

## Stakeholder Mapping

### *Purpose of stakeholder mapping*

The purpose of this exercise is to map the ways in which people with disabilities are presently supported (or perceived to be supported). The exercise helps to illuminate gaps between policy or programmatic intentions, stakeholder actions and stakeholder perceptions across different levels of operation. In doing so it highlights potential policy and implementation bottlenecks. The benefit of doing this activity with a range of participants is that you begin to build a picture of how one stakeholder perceives their role in relation to other actors.

### *Requirements*

- Pen and paper only

### *Identifying participants*

It is useful to do this exercise with a cross section of your larger sample. Ideally this should include some individuals with disability, some carers, some program implementers and some policy makers. The lists of key stakeholders generated by the first few participants, may help to identify further participants through snowballing.

### *Stakeholder Mapping process*

This method is based on a technique used by Bear<sup>1</sup> in her study on hearing impairment and disability in Malawi.

1. Stakeholder mapping can be incorporated into a broader interview and therefore should be included as part of the In-depth interview consent process.
2. Participants are initially asked to free-list stakeholders involved in providing services to people with disability or providing access to WASH. You may want to ensure that some stakeholders are always discussed. In our study we ensured that stakeholder mapping always included 'the government', 'family members of a person with a disability', 'neighbours and community members', 'NGOs' and 'the individual with a disability'. Others that were mentioned as part of the free listing process were 'churches', 'schools', 'the water board' a differentiation between DPOs and NGOs, a differentiation between district and central level government.
3. These stakeholders should be listed in a column along the side of the page. Participants should be asked to think about the positive contributions each stakeholder makes in terms of improving WASH access for people with disabilities. This should be based on what the participant thinks they actually currently do (not what they ought to do). This should be written in the positives column. In the next column 'Negatives' the participant should list any detrimental things (intentional or non-intentional) that the stakeholder is currently doing that is preventing access to WASH for people with disabilities. This may include barriers to change.

### *Analysing stakeholder mapping*

At the analysis stage you should bring together the responses from all participants and compare these to identify differences or commonalities in opinion and perception. In

particular it is useful to identify who is commonly seen to be doing the most currently and how this varies across the levels at which the participants operate. Also it is worth triangulating the data against what is obtained in interviews. For example if the government are saying that they are doing extensive work in this area but no one is aware of it, or perceives them to have no role, then this is clearly a gap in understanding and potentially implementation of policy.

*Sample of a stakeholder analysis completed by a village headman:*

Stakeholders	Positives	Negatives
Government	Not doing anything	Even if we ask for assistance there is never a response or anything forthcoming.
Family members of a person with a disability	The main people providing care to people with disabilities.	They have other things to deal with and other priorities so often they can't do much to change the situation
Neighbours and community members	Play an important role as they look out for people with disabilities even if family members are away.	They help only when they can but it is not a full time role so often the needs of the person with disability can be overlooked.
NGOs	No NGOs are doing anything in this community.  One NGO built a borehole once.	People come and ask about our problems but then nothing ever gets done.  They don't have the funds to meet everyone's needs.
Individual with the disability	Some can fend for themselves and improve their own lives.	The extent of their disability may mean that they require assistance from others to solve their problems and just to get by.
Schools	The schools try to assist students with disability. They are encouraged to attend.	The assistance is not adequate because the teachers are not trained or competent in how to take care of the needs of students with disabilities. There are no special schools for people with disability.
Traditional leaders	Know where people with disabilities are in the community.	No funding to act and unsure of how to provide support.

*References*

1. Bear R. The Discourse of Disability - Gowa, Malawi. *Submission for the Frederick Douglass Institute Prize.*