How to conduct a stakeholder analysis

Imagine you are running a rabies awareness campaign in an area, and you have established that, although children are most at risk, you will only reach a proportion of these children if you focus only on those children in school. These are the messages you want to give them:

- Don’t provoke dogs. Try not to be bitten.
- If you are bitten, first wash the bite wound thoroughly with soap and water for at least 15 minutes.
- Then go to as quickly as possible to a medical centre and ask to be assessed for a course of anti-rabies vaccination.

A stakeholder analysis simply takes a closer look at all the people you need to talk to in order to make sure this campaign is a success

It helps you decide:

a) who will receive these messages (the target population).

b) who will help you engage the target population, word the messages and deliver them. These are likely to be people who understand the target population well, and are respected by them.

c) who can help to make sure the messages translate into action and remain understood over time. These are likely to be people with the authority to make sure the recommendations are carried out. If you are aiming the messages at children, for example, parents, grandparents and teachers could be in this group. For adults, people in authority in their working lives or in their town or village may be appropriate.

Step 1 – Background consultation with the community

a) You need to decide on the main group(s) who will receive the messages. This may be obvious, or you may need to look into it. For example, in a general campaign, you may decide children are the most important group because they are the most vulnerable to dog bites. However, if your campaign focuses on persuading people to bring in dogs to be vaccinated, you should target people who make the decisions about whether dogs are vaccinated or not, and find out more about how they make this decision. You might be able to do this by conducting a household survey to ask who makes these decisions and what would make them more likely to want to do it.

b) Once you know which the main target group(s) are, you and your project team need to list all the individuals or groups in the community you need to consult, who can influence these groups to carry out your recommendations, both during the campaign and in the future. This list will probably include people who live in the community, the health and vet services, government representatives, the local authorities, the media, the education services, etc.

c) If you are not very familiar with the area, it may be useful to make an initial list, and then invite representatives of these groups to an interactive workshop,
where they can help you identify the other groups. The appendix (Example A) describes how to organise this type of workshop.

d) Divide the list into two groups: the target population, who will receive the messages and those who need to be consulted.

| The target group | Groups to be consulted |

Step 2 – Looking at the stakeholders in more detail, and prioritising them

a) For the first list, the target group(s), you need to know what they already know, and what you need them to know. For example, if you are targeting heads of households who make decisions about vaccinating dogs, it might make sense to conduct a household survey on whether they currently prioritise vaccinating dogs, and if not, why not. This will help you decide how to angle your message. If you are targeting children who are not at school about avoiding dog bites, you will need to know a lot more about where to find these children, and who can help you.

b) For the second list, those you need to consult in order to reach the target group, you may wish to prioritise them using four key concepts:

A- Collaboration - how important it is to collaborate with this group. You may want to avoid conflicts of interest with some groups, and it will be better to try and find a way to collaborate with them.

B- Recognition – the extent to which the role and opinions of the individual or group are recognised and respected. Children might respect parents or teachers, for example, and household members in communities may accept the decisions of a village head or elected council members. You may have to ask someone in the community about this, as it may not be obvious if you are not familiar with the area. Remember that people do not always respect individuals in apparent positions of authority.

C- Influence – the level of influence a person is likely to have on the target group. In the case of children: teachers, parents, grandparents and other children in a household may turn out to be a priority.

D- Authority – the level to which each stakeholder is likely to have the authority to make sure the messages are translated into action, and are not forgotten as soon as your campaign is over. In the case of children, this may involve education authorities, community leaders, and perhaps employers/farmers in the case of countries where children are employed in agriculture, etc.

If you want to assess this more formally, you could score each stakeholder for these attributes on a scale: 1= low, 2 = medium, 3 = high.
In the case of children, you may have to look separately at children at school and children not at school, because the methods of reaching them are likely to be different. For children who do not attend school, the analysis of people who could help might look something like this.

Of the potential stakeholders you have identified in a village, you could look at how likely each one is to be able to (e.g.) help you reach children not at school and influence how they think about rabies prevention in future, as follows:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>A (collaboration)</th>
<th>B (recognition)</th>
<th>C (influence)</th>
<th>D (authority)</th>
<th>Total (overall priority)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Other children in household who attend school</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>May depend if younger or older</td>
</tr>
<tr>
<td>Parents</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Grandparents</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Village council members</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Village head</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Traditional healer</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Media representatives</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Health workers</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Vet authorities</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

This is only an example, and the figures do not represent any actual data. Remember to assess each one on the key issue you are addressing (in the above case, reaching children not at school).

This can help inform you about the people you need to prioritise at each stage. For example, if parents score high on all four, they are clearly a very important group to be consulted, and if village heads score high on recognition and authority, they will be an important factor in making sure the messages are taken seriously, and are translated into action.

**Step 3 - Consulting the stakeholders you have identified**

This process will depend on the number of people and the diversity of the questions you need to ask them.

If you have very specific and detailed questions to ask of one person, you might choose to interview them individually. Draw up specific questions and approach key individuals personally e.g. you might ask a village head about the practicalities of organising a campaign, and it will be important to enlist his/her support so that people take it seriously, or if you have identified barriers you need to overcome.
Smaller groups could be consulted by individual interviews at several households.

If you need to consult a large number of representatives of the same group, or many different groups, you might hold a community consultation workshop (detailed in the appendix, Example B).

These steps will help you organise your campaign, engage the right people, send out the right messages and make sure the messages persuade people to act.

Click here for a presentation on a community consultation activity conducted in a rural district in southern Tanzania. The consultation involved engaging a range of community members in reaching children who did not attend school.

Appendix – Community consultation workshops

These can take many forms, depending on what you want to know, but two types in particular are useful for this form of awareness campaign

I. Workshops to help you identify a wide range of stakeholders (particularly useful if you are not very familiar with the area)

II. Workshops to consult the stakeholders once you have identified them (so they can help you work out how best to reach the target population, which messages would work best, etc.).

Example A: Workshops for identifying stakeholders (click here for an example)

1. Invite the representatives of the initial groups you have identified. Make sure you consult some of them on the best time to hold the workshop, so that it does not impinge on their work. They are likely to consider earning a living more important than attending your workshop, especially if they have to get special permission to leave their work, or if they are self-employed and will lose a day’s income!
For the workshop, you will need:
- Small pieces of card
- Pens
- Water for people to drink
- An interpreter if most people’s first language is not the language of delivery of the workshop (it is important they understand the instructions)

2. When the workshop begins, allow everyone to introduce themselves.
3. Then deliver some basic information about dog vaccination, dog bites and rabies prevention, just to make sure everyone at the workshop is informed. Keep this very short, as visual as possible, and do not use technical language.
4. Then explain what you are going to do in your campaign, and the information you need from them.
5. Give them all a blank card on which to write, or, if some people cannot write, form groups with a leader who can write things down.
6. Explain (through an interpreter if necessary) exactly what you are going to ask them to do. This is important, so take time to make sure people understand what is required of them and what the end result will look like.
7. Each person or group makes a note on a separate piece of card of all the people they think need to be involved (including those already there) – this could range from government ministers, veterinary services, human health services to teachers, parents, employers, micro-financing groups, religious and community leaders, and traditional healers.
8. Then ask them, for each of the people they have identified (on each card), to write down possible barriers to these people becoming involved with your campaign, and possible incentives which would make them more likely to become involved.
9. Ask groups to report back on what they have written down, allow time for discussion with other groups, and remember to collect the cards at the end of the workshop – these contain the information you need for consulting the stakeholders.

Example B: Workshops which consult the stakeholders themselves

1. Invite the representatives of the key group(s) you have identified. Make sure you consult them on the best time to hold the workshop, so that it does not impinge on their work. They are likely to consider earning a living more important than attending your workshop, especially if they have to get special permission to leave their work, or if they are self-employed and will lose a day’s income!

Let’s assume you have identified children as your main target group, and you invite parents, grandparents and teachers to a workshop, as they have the greatest influence on these children and can help you reach them, whether the children attend school or not.
For the workshop, you will need:

- Examples of media for delivering messages, such as posters, puppets, possibly a video or whiteboard animation if facilities are available.
- Water for people to drink
- An interpreter if most people’s first language is not the language of delivery of the workshop (it is important they understand the instructions)

2. When the workshop begins, allow everyone to introduce themselves.
3. Then deliver some basic information about dog vaccination, dog bites and rabies prevention, just to make sure everyone at the workshop is informed. Keep this very short, as visual as possible, and do not use technical language. Then explain what you are going to do in your campaign, and that you would like them to help you reach the children in the area.
4. Divide them into groups, and ask each group to think of three important messages they would give children so that they avoid dog bites, and to make sure each message is very short.
5. Ask each group to present their messages to the whole workshop
6. Then, after a break, ask them to look at how best to get these messages across, e.g. radio, posters with clear images, puppet show, activities where the children produce the materials or act the story themselves, etc. It’s important to try and encourage interactive ways of getting the message across (this goes for adults as well as children).
7. Ask them when the best time would be to hold the awareness campaign. This is important to avoid choosing a day when the children are busy with other things.
8. Before they leave, try to find a way for the group of parents etc. to be personally involved in the awareness campaign itself, perhaps by helping organise it or by being involved in producing materials.