Stakeholders – Approaches

1 A strategic approach

A strategic approach to stakeholder analysis – often just called “stakeholder analysis” is used to support the design, implementation and evaluation of a proposed project.

The main purpose of this approach is to assist in the design and evaluation of projects. Some donors now require a stakeholder analysis as an integral part of project preparation. A good example is the UK’s Department of International Development (ODA, 1995).

This type of stakeholder analysis includes the drawing up of matrices or checklists which show the interests of the stakeholders and what they can contribute to the project, as well as identifying risks for successful project implementation due to conflicts between stakeholder interests and project interest. These risks can then be included directly in the logical framework of the project.

Based on these risks and assumptions the desired type of stakeholder participation in the various stages of the project cycle is identified as well as strategies for consensus building.

The steps that are usually followed in this approach are:

1. Draw up a list of stakeholders
2. Identify the interests of the stakeholders identified, in relation to the project or problem area
3. Evaluate the importance and influence of the stakeholders, and the implications of this for the project
4. Evaluate the implications for cooperation between stakeholders and the risks to the project represented by the different interests
5. Determine which stakeholders should participate in the project, when and how.
2 A scenario approach

A scenario approach to stakeholder analysis is used to look at complex situations and predict future situations and scenarios. It looks at conflict of interest between stakeholders and trade-offs between objectives.

The aim is to improve the understanding of natural resource problems, structural changes and policy issues.

Rather than starting with a project, this approach looks first at an agreed problem. By exploring the stakeholders interests and objectives, it is possible to understand their behaviour.

This approach is not used to facilitate project design and implementation. The people using this approach must also take up an ‘outsiders’ position.

3 A participatory approach

A participatory approach to stakeholder analysis is needed if it is to be used for facilitating dialogue and negotiating among stakeholders.

The analysis of stakeholders’ interest, perceptions, relationships, knowledge and experience should be done by the stakeholders themselves. The researchers or staff become facilitators and have a specific role.

Stakeholders can then use participatory methods to understand their different interests, views and values. They can better understand how well they are organised to deal with particular problems, or not. It also allows them to develop commitment for collective action in future.

One such approach is called RAAKS – or “Rapid Appraisal of Agricultural Knowledge Systems” (Engel and Salomon, 1997). RAAKS consists in looking at the process of innovation from the different perspectives of the different stakeholders, through a series of iterative “windows” grouped in three major phases:

A - defining the problem
B - analysing constraints and opportunities
C - planning strategies and actions
The A phase - defining the problem - can be subdivided into 5 windows:

- A1 - Define objectives
- A2 - Identify relevant stakeholders
- A3 - Evaluate the diversity of objectives of the stakeholders
- A4 - Evaluate the environment
- A5 - Redefine the problem

The B phase – analysing constraints and opportunities – can be subdivided into 7 windows:

- B2 - Analysis of the stakeholders
- B3 - Analysis of the information networks
- B4 - Analysis of integration
- B5 - Analysis of tasks
- B6 - Analysis of coordination
- B7 - Analysis of communication
- B8 - Synthesis of the social organization

The C phase – planning strategies and actions – consists of 3 windows:

- C1 - Analysing the possibilities for action
- C2 - Analysing stakeholder potential: who can do what?
- C3 - Making agreements for a plan of action
4 References and acknowledgements


This learning resource was prepared for ICRA (www.icra-edu.org) by Richard Hawkins based on material from Annemarie Groot and cited sources. It forms part of the ICRA learning resources, written for use in capacity building in “Agricultural Research for Development”. You are welcome to use these materials for non-profit purposes; we only ask you to send us a short email at Secretariat.ICRA@wur.nl, or leave a comment on our webpage telling us how you have used them and how you think they could be improved – Thank you!