

## Stakeholder Analysis

**Stakeholder:** Any person, group or organization who can be positively or negatively impacted by, or cause an impact on, the actions or activities proposed.

### List of stakeholders in categories:

#### Beneficiaries:

- Children
  - Primary: 4-10 years – Beyond School Primary
  - Secondary: 11-15 year – Beyond School Secondary, BY BMC, Computer Literacy
  - Higher Secondary: 16-18 years – NOS, Margam, Computer Literacy
  - Youth: 18-45 years – NIOS, Margam and Computer Literacy
- Women: 18-45 years - NIOS, Margam and Computer Literacy
- Parents: Awareness Program, Counselling, Participation in Margam and Computer Literacy
- Local School Children – Event based

#### Decision Makers:

- Core Management Team
- Founder
- Central Advisory Board - Delhi
- Staff in VIDYA (teachers, coordinators, social workers, volunteers, accounts officer):

#### Funding Agencies:

- Corporates
- Individuals
- Grant making agencies
- Give India (Tier 2)
- CAF



- United Way

**Potential Opponents:**

- Community
- Parents
- Family Restrictions
- Other Local CBOs and NGOs
- Computer Centre, tuition teachers

**Supporting/Group:**

- Parents
- Local Schools
- Local Resident Associations
- Aahar Mahila Samaj Sanstha Catering Unit

**Partners:**

- Rotary
- NIIT Foundation
- Atma
- Sprouts
- Magic Bus



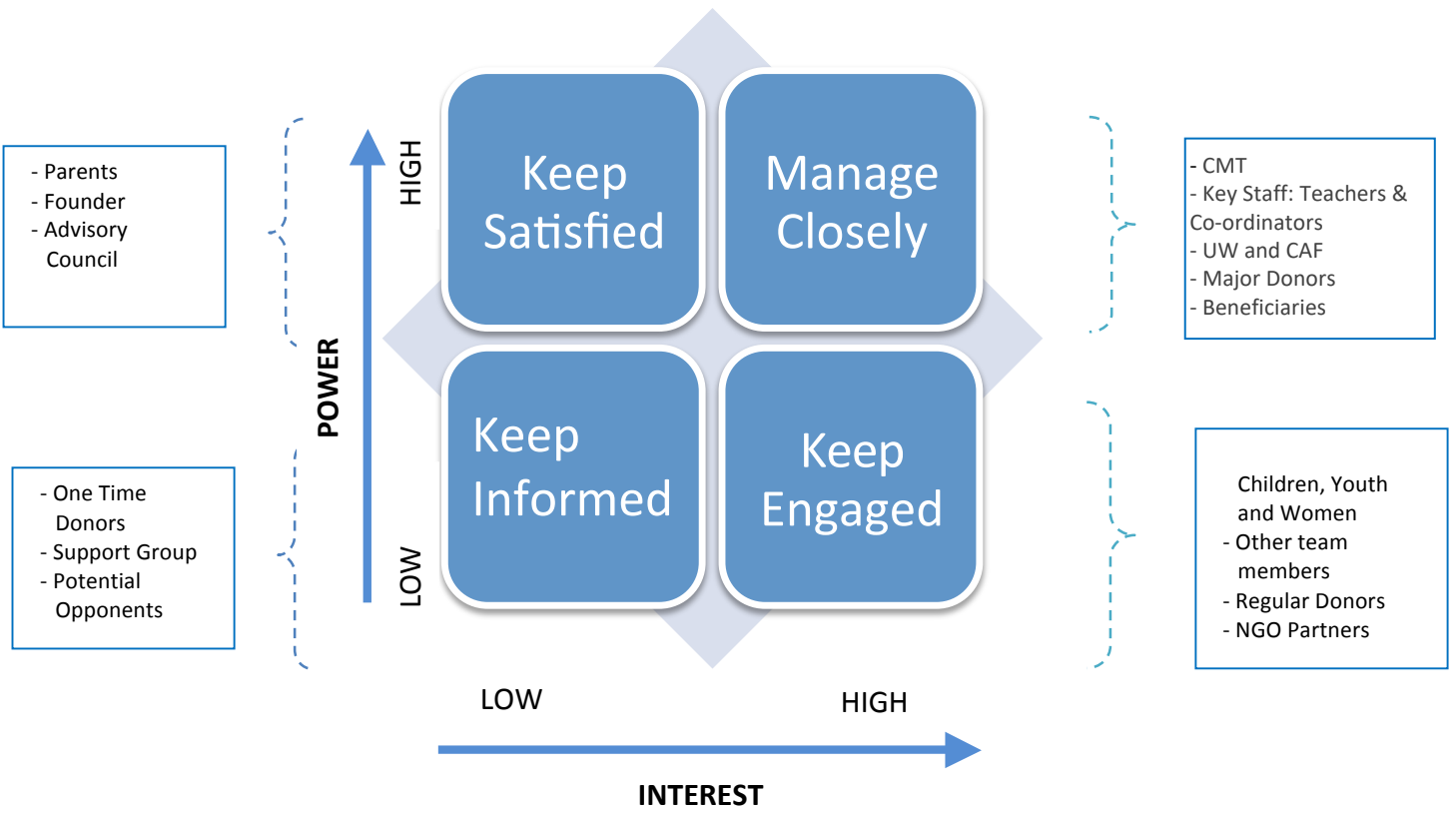
## Power Interest Grid

The Power/Interest Grid contains four quadrants. Each quadrant gives you an indication of the level of stakeholder management that you'll have to employ and may also influence the type of communication style. The four quadrants of the Power/Interest Grid are shown below.

Remember this map may not remain static over time. In a long and complex programme a stakeholder might have a low interest initially with increasing interest as the change came closer to them. Also external changes, scope changes and role changes might all move people from one box to another.

Four Quadrants –

- Manage Closely
  - Key Players focus efforts on this group
  - Involved in governance or decision making bodies
  - Engage and Consult regularly
- Keep Satisfied
  - Engage and consult on Interest area
  - Try to increase level of interest
  - Aim to move to the right hand box “Manage Closely”
- Keep Engaged
  - Make use of interest through involvement in low risk areas
  - Keep informed and consult on interest area
  - Powerful supporter/goodwill ambassador
- Keep Informed
  - Inform via general communications: newsletters, websites, emailers etc
  - Aim to move to right hand side box “Keep Engaged”



## Target groups

### 1. Name of the Stakeholder:

Stakeholder:	United Way
<b>Stake:</b>	<u>Description</u> <ul style="list-style-type: none"> <li>• Monitoring use of funds provided</li> <li>• Act as a network</li> <li>• Expect return on investment, funds used in the right way</li> </ul>
<b>Potential impact on project:</b>	<u>List potential influence and impacts for this Stakeholder on the NGO's program</u> <ul style="list-style-type: none"> <li>• Networking, peer exchange, expand donor base</li> <li>• Discontinue/stall funding/cash-flow</li> <li>• Continuity and sustainability of project</li> </ul>
<b>Expectations from stakeholder:</b>	<u>What they expect from the NGO program</u> <ul style="list-style-type: none"> <li>• Invitations, site visits, donor engagement</li> <li>• Ensuring project is running smoothly</li> <li>• A certain quality of service</li> <li>• Recognition of partnership</li> <li>• Reports, timely reporting</li> </ul>
<b>Attitude towards project:</b>	<u>Attitude experienced from this stakeholder:</u> <ul style="list-style-type: none"> <li>• Encouraging, enthusiastic</li> <li>• Supporting</li> <li>• Interfering</li> </ul>
<b>Manager:</b>	<ul style="list-style-type: none"> <li>• Who manages this relationship</li> </ul>

**Risks and actual Conflicts / potential conflicts:**

- Pull out funding
- Unreasonable demands and not having resources to meet those demands
- not able to submit accurate reports
- change in reporting structure/policy change ie expect a power-point presentation as a format

**Opportunities:**

- Opportunity for further increasing donor base
- Information exchange
- More funds, more collaborations and support

**Goals and Actions:**

Mission with this stakeholder, strategy for involvement and dissemination of information and actions to take:

- Send monthly/regular reports
- Send invitations for site visits, special events
- Recognition of support
- Strategy and goal- how much you want to increase funding by (percentage)
- Negotiation of unreasonable demands (if any)
- Improve communication: By utilizing donor base, sending them proposals for developing fundraising, utilizing , engaging, sending requests for funding
- Leverage donor relationship

## 2. Name of the Stakeholder:

<b>Stakeholder:</b>	<b>The Rotary Club (BY only)</b>
<b>Stake:</b>	<p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Return on investment, see the program run efficiently</li> <li>• Management of Infrastructure- liaisons with schools, principals, provide computers, rooms and volunteers for BY program</li> <li>• BY program, originally designed by the Rotary Club</li> </ul>
<b>Potential impact on project:</b>	<p><u>List potential influence and impacts of this Stakeholder on the NGO's program</u></p> <ul style="list-style-type: none"> <li>• Program Continuity</li> <li>• Funding</li> <li>• Cash flow</li> <li>• Sustainability of entire program</li> <li>• Staff management: volunteers</li> <li>• Number of beneficiaries</li> </ul>
<b>Expectations from stakeholder:</b>	<p><u>What they expect from the NGO program</u></p> <ul style="list-style-type: none"> <li>• Student performance and academic results</li> <li>• Full classrooms- high attendance levels</li> <li>• Immediate improvement in programs</li> <li>• Outcome being met</li> <li>• Reporting; monthly reports</li> <li>• Return on investment: - BY to hold festivals, performances by students to showcase programs</li> </ul>
<b>Attitude towards project:</b>	<p><u>Attitude experienced from this stakeholder</u></p> <ul style="list-style-type: none"> <li>• Enthusiastic</li> <li>• Supportive</li> <li>• Demanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Organizing</li> <li>• Proactive, show initiative</li> <li>• Interfering at times</li> <li>• Staff from Rotary; management/corporate background, not as empathetic as Vidya staff</li> <li>• Conflict in approach due to vocational background</li> </ul>
<b>Manager:</b>	<ul style="list-style-type: none"> <li>• Neeta Prdhan</li> </ul>

**Risks and actual conflicts / potential conflicts:**

- Programs are not standardized across schools: currently the Rotary club is expanding the Beyond School Program (BY), as a franchise, hence there is a need to standardize procedures across all schools; ie. Of curriculum, program design etc
- Interfering; want to see instant results, particularly in regards to spoken English
- Unreasonable demand;
- Don't give programs enough time to develop and to have an impact on the students, .ie. Theatre/ dance program which was cancelled after a short period of time due to the lack of immediate, visible results
- Volunteers; conflict of approach- more of a 'top-down' approach, less empathetic, due to vocational background, want to see quick results.

**Opportunities:**

- Provide new programs, adding value to programs
- Extra funding
- Networking, associations
- provide BY with volunteers/ interns: A Rotary Club volunteer is placed at every school, they would be responsible for the smooth running of each program, and ensuring that infrastructure, equipment i.e. computers, rooms are available





**Goals and Actions:**

Mission with this stakeholder, strategy for involvement and dissemination of information and actions to take:

- Implementing programs to be smooth
- Network
- Annual reports- monthly- ensuring smooth implementation
- Effective communication- once a month- meeting with Rotary members
- Fundraising; connecting to donors,

**3. Name of the Stakeholder:**

Stakeholder:	Core Management Team
<b>Stake:</b>	<ul style="list-style-type: none"> <li>• To achieve VIDYA’s vision and aim</li> <li>• Ensuring that that programs are running smoothly</li> <li>• Program coordination</li> <li>• Funding</li> <li>• Responsible for organizational growth</li> <li>• Responsible for transparency of organization</li> <li>• Responsible for filling the gaps</li> </ul>
<b>Potential impact on project:</b>	<ul style="list-style-type: none"> <li>• Sustainability of programs</li> <li>• Expansion of organization</li> <li>• Program management</li> <li>• Knowledge and experience of CMT; adding value to the program</li> <li>• Brand building: ambassadors</li> <li>• Maintaining ethos, vision of VIDYA</li> <li>• Ensuring vision is implemented on the ground</li> </ul>
<b>Expectations from stakeholder:</b>	<ul style="list-style-type: none"> <li>• Curriculum design</li> <li>• Delivery by staff, teachers</li> <li>• Cooperation from partners</li> </ul>
<b>Attitude towards project:</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Enthusiasm</li> <li>• Driving force of organization</li> <li>• Support</li> <li>• Appreciation</li> </ul>

- Frustration

**Manager:** Core Management Team

**Risks and actual/potential conflicts from this stakeholder:**

- Difference of opinion
- Role of CMT not clearly defined
- Lack of general support to teachers
- Lack of organizational structure
- Cooperation with teachers/ coordinators: intent/ goals of program lost when teachers stray from the curriculum, implement own lesson design when there is no standardization

**Opportunities:**

- Curriculum exchange between all centres (BY and Powai) [for Beyond School]
- Common platform for exchange, ie. A database to exchange ideas
- Coordination between centres for larger events i.e. Science fair, excursions
- Sharing of learning materials; teacher development courses
- Able to expand donor base, networks as ambassadors

**Goals and Actions:**

- Encourage collaboration between all centres- To attend regular meetings – Powai and BY, CMT; more communication between BY and Powai
- Create a clear definition of roles, activities and responsibilities of CMT
- Keep teachers involved (ie. Recognition, ensure there is no disconnection between CMT and teachers), make sure they keep on track with regards to VIDYA’s goals and ethos
- Standardization of processes of reporting- central reporting system

#### 4. Name of the Stakeholder:

Stakeholder:	Beneficiaries
<b>Stake:</b>	<ul style="list-style-type: none"> <li>• Attending classes</li> </ul>
<b>Potential impact on project:</b>	<ul style="list-style-type: none"> <li>• Level of cooperation</li> <li>• Determine the evolution of the program- tailored to suit needs and growth of students, customization of programs</li> <li>• Lead to a creation of a new program; ie life skills, seeing the need for a new program</li> <li>• Program- type of program that is created- Indian dancing</li> <li>• The amount of children determine the amount of programs, teachers, size- hiring of new teachers→ Program size</li> <li>• Funding requirement - due to size of class and the profile of beneficiaries</li> </ul>
<b>Expectations from stakeholder:</b>	<ul style="list-style-type: none"> <li>• Believe they will further their education, quality education</li> <li>• To be stimulated</li> <li>• Coming to program to escape homes</li> <li>• A value in education</li> <li>• Look for a safe learning environment,</li> <li>• They expect an engaging, fun experience</li> <li>• Youth come expecting to pass their exams</li> <li>• Sometimes expect tuition, that grades will improve</li> <li>• Increase job opportunities, employment: NIOS, computer centre, margam</li> <li>• Access to computer- computer a big draw, ability to use the computer</li> <li>• Skills enhancement</li> <li>• Speaking English</li> </ul>
<b>Attitude towards project:</b>	<ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Students can be indifferent, do not see the value of the program, or realize its value and that it may</li> </ul>

	<p>be of help to them</p> <ul style="list-style-type: none"> <li>• PN- individual donors coming in to donate things, dropouts- t getting anything, as an extra meal</li> <li>• Students can be skeptical</li> <li>• Nutrition- some children just see the program as an extra meal</li> <li>• The parents upset, not getting any things in return</li> <li>• Appreciation- for the skills that they learnt</li> <li>• Some hostility, resistance to the program – by family, relatives (Margam esp.)</li> <li>• Demands on curriculum- for the program to offer more</li> </ul>
<b>Manager:</b>	<ul style="list-style-type: none"> <li>• Neeta Pradhan, Director BY &amp; Manisha Ahuja, Education Supervisor</li> </ul>

**Risks and actual/potential conflicts from this stakeholder:**

- Have an influence on the direction of the program
- Influence on class size
- Non-cooperation
- Not completing the program
- Discipline- children, teachers aren't able to teach due to disruptions
- Principal doesn't support program, indifference to Beyond School- BY only
- Margam- not being able to meet their aspiration, having a business after completing course, a higher income
- Dropout youth not being able to pass exams
- Difficulty in maintaining enthusiasm for class, due to pressure and homework from school, hence a lack of attentiveness and energy- 8<sup>th</sup>, 9<sup>th</sup> Stnds. BY
- Unreasonable demands; a fast learner may demand more material to be taught
- Providing a good or a bad reputation in the community
- Computer course: a fast learner may demand an advanced program/ course to be taught when finished

## Opportunities

- Fine tuning of the programs through customization; based on beneficiaries need
- Ambassadors in the communities for program- Powai
- Networking, Word of mouth
- Employment opportunity at VIDYA:
  - o At 11<sup>th</sup> standard BY, opportunity to teach as tutors or trainers
  - o Trainers, students who show enthusiasm are asked to be trainers, as volunteers
- Engaging family members, extending programs for the families, bringing program s home- eg. Margam
- A bigger support structure for VIDYA, and for the beneficiaries

## Goals and Actions:

- Students to understand a clear goal and aim of program prior to commencing program
- Ensuring good communication, engagement with students
- Knowing the beneficiaries; background of student
- Student ; teacher ratio
- Knowing the beneficiaries, the teachers by VIDYA; mapping
- Meaningful class, enthusiasm for programs maintained throughout
- Feedback from students, active counselling one between teachers and students
- Students giving feedback on teachers
- Find ways to make students talk and voice opinion- in a comfortable, safe environment
- Adult classes- feedback, their own progress, program, etc, assessing progress tracking
- Progress tracking by staff:
- Impact assessment
- Documentation

## 5. Name of the Stakeholder:

Stakeholder:	Key staff, Teachers, coordinators and volunteers of BY
<b>Stake:</b>	<ul style="list-style-type: none"> <li>Responsible for ensuring the day-to-day implementation of the program</li> </ul>
<b>Potential impact on project:</b>	<ul style="list-style-type: none"> <li>Delivery of curriculum</li> <li>Ensuring systems are in place</li> <li>Tackling daily issues</li> <li>Mediators between program heads and beneficiaries</li> </ul>
<b>Expectations from stakeholder:</b>	<ul style="list-style-type: none"> <li>Adequate knowledge and expertise in area of teaching</li> <li>Timely Reporting of activities conducted in class</li> <li>Liaising with school personnel</li> <li>Keeping beneficiaries engaged</li> <li>Staying up to date with new teaching methods and materials</li> <li>Keeping records and accounts of expenses (for cords)</li> <li>Tracking drop-out rates</li> </ul>
<b>Attitude towards project:</b>	<ul style="list-style-type: none"> <li>Supportive and compassionate toward students</li> <li>Creative and proactive</li> <li>Regular and disciplined toward the work.</li> </ul>
<b>Manager:</b>	<ul style="list-style-type: none"> <li>Neeta Pradhan, Director BY &amp; Manisha Ahuja, Education Supervisor</li> </ul>

**Risks and actual conflicts / potential conflicts:**

- Quick turnaround due to low interest.
- Inability to record and track progress quantitatively
- Non compliance to curriculum guidelines
- Change in operational policy
- Not proactive enough toward new learning methodologies
- Not enough focus on research and professional development

**Opportunities:**

- Bring their creativity to the fore
- Can connect with students as they are in touch with them regularly
- If already trained teachers, they help bring best practices to the table.
- An important part when scaling up and helping put systems in place

**Goals and Actions:**

- Ensuring compliance to curriculum and a more result-oriented teaching
- Put reporting templates in place
- Encourage more professional development activities
- Provide them with more aids to facilitate self learning, ex: computer training courses etc
- Improve communication with management and beneficiaries