



Stakeholder mapping

In this methods snapshot, stakeholder mapping is briefly defined, and our approach to using it within our communities is outlined. Also, key learnings from our experiences using stakeholder mapping are discussed.

Want to learn more about Pathways in Place?

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What is it?

Stakeholders are people, groups or organisations that have a stake in the problem under investigation. They may have knowledge, lived experience, or may be able to do something about the problem.

The stakeholders for Pathways in Place include people, groups, and organisations located in Brimbank and Logan, two local government areas in Australia (for example, schools, the local council, community organisations), as well as those not located in these areas but that are likely to impact children and young people in these communities (for example, state and federal

government departments, and universities/researchers). As a place-based initiative, we also include organisations and individuals who are experts in fields relevant to the work of the program.

Stakeholder mapping includes defining who stakeholders are, gathering information about them and analysing their role, relationship or resources. This process can help researchers, policy makers and practitioners better understand their local context and design strategies to work with stakeholders in change efforts.^[1, 2]

How was it used?

In each of the Pathways in Place communities, we **defined our boundaries**, which is the Child and Youth Development System. This is made up of the environment in which children and young people live their day to day lives, as well as institutions such as schools. ^[3]

However, each community has a particular focus. In Brimbank this is wellbeing, employment, and educational attainment for young people aged 15 – 24 years. In Logan, it is health, education, and social support for children and young people aged 0 – 15.

Table 1. Stakeholder classifications

Classification	Description
Organisation	An institution, business, service provider, not-for-profit, peak body, local elected representative (i.e., council), public service department, or other formally established organisation.
Group	A network that doesn't provide formal services, but that represents community interests and/or community advocacy work.
Program	A program within a larger organisation.
Person	An individual who is significant to the program due to their work or interests but who isn't explicitly linked to an organisation.

The next step was to create a structure for a **register of stakeholders**. A three-step categorisation process was employed.

This approach involved:

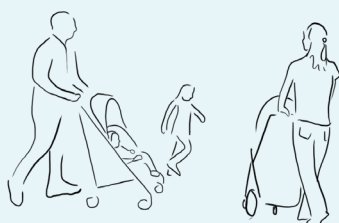
1. Defining stakeholder classifications (see Table 1) and assigning up to three levels of stakeholder categories.
2. Identifying stakeholders from within our own networks and via internet searches
3. Seeking feedback and input from expert informants such as policymakers, researchers, practitioners, and service providers.

We then undertook an initial **stakeholder analysis** to understand the interrelationships among stakeholders in each community. In Brimbank, we wanted to know whether different sectors, such as education and employment, are connected – a relationship structure.

Whereas, due to the geographical size of Logan and the volume of stakeholders, we wanted (in the first instance) to better understand the distribution of stakeholder categorisation concerning the types of assets and resources (i.e., programs, services, networks) provided within the community – an asset structure.

What did we learn?

- As Pathways in Place initiatives move from design to implementation and dissemination, new stakeholders will emerge, and others may become less relevant. Therefore, to be of value, the stakeholder register must be a “live” database and continually updated.
- Stakeholder analysis can provide unique insights of value to researchers, policy makers and practitioners. For example, in Brimbank we discovered that a multi sector network of organisations was present and active. As a result, we will work to strengthen and extend this network through our co-creation activities.





References

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- [2] Gilson, L., Erasmus, E., Borghi, J., Macha, J., Kamuzora, P. and Mtei, G. Using stakeholder analysis to support moves towards universal coverage: lessons from the SHIELD project. *Health Policy Plan.* 2012 Mar;27(suppl 1):i64–76.
- [3] Zaff, JF., Donlan, AE., Pufall Jones, E. and Lin, ES. Supportive developmental systems for children and youth: A theoretical framework for comprehensive community initiatives. *J Appl Dev Psychol.* 2015 Sep;40:1–7.

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About Pathways in Place

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The Program teams are each leading one of two complementary streams:

1. Early learning and development pathways (children and youth 0-15 y.o.), led by Griffith University in Logan (Queensland, Australia).
2. Pathways through education to employment (youth 15-24 y.o.), led by Victoria University in Brimbank (Victoria, Australia).



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