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Stakeholder Mapping and Engagement

- Why use Stakeholder Maps in Educational QA?
- Creating a Stakeholder Map
- Engaging with Stakeholders
- Stakeholder Influence & Impact
- Updating Stakeholder Maps
- Practical sessions



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Why we develop Stakeholders Maps?

If we accept Higher education, research and innovation now play a crucial role in supporting social cohesion, economic growth and global competitiveness we need Stakeholder Maps:

To develop a history of the activities of actors in connection with the main economic, social and political (and any other) events that impact on the HEI sector



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Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences

To identify the stakeholders (social actors) affected by any present or future planning or decision-making processes related to education





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The Stakeholder Map should form part of the internal QA process

To help public and private sector decision-makers to identify, formulate and implement policies, as well as strategies



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Creating a Stakeholder Map

The stakeholders that are of primary interest here are the actors that are concerned with the goals of HEIs and determining success for the functioning of HEIs

Everyone that has an interest in the success of the Higher Education Sector



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Stakeholders –goals and interests

- What direct benefit do stakeholders expect to get from their participation in HE?
- What ancillary outcomes do stakeholders expect as a result of their participation in HE?
- What changes will stakeholders be expected to make as they participate in HE?
- What resources are stakeholders willing (or not willing) to provide for HE?
- How do stakeholders feel about each other?
- Do stakeholders have conflicts of interest concerning the integrity of HE?



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Stakeholder influence

Some questions that may be used to identify the influence of the stakeholders are:

- What legitimate authority do stakeholders have in HE?
- From where do stakeholders get their leadership authority (e.g., is it formal or informal)?
- Who controls strategic resources for HE?
- How much negotiating power or influence do stakeholders have over others?



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Stakeholder impact

Some questions that may be used to identify the potential impact of the stakeholders are:

- Based on your understanding of the stakeholders, how will each stakeholder impact on HE (negatively or positively)?
- To what extent will these impacts affect the success of HE?
- If their impact on HE is negative, how can the internal QA team and Management change the situation?
- If their impact is positive, how can Management and the QA team make the most of it?

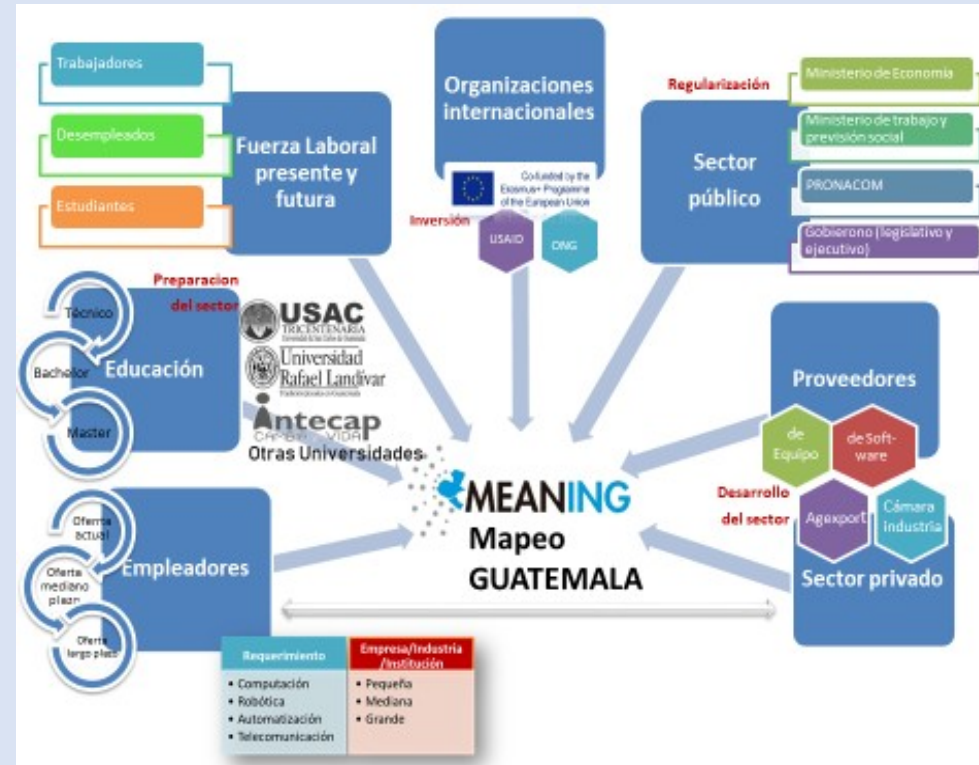


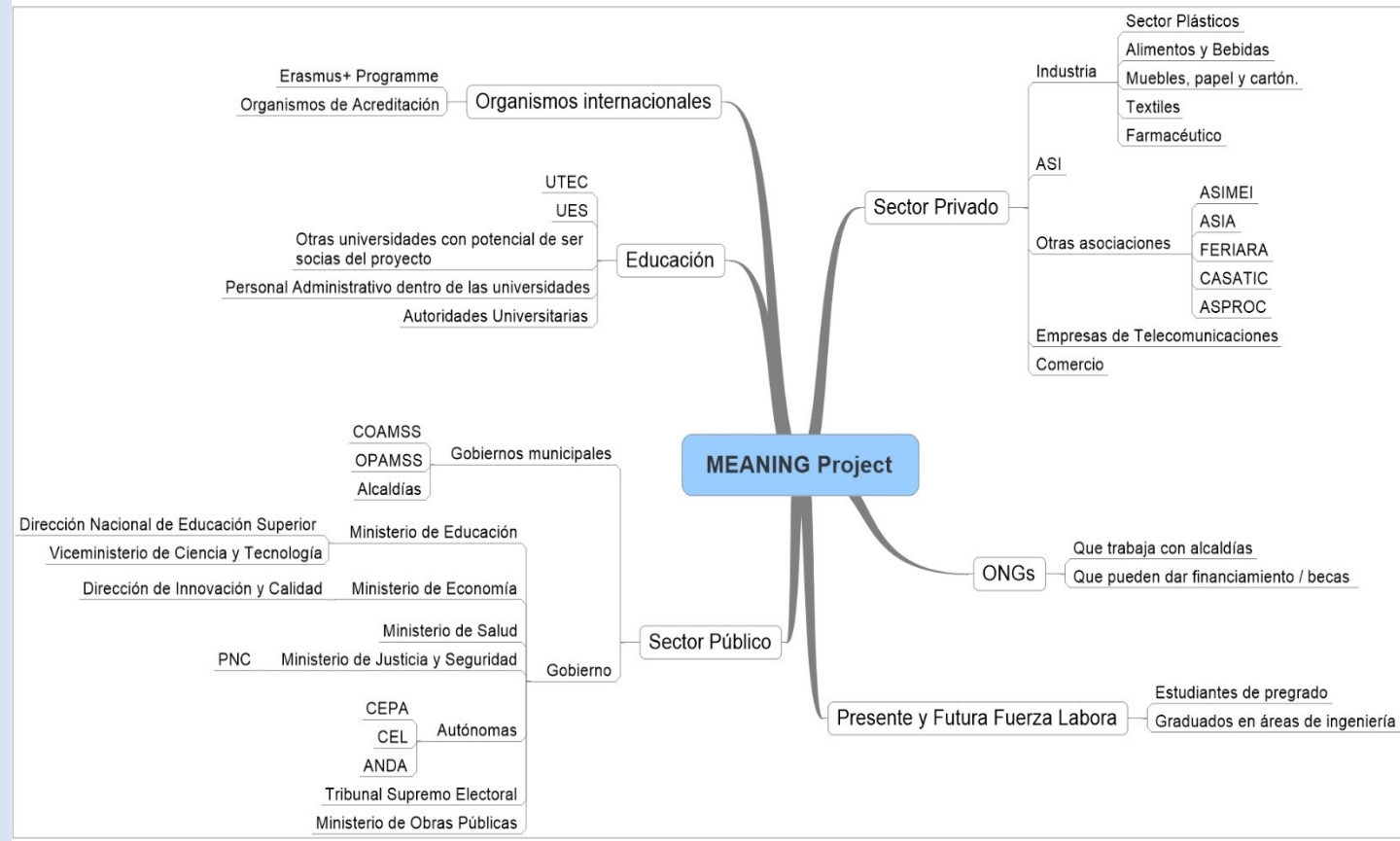
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Stakeholder	Goals and Interests	Influence	Impact on Project	Role in HE

Universidad Rafael Landívar , Universidad San Carlos de Guatemala (2018 Erasmus+ MEANING Project)





Mapa de Actores para el Proyecto MEANING.

Fuente: Elaborado entre la UES y UTEC



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Stakeholder Map developed by University of
Fiji to assist with design and implementation
of Master in Renewable Energy - ACP Project
EPIC – Renewable Energy in Pacific Islands:
Developing Skills and Capacity
Contract Number: FED/2013/320-282

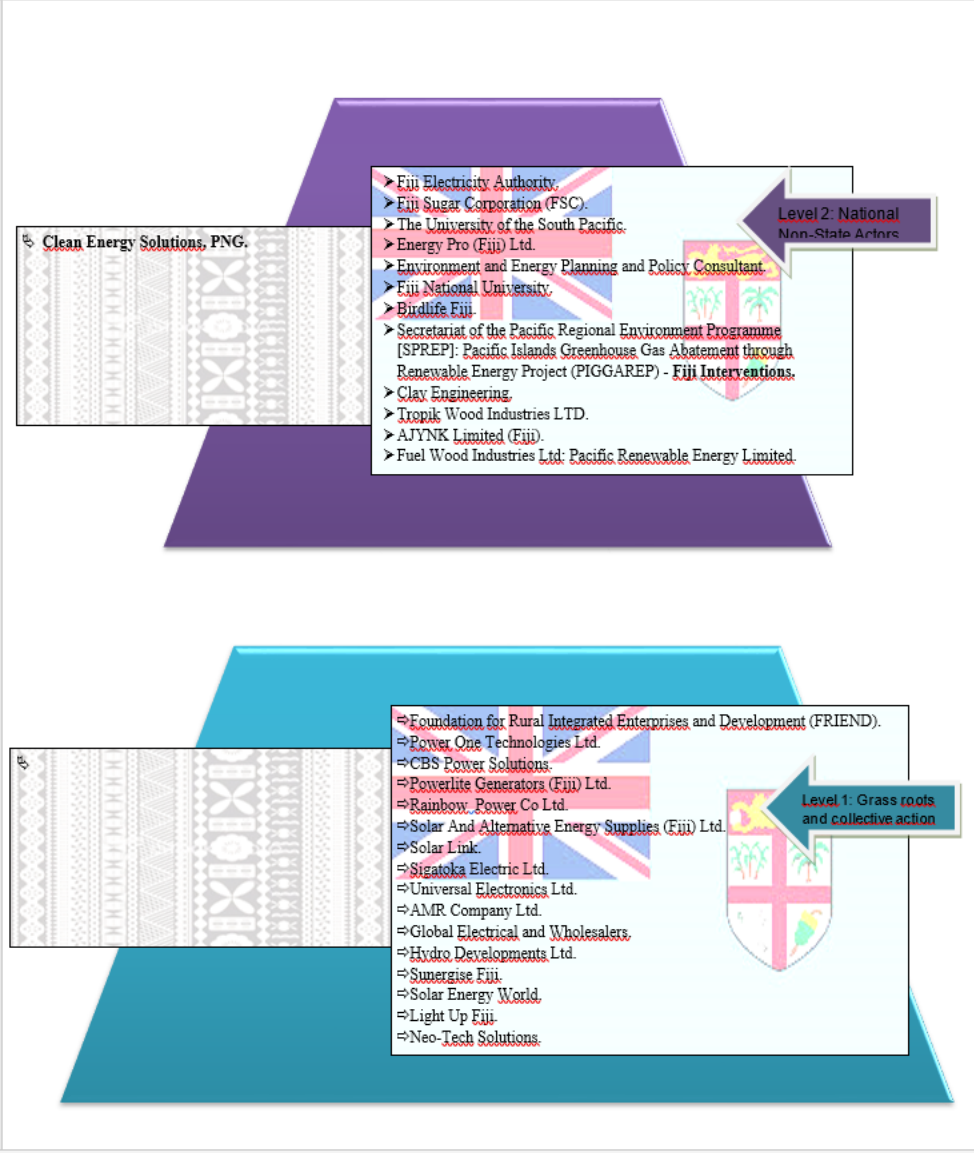
RE MAPPING FOR FIJI AND THE PACIFIC

- International Renewable Energy Agency (IRENA).
- World Bank.
- Asian Development Bank (ADB).
- European Union (EU).
- Pacific Centre - United Nations Development Programme. Pacific Solution Exchange Climate Change & Development (CCD).
- International Union for Conservation of Nature: IUCN Oceania Energy Programme.
- Secretariat of the Pacific Community (SPC) Economic Development Division (EDD): Energy.
- Warrior Biojet Inc [USA based Company in Fiji].
- Secretariat of the Pacific Regional Environment Program (SPREP).

Level 4: Relevant International Actors

- | | |
|--|---|
| <ul style="list-style-type: none">Renewable Energy Development Division; Office of PM, Cook Islands.Tuvalu Electricity Corporation, Tuvalu Islands. | <ul style="list-style-type: none">Department of Energy (DoE).Rural Electrification Unit Fiji DoE.Department of Environment.Fiji Meteorological Service (Climatology Division).Mineral Resources Department.Water Authority of Fiji.Ministry of Agriculture. |
|--|---|

Level 3: National State Actors





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Principles of Stakeholder Engagement

Participation – adopt an inclusive approach by ***consulting as widely as possible***

Openness and accountability – make the engagement process ***transparent*** about how it affects beneficiaries and wider society



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Principles of Stakeholder Engagement

Effectiveness – be sure to hold any engagement activities at times when affected stakeholders are able to participate/provide necessary input. This also requires thinking clearly regarding the best manner in which participation is legitimate

Coherence – ensure that an inclusive and effective strategy is developed that includes a review, evaluation and QA process (EC, 2014).



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Principles of Stakeholder Engagement





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Updating Stakeholder Maps

- ***Think strategically*** – develop an all-inclusive map of all affected stakeholders.
- The map should be ***updated every 2 – 3 years*** to monitor and evaluate whether or not all new actors are included and obsolete actors deleted.
- The map can be ***incorporated into internal QA plans and processes***



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- Strengthen engagement capacities – *ensures transparency in all related decision-making as well as introducing new skills at institutional/organisational level*
- Design the process and engage – design an inclusive and transparent process that has *in-built checks and balances*
- Analyse and plan – *inform, communicate, explain the relevance and requirements of Stakeholder Mapping and Engagement*



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References

- European Commission 2014, Chapter 7 Stakeholder Consultation available at:
<https://ec.europa.eu/info/sites/info/files/better-regulation-guidelines-stakeholder-consultation.pdf>
- Jeffrey, N., 2009, Stakeholder Engagement: A Roadmap to Meaningful Engagement, available at:
<https://www.fundacionseres.org/Lists/Informes/Attachments/700/Stakeholder%20Engagement.pdf>
- UNEP, 2005, The Stakeholder Engagement Manual Volume 2, The Practitioner's Handbook On Stakeholder Engagement, ISBN 1 901693 220 available at: www.uneptie.org

Local partners – Stakeholder Mapping & Analysis

Ganja State University*

Azerbaijan Technical University*

Nakhchivan University - Stakeholder Analysis

Sumgayit State University

Azerbaijan Tourism and Management University*

Azerbaijan University of Architecture and Construction – Stakeholder Analysis

Azerbaijan State Pedagogical University

Azerbaijan Cooperation University *

University of Odlar Yurdu

Mingacevir State University*

* Stakeholder Map

Azerbaijan University of Architecture and Construction Stakeholder Analysis

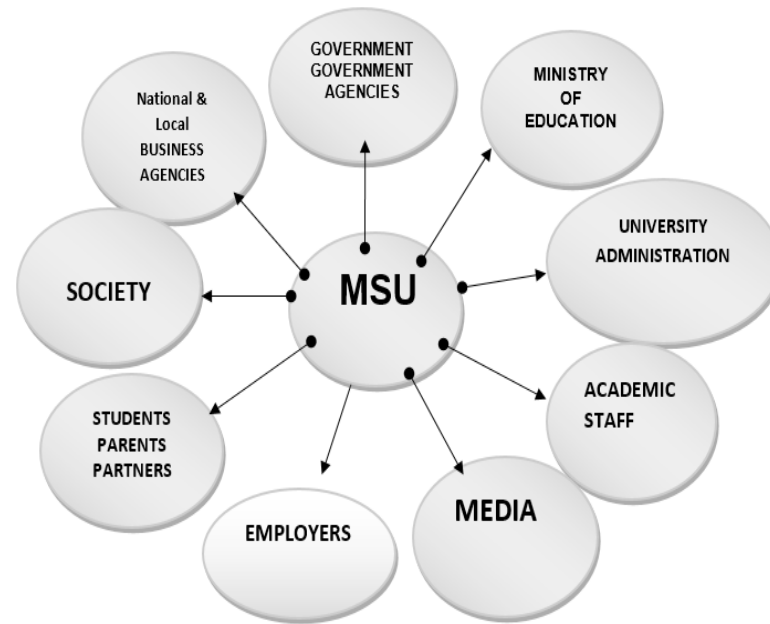
Stakeholder category name	What is important for a stakeholder?	How stakeholder can contribute to the QAS	Strategy for engagement with stakeholders	Responsible person for coordination
Government entities (Country economy)	Efficient and qualitative work of HEIs	Highly qualified specialists can conduct trainings or help the University financially	Mutual projects organizations	Heads of relevant structures (Relevant structure of the University responsible for partner communication)
Ministry of education	Provide students with qualitative education. Prevent brain drain.	Organize trainings for development of teachers (general development and on specialty) Provide universities with modern laboratory equipment and modern technologies Establish projects for HEIs	Take part in projects and trainings organized by MoE. Prepare proposals and suggestions on how to improve existing situation	Ministry/ HE sector representative (Relevant structure of the University responsible for partner communication)
Partner (Higher Education Institutions, Scientific research institutes(Local and Foreign)) Partner (Companies, business sector)	For HE Sector: stay competitive For business sector: to get good specialist who will do their work efficiently and will contribute to the business development	Establish internship programs for students and graduates Sharing experience in QAS direction	Establish partners' centers in the University. Prepare proposals for further communications development.	Relevant structure of the University responsible for partner communication

Azerbaijan University of Architecture and Construction Stakeholder Analysis

Administrative staff	<p>Create an organizational structure that will work efficiently.</p> <p>Effective interaction of structural elements.</p>	<p>Control of continuous development of education plans and syllabuses</p> <p>Know principles and aims of QAS</p> <p>Create new internal projects and proposals for modernization of Education system</p>	<p>Interact with all structures of the University for efficient operation of QAS</p>	<p>Primary: Rector, Vice-rectors</p> <p>Secondary: Deans, heads of departments</p>
Academic staff	<p>The teaching profession requires continuous improvement of knowledge and abilities, the acquisition of new skills. If you do not follow this, the teacher will be low-skilled and lose demand. Have credibility in the eyes of students.</p>	<p>Attend trainings in order to improve their language skills especially since all advanced academic toolkits are in English</p> <p>Work on their skills to understand deep principles of modern methodology</p> <p>Usage of new technologies in order to give better understanding of</p>	<p>Organize self-development trainings by inviting foreign experts from partner universities and companies</p> <p>Organize trainings to discuss the ideas about QAS or other topics.</p>	<p>Heads of departments</p>

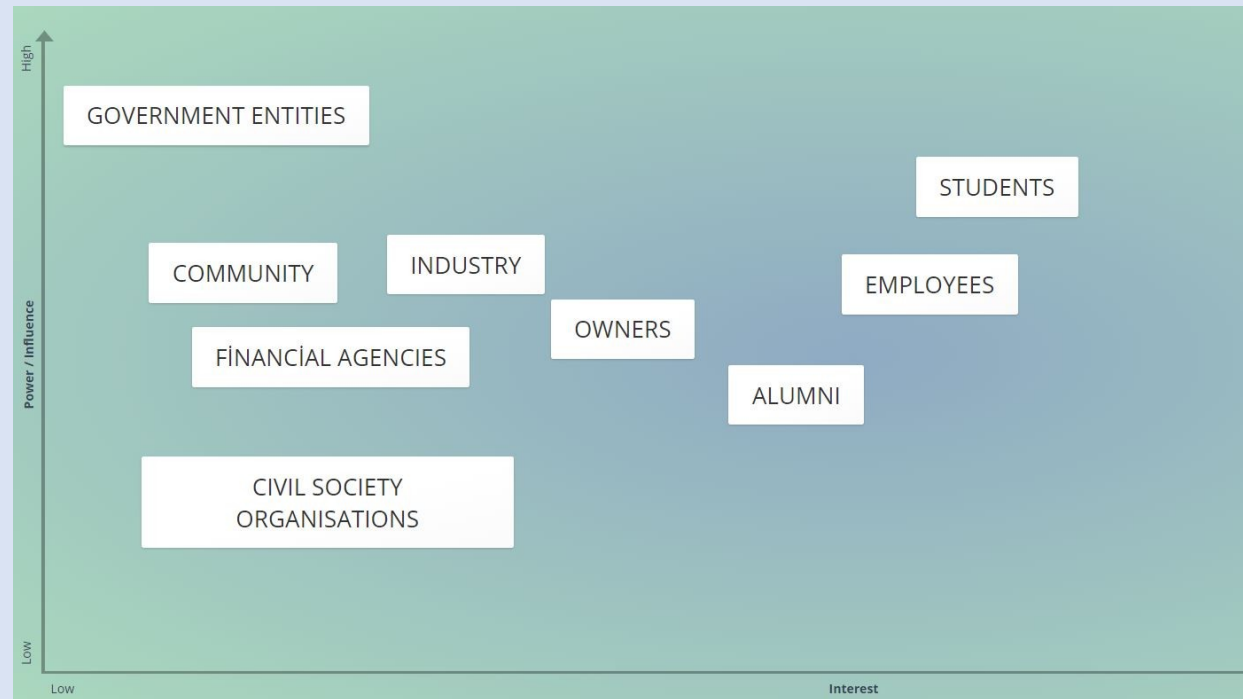
Azerbaijan University of Architecture and Construction Stakeholder Analysis

Graduates	To be a sought-after specialist, get a job. Have skills for further career development.	Be in touch with carrier and internship department. To be interested in programs suggested by the mentioned department.	Establish internship programs in partner companies	Vice rector for Academic affairs Vice rector for Scientific and Technical Affairs
Parents	Best education for their children. Best job opportunities after graduation.	Influence on children personal development	Create system where parents can get information about their children's' university activityonline	---

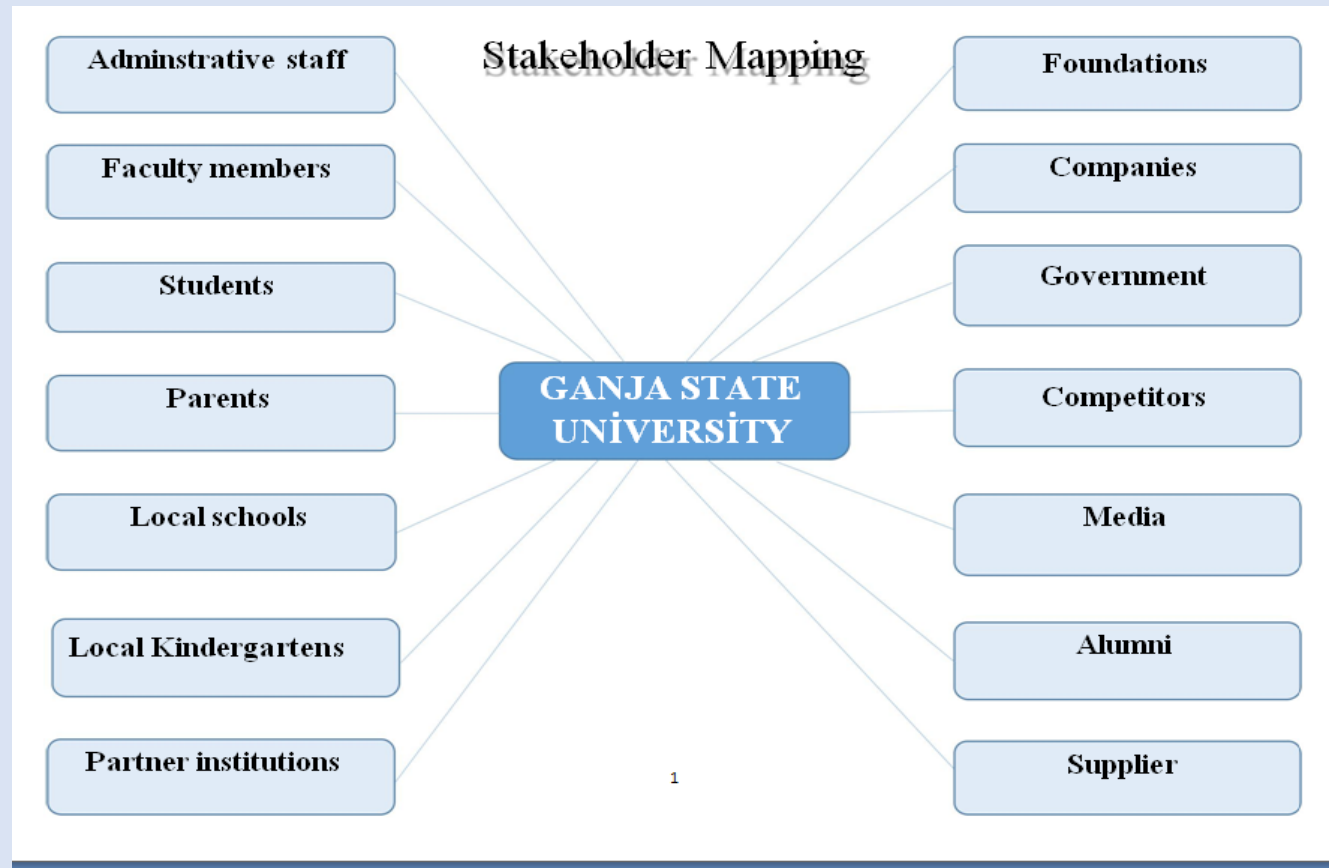


Mingachevir State University – Stakeholder Map

Azerbaijan Technological University (UTECA)



Ganja State University



Azerbaijan Tourism and Management University

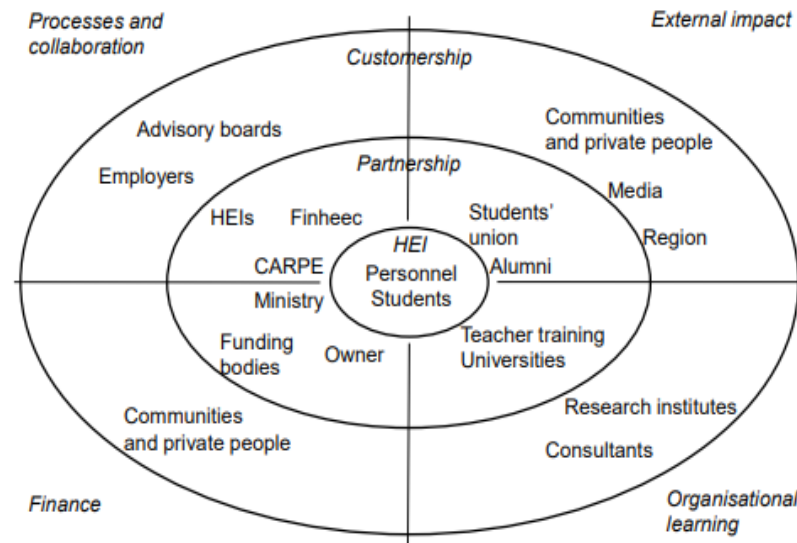


Fig. 1: A stakeholder map in higher education.



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Practical Task

- If your university has not developed a Stakeholder Map then take 20 minutes to identify the relevant stakeholders and then list them in the following table to indicate Influence and Impact

Stakeholder	Goals and Interests	Influence	Impact on Project	Role in HE



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Practical Task 2

If your university has developed a Stakeholder Map
take 20 minutes to make it more detailed i.e. identify
individual stakeholders according to groupings on
your existing map



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Practical Task 3

If your university has developed a stakeholder analysis table but has not developed a Stakeholder Map, using the table of analysis as a point of reference to develop a detailed map



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Deadline – 8 March, 2019

Completed Stakeholder Maps



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