

Training handout – MAPPINGS



1

Stakeholder mapping to understand sustainability of results

A stakeholder analysis is another tool to understand HOW and WHY an outcome is (not) sustained.

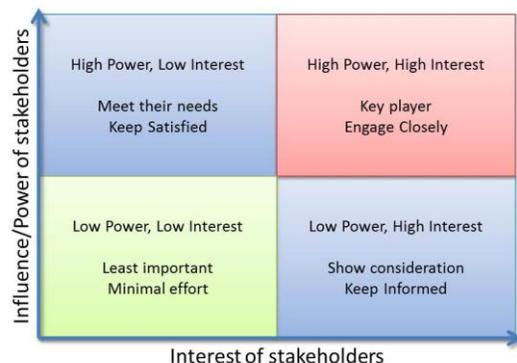
Draw a stakeholder map of organizations likely to sustain the results, and complement it with a stakeholder analysis to examine interest and power dynamics

- including partnerships, resources, and capacities to be sustained, how design & exit enabled this (e.g. who took over implementation ex-post?)
- capacity and commitment and structure of institutions assuming responsibility post project and relationships of those locally implementing.
- what conditions/inputs internal to the project implementation that were assumed at exit changed since closure?

1- Draw a stakeholder analysis map for project closing if possible and compare to now/at time of ex post evaluation. Complement it with a stakeholder analysis.

- Step 1: Reconstruct a stakeholder analysis from desk review.
- Step 2: Develop a stakeholder analysis with country counterparts and THEN compare with the desk review version (don't offer the desk review version up front because it will influence inputs).
- Step 3. Revise the stakeholder analysis (based on desk review) with the stakeholder/country counterpart one; verify with fieldwork.
- Step 4: Determine what's changed since project closing, how the relationships between power and interests have affected (and will continue to affect) sustainability; were any stakeholders missing? Were any moved from one quadrant to another and why? What implications does it have for sustainability of results and/or future impacts?

One way to map stakeholders is to look at their level of power/influence against their interest.



Questions:

- *Who are the key stakeholders who influenced or who were influenced by the project outcomes?
- *What are their respective levels of interest in the goals of the project?
- *What are their respective levels of influence or power (relative to other stakeholders) in affecting the goals of the project?

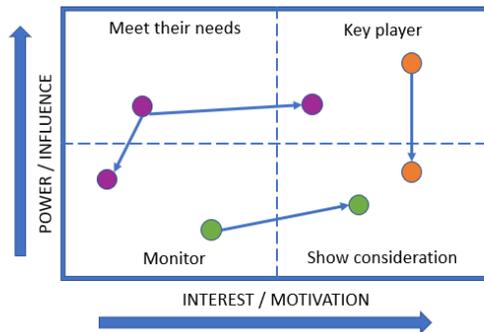
To map stakeholders against their level of influence and interest, the following should be considered:

- Explore whether identified stakeholders were engaged by the project, and how/in what ways;
 - Were they engaged in alignment with their quadrant?
 - Did any stakeholders change quadrants? When? Why?
 - Have (new) key stakeholders emerged since project closing?
- Assess whether stakeholders have changed quadrants since project closing and why
- Examine how did (a lack of) understanding interest and influence dynamics (during or after the project) influence the sustainability of outcomes

Example:

What does it mean when a stakeholder changes quadrants? E.g.

- From "key player" (upper right) to "show consideration" (lower right)
- From "monitor" (lower left) to "show consideration" (lower right)
- From "meet their needs" (upper left) to "key player" (upper right) AND "monitor" (lower left)



ORANGE: examples -

- An advocate Ministry loses power because of a change of hands in the executive office/PM/President, but the same staff are there and the same interests hold; just more difficult for them to FORMALLY support the project
- A donor drops out from the set of activities, but the local staff unofficially supports from a distance because they have related work on another project at the same site

GREEN: examples –

- A nearby village sees the benefits of the adopted farming, land restoration and water management activities and adopts some of the project’s strategies for themselves, upscaling the outcome and bringing themselves some of the financial and ecological benefits
- A local NGO that was one of the original implementers gets a new director who shows greater interest in the project outcomes because of a new directive or money source

PURPLE: examples – a split

- One of the stakeholders split off from another initial group present at project closing; one of the project sites has a person who is elected to local office and is motivated to make the project a success, while another former advocate from the same site loses their position/post in leadership at the regional level

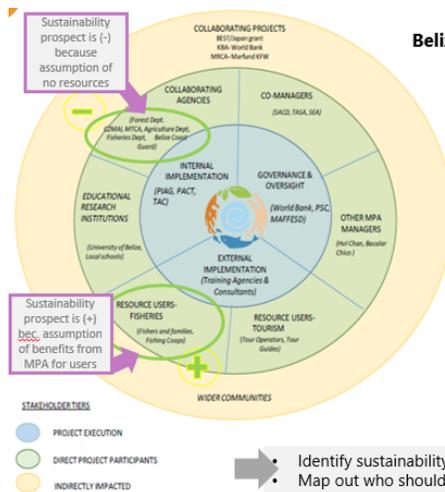
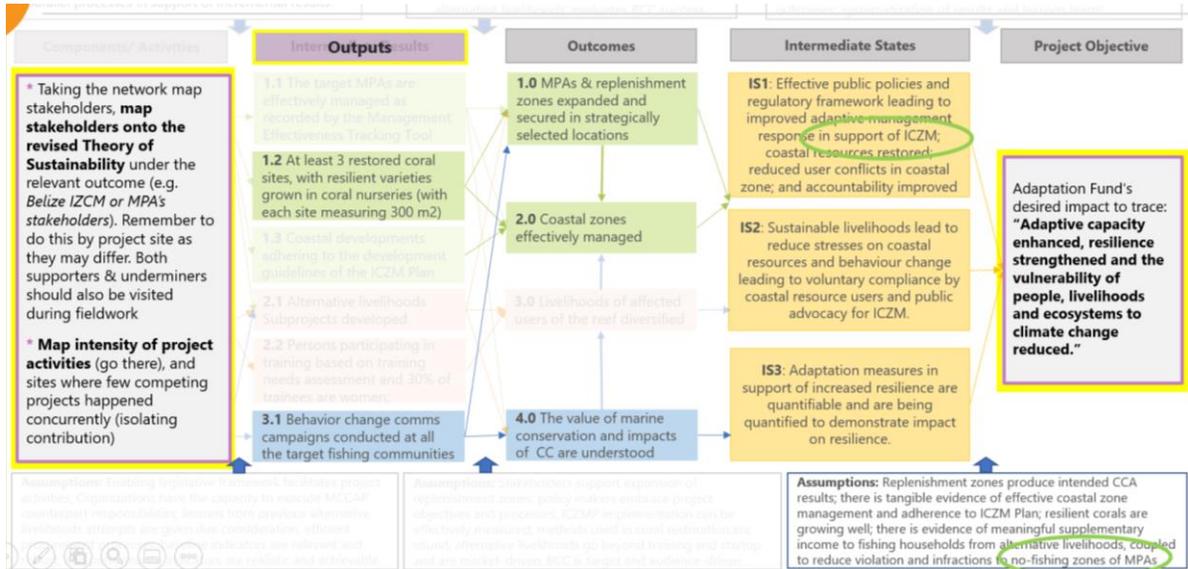
2- Who is expected to positively sustain results, as well as those who could harmfully affect results since exit?

mark stakeholder on the map with a + or a – and draw along the axis (next slide). these could be internal to the project (e.g. donor, implementer, community) or external (e.g. wider government actors, private sector or others in the ecosystem).

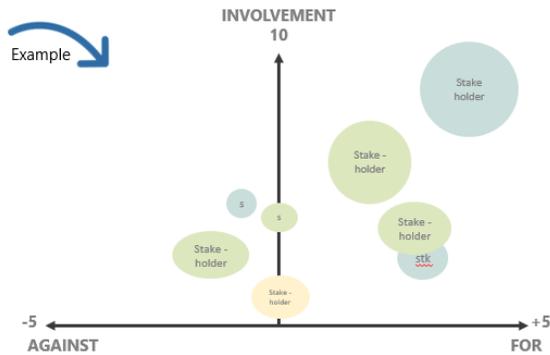


3- Map onto the Theory of Sustainability the key stakeholders (each activity by outputs/ outcomes and final impact(s))

- remember to do this by project site as they may differ.



Belize project stakeholder map



- Identify sustainability assumptions: which stakeholders are likely to make things last (+) or not (-)
- Map out who should be talked to and test assumptions of sustainability



Project activity mappings for site selection

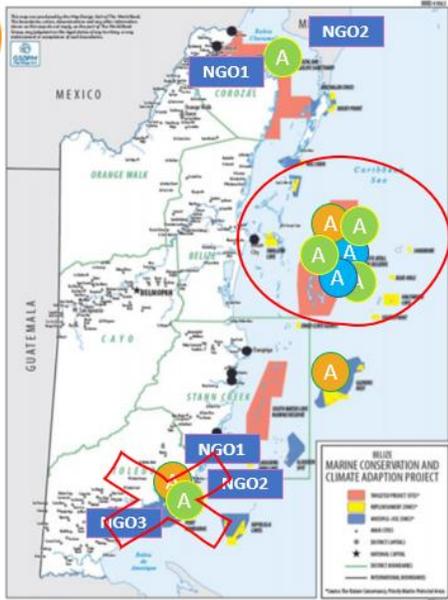


Figure 1: Map showing geographic location of MPAs and communities

Project activities should be mapped according to terminal evaluation findings and discussions with in-country counterparts.

1- Map project activities by concentration of activities per area

Identify the concentration of activities, the concentration shows where you should go

2- Map isolatability of activities from other implementers

- Show the isolatability of AF project (with regards to other organizations implementing projects in the area)

Available maps should be updated with more details at local-level, concentration of activities and presence of other organizations in AF- supported regions.

3- Check whether anything about the project site reflect resilience characteristics

Mapping project activities not only enables to select an outcome, but it also helps narrowing down the possibilities for site selection. Once this is done, the evaluator needs to see whether resilience is reflected in the potential site, in order to make a final choice for site and outcome selection.



Characteristics questions	Characteristics example
<p>Feedback loops:</p> <p>What kinds of communication, and/or coordination has developed at this project site to sustain results?</p> <p>Does information get to whomever needs it to respond to climate impacts at this project site? Is it done in a new or different way because of the project?</p>	<p>Coordination mechanism: Established and active cross-sector and representative national committee or group to facilitate long-term planning and short-term decision-making at the sector/sub-sector specific level</p> <p>Open communication channels: Regular (multi) village level representative meetings around addressing specific local climate risks and corresponding response measures</p>

<p>At scale:</p> <p><u>Temporal scale:</u> e.g. Did sufficient time pass in order to see desired results (especially for natural systems)? In what way(s) did the outcome change the speed responsiveness to climate disturbances at the project site?</p> <p><u>Spatial scale:</u> e.g. Is there a cluster of sites that together comprise of a substantial benefit at a regional or national scale? Did the project results change the impact of the climate disturbance?</p>	<p>Mangrove: Adequate time for restoration of a natural buffer to climate disturbances Early warning system: Increased speed of (human) responsiveness to climate risks...</p> <p>Afforestation: Area of restored natural resources is large enough to support ecosystem services Storm surge (sea) wall: Hard infrastructure provides a physical buffer from a targeted climate disturbance...</p>
<p>Diverse:</p> <p><u>Human systems:</u> e.g. Does the project site show inclusion for women and girls, disabled, poor, and/or other marginalized groups? Does the site reflect diversity or diversification in other ways?</p> <p><u>Natural systems:</u> e.g. Is ecological biodiversity a factor in sustaining results</p>	<p>Engagement of marginalized groups in decision-making: People who are historically left out of decision-making positions now actively participate</p> <p>Gender equity in leadership: Women and girls, non-binary and/or trans people have leadership roles</p> <p>Ecological diversity: A wide variety of species with different niches that have co-evolved together are not threatened or endangered</p>
<p>Dynamic:</p> <p><u>Coordination:</u> Entities that are responsible for specific climate disturbance management are now sharing resources and information</p> <p><u>Partnership:</u> Active cooperation facilitating complex decision-making around common goals in relation to climate disturbances</p>	<p>e.g. What kinds of flexibility and adaptability are illustrated at this project site? How were these capacities demonstrated?</p> <p>E.g. If one path/ strategy/ approach did not work was another tried? Why, or what triggered the change? By whom?</p>
<p>Redundant:</p> <p><u>Back-up systems:</u> Two evacuation routes through different terrain in case one is closed off or damaged</p> <p><u>Parallel or duplication of effort:</u> An observer manually measures rainwater levels in addition to the hydro met station gauge</p>	<p>e.g. Are there duplicate systems or back-up systems involved in responding to a specific climate disturbance at this project site?</p> <p>If one path, approach, or strategy fails, what are the other options available?</p>



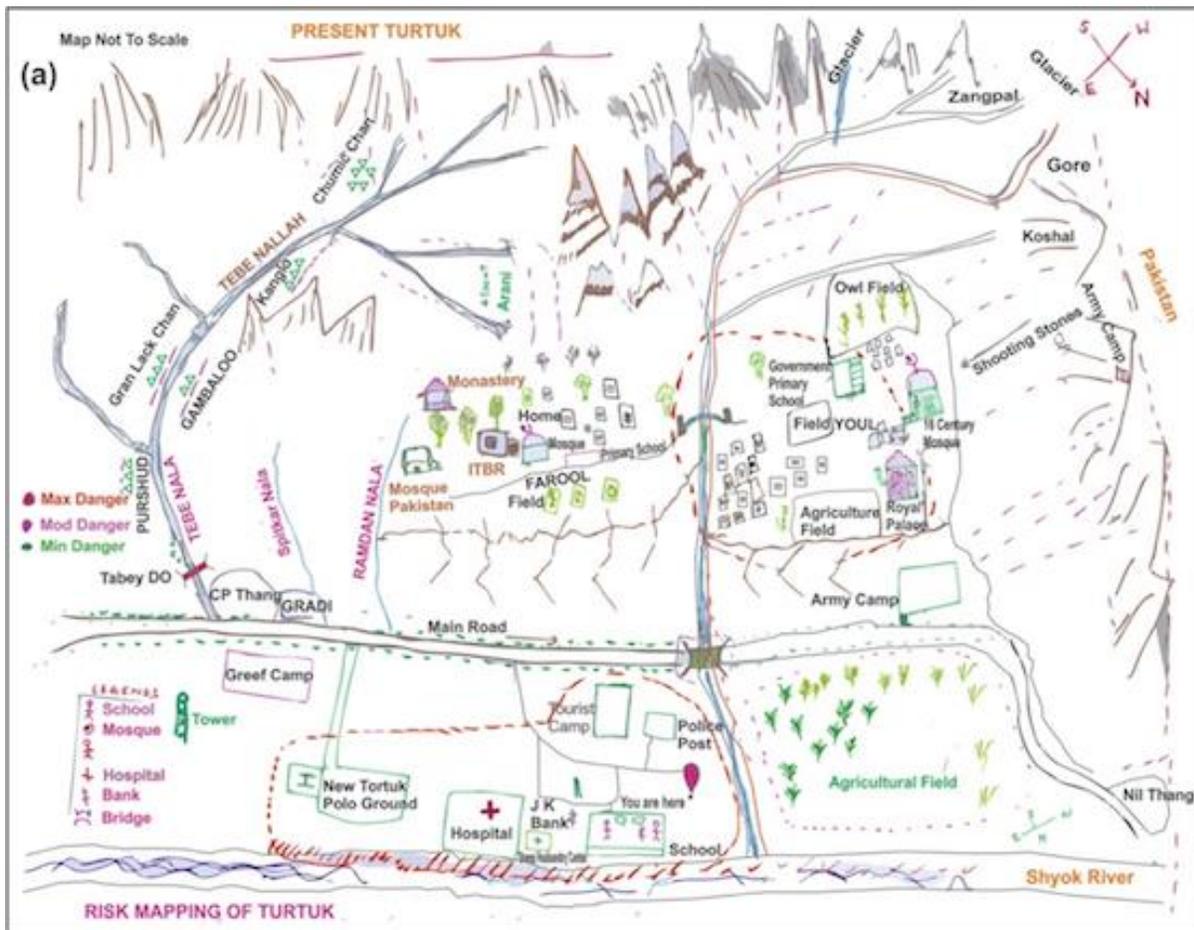
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Mapping shocks to sustainability for outcome and site selection

1- Map local, regional, national, and international shocks that would affect sustainability (e.g. policy, economy, security) pre and post closure by site

- what external shocks linked to climate vulnerability and resilience affected the participants, partners, natural system, wider country?
- describe the viability of the local ecosystem and describe how it has changed since the project's end. Why?
- What other external shocks affected the previously cited stakeholders?

This exercise could also be a physical map like a community or other local-unit vulnerability mapping exercise, aka hazard map or risk map.



Source: <https://www.sciencedirect.com/science/article/pii/S2212420919300093>