



ERASMUS+ EICON

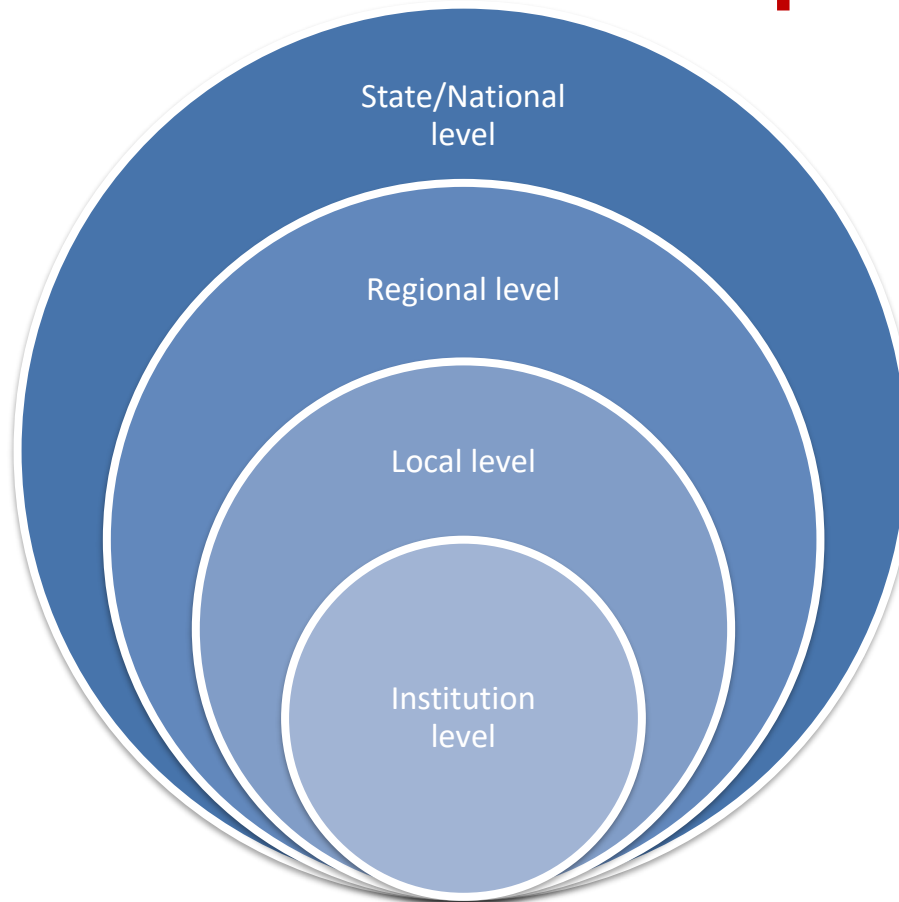
Sixth transnational project meeting

3: Review of the state of progress

Status regarding questionnaire 4

Checklist: Stakeholder involvement, collaboration & partnerships

3rd TPM: links to employment and labor market



4th TPM: Other stakeholders

- Different ministries
- National agencies
- Financial providers
- Trade unions
- Chambers of commerce
- Non-governmental organisations
- Job coaching support
- Labour market representatives
- Employment services
- Voluntary organisations
- Service providers
- Youth guidance centres
- Youth care
- Special and mainstream VET schools / special teachers & mainstream teachers
- Municipality
- Local community
- Co-workers
- Parents / families

A (small) challenge

- Due to the various stakeholders, it is not easy to design a simple checklist you could run through once
- Rather, different considerations are necessary depending on the selected stakeholders that might be of relevance to an organisation
- Therefore, this 4th checklists works slightly different
 1. Identification of relevant stakeholders (Who is of relevance?)
 2. Purpose / intention of stakeholder involvement (Why is this stakeholder of relevance to inclusive capacity?)
 3. Identification of ICT for each identified purpose / intention that might be supportive to address each stakeholder's needs



1. Identification of relevant stakeholders (Who is of relevance?)

Parents / families / legal guardians

Co-workers

Members of the local community (forming the learners' social context / space)

Municipality

Special and mainstream VET schools / special teachers & mainstream teachers

Youth care

Youth guidance centres

Service providers

Voluntary organisations

Employment services

Labour market representatives

Job coaching support

Non-governmental organisations

Ministries

Chambers of commerce

Trade unions

Financial providers

National agencies

Other: *please specify*

2. Purpose / intention of stakeholder involvement (Why?) [1/2]

- Advancement of a **learning community** (with parties external to the own organisation) to further develop inclusive capacity
- **Assessing** (academic and/or non-academic) **outcomes** to verify the effectiveness of inclusion approaches
- **Assessing / monitoring** the level of the organisation's **inclusive capacity** (status quo)
- **Challenging basic assumptions or traditional practices** from a relevant but different point of view
- **Co-creation of learning and teaching** against the background of inclusion
- **Cooperation / collaboration** to improve the level of inclusive capacity
- **Co-ordination of activities** to exploit synergies for inclusion purposes

2. Purpose / intention of stakeholder involvement (Why?) [2/2]

- Creation of inclusive **learning / teaching conditions**
- **Guidance** on state-of-the-art pedagogy, technology or management for inclusion
- **Input** that serves to further develop inclusive capacity
- **Involvement in teaching / learning** activities to enrich the experience or to illustrate the practical relevance of a topic
- **Perpetuation of learning** beyond the educational organisation to safeguard achievements
- **Sharing of inclusive practice** in teaching, learning, training, administration, curriculum development etc.
- Other: please specify

3. Identification of ICT to address each stakeholder's needs

| Purpose / Intention of their involvement | Do you own / rent / subscribed to hardware or software that, | | |
|---|--|---|--|
| | (1) for stakeholder group | (2) ... improves the quality of the intended purpose | (3) ... improves the efficiency of the intended purpose |
| Advancement of a learning community (with parties external to the own organisation) to further develop inclusive capacity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessing (academic and/or non-academic) outcomes to verify the effectiveness of inclusion approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessing / monitoring the level of the organisation's inclusive capacity (status quo) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Challenging basic assumptions or traditional practices from a relevant but different point of view | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Co-creation of learning and teaching against the background of inclusion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperation / collaboration to improve the level of inclusive capacity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |