Stakeholder Analysis

Authors: Mark Reed and Liz Oughton

Report number:	**03**
Deliverable:	**D3.1**
Report type:	**Scientific Report**
Issue date:	**22/03/2018**
Project partner:	**Newcastle University, UK**
Version:	**2.0**

DOCUMENT SUMMARY

Project Information	
Project Title:	Soil Care for profitable and sustainable crop production in Europe
Project Acronym:	SoilCare
Call Identifier:	H2020-SFS-2015-2b
Grant agreement no.:	677407
Starting Date:	01.03.2016
End Date:	28.02.2021
Project duration	60 months
Web-Site address:	www.soilcare-project.eu
Project coordinator:	Wageningen Environmental Research (WEnR)
EU project representative & coordinator:	Dr. Rudi Hessel - (rudi.hessel@wur.nl) +31 317 486 530
Project manager:	Dr. Rudi Hessel - (rudi.hessel@wur.nl) +31 317 486 530
Report Information	
Report Title:	Stakeholder Analysis Report
Principle Author(s):	Mark Reed and Liz Oughton
Principle Author e-mail:	Mark.reed@bcu.ac.uk
Deliverable Number:	D3.1
Work Package:	WP3
WP Leader:	Newcastle University, United Kingdom
Nature:	Public
Dissemination:	Document
Editor (s):	Rudi Hessel
E-Mail(s):	Rudi.hessel@wur.nl
Telephone Number(s):	+31 317 486530
Report Due Date	28-02-2017
Report publish date:	22-03-2018
Copyright	©2017 the SoilCare project and Partners Copyright notice and disclaimer: http://tinyurl.com/soilcare-disclaimer

No.	Participant organisation name	Abbreviation	Country
1	Wageningen Environmental Research	WEnR	Netherlands
2	University of Newcastle upon Tyne	UNEW	United Kingdom
3	Katholieke Universiteit Leuven	KUL	Belgium
4	University of Gloucestershire	UoG	United Kingdom
5	University Hohenheim	UH	Germany
6	Research Institute for Knowledge Systems	RIKS	Netherlands
7	Technical University of Crete	TUC	Greece
8	Joint Research Centre	JRC	Italy
9	University of Bern	UNIBE	Switzerland
10	Milieu LTD	MLTD	Belgium
11	Norwegian Institute of Bioeconomy Research	NIBIO	Norway
12	Bodemkundige Dienst van België	BDB	Belgium
13	Aarhus University	AU	Denmark
14	Game & Wildlife Conservation Trust	GWCT	United Kingdom
15	Teagasc	TEAGASC	Ireland
16	Soil Cares Research	SCR	Netherlands
17	Instituto Politecnico De Coimbra	IPC/ESAC	Spain
18	National Research and Development Institute for Soil Science, Agrochemistry and Environmental Protection	ICPA	Romania
19	University of Padova	UNIPD	Italy
20	Institute of Agrophysics of the Polish Academy of	IAPAN	Poland
21	Wageningen University	WU	Netherlands
22	University of Pannonia	UP	Hungary
23	Swedish University of Agricultural Sciences	SLU	Sweden
24	Agro Intelligence Aps.	AI	Denmark
25	Crop Research Institute	VURV	Czech Republic
26	University of Almeria	UAL	Spain
27	Fédération Régionale des Agrobiologistes de Bretagne	FRAB	France
28	Scienceview Media BV	SVM	Netherlands

Stakeholder Analysis
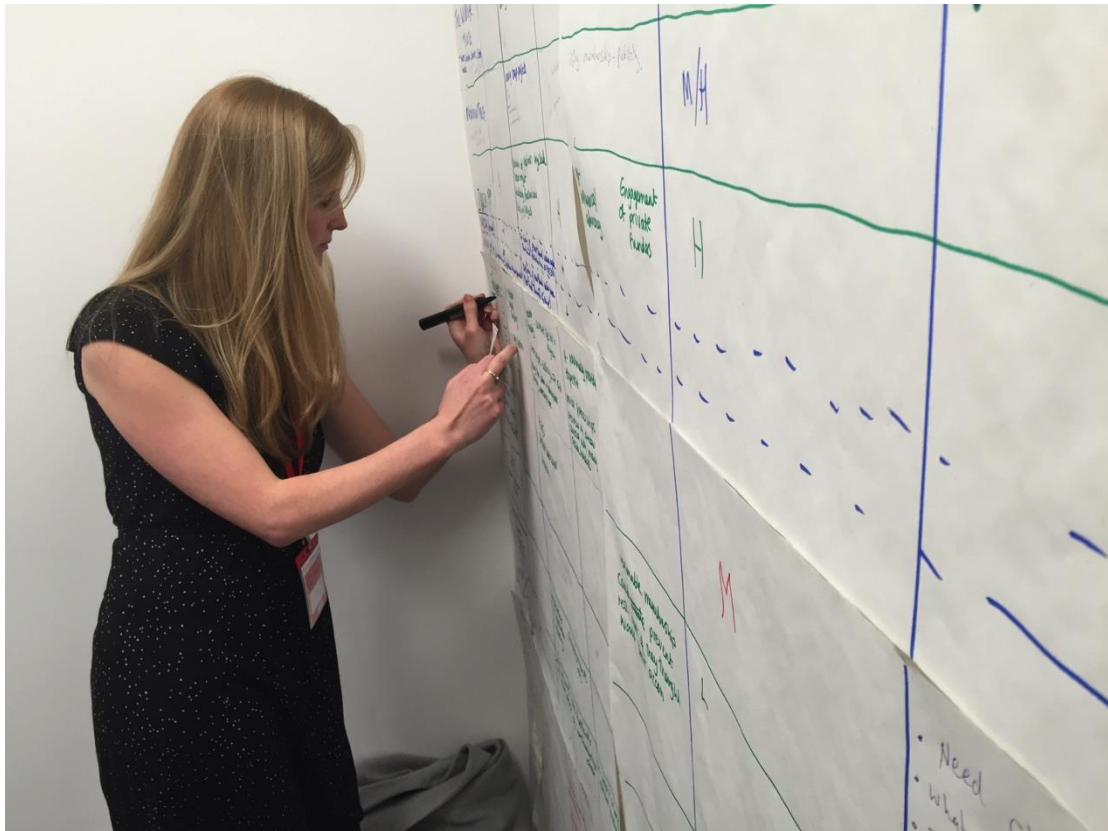
Stakeholder analysis report providing results from each study site (Deliverable 3.1)

Mark Reed and Liz Oughton

February 2017

SoilCare

Contents

SoilCare

1 Introduction to stakeholder analysis

1.1 Why engage stakeholders?

Boxes 1 and 2 provide definitions of stakeholders, publics and participation. Each SOILCARE study site identified and incorporated stakeholders into the project from the outset. Broadly speaking, there are two reasons for this. First, there is the normative argument that we *should* engage stakeholders in a project that has the potential to change the profitability and sustainability of farming in Europe. By engaging stakeholders, rather than simply engaging farmers, we are able to consider the range of individuals, groups and organisations that might benefit from our research, whether directly or indirectly, for example consumer groups or water users. Second, there is an equally powerful argument that working with stakeholders can enable us to do more relevant research that is more likely to yield beneficial impacts in a practical context. Management or policy decisions based on our research findings can also take into account important information from stakeholders that can reduce the likelihood of unintended consequences, and key stakeholder groups are more likely to feel ownership over the work, and therefore help the researchers and implement project findings.

Of course, there are also many examples around the world of participatory research that has gone wrong. When participation fails to deliver expected outcomes, this can inflame latent conflicts, turning a conflict of interests into much deeper and more intractable issues, which may escalate into alienation and distrust. This has contributed to an on-going debate criticising participatory processes, leading to a loss of faith in participatory methods. It is often unclear why different participatory processes lead to such different outcomes. However, research conducted to underpin participatory work in WP3 of SOILCARE[1] has now developed theory to explain how and why participatory approaches sometimes work, and sometimes fail to achieve their objectives or lead to unintended consequences (Box 3).

SOILCARE Stakeholder analysis workshop in Switzerland

---

[1] Reed MS, Vella S, Sidoli del Ceno J, Neumann RK, de Vente J, Challies E, Frewer L, van Delden H, Oughton L (in press) A theory of participation: what makes stakeholder and public participation in environmental management work? *Restoration Ecology*

Box 1: What are stakeholders and publics?

A stakeholder is any person, organization or group that is affected by or who can affect a decision, action or issue. In SOILCARE we were primarily interested in those who have a stake in issues linked to the research, whether at the study site scale or at wider scales.

The public may have an interest in this research, however we only considered members of the public in SOILCARE where they took on roles as stakeholders, for example through recreation or as water users. Although everyone may be considered a member of the public in certain contexts, it is important to recognise that there are differences between individuals, by which we can group them e.g. backgrounds, affiliations, gender etc. Rather than thinking of the public as a single entity, it is useful to start thinking about different 'publics' if we want to identify groups who are more likely to be interested in our research. By targeting engagement activities towards these specific publics, it is possible to engage more efficiently and meaningfully.

The image below shows stakeholders in the UK SOILCARE study site. Two separate introductory workshops were held for farmers and third sector organisations who have significantly different interests in the research.

Box 2: What is participation?

Stakeholder participation is a process where stakeholders (e.g. individuals, groups and organisations) choose to take an active role in making decisions that affect them. A easy way to understand this is in terms of knowledge flows:

- **Communication or dissemination** is process where knowledge is imparted *from* researchers *to* stakeholders
- **Consultation** happens when knowledge flows *from* stakeholders *to* researchers
- **Participation** happens when there is a *two-way* flow of knowledge *between* stakeholders and researchers
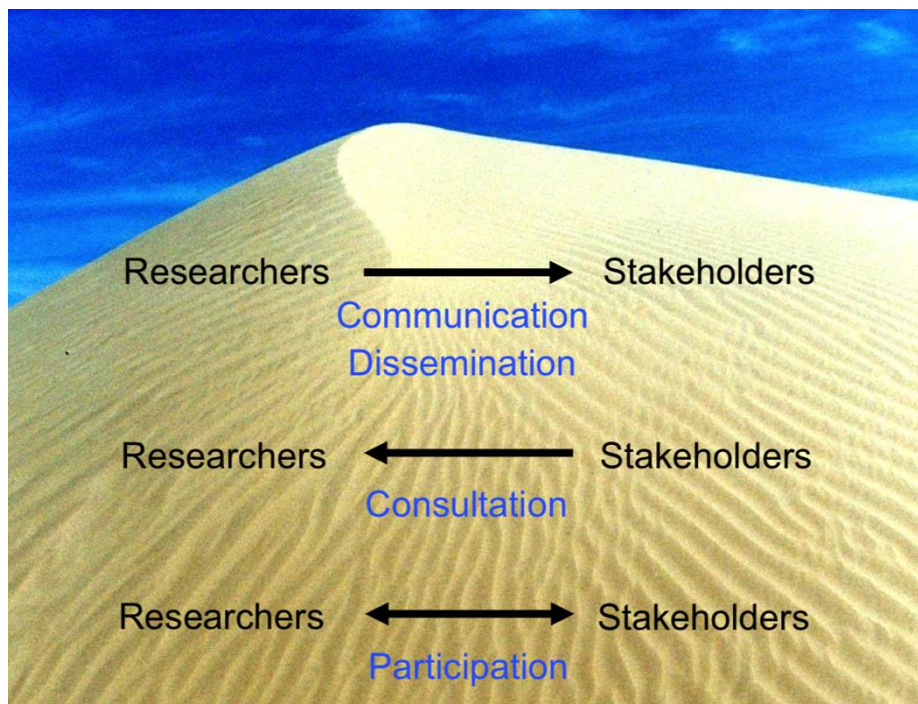
1.2 Why analyse stakeholders?

Stakeholder analysis is a collection of methods that enable researchers to understand which individuals, groups and organisations have a stake in the issues they are researching, enabling the researcher to prioritise stakeholders for engagement, and to tailor their approach to the needs and priorities of each stakeholder effectively. Stakeholder analysis underpins any participatory endeavor that attempts to meet the four theoretical criteria outlined in Box 3.

Most research projects confine stakeholder analysis to the identification of "beneficiaries" and only look for the benefits they can realise from their work. However, it is equally important to ask who might be disadvantaged or lose out as a result of this project. For example, a particular cropping system might have a significant aesthetic impact on the landscape or affect the access of people who enjoy recreation in the farmed landscape, or might have consequences for biodiversity and water, with implications for groups concerned with these issues. Even if we know who will be the winners and losers from our research, there is another crucial question that we need ask ourselves: *"Who has the power to enable us to do our research and achieve impacts, and who has the power to block our work?"*

Stakeholder analysis enables us to systematically look at all of these questions at the beginning of a research project. By knowing who might benefit, who might lose out, who might block us and who can help us achieve our goals, we become empowered to work effectively with all of these groups to adapt our research to the needs and priorities of those who care most about what we are doing. It may seem self-evident that all the relevant stakeholders should be identified prior to any attempt to engage. However, it is surprising how often this step is omitted in research projects that need to work with stakeholders. In many cases this omission can significantly compromise the success of the research. For example, the project may miss crucial information that could have been provided, had they engaged with the right people.

In cases where very few stakeholders are identified or engaged with, this can lead to a lack of ownership of project goals, which can sometimes turn into opposition from certain stakeholders. In cases where a single important stakeholder has been omitted from the process, that organization or group may challenge the legitimacy of the work, and undermine the credibility of the wider project. Stakeholder analysis helps solve these problems by:

1. Identifying who has a stake in your work;
2. Categorising and prioritizing stakeholders you need to invest most time with; and
3. Identifying (and preparing you for) relationships between stakeholders (whether conflicts or alliances).

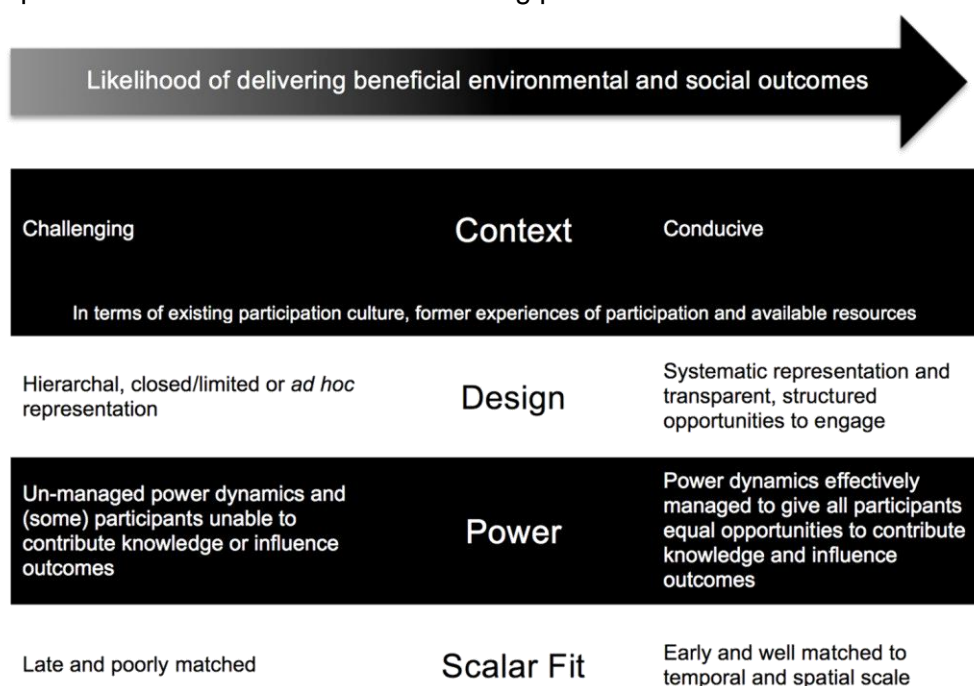Box 4 describes some of the benefits of using stakeholder analysis.

Box 3: What makes participation work?

The variation in outcomes from different types of participation arise from: i) a number of socio-economic, cultural and institutional contextual factors influence the outcomes of participation; ii) there are a number of process design variables that can increase the likelihood that participation leads to desired outcomes, across a wide range of socio-cultural, political, economic and biophysical contexts; iii) the effectiveness of participation is significantly influenced by power dynamics, the values of participants and their epistemologies i.e. the way they construct knowledge and which types of knowledge they consider valid; and iv) participatory processes work differently and can lead to different outcomes when they operate over different spatial and temporal scales.

A number of recommendations for practice arise from this theory:
- Take time to fully understand local context to determine the appropriate type of participatory approach and adapt its design to the context
- Get all affected parties involved in dialogue as soon as possible, to develop shared goals and co-produce outcomes based on the most relevant sources of knowledge
- Manage power dynamics, so every participant's contribution is valued and all have an equal opportunity to contribute
- Match the length and frequency of engagement to the goals of the process, recognising that changes in deeply held values (that may be at the root of a conflict) are likely to take longer than changes in preferences
- Match the representation of stakeholder interests and decision-making power to the spatial scale of the issues being considered

Whether success means achieving beneficial environmental outcomes or whether it simply leads to an increase in trust and more positive working relationships, a theoretically informed approach to participation has the potential to markedly improve the outcomes of decision-making processes.

Likelihood of delivering beneficial environmental and social outcomes

Challenging	Context	Conducive
	In terms of existing participation culture, former experiences of participation and available resources	
Hierarchal, closed/limited or *ad hoc* representation	Design	Systematic representation and transparent, structured opportunities to engage
Un-managed power dynamics and (some) participants unable to contribute knowledge or influence outcomes	Power	Power dynamics effectively managed to give all participants equal opportunities to contribute knowledge and influence outcomes
Late and poorly matched	Scalar Fit	Early and well matched to temporal and spatial scale

SoilCare

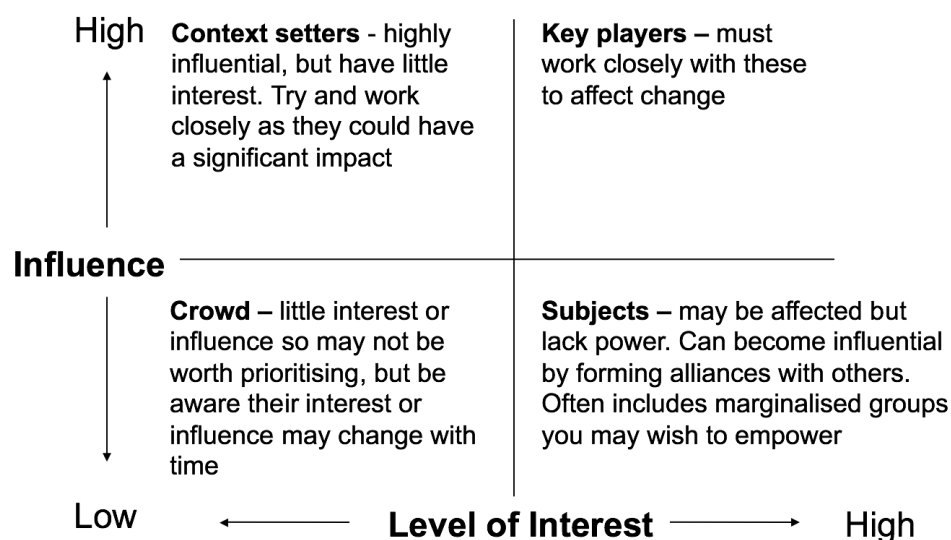**Box 4: Benefits of doing stakeholder analysis**

1. **Start talking early to the right people**, so that you can identify any major barriers to your work, and identify the people who can help you overcome those barriers. There is evidence that projects that engage with stakeholders early engender a greater sense of ownership amongst stakeholders, who are then more likely to engage throughout the lifetime of the project, and implement the recommendations of the work you have done together.
2. **Know who you need to talk to**: don't just open your address book or talk to the 'usual suspects'. Find out who might lose out, as well as who will benefit. Find out who is typically marginalized and left out, as well as the people and organisations that everyone knows and trusts. For example, you might draw on methods from the arts to identify stakeholders using tacit knowledge or past experience. Those who are left out are usually the first to question and criticize work that they feel no ownership over.
3. **Know what they're interested in**: you need to have a clear idea of the research issue at stake before you will be able to effectively identify stakeholders. But that doesn't mean that the research questions and issues you explore together should be set in stone. As you begin to identify stakeholders, you will find out more about the nature of their stake in your research, and you may need to broaden your view of what is included in your work, if everyone is to feel that their interests are included.
4. **Find out who's got the most influence** to help or hinder your work: some people, organisations or groups are more powerful than others. If there are highly influential stakeholders who are opposed to your project, then you need to know who they are, so that you can develop an influencing strategy to win their support. If they support your work, then it is also important to know who these stakeholders are, so you can join forces with them to work more effectively. There will be some influential stakeholders who have relatively little interest in your work. For example, they may have a broad remit that includes many issues that are more important and urgent to them than the specific focus of your research. Influential individuals are often busy and inaccessible, and you may need to spend significant time and energy getting their attention, before you are able to access their help.
5. **Find out who is disempowered and marginalized**: stakeholder analysis is often used to prioritise more influential stakeholders for engagement. Although time and resources may be limited, it is important not to use stakeholder analysis as a tool to further marginalize groups that are already disempowered and ignored. Many of these groups may have a significant interest in your research, but very little influence over the issues you are researching, and little capacity to help you achieve the impacts you want.
6. **Identify key relationships so you avoid exacerbating conflicts and can create alliances** that empower marginalized groups. It can be incredibly valuable to know in advance about conflicts between individuals, organizations or groups, so that you can avoid inflaming conflict and where possible resolve disputes. Through stakeholder analysis, it can sometimes become possible to create alliances between disempowered groups and those with more power, who share similar interests and goals, thereby empowering previously marginalized groups.

1.3 Methods for stakeholder analysis

The most commonly used approach to stakeholder analysis is to consider the relative interest of a stakeholder in the issue or decision being considered versus their level of influence over that issue or decision. This is typically done using an 'interest-influence matrix' (Figures 1 and 2). Using this approach, you can classify stakeholders as key players, context setters, subjects and the crowd (Box 5).

Although by far the most commonly used stakeholder mapping tool, interest-influence matrices, they are rather simplistic, as there are many other factors that might usefully inform the categorisation and prioritisation of stakeholders. For this reason, in SOILCARE we are using an **extendable matrix** that considers levels of interest and influence. These matrices also attempt to characterize the *nature* of those interests and give people the opportunity to document reasons for the level of influence that is ascribed (e.g. considering whether a stakeholder holds more or less influence in different contexts or at different times).

Such matrices can then be extended to consider a range of other factors that may help categorise and engage effectively with stakeholders, for example identifying any important relationships between stakeholders (e.g. coalitions or conflicts), information about how best to approach and engage with different stakeholders, and contact information that can be used to check and further extend the analysis. For most researchers, considering relationships between stakeholders in a column of the extendable matrix is enough to identify the most important conflicts and alliances.

High

Context setters - highly influential, but have little interest. Try and work closely as they could have a significant impact

Key players – must work closely with these to affect change

Influence

Crowd – little interest or influence so may not be worth prioritising, but be aware their interest or influence may change with time

Subjects – may be affected but lack power. Can become influential by forming alliances with others. Often includes marginalised groups you may wish to empower

Low ⟵ **Level of Interest** ⟶ **High**

Figure 1: Interest-influence matrix used to identify stakeholders with differing levels of interest in and influence over your research

SoilCare
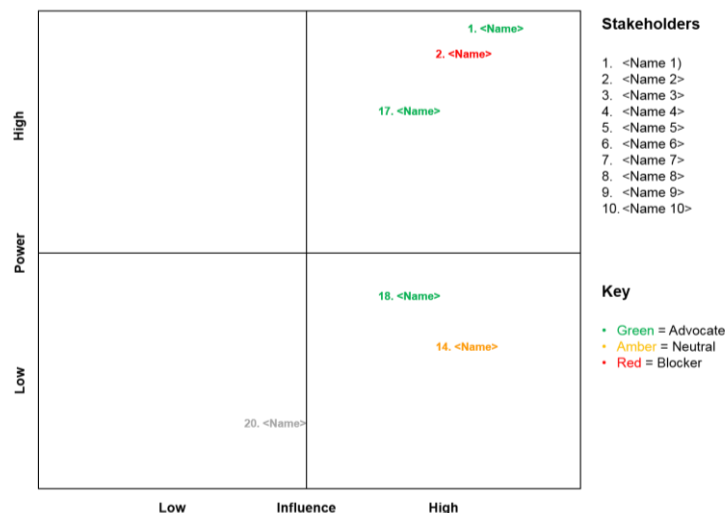
Figure 2: Example of an interest-influence matrix from www.pmmajik.com

Finally, it should be noted that all methods for identifying stakeholders provide a snap-shot in time, and stakeholders and their interests and influence are typically dynamic. For example, stakeholders may form alliances to either promote or defeat a particular outcome and stakeholder mapping can be used to identify where such alliances are likely to arise. This requires stakeholder mapping exercises to be revisited and updated periodically to ensure that the needs and priorities of all stakeholders continue to be captured.

Box 5: Categories of stakeholder in an interest-influence matrix

- Stakeholders with high levels of interest and influence are termed **key players**, and it is argued by some that priority should be given to engaging actively with this group
- **Context setters** are highly influential, but have little interest in your research. For example, your work may be marginal to their interest, or be perceived as a narrow and hence minor angle on a bigger issue. Because of their influence, they may have significant influence over the success of your research, but may be difficult to engage with. As such, particular effort may be necessary to engage this group in the research
- **Subjects** have high levels of interest in your research but low levels of influence and although by definition they are supportive, they are unlikely to be able to play a significant role in implementing findings from your research. They may however later become influential by forming alliances with other more influential stakeholders. These are often the marginal stakeholders that may also be considered "hard to reach", and that might warrant special attention to secure their engagement and to empower them to engage as equals in your research with more influential participants. However, the low level of influence held by this group is often used as a justification for excluding them from the research process
- The **crowd** are stakeholders who have little interest in or influence over your research and its desired outcomes and there is little need to consider them in much detail or to engage with them

---

SoilCare

2 Guidelines for stakeholder analysis in SOILCARE

Half-day workshops were held in each study site with selected members of the study site's stakeholder advisory panel, to identify organisations and groups with a stake in improving soils whilst increasing the profitability and sustainability cropping systems in this study site. The following steps were designed to be straightforward and replicable, but were applied flexibly to meet local circumstances.

2.1 Step 1 - Before the workshop

Pre-workshop preparation:
- Book an accessible venue at an appropriate time for your stakeholders
- Ensure venue has plenty of available wall-space and that they will give you permission to stick flip-chart paper to the walls
- Invite new stakeholders identified at the previous meeting to join your panel, explaining a little about the project and the benefits (and your expectations in terms of their time input) of being a panel member, with an invitation to the stakeholder analysis workshop
- Invite existing members of your multi-stakeholder advisory panel to the workshop. You are aiming for between 5-10 stakeholders plus your project team, however in large or diverse sites you may want to include more stakeholders. If you want to invite a larger group, make sure that you are not inviting too many representatives of specific organisations you want to analyse, or it will be difficult to openly rate their relative interest and influence without risking offence.
- Print copies of the stakeholder analysis you have done with your research team for discussion
- Arrive early to prepare the room, sticking flip-chart paper to the walls (see instructions below for how to prepare these sheets)

Workshop materials:
- Print-outs of your pre-filled stakeholder analysis (done by your research team)
- Flip chart paper (pre-prepared with stakeholder analysis matrix)
- Post-it notes
- Marker pens for facilitator
- Blue tack

The following headings correspond to the points in the agenda in the Appendix.

Introductions and scoping:
- **Introduce each other** (recording the names and genders of participants, so that these can be reported back)
- **Introduction to the project and update on progress:** at this point in the agenda, you may wish to revisit the discussion of cropping systems in your previous workshop
- **Clearly establish the focus of the research, including the objectives of SOILCARE and the study site:** You might want to consider the geographical or sectoral scope of the project (e.g. are you interested only in stakeholders at a local level, or will you be considering national issues that may involve national stakeholders?). Which sectors of the economy or population are relevant to the research? A discussion about these sorts of questions at the start of the workshop should clarify any differing perceptions amongst the group, to avoid confusion later, and identify roles that stakeholders may perform in the study site.

Introduction to stakeholder analysis:
- **Use your pre-filled stakeholder analysis (done by your research team) as an example to explain how the analysis will work.** Make sure you clearly define interest (in soil-improving cropping systems in your study area) and influence (on your ability to conduct the research and promote the adoption of soil-improving cropping systems, considering both positive and negative influence). Explain the columns in the stakeholder analysis:
  - Name of individual (including gender), organization or group
  - Interest (H/M/L): how interested are they (likely to be) in the work?
  - Nature of interest: how do their interests intersect with the work, what are they likely to be most interested from the work?
  - Influence (H/M/L): how strongly might they be able to facilitate or block the work?
  - Comments on influence: why are they influential or not and how could they help or block the project?
  - (LEAVE BLANK: to be completed at end): If influence is high but interest is low, how might we motivate greater interest and engagement with the research?
  - Any important relationships with other stake-holders? (e.g. conflicts/ alliances)
  - Any modes of communi-cation preferred or that should be avoided?
  - Key contacts (and their gender)
- **Discuss the stakeholder analysis you completed with your research team**, asking if participants can fill in any gaps, and paying particular attention to any differences of opinion over levels of interest and influence and reasons for these differences of opinions. Update your

stakeholder analysis matrix as you are having this discussion, either on paper or a laptop

Stakeholder analysis:
- Focusing on those missing from the stakeholder analysis you prepared with your research team, ask participants to **identify organisations, groups or individuals who are particularly interested and/or influential**, and list them in the first column of the matrix (see blank table and a worked example below). Use the questions in Box 2 as prompts to help you identify as many stakeholders as possible. It is important not to overlook those who may be indirectly affected, either positively or negatively e.g. women can become marginalized with reduced incomes after farm mechanization in some low income countries
- As a group **work through each of the columns in the matrix**, one stakeholder at a time, discussing the nature of their interest and reasons for their influence etc., and capturing the discussion as best as possible in the matrix (getting participants to capture points on post-it notes where necessary to avoid taking too long)
- Take a break, and then invite participants to use the remaining time working individually to **complete the columns for all the remaining stakeholders**, adding rows for less interested and influential stakeholders as they go. Remind people to try and identify groups who might typically be marginalised or disadvantaged, but who still have strong interest in the research

Checking the analysis:
- **Ask participants to check** the work done by other participants, adding their own comments with post-it notes where they disagree or don't understand
- **Facilitate a discussion of key points** people feel should be discussed as a group about stakeholders where there is particular disagreement or confusion and resolve these where possible (accepting differing views where it is not possible to resolve differences)

Figure 3: Example of stakeholder analysis matrix being completed during a workshop

Next steps:
- **Identify stakeholders who are highly influential but have low interest** (who may block or facilitate your work) and discuss what might motivate them to engage with the work positively
- **Identify stakeholders who are typically marginalized that you should engage with despite their lack of influence**
- **Discuss what happens to the outputs.** Beware that sending the full stakeholder analysis to participants via email may create problems if it contains sensitive or controversial material, so it is recommended that the columns containing the level of interest and influence (H/M/L) are removed and any controversial material is edited out before circulating (and it is wise to ask panel members not to circulate this further)
- **Explain the aim (and approximate timing) of the next meeting:** to select soil-improving cropping systems for trial

2.3 Step 3 - after the workshop

Post-workshop steps:
- Type up workshop outputs into a detailed stakeholder analysis matrix, either as a Word table (using template provided) or in Excel
- Send edited version removing columns with rated influence and interest and anything controversial to stakeholder panel for feedback
- Finalise stakeholder analysis matrix

Box 6: Useful prompts to help identify stakeholders

Questions to identify stakeholders:
- Who will be affected by the research?
- Will the impacts be local, national or international?
- Who has the power to influence the outcomes of the research?
- Who are potential allies and opponents?
- Are there people whose voices or interests in the issue may not be heard?
- Who can facilitate or impede the outcome through their participation, non-participation or opposition?
- Who can contribute financial or technical resources towards the research?

Example stakeholder categories include:
- Government departments, agencies and politicians
- Industry/producer representative bodies/associations
- Media
- Land owners and managers
- Special interest/lobby groups
- National representative and advisory groups
- Research organisations
- Professional groups and their representative bodies
- Representative groups e.g. for consumers
- NGOs
- Community groups

SoilCare

3 Study site stakeholder analyses for SOILCARE

This section provides an overview of the stakeholder analyses conducted for each study site, based on methods developed by the team[2]. Due to the sensitive nature of information provided about individuals and organisations as part of this exercise, individual study site matrices have been redacted from the publically available version of this report. The full report including detailed stakeholder analyses for each study site is available on request from the project co-ordinator.

Each stakeholder analysis identified key stakeholder organisations and groups (and in some cases individuals) for each site. These lists were not intended to be exhaustive, but to represent those with particular interest and/or influence, including powerful and marginalized groups alike. The particular interests of each stakeholder in the project were then rated and described. The level of influence that each stakeholder may have on the research and its impact was then rated and described. "Context setters" (see Box 5) were highlighted by identifying stakeholders with high influence but low interest, and where relevant tailored engagement strategies were proposed for these "hard-to-reach" stakeholders. Important conflicts or alliances were identified between stakeholders, and preferred modes of communication. Throughout these analyses, where possible the gender of stakeholders was identified. This was not always possible because mainly organisations and groups, rather than individuals, were identified.

An overview of the findings is presented in Table 1. The farming category included different types of farmer (e.g. conventional versus organic), farmers associations and societies, national farmers unions, agricultural laborers contractors, those advising farmers, agricultural machinery co-operatives and NGOs working with farmers such as Organic Denmark. Note that the low number of farming stakeholders in some study sites reflects sites where a small number of broad categories of farmer were identified. The policy category included mayors, national Government departments, regional Governments and municipalities, environmental agencies and rural development agencies. The research and teaching category included agricultural schools, Universities, schools, technical institutes, University students and school pupils, related research projects, research stations and experimental farms. Industry included water companies, agricultural machinery companies and fertilizer companies. Other stakeholders included publics, media and a National Park.

---

[2] Reed MS, Curzon R (2015) Stakeholder mapping for the governance of biosecurity: a literature review. *Journal of Integrative Environmental Sciences* 12: 15–38

Reed MS, Graves A, Dandy N, Posthumus H, Hubacek K, Morris J, Prell C, Quinn CH, Stringer LC (2009) Who's in and why? Stakeholder analysis as a prerequisite for sustainable natural resource management. *Journal of Environmental Management* 90: 1933–1949.

Table 1: Overview of stakeholder analysis findings by study site, showing number of stakeholder organisations, individuals and/or groups identified by type per study site

Study site	Farming	Policy	Research & teaching	Industry	Other
Italy	5	4	2		
UK	5	5		3	
Poland	5	2	5	3	3
Sweden	4	1			
Czech Republic	5	2	1	2	
Denmark	8	1	8	7	
Belgium	8	4	5	1	
France	12	4	4		
Hungary	2	1	1	2	
Germany	5	4		3	3
Norway	4	1	2		
Switzerland	3	1	5	1	
Portugal	3	4	5	3	
Greece	5	2			1
Romania	4		3		3
Spain	4	1			1

As might be expected, farmers were identified in every study site as a key stakeholder. However, in some study sites, the farming community had diverse interests in the project, and so was sub-divided into different farming groups, for the purposes of engagement with the research. Interests were found to differ between those farming within the study site and those without both locally and nationally. Whether farmers were full time or part time, farmed conventionally or organically also produced different interests. Not only farmers were significant stakeholders though. Input suppliers, agricultural contractors and consultants and advisory services formed import influences in some areas. Farmer interests were represented by: unions, societies and business groups both locally and nationally based. Moving away from specific interests in farming the land themselves, but nevertheless important, were local educational institutions and their students, the media and local government officers. In some sites stakeholders with specific concerns were identified, for example, in some areas water quality was a major interest.

Once complete, stakeholder analyses were used in each study site to supplement stakeholder advisory panels, to ensure that no key stakeholders were missing. In this way it is possible to ensure that excluded stakeholders do not undermine the legitimacy of the project in future, and that voices representing the widest possible range of perspectives are heard in the research. As a result, the soil improving cropping systems that emerge from this research are more likely to be adopted by key stakeholders, leading to benefits for the sustainability and profitability of cropping sytstems in the study countries.

Appendix: Agenda for stakeholder analysis workshop

Note: Timings are provided for guidance, but the workshop can be held at any time of day and you can take longer for each part of the workshop if you have time. Please adapt this agenda as necessary for your own group and setting.

09.45 Tea/coffee

10.00 Introduction and scoping
- Introductions
- Clarify the scope

10.20 Introduction to stakeholder analysis
- Introduction to stakeholder analysis and example using blank matrix on wall

10.30 Stakeholder analysis
- See detailed instructions in section 2.2

11.30 Break

11.45 Stakeholder analysis (continued)

13.00 Lunch

Plan A:

13:45 Checking the analysis
- See detailed instructions in section 2.2

14.30 Next steps
- See detailed instructions in section 2.2

15.30 Close

Plan B (if stakeholder analysis not complete before lunch):

13.30 Stakeholder analysis (continued)

14.30 Checking the analysis

15.00 Next steps

16.00 Close

SoilCare