

STAKEHOLDER ANALYSIS

Conservation, Livelihoods and Governance Programme Tools for participatory approaches

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Stakeholder analysis is a process of identifying stakeholders and categorising them according to their relationship with the issue or activity and determining what this means in terms of how / whether to work with them.

What is it useful for?

- Identifying the interests and influence of all stakeholders who may affect or be affected by a programme or activity.
- Allowing people who may be affected by an intervention to express their views.
- Identifying individuals, groups or organisations with whom to work.
- Identifying potential conflicts that could arise as well as opportunities and relationships which can be built upon.
- Exploring ways in which to reduce negative impacts on disadvantaged groups.
- Monitoring change in relationships with and between stakeholders over a period of time.
- As part of a process to value ecosystem services, stakeholder analysis can help ensure that the perspectives of all stakeholders are captured and can inform the development of equitable benefit sharing mechanisms.
- In the context of climate change, stakeholder analysis is an important step in understanding who is likely to be affected by climate change and who needs to be involved in interventions to support adaptive capacity.

Suggested steps

Allow approximately **2 hours** for this exercise.

- 1) Agree the focus of the exercise with participants (i.e. a planned project, a specific intervention, a protected area).
- 2) Participants should then establish what is understood by the term stakeholder. A stakeholder is any individual, group, organisation, department or network that has an affect on, or is affected by, a particular issue, activity, project or site. It is important to remember 'hidden' stakeholders, who are often most affected but less likely to be seen or participate. Stakeholders do not necessarily have to be geographically close to the area of concern.
- 3) Individually and then as a group, ask participants to brainstorm all the possible stakeholders they can think of. It may help to think of stakeholders by sector – the private sector, public sector and civil society, including different groups within local communities.
- 4) Ask participants to complete a table (Figure 1) listing all the stakeholders, their interest in the biodiversity/natural resources/landscape we are aiming to conserve and in what ways they may affect those or be affected by the issue (such as climate change), or project activity or policy under discussion.

- 5) A simple grid should then be drawn, as in Figure 2, and each stakeholder should be placed within the grid according to their interest and influence. Explain the matrix before participants start to place stakeholders, going through each quadrant of the grid. For example, if a stakeholder has a high level of influence but a relatively low stake, or interest (such as a school teacher), they will be placed in the top left box of the grid. Explain that the influence that people (groups, or organisations) have could be direct or indirect – for example a schoolteacher may have limited influence in relation to protected area managers but greater influence within the wider community and hence could be a potential ally in achieving project goals.

Figure 1: A table for identifying stakeholders' interests

Stakeholder	Interest	Affect (positive & / or negative)	Affected (positive & / or negative)
Poorer households in village	Use forest resources (nuts, fruit, herbs, firewood) for own use and sale – walnut harvest particularly important	+ve – need to maintain forest resources so can continue to use -ve – potential unsustainable use and degradation of resources	+ve – benefit from project training IF specifically targeted -ve – will be most affected by increased enforcement

- 6) Once the placement of stakeholders is underway, sit back and observe and only interrupt if absolutely necessary in order to clarify something or help participants if they get stuck.
- 7) Discuss and analyse the results. Any inconsistencies or differences of opinion should be noted and, if possible, resolved. The group should discuss the placement of stakeholders in the grid, focusing on where they are placed and why, and what this means in terms of working relationships.

Figure 2: Stakeholders' influence and interest grid

High influence	e.g. School teacher	
		e.g. poor women farmers
Low influence		
	Low interest	High interest

Questions to guide discussion and analysis

The following questions can be used to guide the discussion but should be adopted and adapted according to the focus of the exercise.

- Who is responsible for decisions on important issues?
- Who is influential? And in what ways?
- Are there any steps that could be taken to mitigate or take advantage of this interest?
- Who will be most affected – negatively and positively - by the project? In what ways will they be affected?
- What can [the project] do to address the negative impacts?
- Who is most likely to support [the project]? How should [the project] work with them?
- Who may obstruct or hinder [the project] if they are not involved? How should [the project] work with them?
- Who has been involved in the area (thematic or geographic) in the past?
- Who has not been involved up to now but should have been?

Points to remember:

- ❖ Political or social relationships might influence group discussions or consensus.
- ❖ Local participants should be encouraged to build as much of the diagram as possible without interruption and to suggest anything else that should be recorded.
- ❖ Before using this tool read the accompanying document, *A guide to using tools for participatory approaches*.

For further information

DfID (2003) *Tools for Development : A handbook for those engaged in development activity*
www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf

WWF (2005) *Stakeholder Analysis*
http://www.panda.org/what_we_do/how_we_work/programme_standards/



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