



Engage**SDG**



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Stakeholder analysis and SDGs grouping in relation to the use of participatory approaches by SADC universities to contribute to the achievement of the Sustainable Development Goals (SDGs). WP2

Based on responses to online research instruments as reported 20 November 2024



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Stakeholder Analysis Report for the EU Erasmus+ Programme

This report provides a comprehensive stakeholder analysis at both the institutional (university) and regional (SADC) levels. It supports efforts to enhance the use of participatory methodologies across Southern African universities to increase their societal impact and value creation aligned with the Sustainable Development Goals (SDGs). The stakeholder power-interest grid and SDG alignment visual were created with the assistance of ChatGPT (OpenAI, 2025), based on a situational analysis conducted with SADC universities.

Narrative Substantiating Stakeholder Analysis Figures

1. Purpose and Context

The stakeholder figures presented in the report are grounded in a situational analysis of 38 institutions across 15+ countries in the SADC region. The analysis aimed to determine how universities use participatory approaches to advance the Sustainable Development Goals (SDGs). The resulting figures—specifically the stakeholder power-interest grids and network maps—translate qualitative and quantitative survey findings into actionable insights for improving institutional and regional engagement strategies.

2. University-Level Stakeholder Power-Interest Grid

This figure categorizes internal stakeholders (academic staff, support staff, students, management, CE offices, research units, curriculum committees, etc.) based on two variables:

- Power: The ability to influence institutional decisions on participatory methodologies and SDG alignment.
- Interest: The degree of engagement or willingness to implement participatory methods for societal benefit.

The analysis shows that:

- High-power/high-interest groups, such as executive leadership and CE directors, are essential champions for mainstreaming participatory engagement.
- High-interest/low-power groups, like students and individual academics, are critical drivers of grassroots change and innovation but require institutional support.
- Low-interest/high-power actors, such as finance or administration offices, may need sensitization or policy realignment to reduce bottlenecks in CE



implementation. This visualization helps universities identify where to invest capacity-building, internal advocacy, and alignment efforts.

3. SADC Regional Stakeholder Grid

At the regional level, the stakeholder grid broadens to include ministries of education, regional university networks (e.g., SARUA), civil society, funding agencies, and cross-border academic consortia.

Key insights include:

- Ministries and donor agencies hold high power but often exhibit moderate interest in participatory approaches unless linked to policy incentives.
- NGOs and community-based organizations, while having less systemic power, are high-interest allies that can provide localized knowledge and implementation support.
- Regional university alliances like SARUA or RUFORUM act as bridging institutions, potentially moving into the high power/high interest quadrant with strategic partnership support.

This map is essential for Erasmus+ and similar frameworks to identify potential leverage points and coalition partners for regional impact.

4. Stakeholder Network Map

This figure illustrates the interconnectedness of stakeholder groups in the participatory ecosystem. It reflects a 'quadruple helix' model (academia, government, industry, and civil society), and shows the flows of influence, knowledge, and collaboration.

Notable features:

- Central Nodes: Universities act as hubs, with spokes reaching out to government agencies, local communities, funders, and peer institutions.
- Bidirectional Arrows: Indicate two-way relationships, e.g., universities learn from communities while also offering research and training.
- Gaps: Some stakeholders (e.g., marginalized communities, traditional leaders) are peripheral—indicating a need to draw them into central engagement structures.

This network map supports the narrative that participatory approaches require intentional relationship-building, not only within institutions but also across sectors and borders.



5. SDG Alignment Visual

The final figure organizes the SDGs into three categories—Social, Environmental, and Economic—and overlays institutional focus areas to highlight coverage.

Key observations:

- Social SDGs (e.g., SDG 4 – Quality Education, SDG 3 – Health, SDG 5 – Gender Equality) are most frequently targeted through curricular integration, capacity development, and community health projects.
- Environmental goals (SDG 13 – Climate Action, SDG 15 – Life on Land) are commonly addressed through research and sustainability initiatives.
- Economic goals (SDG 8 – Decent Work, SDG 9 – Innovation) are supported via entrepreneurship hubs and vocational training.

This visual justifies Erasmus+ investment in participatory capacity-building as a catalyst for systemic SDG alignment.

Annex: Visual Stakeholder Representations

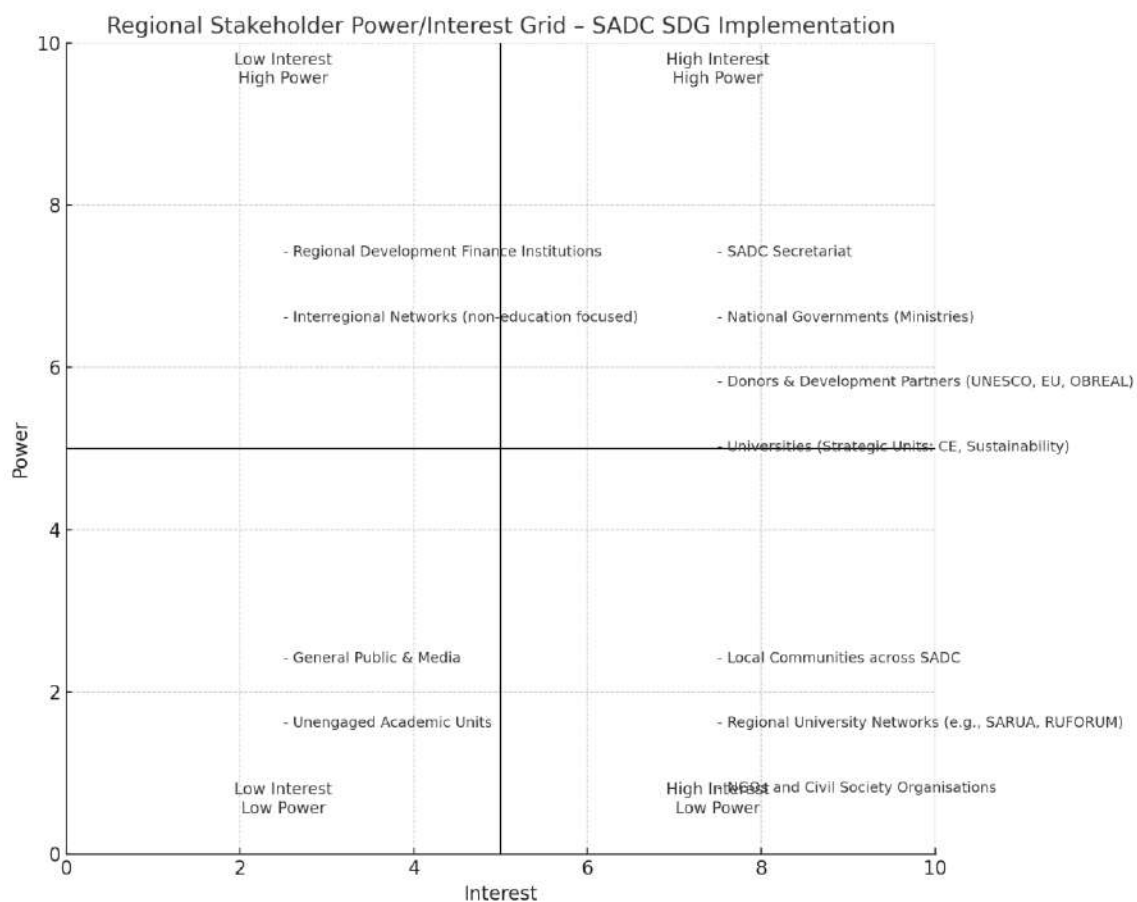


Figure 1. University-Level Power/Interest Grid

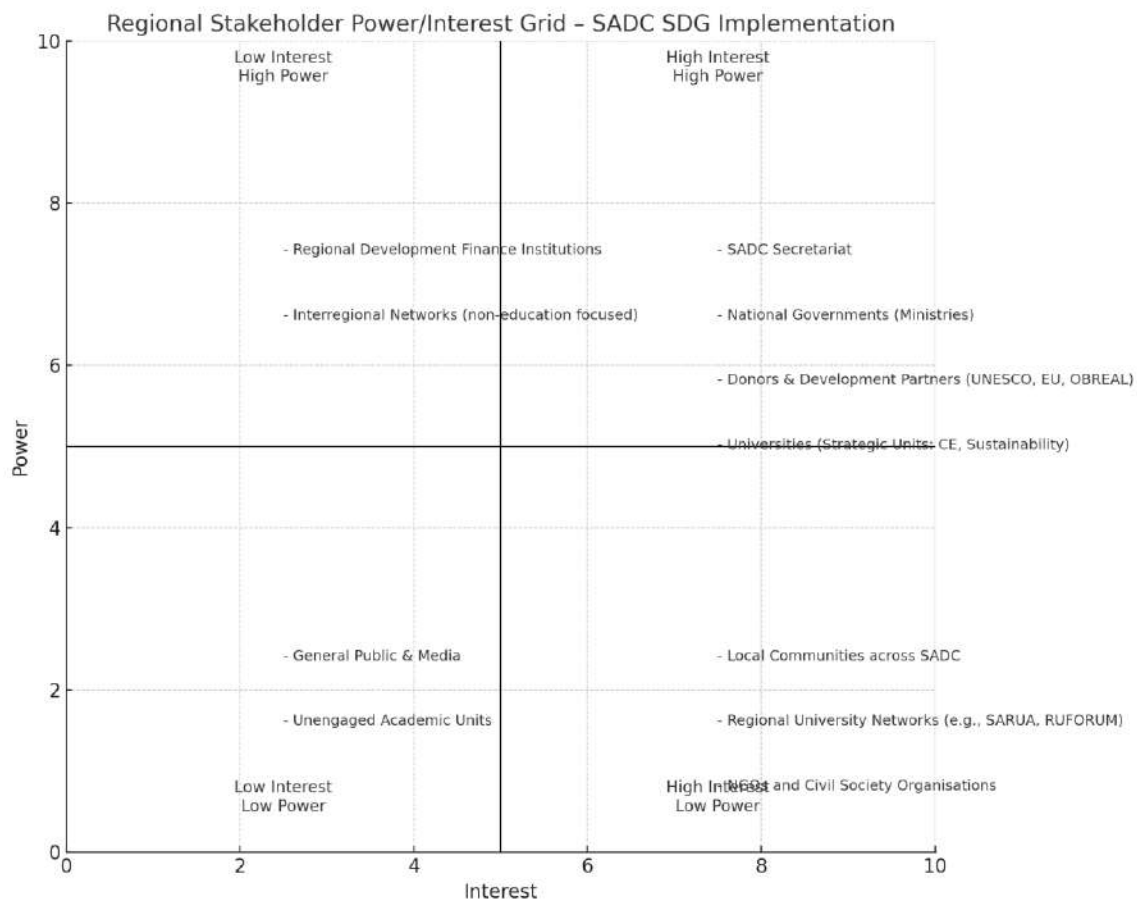


Figure 2. Regional SADC Power/Interest Grid

Stakeholder Network Map: SADC Universities and SDG Engagement

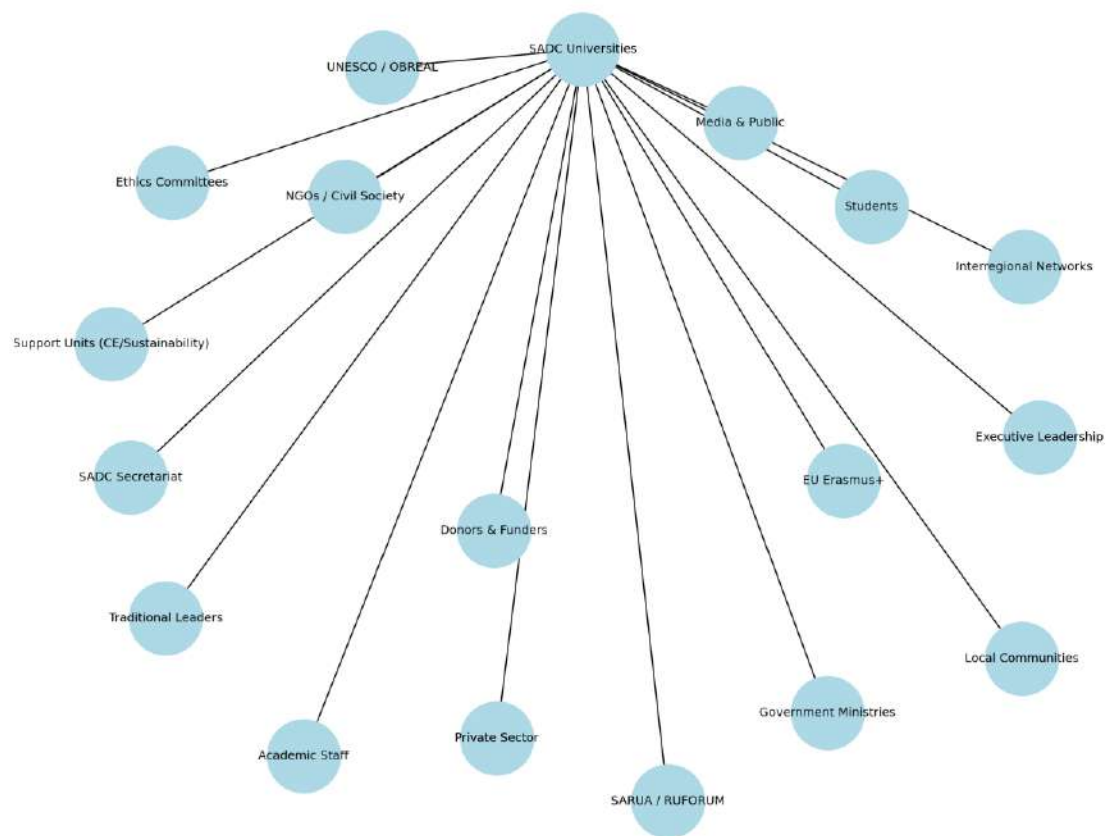
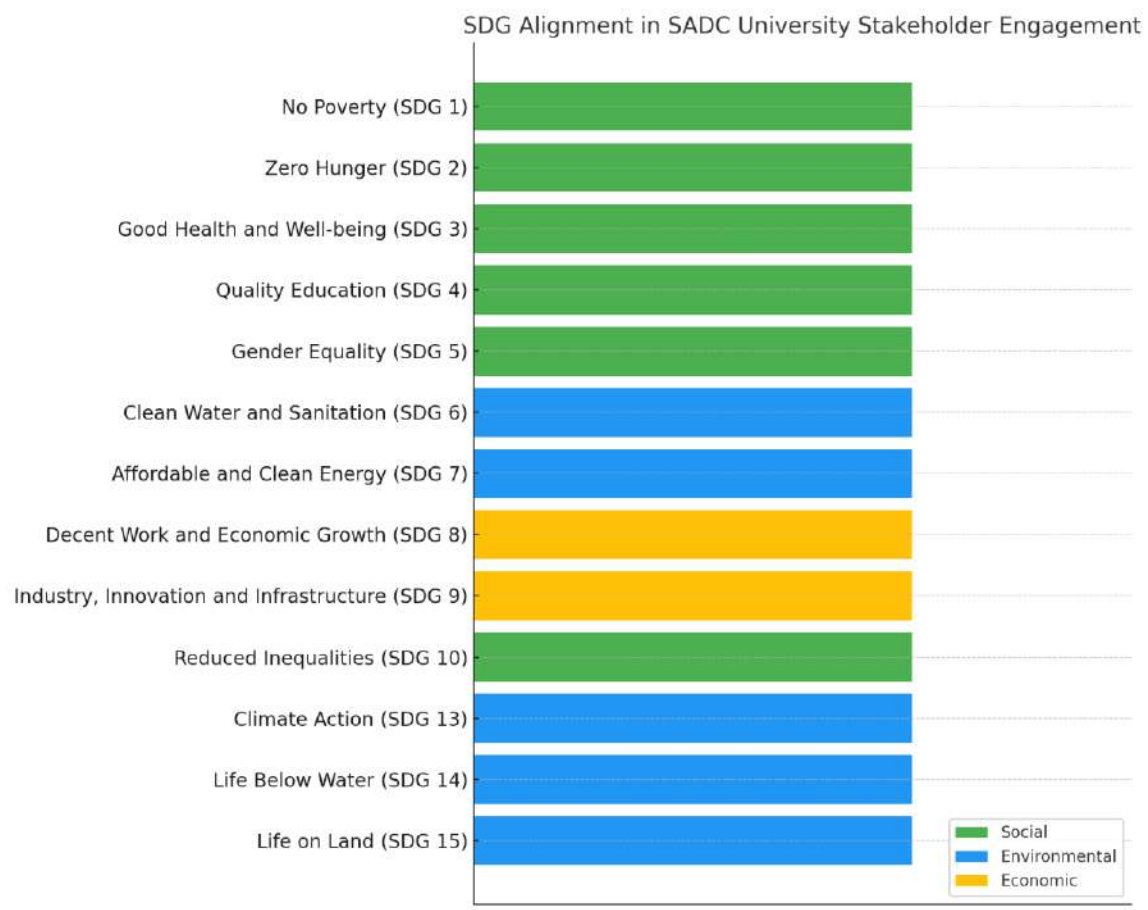


Figure 3. Stakeholder Network Map



Annex: SDG Alignment Overview

The diagram below illustrates the alignment between the participatory stakeholder engagement practices of SADC universities and specific Sustainable Development Goals (SDGs). The SDGs have been categorized into Social, Environmental, and Economic dimensions to show the breadth of institutional impact areas.



References

OpenAI. 2025. *Stakeholder Analysis Report for the EU Erasmus+ Programme: Enhancing Participatory Engagement for SDG Impact in SADC Universities*. Custom AI-generated report via ChatGPT, July 2025.