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

1. Discuss why stakeholder analysis and engagement is critical for faecal sludge management.
2. Identify potential stakeholders in faecal sludge management.
3. Characterize stakeholders based on their levels of interest and influence.
4. Discuss participation levels to engage stakeholders based on their interest and influence.

Materials

- Flip chart paper
- Markers
- Tape
- Sticky notes
- Participation Levels Drawings (1 set)

Optional:

- Case Studies and Faecal Sludge Management Exercise Book

Preparation

- Review Chapter 15: Stakeholder Analysis and Chapter 16: Stakeholder Engagement in the in the book *Faecal Sludge Management: Systems Approach for Implementation and Operation*.
- Write the heading “*Stakeholder Characteristics*” on flip chart paper
- Write the heading “*Influence*” on flip chart paper

- Write the heading “*Interest-Influence Matrix*” on flip chart paper. Draw the following table underneath:

	Low Influence	High Influence
Low Interest	Unlikely to be closely involved	May oppose
High Interest	Require special effort to participate and meet needs	Should be closely involved to ensure support

- Print the Participation Levels Drawings (1 set). Tape them on a wall from lowest to highest involvement.
- Optional: Write the learning outcomes on flip chart paper

Introduction

3 minutes



1. We go to a lot of meetings throughout our lifetime and even in one day alone. We have meetings with family members, friends, and at work. There are good meetings and there are bad meetings.
2. Ask participants, “How do you feel after a good meeting?”
 - *Efficient*
 - *Informed*
 - *Motivated*
 - *Empowered*
 - *Influential*
3. Ask participants, “How do you feel after a bad meeting?”
 - *Useless*
 - *I’ve wasted a lot of time*
 - *Bored*
 - *Anxious*
4. How do you feel if you have not been invited to an important relevant meeting?
 - *Confused*
 - *Disheartened*
 - *Defeated*
 - *Angry*
5. Explain that it’s important to meet with all relevant stakeholders throughout the sanitation planning process and engage with them appropriately. Sanitation planning is a very delicate process. It should be inclusive and not upset anyone.
6. Present the lesson description or learning outcomes.

Stakeholder Analysis**40 minutes**

1. In groups ask participants to list all the stakeholders that are part of faecal sludge management on sticky notes. They have 5 minutes.
2. After 5 minutes, ask participants to stick all the sticky notes in on the wall. There will be a lot of repetition. Participants should try and regroup the stakeholders. As the facilitator, you should also help regroup the stakeholders. Read out the stakeholders that the participants identified. Complete the list if any stakeholders are not mentioned.
 - *Municipal government authorities (for example, mayor, technical services, municipal police)*
 - *Regional and national government authorities*
 - *Utilities (for example, public, semi-private or private)*
 - *Traditional authorities and influential leaders (for example, ethnic leaders, neighborhood leaders, religious leaders)*
 - *Private service providers*
 - *Organizations active in sanitation (for example, community-based organizations [CBOs], nongovernmental organizations [NGOs], universities and research centres, donor agencies)*
 - *Potential users of treatment products (for example, farmers, breeders, fuel consumers)*
 - *Households*
3. Ask participants, “What do you want to know about the stakeholders to determine who to engage in the different parts of the planning process, and to what degree?” Record responses on the “*Stakeholder Characteristics*” flip chart.
 - *Interest*
 - *Strengths*
 - *Weaknesses*
 - *Opportunities and threats*
 - *Relationships between stakeholders*
 - *Capacity building needs*
 - *Experience in faecal sludge management*
4. Explain that once this information is collected, it is important to categorize stakeholders by interest and influence. Ask participants, “What is the difference between influence and interest?”
 - *Influence: Power that stakeholders have on the project (for example, decision making, implementation)*
 - *Interest: Stakeholders whose needs, constraints and problems are a priority in the strategy*



- Note: The word “interest” can be confusing. Participants may think of how interesting (exciting) a topic is to the stakeholders. Make sure to clearly define these words. Add the definitions on a flip chart paper if necessary. Clarify that it is their interest in the outcome of the project. You can also use the word “impact” instead of interest. “Influence” can also be confusing. Explain that “influence” is a technical term used throughout the sector, which is why it’s being used here.
5. Use flip chart to present the influence-interest matrix. Explain that it is a useful tool to categorize the stakeholders. This ensures that important stakeholders with little influence are given a voice.
 6. Ask participants, “What factors may affect the influence that stakeholders have?” Record responses on the “*Influence*” flip chart.
 - *Social, economic and social status*
 - *Hierarchy (command and control, budget holders)*
 - *Leadership (for example, charisma, political, familial)*
 - *Control of strategic resources*
 - *Possession of specialist knowledge (for example, engineering staff)*
 - *Negotiating position*
 - *Degree of organization (especially for informal groups)*
 7. Pick a few sticky notes and ask participants where they would place the stakeholders on the matrix.
 - *Certain minorities and low-income groups often have low influence and are not given a voice, like manual service providers, low-income households and farmers. Stakeholders with little influence and may see stakeholder meetings as a waste of money and time. Often, households lack influence, although they bear most of the costs, if not all, of the service.*
 - *The influence and interest of the different governmental institutions are sometimes not easy to assess, especially if the institutional framework for faecal sludge management is not clear.*
 - *Municipal authorities are usually key stakeholders, both in terms of influence and interest.*
 8. Tell participants that they will now work on their case study to identify and categorize stakeholders according to their influence and interest. Ask the case study groups to return to their Exercise Book and complete Section 8: Stakeholders. They will list the stakeholders involved in faecal sludge management in their case study and complete the influence-interest matrix. Give the participants 15 minutes to complete this section.
 9. After 15 minutes, discuss how characterizing stakeholders is an iterative activity throughout the planning process. Stakeholders may gain or lose interest and influence as the planning process unfolds and decisions are made.
 10. Ask participants, “Why is it important to do a stakeholder analysis?”
 - *Understand how people think and act*

- *Understand who has what interest and who is influential in supporting or in blocking, delaying or rejecting the project*
 - *Identify conflicts of interest between stakeholders*
 - *Identify relationships that should be improved or strengthened*
 - *Structure knowledge about stakeholders and share it with others*
 - *Understand how to deal with different people*
11. Explain that this tool works well to identify initial stakeholders. You will identify additional stakeholders throughout the project, including hidden influences. As you identify new stakeholders, use the tool to decide the level of interest and influence the group has.

Stakeholder Engagement

15 minutes

1. Ask participants, “So what comes next after doing the stakeholder analysis?”
 - *Develop a stakeholder engagement or involvement strategy*
2. Ask participants, “What does stakeholder engagement mean?”
 - *Defining the participation level of people in the process and how to best answer their needs*
3. Ask participants, “Why is it important to engage stakeholders well?”
 - *Build a system that functions well and meets sanitation objectives*
4. Discuss that choosing how to engage stakeholders means choosing the appropriate participation level. The level of participation depends on what needs to be achieved with the targeted stakeholders. For example, households may be consulted once through a brief informal discussion to find out their faecal sludge management needs. In comparison, collection and transport service providers may be all gathered for a meeting to understand their routes to locate an accessible treatment plant.
5. Introduce the Participation Levels Drawings. Explain that these are ranked in order from lowest to highest involvement. Start with the lowest participation level. Ask participants to describe each participation level and give examples of activities. Explain that they are not often well understood, which leads to poor participatory planning processes. Option: Do this activity in smaller groups.
 1. *Information: one-way communication (media campaigns, radio, poster, letter)*
 2. *Consultation: two-way communication (personal meetings, focus groups, telephone call)*
 3. *Collaboration: mediation, working together to make decisions (meeting, learning exchange, participatory workshops)*
 4. *Empowerment: make own decisions, take responsibility*
6. Ask the participants to identify which participation levels can be used for each part of the interest-influence matrix. Use sticky notes and place them on the “Interest-Influence Matrix” flip chart.

	Low Influence	High Influence
Low Interest	Unlikely to be closely involved Information	May oppose Consultation-Information
High Interest	Require special effort to participate and meet needs Consultation-Empowerment	Should be closely involved to ensure support Consultation-Collaboration-Empowerment

7. Explain that the next step is to select and use the specific tools (for example, meetings, site visits, workshops) most appropriate for each stakeholder. The engagement strategy will need to be adapted as the planning process develops.

Optional: Exercise Book

10 minutes



1. Ask the case study groups to return to their Exercise Book and complete Section 7: Stakeholders. Participants will identify the stakeholders and use a matrix to classify them according to their interest and influence. They have 10 minutes.

Review

2 minutes



1. In pairs, ask participants to list the four participation levels and create an easy way to remember all four levels.
- *Information, Consultation, Collaboration, Empowerment.*

Reflections on Lesson

Activity: Participation Level Drawings







