# UNIT 7:

## IDENTIFYING YOUR STAKEHOLDERS

# UNIT 7: IDENTIFYING YOUR STAKEHOLDERS



Albanian Association of Geriatrics and Gerontology (Albania)

**This unit will help participants to understand what the term "stakeholders" means, and identify (map) who their campaign stakeholders are. It will also help them understand what influence different stakeholders can have, and help them identify key targets (individuals or groups who need to be persuaded to make certain decisions if the campaign is to succeed).**

## UNDERSTANDING WHO STAKEHOLDERS ARE

**7.1**

In plenary, ask if anyone can explain what we mean by a stakeholder. Explain that stakeholders are usually described as those who have an interest – or stake – in a certain issue. Give some examples, using Handout Unit 7.1.

Explain that stakeholders might be interested in a certain issue because they are in favour of change, against change, or undecided. But all stakeholders have an interest and can potentially influence decisions – for good or bad – on the issue in question.

Brainstorm some examples of stakeholders. Ask participants to imagine a campaign to introduce a policy that provides universal pensions for all older people. Who might some of the stakeholders be?

When people engage in any campaign work, they need to engage with stakeholders who have some level of influence or power.



HelpAge International (Ethiopia)

# Exercise 1 – Identifying stakeholders

**Ask participants to talk in pairs and discuss some of the likely stakeholders in this campaign to introduce a policy that provides universal pensions for all older people.**

Gather several suggestions from the pairs in plenary. Ensure that participants give examples of stakeholders who may be for, as well as against, the change you are trying to bring about.

Use pre-prepared cards with the following things written on them in the game in Exercise 2 (page 7.4). The aim of the game is to familiarise participants with the range of groups who are often stakeholders in campaigning activities.

ZDUS (Slovenia)

## Pre-prepared cards:

- Politicians and parties in formal government
- Civil servants
- Religious organisations and faith leaders
- Business associations and big companies
- Professionals (eg, lawyers, judges, doctors, academics, teachers)
- Media (including television, radio, newspapers and magazines)
- Trade unions and workers' or producers' associations
- Consumer organisations and consumer groups
- NGOs
- Civil society organisations
- Those directly affected by the issue.

Depending on the issue, regional institutions might also be stakeholders – such as the African Union, the Association of Southeast Asian Nations (ASEAN), and regional trade groups – or even international institutions such as the World Bank or International Monetary Fund (IMF), the World Trade Organization (WTO), and UN agencies.

# Exercise 2 – Vocabulary train game

**Use the vocabulary train game here (see Appendix A, page A23) or divide participants into groups, each with a set of cards. The first person takes a card from the top of the pile, reads the name, and describes what it is to the rest. As soon as it is guessed correctly, the next person takes a card and describes the stakeholder group written on the card. Rotate until all the cards have been dealt with.**

# MAPPING STAKEHOLDERS

In plenary, agree a campaign issue to work on collectively – one that is interesting and relevant for the group. You might choose the provision of a universal pension.

Write this issue on a large card and place it in the middle of the floor, or on a table. Provide large and small circles of coloured card. Supply thick and thin coloured pens.

Ask the group to work together to identify and name stakeholders. You or a volunteer should note these down as a list on some flip chart paper. When the list is done, decide whether the first stakeholder on the list is perceived as powerful. If they are, have a volunteer write that stakeholder on a large circle. Ask if this stakeholder has a very close interest in the issue (whether for or against it). Place the circle accordingly – closer or further away from the issue, depending on that stakeholder's level of interest. Colour should indicate the types of stakeholders. Run down the list, subjecting each stakeholder to the same assessment. You now have a picture with large and small circles surrounding the central issue (the large card).

Sample stakeholder map:
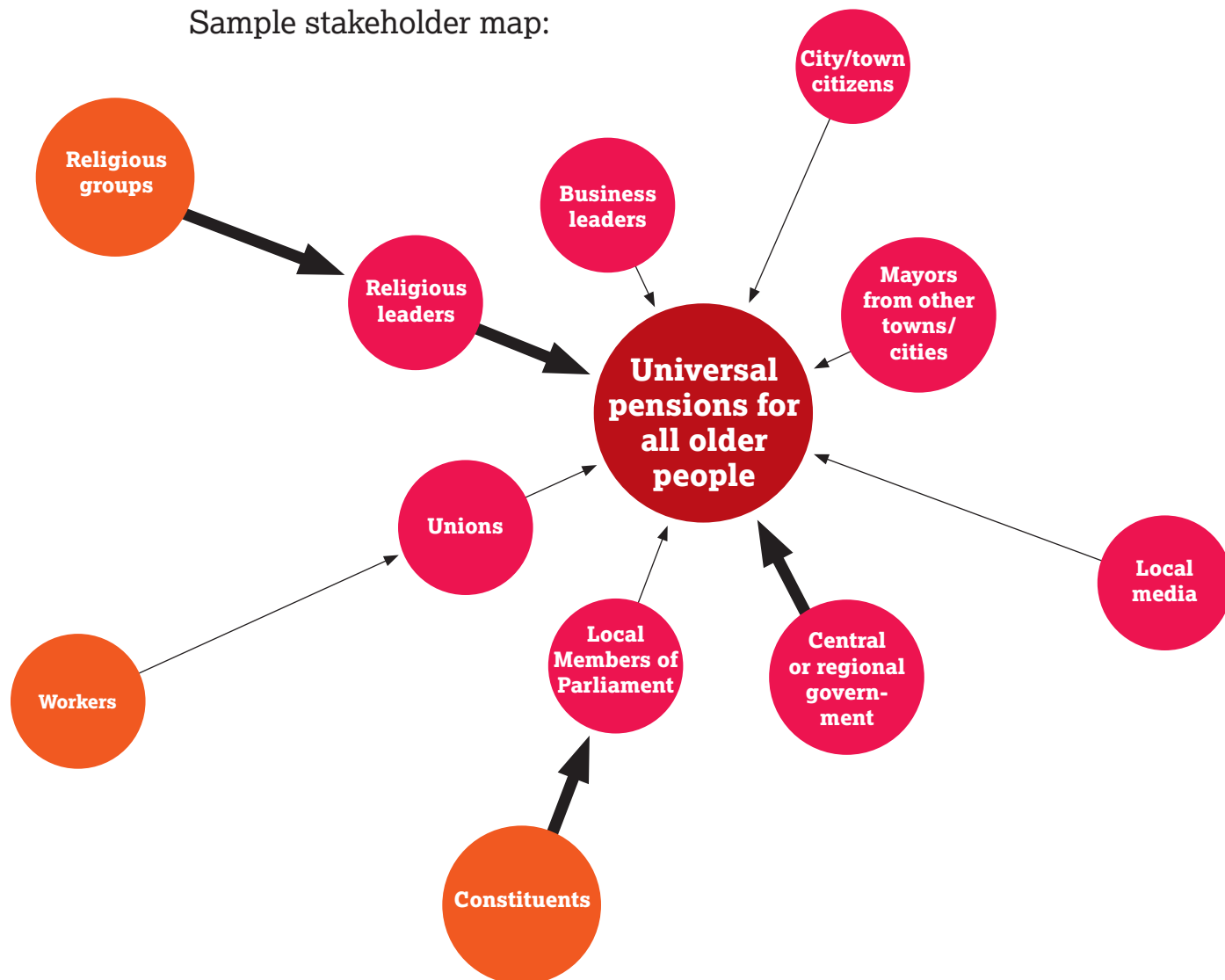


Next, have the group discuss and decide whether each stakeholder's influence on this particular issue is small or great. As each is negotiated and agreed, have volunteers draw either thick or thin lines accordingly, connecting each stakeholder (circle) to the central issue (large card).

Together take stock of the stakeholder map participants have produced.

**Ask participants:**

How did they find this exercise? Was it easy or difficult?
Were there any surprises? What was valuable about it?
In what circumstances do you think stakeholder mapping will be useful?

**Then ask:**

"Why is identifying and getting to know stakeholders important in campaigning work?" Elicit ideas to make a case for the careful study of stakeholders.

# UNDERSTANDING STAKEHOLDERS` INFLUENCE AND POSITIONS

In plenary, point out that there are certain tools that can help participants analyse the stakeholders involved in their issue or context. No tool is perfect, but some can be very useful!



HelpAge International (Kyrgyzstan)

**100 mins**

## Exercise 3 – Allies and opponents

**Mark a line across the room, running from point A to point B. Use masking tape on the floor, or two chairs set at each end of an imaginary line. Explain that point A represents full support for the issue, while point B represents full opposition to the issue. Invite participants to line themselves up according to where they stand on each of the following statements.**

1.  **There should be a universal pension.**

2.  **Widows should not own land.**

3.  **Young people should be able to move to find work and let grandparents take care of their children.**

4.  **Governments should provide a financial contribution to families that take care of older people.**

5.  **Older people should be able to get education in public schools if they want to.**

When participants have all decided what position to take, encourage observations, ensuring that you cover all the points in the following checklist (see Handout Unit 7.2).

## Checklist

- Those groups for and against your issue can be called allies (or supporters) and opponents (or objectors) respectively. In between these are another group: the neutrals.

- These three broad categories can be situated on a continuum – just as we saw in the line exercise.

- Explain that the neutral group are very significant. Neutrals may tip the balance in favour of the changes you want to see if you can convince them that they are important and you can win their support for your campaign.

- Some campaigns may decide that their best tactic is in fact to realise the potential of people who are neutral.

- Each stakeholder group can be active or inactive – that is, there are active supporters/allies and inactive supporters/allies; there are also active and less active objectors/opponents.

## Allies

Using Handout Unit 7.3, take a closer look at allies in campaigning: point out that allies can contribute – with, for example, good practice, evidence, enabling access to key stakeholders, other expertise, and resources.



FOPDEV (Thailand)

**Examples of allies:**

- Non-government organisations (NGOs,) community-based organisations, and community groups (for instance, those working to support orphaned and vulnerable children, or people living with HIV) may be able to provide evidence, programme expertise, access to target audiences, and resources.

- Older people's associations, older citizens' monitoring groups, and district-level advocacy groups may be able to provide evidence, supporters or sympathisers, for policy-influencing at district level.

- Professional groups and academics may be able to provide support with gathering data, or technical and research expertise.

- Media – of all types (print media, national/local media, online) can help get people interested in your campaign.

- Government technical staff may be able to provide data, advocacy opportunities, and information on consultative processes, as well as technical expertise, access to target audiences, and policy guidance.

- International organisations, such as the United Nations, may be able to provide evidence, programme experience, access to target audiences, and resources.



Albanian Association of Geriatric and Gerontology

**50** mins

**7.4**

# Exercise 4 – Seven stakeholders

*(Note: You will need to take into account participants' literacy levels during this exercise.)*

**Divide participants into groups of three. Let each group identify one issue they will all find useful to work on. Invite them to work together and support each other in deepening their learning.**

**Supply each group with Handout Unit 7.4, which is a printout of the allies and opponents tool overleaf. Instruct them to name seven key stakeholders for their chosen issue. Discuss where these stakeholders can each be plotted on the table's quadrants. Once there is agreement, mark a cross for the position of each of the seven stakeholders.**



HelpAge International (Tajikistan)

# Allies and opponents tool

Introduce the following table, enlarged on flip chart paper.

**High**

**Influence on issue**

**Low**

**Attitude to your campaign**

**Negative** ← → **Positive**
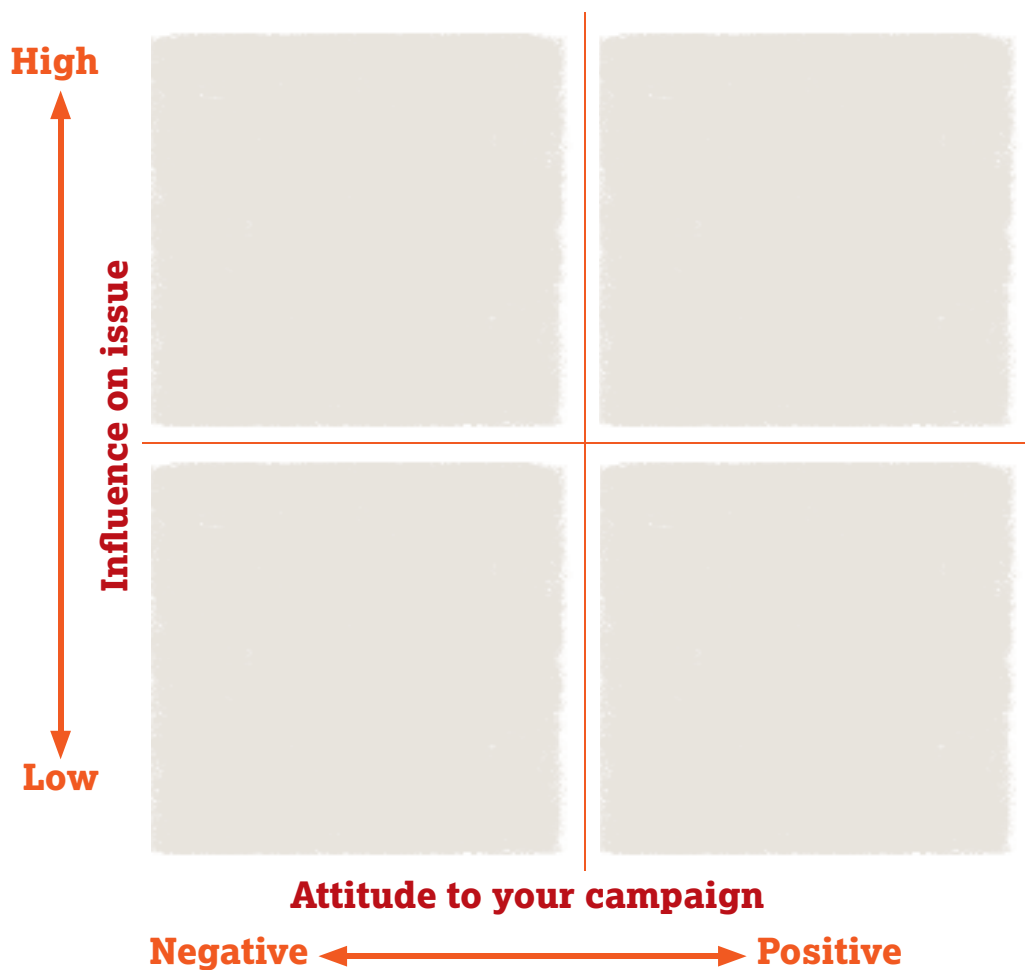
Explain each element of the table. There are lines of continuum (as explained on page 7.7). Using this table, we can plot significant stakeholders. Through this exercise, we can start to see stakeholders' attitudes to, and their influence on, the campaign issue. This can reveal useful information that may not have been apparent to us before – for example, a seemingly powerful stakeholder may have a very negative attitude to your campaign, but very little influence on the issue. This tells you they are not as significant or powerful as first appeared. It may also reveal that a stakeholder with a neutral attitude has a very high potential to influence the issue – in which case it is important to pay attention to this stakeholder.
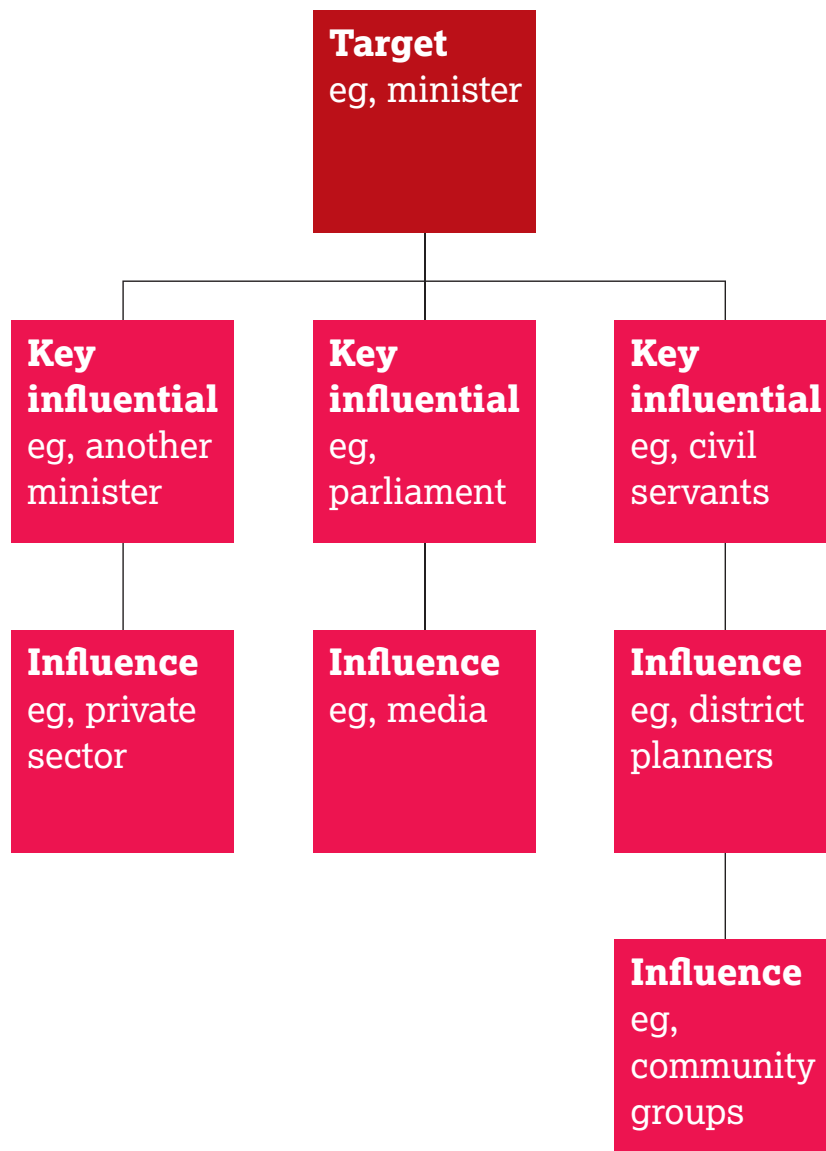
# IDENTIFYING TARGETS

## Influence trees

In plenary, and using Handout Unit 7.5, explain that alongside mapping stakeholders, campaigners need to be sure they identify the best targets for their campaign. Invite examples of groups or people that participants have targeted in previous campaign work, or can name as likely targets.

Introduce the influence tree from Handout Unit 7.5. Have this reproduced on large flip chart paper.

```
                    ┌──────────────────┐
                    │ Target           │
                    │ eg, minister     │
                    └──────────────────┘
```

| Key influential eg, another minister | Key influential eg, parliament | Key influential eg, civil servants |
|---|---|---|
| Influence eg, private sector | Influence eg, media | Influence eg, district planners |
| | | Influence eg, community groups |

It is useful to see how some groups link to your key target and to understand that you may need to approach these groups first.

PASODEHU (Ecuador)

## Exercise 5 – The influence tree chart

**In groups of four, invite each person to choose a key target in a campaign issue that matters to them. The group then works to fill in several examples in the influence tree chart for each issue raised by members of the group.**

In plenary, invite observations from each of the groups. Elicit key points about the benefits and limitations of the tool, and what participants learnt through using it.

Wrap up: Please refer to facilitators' notes in Appendix A for guidance on monitoring progress and embedding learning.

# UNIT 7:

## HANDOUTS

# Handout Unit 7.1

Stakeholders might be interested in a certain issue because they are in favour of change, against change, or undecided. But all stakeholders have an interest and can potentially influence decisions – for good or bad – on the issue in question.

When people engage in any campaign work, they need to engage with stakeholders who have some level of influence or power.



AAGG (Albania)

# Handout Unit 7.2

Those groups for and against your issue can be called allies (or supporters) and opponents (or objectors) respectively. In between these are another group: the neutrals.

These three broad categories can be situated on a continuum.

Neutrals may tip the balance in favour of the changes you want to see if you can convince them that they are important and you can win their support for your campaign.

Some campaigns may decide that their best tactic is in fact to realise the potential of people who are neutral.

Each stakeholder group can be active or inactive – that is, there are active supporters/allies and inactive supporters/allies; there are also active and less active objectors/opponents.



ZDUS (Slovenia)

# Handout Unit 7.3

Allies can contribute – with, for example, good practice, evidence, enabling access to key stakeholders, other expertise, and resources.



HelpAge International (Kyrgyzstan)

## Examples of allies:

- Non-government organisations (NGOs,) community-based organisations, and community groups (for instance, those working to support orphaned and vulnerable children, or people living with HIV) may be able to provide evidence, programme expertise, access to target audiences, and resources.

- Older people's associations, older citizens' monitoring groups, and district-level advocacy groups may be able to provide evidence, supporters or sympathisers, for policy-influencing at district level.

- Professional groups and academics may be able to provide support with gathering data, or technical and research expertise.

- Media – of all types (print media, national/local media, online) can help get people interested in your campaign.

- Government technical staff may be able to provide data, advocacy opportunities, and information on consultative processes, as well as technical expertise, access to target audiences, and policy guidance.

- International organisations, such as the United Nations, may be able to provide evidence, programme experience, access to target audiences, and resources.

# Handout Unit 7.4

## Allies and opponents

There are lines of continuum along which we can plot significant stakeholders. Through this exercise, we can start to see stakeholders' attitudes to, and their influence on, the campaign issue. This can reveal useful information that may not have been apparent to us before – for example, a seemingly powerful stakeholder may have a very negative attitu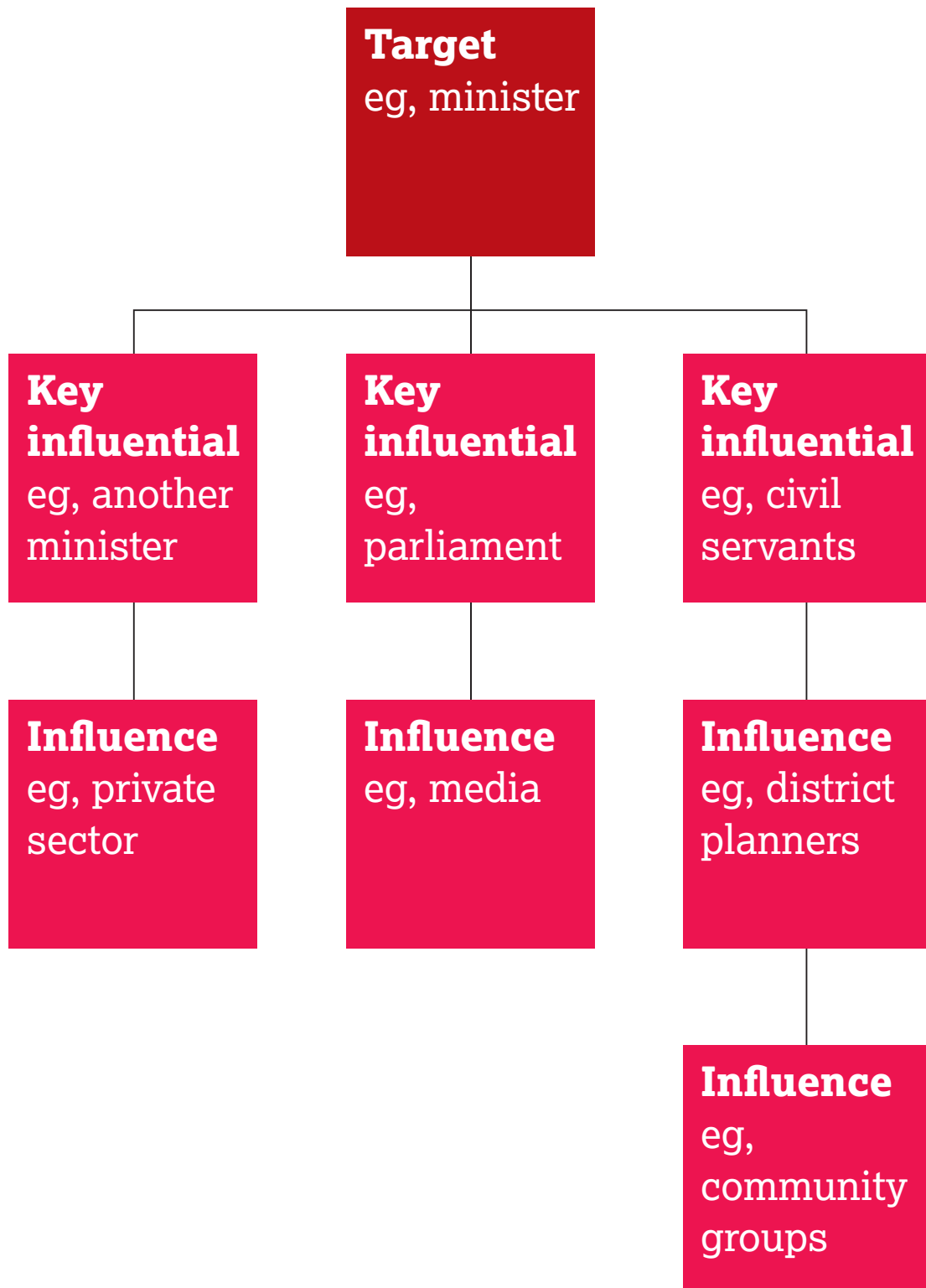de to your campaign, but very little influence on the issue. This tells you they are not as significant or powerful as first appeared. It may also reveal that a stakeholder with a neutral attitude has a very high potential to influence the issue – in which case it is important to pay attention to this stakeholder.

**High**

**Influence on issue**

**Low**

**Attitude to your campaign**

**Negative** ← → **Positive**

**Target**
eg, minister

**Key influential**
eg, another minister

**Key influential**
eg, parliament

**Key influential**
eg, civil servants

**Influence**
eg, private sector

**Influence**
eg, media

**Influence**
eg, district planners
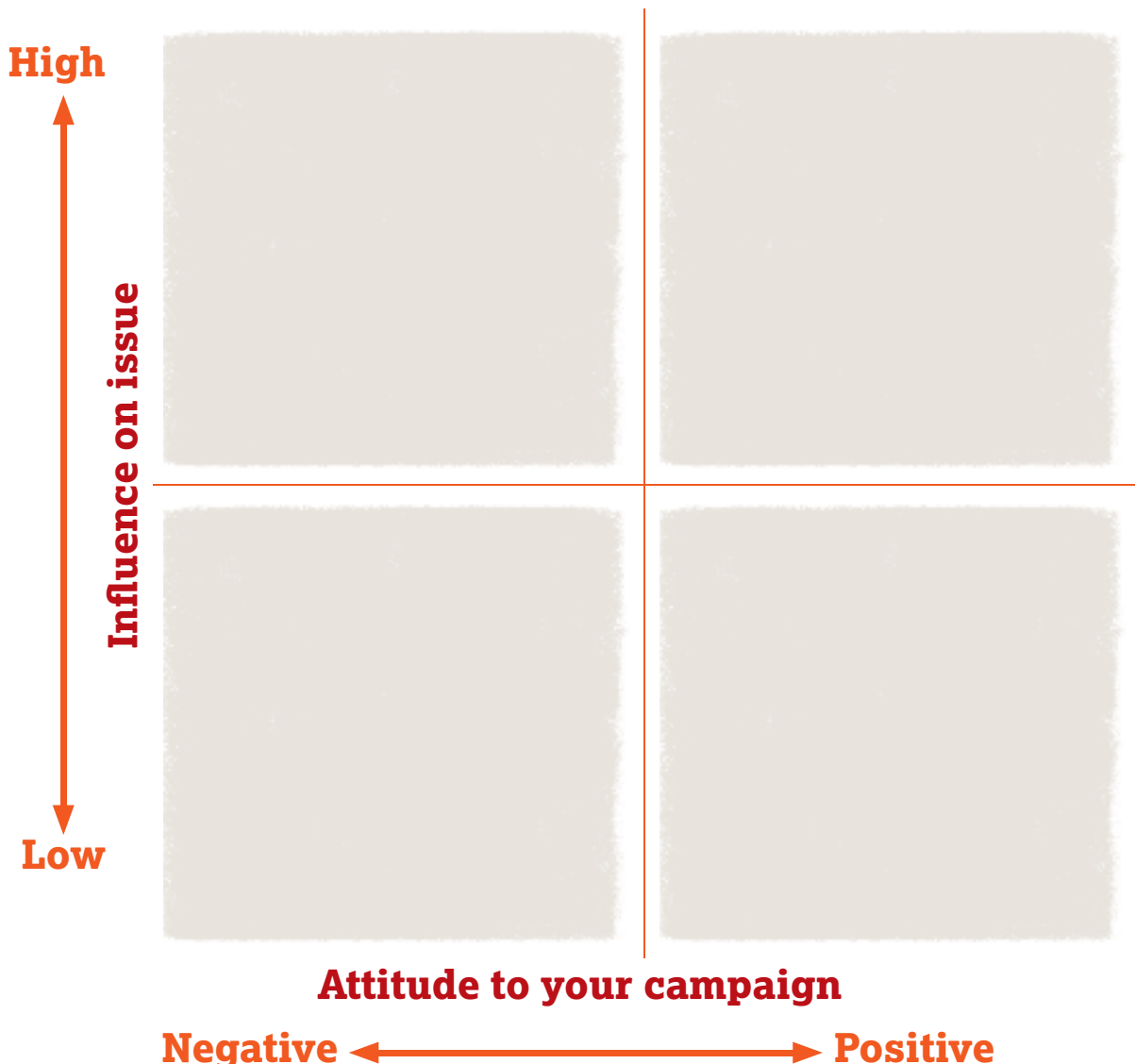
**Influence**
eg, community groups

# Handout Unit 7.6

Older people are at the heart of campaigns work. Through this training and the ongoing engagement of older people, we are growing a global movement of campaigners who will portray the characteristics listed below.

## PROFILE OF AN OLDER PERSON CAMPAIGNER

## YOU

...CAN DIALOGUE AND DEBATE AND PERSUADE AND YOU CAN WIN!

...ARE SURE TO MAINTAIN AND ATTEND TO YOUR GROUP

...HAVE A UNIQUE PLACE TO SPEAK CREDIBLY ABOUT ISSUES — BECAUSE YOU EXPERIENCE THEM

...ARE KEEN TO INFORM OTHERS ABOUT OLDER PEOPLE AND THEIR REALITIES

...ARE A VALUABLE SPOKESPERSON FOR THE MEDIA

...HAVE A HEART TO DEVELOP YOUR GROUP

...ALLOW PEOPLE TO SELF-IMPROVE TOGETHER

...ARE STRONG WHEN YOU CONSIDER YOUR OWN VALUES, CULTURE AND HISTORY

...ARE READY TO PARTICIPATE

...ARE A GOOD ANCHOR FOR YOUR GROUP

...UNDERSTAND THE CONTEXT, ESPECIALLY THE POLITICAL CONTEXT

...CAN SPEAK ABOUT YOUR LIFE AND THE CHALLENGES YOU FACE IN AN ENGAGING WAY

...SHOW EFFECTIVE LEADERSHIP IN THE GROUP OR MOVEMENT

...DEPEND ON THE SOURCE OF POWER WITHIN YOURSELF

# PROFILE OF AN OLDER PERSON CAMPAIGNER
## RHODA NGIMA, 77, KENYA



HelpAge Kenya

**"We have been removed from a very dark pit and brought to the surface where there is light. ADA has made me an ambassador to spread news about older people. I have learnt that even in older age I am able to do something worthwhile and constructive for my country."**

*Rhoda Ngima*

Rhoda has long been a pivotal figure in her church and community, where she brings people together, inspiring them to stay strong and keep going through life's challenges. She's now bringing her leadership experience and social commitment to ADA, where she's already made a big impact.

In 2009, she led an ADA delegation to meet the Prime Minister. And the following year, she met the Minister for Gender, Children and Social Development to explain the benefits of increasing pensions. After the meeting, the Government agreed to raise pension payments for all older people in Kenya.

In 2012, Rhoda travelled to Brussels where she met several Members of the European Parliament. In her speech, she spoke about her life in Kenya and the challenges older people face in developing countries, urging the European Union not to forget her generation. She passionately believes that the world's older people should unite as one voice.



HelpAge Kenya

This is one unit from a set that makes up the ADA Campaign Training Manual. You can download single units, or the full manual from:

# www.agedemandsaction.org

Age Demands Action is a HelpAge global network campaign