



Co-funded by the
Erasmus+ Programme
of the European Union

Module 8: Consultation with stakeholders

Didar Ilyassov, Narxoz University

AV

ALLVET

ERASMUS+ PROGRAMME

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

GENERAL INFORMATION

1. GENERAL INFORMATION

Teacher details	Gaini Mukhanova, Associate professor, room 222 Tel: +7 701 450 45 47 e-mail: gaini.mukhanova@kazatiso.edu.kz
Contribution to the programme	Participants in this module will learn how to identify key stakeholders, determine their importance and establish a communication plan. In a highly immersive and interactive learning environment, participants will enhance their ability to have a positive influence on stakeholder engagement.
Pre- requisites:	Module 1-7

Generic Competence 1	Performing a stakeholder analysis Description: An important part of the development vocational education is performing a stakeholder analysis. Listening to stakeholder concerns and feedback can be a valuable source of information that can improve project design and outcomes and help a college or person to identify and control external risks
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- perform Stakeholder analysis
LO2	- Define identify key stakeholders, the key principles of stakeholder engagement
Specific Competence 1	Identifying stakeholders needs, wants and expectations
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- Identify stakeholders needs, wants and expectations
LO2	- Identify Stakeholder Requirements
Specific Competence 2	Communicating with stakeholders
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- identify and develop a stakeholder's communication plan
LO2	- monitor and reassess stakeholders' engagement levels

Student work plan

COMPETENCE	CONTENTS
Performing a stakeholder analysis	Doing a stakeholder analysis
Identifying stakeholders needs, wants and expectations	<ol style="list-style-type: none">1. Identify various agencies and community members2. Evaluate their roles in promotion of the development of educational processes3. Needs and expectations4. Perceptions and attitudes
Communicating with stakeholders	<p>Develop communication plan to get the most effective support possible for your initiative and reduce any obstacles to successful implementation of your program.</p> <p>What are the likely issues that the stakeholders will wish to discuss? Provide feedback on specific planned developments.</p>

INTRODUCTION

This module seeks to identify, explore and elaborate the essential elements of meaningful relations and the concomitant internal environment in a VET institution that most enhances its ability to obtain value from NGO and community stakeholder relationships.

The module is designed to provide strategic advice to whom shape and lead institutional policy towards stakeholders, and practical guidance and case studies to operational managers who engage regularly with stakeholders. Studying this module will help learners to be better able to establish conditions for meaningful engagement by more effectively recognising, analysing and utilising opportunities and challenges to building relations; and through exploring issues above and beyond the simple identification of stakeholders and immediate 'unprepared' initiation of conversations.



1 STAKEHOLDER ENGAGEMENT

Stakeholders can be defined as:

- Anyone who affects or is affected by your organization (R Edward Freeman)
- Those groups or persons who have a stake, a claim, or an interest in the operations and decisions of the firm...legal, financial, or moral claim, explicit or implicit contract (Archie B Carroll)
- They supply resources that are critical to the success of the enterprise (e.g. licence to operate)
- They place something of value 'at risk': i.e. their own welfare is directly "affected by the fate of the enterprise" (e.g. quality, environment)
- They have "sufficient power" to affect the performance of the enterprise, either favourably or unfavourably (e.g. mobilise social forces, withdraw labour)



1 STAKEHOLDER ENGAGEMENT

VET institutions can no longer choose if they want to engage with stakeholders or not; the only decision they need to take is when and how successfully to engage. Stakeholder engagement is premised on the notion that ‘those groups who can affect or are affected by the achievements of an VET institution’s purpose’ should be given the opportunity to comment and input into the development of decisions that affect them. In today’s society, if they are not actively sought out, sooner or later they may demand to be consulted



Figure 1 - Differentiating Crisis Management, Stakeholder Management and Stakeholder Engagement

Crisis Management	Stakeholders Management	Stakeholders Engagement
Reactive	Proactive	Interactive
Vulnerable	Anticipate	Encourage
Episodic	Regular	Inclusive
Hostile	Defensive	Prepared to change

1 STAKEHOLDER ENGAGEMENT

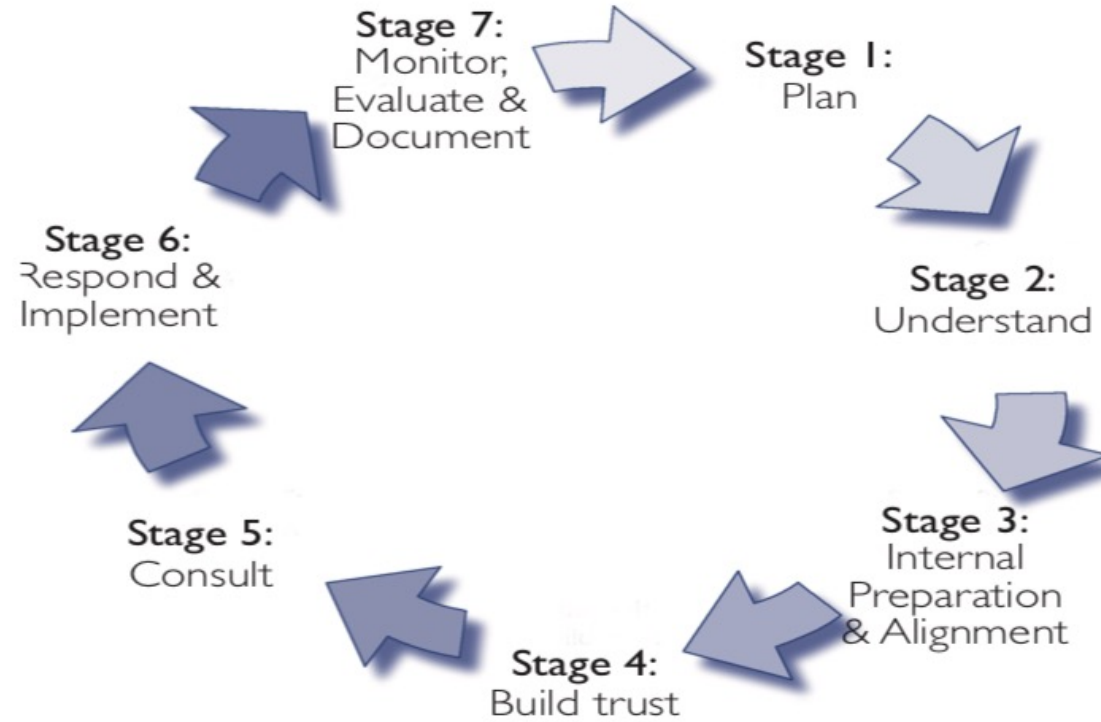


Figure 2: The Process Flow of Stakeholder Engagement

2 COMMUNICATION PLAN

The overarching objective of communication measures for the VET institutions is to establish an umbrella brand of the VET institutions that transfers a clear and coherent image of them to the public and all partners on a national and international level

Target achievements

- Public awareness in regard to the importance and value of VET is raised. The public perceives VET in a positive way.
- Public awareness for employment instruments is raised. Employers and youth make increasingly use of offered labour market instruments with special emphasis on integration of gender, encouraging female enrolment.
- The cooperation between VET is improved. The linkages between VET and the private sector with regard to the quality and labour market relevance of VET are strengthened, as an outcome creating additional opportunities for internships, apprenticeships and employment.
- Relevant target groups are informed about the establishment of frameworks and instruments of both strategies.
- “VET” are established as an umbrella brand. The contributions of SDC and EU are better visible.



Core messages and themes: VET Institutions

Education plays an important role in preparing the students for the right choice of employment, career and future life. The process of personal development, leading to the choice of the future career, begins very early in life. It should be supported by relevant teaching and learning processes, as well career education and career counselling.

VET institutions need to work hand-in-hand with the private sector to stay always up-to-date on labour market demands and be able to provide the right competences for employment, career and life



Core messages and themes: Private Sector (Employers, Companies)

Availability of skilled and qualified labor.

Participation of the private sector in VET is vital for enterprises. Establishing and using joint platforms, offering internships and apprenticeships, and using employment services provide the best ways to receive employees with the right qualifications and to ensure efficiency and profitability of the companies.

As an employer I use my range of influence and possibilities of cooperation with the VET institutions as best as possible in order to get skilled and qualified employees that are able to fulfill the work I need!



Core messages and themes: Ministries and Governmental Institutions

Achieve economic and social development.

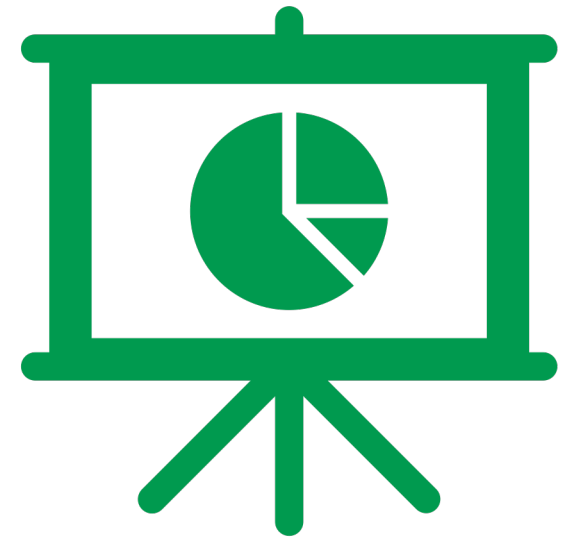
Sustainable economic development.

We need skilled and qualified specialists for the Kazakhstani labour market in order to make the Kazakhstani economy more competitive



CONCLUSION

VET institutions have to recognise that employees at all levels need negotiating skills; stakeholder engagement significantly recasts these skills, extending considerably the range of organisations and individuals that an organisation needs to negotiate with, and re-emphasising that the most successful negotiations are those that produce satisfaction for all parties over the long term



Contacts:

**Didar Ilyassov,
Narxoz University**

 **+7 705 184 91 21**

 **didar.ilyassov@narxoz.kz**

 **narxoz.kz**



ALLVET

ERASMUS+ PROGRAMME

Co-funded by the
Erasmus+ Programme
of the European Union

