Technical Note

Stakeholder Analysis

1

Introduction

2

What is a stakeholder analysis?

3

Who are the stakeholders?

4

Integrating perspectives of affected populations

5

When and how do stakeholders participate in the evaluation?

6

Further reading

Annex

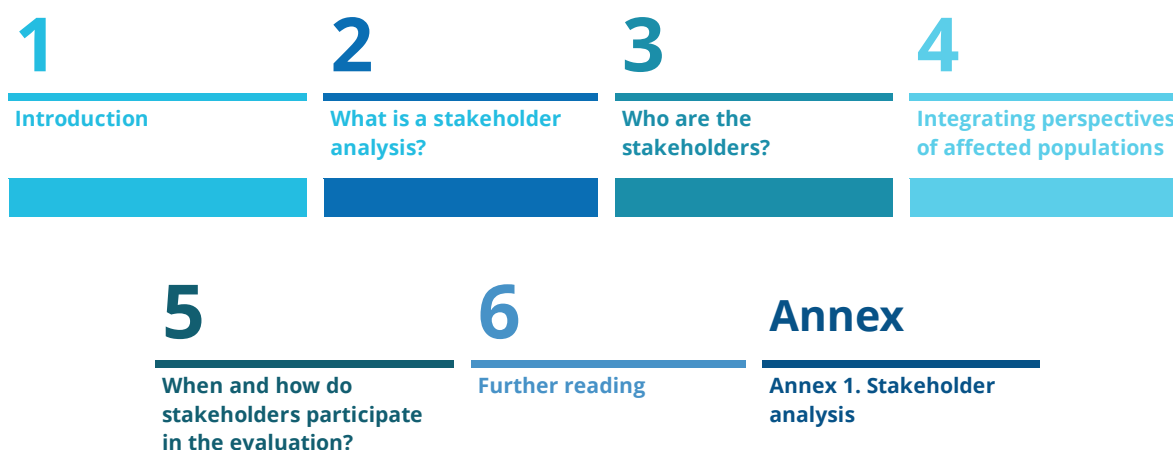Annex 1. Stakeholder analysis

1. Introduction

1. The purpose of this Technical Note is to explain why a stakeholder analysis is needed to inform the design and implementation of an evaluation. It is intended to guide the evaluation manager (EM) during the preparation phase, when identifying the key stakeholders who will be involved in the evaluation, establishing the reference group(s) and seeking feedback on the draft Terms of Reference (TORs). The note is also relevant for the evaluation team that is responsible for developing a more detailed stakeholder analysis during the inception phase.

2. What is a stakeholder analysis?

2. A stakeholder analysis allows to map and identify which stakeholders to engage in the evaluation process, why, when and how. Those include those who have been involved directly or indirectly in the design and/or implementation of the intervention as well as those have been affected by or benefited from the intervention. Developing a stakeholder analysis at preparation stage is key to ensure that a diverse range of perspectives and interests are taken into account from the onset of the evaluation design. As such, it contributes to the impartiality, credibility, quality of the evaluation as well as strengthens stakeholders' ownership of the evaluation's results.

3. The EM should analyse who these stakeholders are, their roles, their interests and concerns during the preparation phase. Identification of intended users of the evaluation results, and what use they are expected to make of these, should be closely linked to the stated objectives of the evaluation and the expected decision-making processes that the evaluation is expected to inform. Based on the initial stakeholder analysis presented in the TORs, the evaluation team should develop a more detailed analysis as part of the inception report and ensure that the proposed methodology and evaluation matrix are coherent with the stakeholder analysis. The Communication and Knowledge Management Plan should also be well aligned with the stakeholder analysis,

ensuring that different learning products are developed for the various stakeholders' groups. More specifically, the stakeholder analysis allows to:

- *identify who are the different groups of stakeholders;*

- *determine their 'stake' (i.e. level of interest and influence) in the subject being evaluated (i.e. what was their role in the intervention) and in the evaluation (i.e. why they should be involved or what are the gains from their involvement);*

- *determine how and when they should be involved in the evaluation (as key informants during the data collection, for advice as part of the reference group, for information as part of the dissemination, etc.) and the importance of such involvement.*

- *determine if any stakeholder groups were excluded from the design or implementation of the intervention and if so, consider how their involvement in the evaluation process might help examining potential unintended outcomes of the intervention; and*

- *Inform decisions on which stakeholders to interview as a prioritization will most likely be needed due to budget and time constraints.*

3. Who are the stakeholders?

4. The Organization for Economic and cooperation development (OECD) defines stakeholders as '*agencies, organizations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation*.'[1] Some are stakeholders of the subject being evaluated, while some are stakeholders of the evaluation. A government partner, for example, may not be funding or implementing an intervention, but is very likely to have an interest in the evaluation.

5. Stakeholders can be classified in different ways. Firstly, they can be broadly classified between internal and external stakeholders. For WFP evaluations, stakeholders may include some or all of the following internal and external stakeholder groups.

Box 1: Stakeholder groups

Internal Stakeholders	External Stakeholders
- WFP Country / Sub / Area Office - Regional Bureau - WFP HQ divisions - Office of Evaluation - WFP Executive Board (if applicable)	- Affected populations/communities - Government (at country, regional and local levels) - UN Agencies/ UN Country Team - NGOs and community-based organizations - Donors - International Financial Institutions - Cooperating partners or subcontractors - Private sector (if applicable)

6. Stakeholders can also be classified based on their position and role of either duty-bearers or right-holders (see box 2).

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[1] OECD (2002) Glossary of Key Terms in Evaluation and Results Based Management

Box 2: Analysis of stakeholder groups sensitive to Human Rights[2]

Duty-bearers with the authority to make decisions related to the intervention	Duty-bearers who have direct responsibility for the intervention	Secondary duty-bearers	Rights-holders who one way or another benefit from the intervention	Rights-holders who are in a position disadvantaged by the intervention	Other interest groups who are not directly participating in the intervention
• Government	• Donors • WFP Country / Sub / Area Office • Partners	• Private sector (if applicable)	• Women, men, girls, boys; other groups disaggregated	• Women, men, girls, boys; other groups disaggregated	• Other development agencies • Civil society organizations • Other organizations

7. Finally, stakeholders can also be further identified based on their stake in the evaluation either as:

   - Primary stakeholders: those include people who will be making decisions on the basis of the evaluation findings, for example WFP CO who may decide to scale up or down an intervention based on the evaluation results; or a donor which may decide to allocate resources. Primary stakeholders also include people who will benefit or be adversely affected by the evaluation findings, including targeted communities.

   - Secondary stakeholders: those include entities/people who might be interested in the evaluation but are not expected to make decisions based on the findings nor to be directly affected by the evaluation results.

8. Most interventions have many stakeholders, some with more stake than others. Thinking about what level of stake each one has in the evaluation will help the EM identify how to interact with them at various stages of the evaluation. The EM and evaluation team should take these stakeholders' concerns and interests into consideration and analyze what they have to gain or lose from the results of the evaluation, and how they will be involved in the evaluation. When they are included in early discussions of the evaluation, they are more likely to take ownership of evaluation results.

4. Integrating perspectives of affected populations

9. Stakeholders can be agencies or individuals and should not be treated as a uniform group. The EM should ensure that the stakeholder analysis is gender and equity responsive, beyond simply disaggregating by sex). Evaluations should include the perspectives of affected populations. They have an important stake in the outcome of an evaluation[3]. This implies for the stakeholder analysis to consider the differences within target groups, like age (children, youth, adult men and women), gender, religion, ethnicity, disabilities, sector, refugee or displaced, urban/rural. The ToR should indicate how their perspectives will be included in the evaluation process and how the methods and sampling frame will address their diversity, particularly for the most vulnerable.

10. In conflict or fragile environment, or during a humanitarian response, it may be harder to access affected populations. When planning for an evaluation, consider challenges that might arise in accessing and consulting with beneficiaries, particularly for marginalized groups, and how to manage the challenges. The limitations should be documented in the Inception Report. Seeking the perspectives of affected populations (men, women, boys and girls) is a way to ethically represent their experiences in the evaluation.

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[2] For a more detailed analysis, see UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014).
[3] Please see related guidance: In line with the Technical Note on integrating gender in WFP evaluations, Checklist, and Quick Guide, the United Nations System-wide action plan (UNSWAP) evaluation performance indicator (EPI), and the important UN guidance: Integrating Human Rights and Gender Equality in Evaluation towards UNEG Guidance, (August 2014)

5. When and how do stakeholders participate in the evaluation?

11. It is not always easy to get stakeholders engaged and keep them involved in an evaluation. The importance of their involvement in the evaluation process should be prioritized and the timing identified. The most important stakeholders will likely be part of the evaluation reference group established during the preparatory stage providing feedback to the Evaluation Manager and the evaluation team at key moments during the evaluation process. Further information can be found in the respective CEQAS/DEQAS for each type of evaluation.

Box 3. Engagement of ERG members in DEs

> If those stakeholders who have been identified are not able to participate, the EM should find out why, and explore opportunities to engage them, even in ad hoc meetings to hear about their "stake" in the programme or in the evaluation. Otherwise, they may feel their interests are not heard and, consequently, feel no "ownership" of the evaluation results. It is important that their involvement does not compromise the independence, integrity or impartiality of the evaluation. It is essential to remain impartial, listen to different perspectives and set aside possible preconceived views.

12. **Table 1** illustrates when and how it is common for the EM and the evaluation team to involve the main stakeholders, though the actual involvement will differ from one evaluation to another. Please refer to the EQAS process guide for each evaluation type for more specific information.

Table 1: Stakeholder participation by evaluation phase

Phases	Stakeholder involvement
1. **Planning and preparation**	• EM to identify a preliminary list of internal and external stakeholders who have a 'stake' in both the evaluation and the intervention • EM to determine who are the different stakeholders' groups and what are their respective interests and concerns • EM to consult stakeholders as needed for input on the evaluation objectives, scope, questions, timing, data availability among others while drafting the TOR • EM to create an ERG/IRG. For DE, EM to share draft ToRs with the ERG/IRG.
2. **Inception**	• ET to consult with different groups of stakeholders to refine the list of stakeholders/individuals who will be interviewed during data collection • ET to indicate as a limitation in the IR when it is not possible to involve some of the key stakeholder groups • EM to share draft IR with key stakeholders
3. **Data collection**	• ET to consult stakeholders through surveys, interviews and focus groups • ET to consult affected populations directly and equitably: include men, women, youth, boys and girls, as well as other vulnerable groups • ET to organize an in-country stakeholders' workshop to discuss preliminary findings.
4. **Data analysis and reporting**	• EM to share draft evaluation report (ER) with stakeholders for their comments through the ERG/IRG • EM/ET to organize a validation workshop with key stakeholders to discuss the draft evaluation report
5. **Dissemination and follow-Up**	• EM to disseminate the final ER to internal and external stakeholders • EM to develop the management response in consultation with specific stakeholders who can influence the implementation of some recommendations

	• EM to share evaluation results in line with the communication and knowledge management plan[4], which identifies the users of the evaluation (tailored products for each audience)

When does "stakeholder engagement" become a "participatory evaluation"?
Some evaluations offer opportunities for even greater involvement of stakeholders, with the goal of making an evaluation more participatory. When such a design is desired, additional stakeholders might usefully be included at different moments in the evaluation. This requires resources and time, as well as giving some decision-making role over the evaluation toS a wider group. On the other hand, expanding the list of stakeholders and/or sharing the responsibilities of the evaluation more broadly can enrich the process, as these examples show: • **Programme staff** may have evaluation questions of their own; including their questions in the evaluation can empower their perspectives and result in a greater sense of "ownership". • **Programme staff** can also be included in discussions of findings and conclusions, to jointly generate recommendations that are more grounded in contextual and political economic knowledge of project environments. • **Targeted communities** can be included in data collection with simple instruments and straightforward training, such as observation of remote sites, brief surveys in the community, or accessing individuals who don't regularly access public sites, such as the elderly or people living with disabilities. More recently the use of mobile phone to collect the perspectives of communities has proven to be an effective tool.[5] • Presenting evaluation results to **recipients of assistance** can create valuable dialogue about project processes and outcomes, rather than simply extracting information for donor reporting. They are also excellent sources for unintended project outcomes and for ideas for improvement. Participatory methods for dialogue – community town halls, appreciative inquiry, outcome mapping, Most Significant Change method and others – can be used to incorporate insights from recipients of assistance, project teams, or others, and these methods tend to leave stakeholders feeling empowered, unlike many traditional methods. Evaluation firms proposing to do such work should be experienced in it, and comfortable with questions. See Better Evaluation, or What Works for more detailed information and examples. If you or your evaluation team are interested in exploring options like these, do so as early in the process as possible, to be sure to make time and reserve the necessary resources.

6. Further reading

- MEASURE Evaluation: Stakeholder Analysis and Engagement

- Linda G. Morra Imas, Ray C. Rist (2009) "The Road to Results: designing and conducting effective development evaluations", pg 147-148.

- ODI (2009) Planning Tools: Stakeholder Analysis

- Veena Pankaj, Myia Welsh, Laura Ostenso (2011) "Participatory analysis: Expanding Stakeholder Involvement in Evaluation."

- USAID Learning Lab: Evaluation Stakeholder Analysis

- Better Evaluation: Stakeholder Mapping and Analysis

- Kinnon, Nicole, et al. "Who Really Matters? A Stakeholder Analysis Tool"

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[4] CEQAS and DEQAS packages include further guidance on the Communication and Knowledge Management Plan.
[5] The following video captures the experience from WFP El Salvador CO using mobile phones to gather the perspectives from communities in the context of the thematic decentralized evaluation focusing on gender issues (link)

Annex 1. Stakeholder analysis – Template

At inception phase, evaluation teams are encouraged to deepen the stakeholder analysis using the template below:
1. grouping stakeholders either as an internal or external stakeholder
2. clarifying for each group:
    - Who the stakeholders are?
    - Their interest role in the design and/or implementation of the intervention
    - Their interest in the evaluation (how will they use the evaluation results or being impacted by those?)
    - How they should be involved in the evaluation (as key informants, reference group member, users, etc).
    - At which stage should they be involved?
    - How important is it to involve them (as some prioritization will be required)?

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	How should they be involved in the evaluation? (be informed, act as key informant, be part of a focus group interview, be part of a reference group, etc.)	At which stage should they be involved?	How important is to involve them in the evaluation? (High, medium, low)
WFP internal stakeholders					
WFP country office					
WFP area office					
WFP Regional Bureau					
Office of Evaluation					
Executive Board					
External stakeholders					
Affected communities					
Government at local level					

Government at regional level					
Government at central level					
UN Country Team					
International NGOs					
Local NGOs					
World Bank					
Donors funding WFP					
Other donors					
etc.					