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New Professional Diploma in Plant Clinic and Phytosanitary
Technologies (PRO-DPCP)
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Stakeholder Analysis REPORT

Research by
MAU and ASU

Outline and description of the WP.1.1 task			
Expected Deliverable/ Results/ Outcomes	Work Package and Outcome ref.nr		1.1.
	Title	STAKEHOLDER ASSESSMENT STUDY IN SPECIFIC NEEDS FOR PLANT CLINICS IN LABOUR MARKET AT PARTNER UNIVERSITIES IN EAST, NORTH, MIDDLE AND SOUTH OF EGYPT.	
	Type	<input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>Deliverables : Analysis methodology developed and implemented by PM, verified by all partners.</p> <ul style="list-style-type: none"> - To develop a list of all possible stakeholders. - Develop a list of priority stakeholders with input from experts. -Definitions of stakeholder characteristics -Interview questionnaire and protocol <p>The position of each stakeholder can be established by analysing the following :</p> <ul style="list-style-type: none"> ▪ -Information directly reported by the stakeholder in the interviews ▪ -Indirect information gathered through other stakeholders and secondary information (i.e., others' perceptions) ▪ - Interest information. <p>From the information in the stakeholder table, the working group should be able to conclude the following:</p> <ul style="list-style-type: none"> ▪ -Who are the most important stakeholders (from a power and leadership analysis)? ▪ -What is the stakeholders' knowledge of the plant clinic? ▪ What do the stakeholders see as possible advantages or disadvantages of the plant clinic (interest analysis)? 	
	Due date	1st week of M3, 2020	
	Languages	Ar, En	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<p><i>If you selected 'Other', please identify these target groups.</i></p> <p>Representatives from organizations with competencies in the field of Agriculture and Food in public and private sectors. NGOs public and private sector of Agriculture</p> <p>- Invited experts to represent the Associate partners</p>		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input type="checkbox"/> International

INTRODUCTION

The main issues of concern that could be raised based upon the conducted stakeholder analysis may suggest that there is:

1. Existence of large number of stakeholders with different interests, which are in sometimes conflicting.
2. Lack of cooperation and coordination on plant clinic and plant protection among different stakeholders, even within the same sector.
3. Centralization in governmental bodies sometimes limits the changes of local units to deal with plant protection impacts and vulnerabilities.
4. Lack of integrated plant health management that would coordinate efforts in plant protection may adversely affect any potential actions for adaptation of plant health areas.
5. A tendency for more powerful entities to enforce their views and development ideas, especially with the absence of any concrete policy and/or strategies for plant health management.
6. Limited knowledge and capacity among various stakeholders on plant clinic impacts, vulnerability and adaptation.
7. Lack of updated and accurate data needed for evaluating the plant clinics and associated plant protection impacts on the quantity and quality of crop production.

A need to review and modify existing adaptation strategy for plant protection educational programs, as it is very general and need to be tailored to the specific conditions of Egypt in general and its higher education areas in particular.

The Professional Diploma in Plant Clinic and Phytosanitary Technologies Project (**PRO-DPCP**), aims to establish a new joint professional diploma programme in plant clinic and phytosanitary technologies for the first time in Egypt at 6 agriculture higher education institutions to strengthen skills of students, graduates and employee in agriculture sector to match crop protection labour market needs.

The involvement of stakeholders from the very start of the project is vital in order to successfully exploit the project results. Stakeholders belong to networks containing large potential target audiences, so they need to be convinced of the high quality of the project outputs. According to the objectives of the EACEA, it is crucial that EU funded projects are disseminated on a large scale. Therefore, it is important that a significant number of stakeholders are identified which represent a variety of institutions, countries in order to ensure a wide range of experience and suitable dissemination for effective transnational networking.

In order to maximize the dissemination and exploitation of the project results, project activities must not be limited to the immediate partnership but rather they need to be presented to a geographically diverse audience. By disseminating the PRO-DPCP project through a network in 6 different partner regions inside Egypt (or even from outside these regions), the partnership has certainly fulfilled the basic quality standard of "geographic diversity".

The early involvement of relevant stakeholders encourages constructive feedback and the mutual exchange of experience, which can be taken into consideration in relation to the project process and its developments.

In line with this definition, stakeholder analysis for the PRO-DPCP project was undertaken to identify and detail the stakeholders impacting the Project.

PROJECT PARTNERS

The following institutions are participating in the project:

No	Name	Country
P1	Agraren universitet - Plovdiv	Bulgaria
P2	Universita Degli Studi Di Napoli Federico II.	Italy
P3	Debreceni Egyetem	Hungary
P4	Mansoura university	Egypt

P5	Ain Shams university	Egypt
P6	Alexandria university	Egypt
P7	Suez Canal university	Egypt
P8	South Valley university	Egypt
P9	Sohag university	Egypt

Associate partners are:

P10	Agriculture Research Center (ARC)	Egypt
P11	Institute for Sustainable Plant Protection (CNR)	Italy
P12	Horticultural Export Improvement Association (HEIA)	Egypt

Stakeholder Assessment Goals

This stakeholder analysis aims to identify different types of relevant stakeholders according to their power and interest. We have set three goals that we want to achieve within the stakeholder analysis.

- 1) To identify the most relevant individuals, networks and institutions in Egypt and to gather their contact details in a database.
- 2) To categorize the identified stakeholders in an interest and power grid in order to be able to involve the most important stakeholders in the project and to effectively tailor the project communication to the different types of stakeholders.
- 3) To present ways on how PRO-DPCP program and its plant clinics can be better promoted in Egypt and to make suggestions on how relevant stakeholders can better influence plant protection policies.

For this, each partner has filled in a simple excel sheet, providing information about potential stakeholders. The spreadsheets completed by each partner have been combined into one single master table. The long list of information about these stakeholders (around xx stakeholders in total) was then used to generate pivot tables for analysis of stakeholders according to their role, interests and power; this will be done during the individual stakeholder consultation in the case studies with input from stakeholder analysis tools used at each partner region in Egypt.

1. Methodology

From the very start of the proposal-writing stage, the project has engaged with key actors who are implementing higher education initiatives at the local and European levels (either as project coordinators, project partners, third parties or project supporters), together with newcomers who can introduce and promote Plant Clinic practices in their respective institutions.

Stakeholder analysis is a technique used to identify and assess the importance of key individual, groups of people, or institutions that may significantly influence the success of an activity or implementation of a project. For the purpose of this study, stakeholders were defined as individual, group or organization that benefits from or has an impact upon/influences resources in PRO-DPCP project.

The stakeholder analysis follows a four-step process. Each step of the analysis is summarized in tables and matrices to facilitate stakeholders' engagement in the decision making process.

- The first step is the identification of stakeholders and their categorization.
- The second step is the utilization of the above mentioned methodology to present the interests of the stakeholders.
- The third step is the assessment of the stakeholders' importance and influence, and finally
- The fourth step is to summarize a preliminary participation strategy.

Step I: Identification and categorization of stakeholders

During the PRO-DPCP meeting in South Valley University (Qena city) in Feb. 2020, a first data collection exercise was done with PRO-DPCP consortium members and PRO-DPCP Advisory Board members. After

having received instructions on the kind of stakeholders that are relevant for the analysis, all present partners were asked to insert data on relevant persons and institutions into an online survey. The participants were informed that the data about each stakeholder does not have to be complete and that only data publicly accessible should be provided.

Table (X)

Stakeholder No.	Affiliation	Position	Location Address	Types			Economic Sector	
				Internal (primary)	External (Secondary)	Other	Public	Private
S1								
S2								
S3								

To identify the appropriate consultation methods for each stakeholder group during the life of the project. Some of the most common methods used to consult stakeholders include:

- Phone /email;
- One-on-one interviews;
- Workshop/focus group discussions;
- Distribution of pamphlets and newsletters;
- Public meetings;

When deciding the frequency and the appropriate engagement technique used (Tabl x) to consult a particular stakeholder group, three criteria must be considered:

1. The extent of impact of the project on the stakeholder group;
2. The extent of influence of the stakeholder group on the project; and
3. The culturally acceptable engagement and information dissemination methods.

There are a variety of engagement techniques (Table xx) used to build relationships with stakeholders, gather information from stakeholders, consult with stakeholders, and disseminate project information to stakeholders. When selecting an appropriate consultation technique, culturally appropriate consultation methods, and the purpose for engaging with a stakeholder group should be considered.

Table.xx. Passive and active methods of communication

Passive (information)	Active (discussion)
<ul style="list-style-type: none"> ● Websites ● Newspaper articles ● Other news channels ● Posters ● Flyers ● Pamphlets ● List servers ● Draft policy documents 	<ul style="list-style-type: none"> ● Conference calls ● Video conferencing ● Face-to-face meetings ● Questionnaires ● Social media (interactive) ● Advisory committees Working groups ● Consultations

Engagement Techniques Examples

ENGAGEMENT	MOST APPROPRIATE APPLICATION OF TECHNIQUE
Information Centre and Information Boards	Establish Information Boards in each Project area community.
Correspondence by phone/email/Text/Instant messaging	Distribute project information to government officials, organizations, agencies and companies Invite stakeholders to meetings
Print media and radio announcements	Disseminate project information to large audiences, and illiterate stakeholders Inform stakeholders about consultation meetings
One-on-one interviews	Solicit views and opinions Enable stakeholders to speak freely and confidentially about controversial and sensitive issues Build personal relations with stakeholders
Formal meetings	<ul style="list-style-type: none"> • Present project information to a group of stakeholders • Allow the group of stakeholders to provide their views and opinions • Build impersonal relations with high level stakeholders • Distribute technical documents • Facilitate meetings using PowerPoint presentations • Record discussions, comments/questions raised and responses
Public meetings	<ul style="list-style-type: none"> • Present project information to a large audience of stakeholders, and in particular communities • Allow the group of stakeholders to provide their views and opinions • Build relationships with neighboring communities • Distribute non-technical project information • Facilitate meetings using PowerPoint presentations, posters, models, videos and pamphlets or project information documents • Record discussions, comments/questions raised and responses
Workshops	<ul style="list-style-type: none"> • Present project information to a group of stakeholders • Allow the group of stakeholders to provide their views and opinions • Use participatory exercises to facilitate group discussions, brainstorm issues, analyses information, and develop recommendations and strategies • Recording of responses
Focus group meetings	<ul style="list-style-type: none"> • Allow a smaller group of between 8 and 15 people to provide their views and opinions of targeted baseline information • Build relationships with neighboring communities • Use a focus group interview guideline to facilitate discussions • Record responses

Surveys	<ul style="list-style-type: none"> • Gather opinions and views from individual stakeholders • Gather baseline data • Record data • Develop a baseline database for monitoring impacts
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The following attribution data about stakeholders was collected:

- First name
- Last name
- Position
- Institutional affiliation
- address of institution
- Website of institution
- Other positions held
- Professional thematic focus
- E-Mail
- Phone
- Personal website
- Link to CV
- Social media
- Comments

After the meeting, the PRO-DPCP consortium and Advisory Board members were asked to add more stakeholders to the list and to forward the link to the online data collection sheet to colleagues and other relevant partners in the field of Plant Clinic in crop protection areas (achieving a broader outreach beyond the project consortium).

Stakeholder Identification

A further differentiation was made in the study of PRO-DPCP project between stakeholders who are internal or external, and those who are actual or potential.

This is an important differentiation to also explore in the case of the stakeholders in PRO-DPCP. In our project, the actual internal stakeholders are clearly the members of the Consortium and the Third-Party Partners, and their staff. Potential internal stakeholders, could be seen to be those in the wider PRO-DPCP community with whom we are actively collaborating to gather inputs during this first assessment phase and subsequent requirements gathering phases.

In the corporate stakeholder literature, an additional difference is made between primary stakeholders, who are essential to the survival and wellbeing of the organization (such as shareholders, employees, customers and those with regulatory authority over the business), and secondary stakeholders, with whom the business interacts but who are not essential to its survival.

A- Identified Primary Stakeholders

This list of stakeholders is likely to expand/change in composition as the project moves to feasibility, construction, operations and closure. Additional stakeholder groups might include:

1- Project Personnel

It is important that staff of PRO-DPCP and in

the Plant Pathology Department and other related Departments are included in the consultation and engagement processes. By consulting personnel, it is possible for project consultants to communicate accurate information regarding Project activities, company recruitment policies and procedures, worker health and safety procedures, as well receiving information on the status of

Plant Clinic development community of internal and external stakeholders.

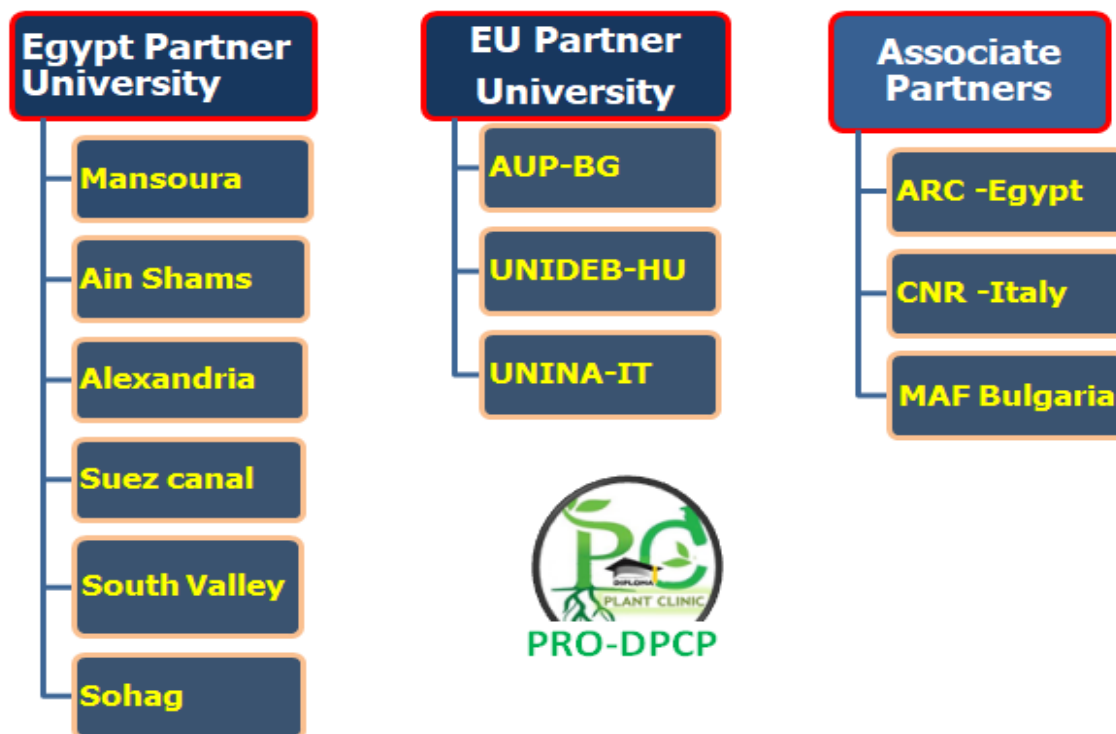


Fig. xx: Direct stakeholders at institutional level belong to project consortium in Egypt and Europe partner institutions

It is feels easy to identify who the primary stakeholders of the project would be in our case, but it would be risky for us to relegate other stakeholders to the secondary category, because they are often exactly the under-reached groups that we wish to actively engage with via the Project. However, it is necessary to prioritize our energies on where they are likely to have the most impact on the success of the project, and so we do undertake a prioritization exercise – but without categorizing stakeholders as primary or secondary.

2- Stakeholder Mapping & Analysis

The first step in any stakeholder mapping process is to take an iterative and ‘living document’ approach, such that it is not static, but can be adapted as the project develops. Building on the first brainstorming session that took place in February 2020, we conducted a stakeholder category list, as shown in Table x below; مطلوب عمل جلسه العصف الذهني في كل جامعه من المتخصصين في هذا المجال



In defining the scope of this report, we must first highlight that our focus is those who are stakeholders in the success of the project, and in the success of the Plant Clinic. There is a highly specific range of potential stakeholders within any project linked between education, industry and society, depending on the tasks stated aims of the project, and we do not cover them here. We thus define our stakeholders as ‘any person, group, or entity with a common interest in the outcomes of the Project. Our approach to stakeholder identification and assessment are questions in the following box.

STAKEHOLDER	Any person, group, or entity with a common interest or stake in the outcomes of the project and the success of the platform
ROLE	Each stakeholder may assume one or more roles, and may be a user of the project as well as stakeholder.
INTEREST	How will the project impact the stakeholder? How will the stakeholder benefit from the outcomes of the project?
THEIR NEEDS	What are the primary concerns of this stakeholder? What expectation do they have? What will influence their support?
OUR NEEDS	What we need from this stakeholder? Resources? Approval? Visible public support? Access? Input?
PLANNING	How should we work with this stakeholder? How will we communicate, and how frequently? How will we address their concerns?

B- Identified Secondary Stakeholders

To be done as before

Step II: Conducting interviews

After completing the desk research, the staff identified stakeholders from the established project database that would be able to contribute to achieving the following interview goals:

- 1) Identify individuals, networks and their channels of communication;
- 2) Identify ways how stakeholders shape the plant health towards crop protection;
- 3) Identify ways how plant clinic can be better promoted in Egypt.

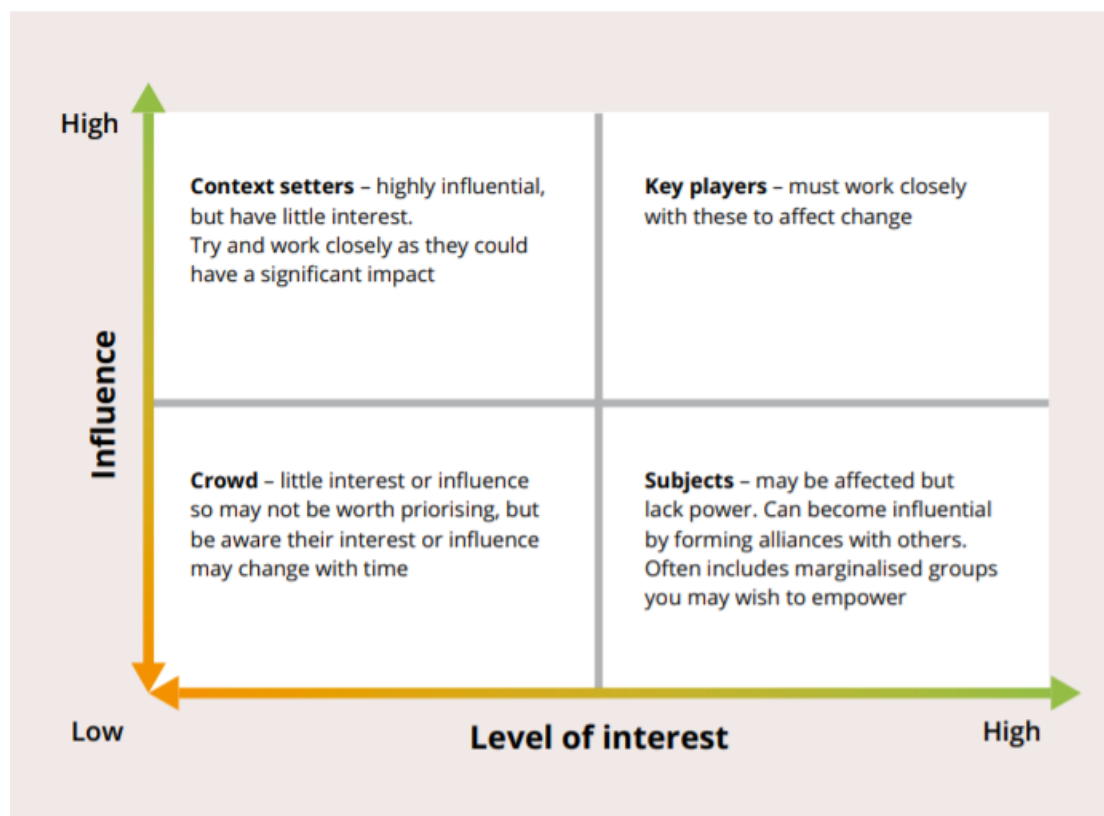
A set of openly formulated questions was created in order to achieve the mentioned goals. These questions were adapted to the different categories of stakeholders that were interviewed resulting in 2 slightly different questionnaires. As an example, the questionnaire for the representatives of rural society and agriculture sector is attached to this report in Annex xxx.

In total, xx persons were contacted by the analyst experts and xx persons agreed to be interviewed. xx interviews took place via messenger, WhatsApp and email xx interviews were conducted in person and xx person answered in written form.

Step III: Developing an interest vs. power grid

This phase consisted of;

- 1) Creating a value scale for the dimensions “power” and “interest” and assigning all stakeholders from the established database with a scale number;
- 2) Creating an “interest vs. power grid” producing four different types of stakeholders and to establish different communication strategies towards these four types.



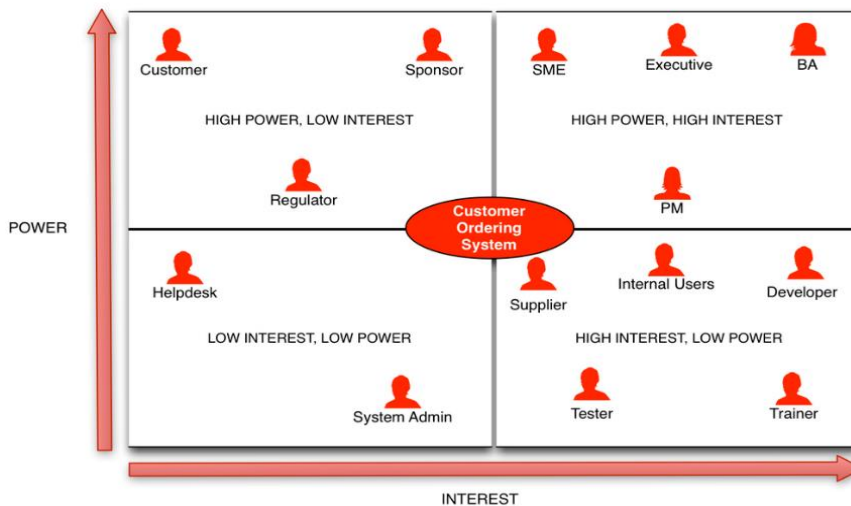


Figure xx: PRO-DPCP Power vs. interest grid sample

The placement of stakeholders across the quadrants also provides an indication of their status to the project.

The quadrants interpretation is:

- High Interest & High Influence = the Primary stakeholders
- High Interest or High Influence = the Secondary stakeholders
- Low Interest & Low Influence = the Tertiary stakeholders

This power vs. interest grid was designed primarily for stakeholder analyses in the private sector. In the PRO-DPCP Stakeholder Analysis, the analyst experts adapted the four quadrants to the project's overall objective of raising awareness on plant clinic and to reach and include all relevant stakeholders, including the ones with less influence. As the interest dimension plays a more important role for the PRO-DPCP project, the grid was adapted as follows:

After the allocation of all stakeholders into the four types, the researchers established differentiated approaches to communicate to the different types of stakeholders (e.g. invite all stakeholders with high interest and high power to PRO-DPCP workshops and conferences). This differentiation allows PRO-DPCP to be more effective in its communication strategy towards its partners as well as to make better recommendations to relevant higher education bodies within the PRO-DPCP long-term Communication Strategy by the end of the project.

The different communication tools for the four types of stakeholders are described in Step1.

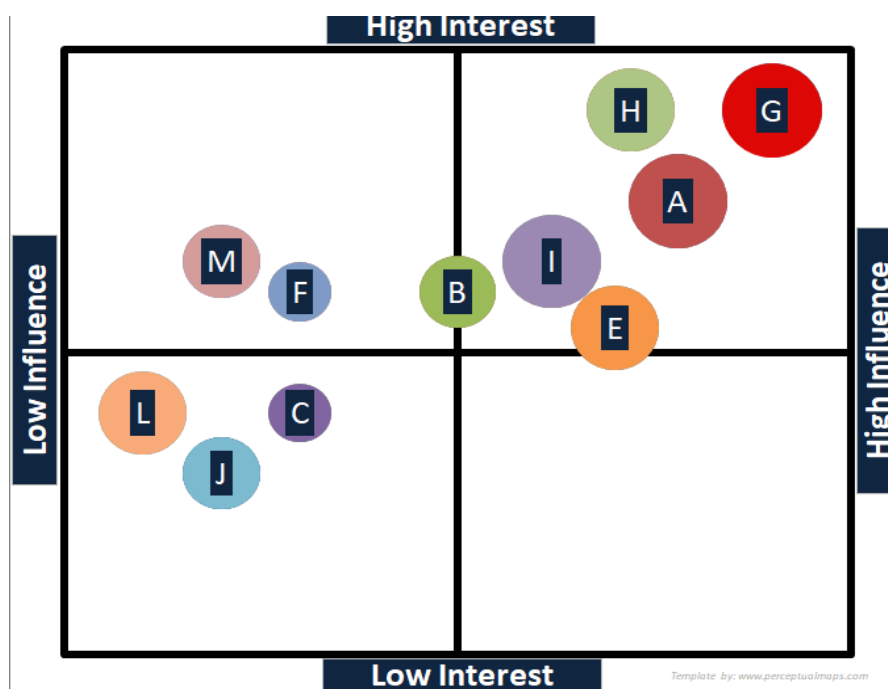
Step IV: Analysing interviews and writing stakeholder analysis report

After having finalized the interest and power grid, an analysis of the interview answers was conducted by the researchers. Here, attention was paid to answers that were directly linked to the three objectives set prior to the interviews. The results of all research phases are presented below:

Mansoura University (Example ...Internal stakeholders)

Our first mapping of the Project Internal or Primary Stakeholders are contained in below and resulted in a clear picture of the main stakeholder groupings for the Project.

The outcomes of our first such stakeholder mapping session identified above emphasizes their roles as users of the project and the level of influence and interest experience that they have, as shown in Figure - below.



Different internal stakeholder categories in Mansoura University : (A)University Officials, (B) University Erasmus Office, (C) IRO Office, (D)Financial Audit Staff, (E) Faculty Dean, (F) Faculty Board, (G) Project Coordinator, (H) Plant Pathology Dept. Board, (I) Academic Staff, (J) Technical Staff, (K) Administrative Staff, (L) Associated Departments and (M) Students

Fig. x : Internal Mansoura University Stakeholder Analysis (Power/Influence/Interest) in PRO-DPCP Erasmus Project

A	University Officials	7.8	7.5	5
B	University Erasmus Office	5	6	3
C	IRO Office	3	4	2
D	Financial Audit Staff	2	3	3
E	Faculty Dean	7	5.4	4
F	Faculty Board	3	6	2
G	Project Coordinator	9	9	5
H	Plant Pathology Dept. Board	7.2	9	4
I	Academic Staff	6.2	6.5	5
J	Technical Staff	2	3	3
K	Administrative Staff	1	4	4
L	Associated Departments	1	4	3
M	Students	2	6.5	3

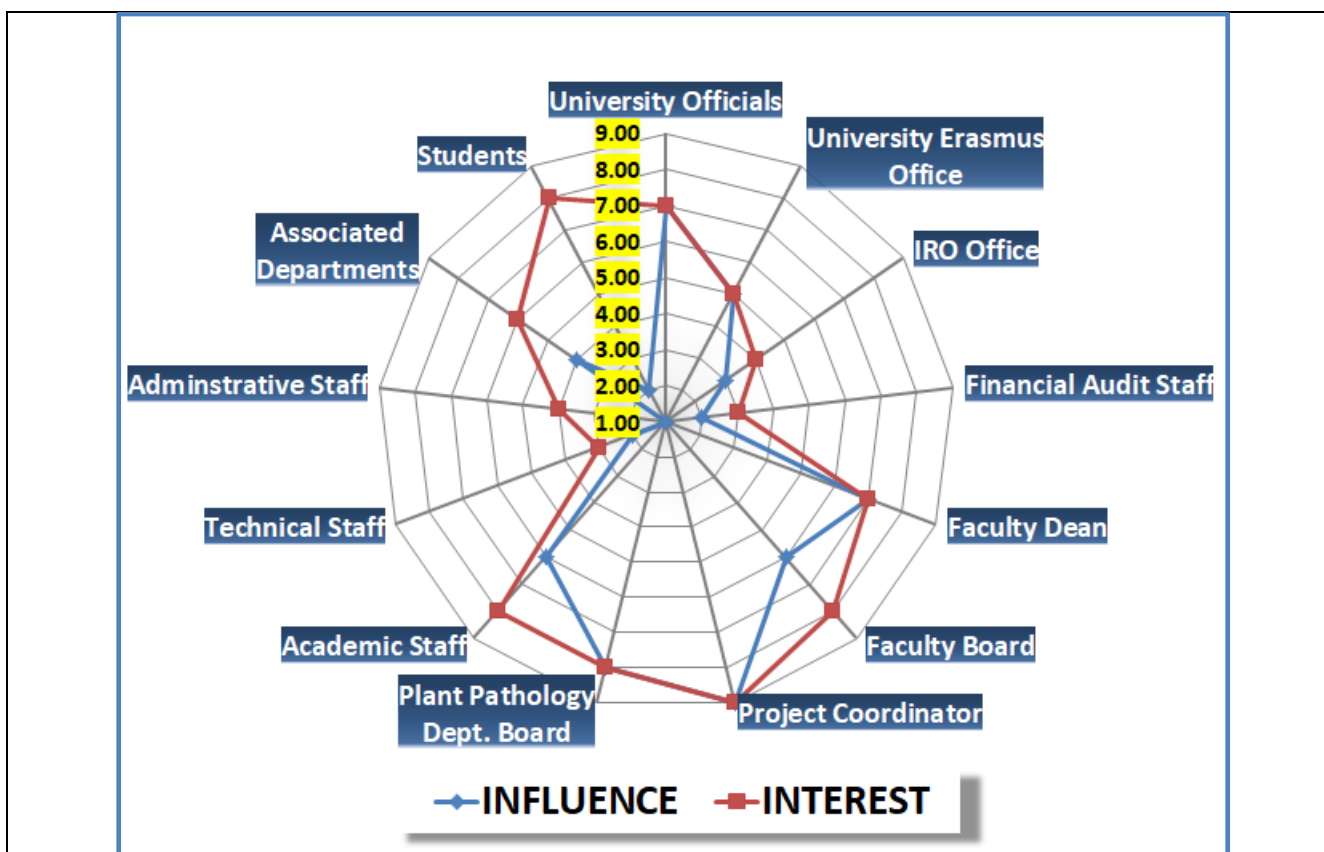


Fig. xx: Different internal stakeholder categories in Mansoura University

The same above results will be done for the external stakeholders

The planned stakeholders distribution during the whole project work packages

In addition to the stakeholders who might be beneficiary of Plant Clinic, it is important to consider those stakeholders who are in crop protection, but who may play a role in agriculture sector. The total list of stakeholders will be country and partner specific, but examples of the varied mix of stakeholders who may be involved in the different project stages include the following list in Table (xx).

Table xx: Project stakeholder distribution in different work package tasks of PRO-DPCP project

Task	Action	Targeted Stakeholder Type	Stakeholder engagement process
WP.1			
1.1.	Stakeholder assessment study for Plant Clinic program	Groups in Consortium including : <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Public and private sectors. <input checked="" type="checkbox"/> Experts from ARC CNR, MAF <input checked="" type="checkbox"/> Associate EU partners P11 and P12 <input checked="" type="checkbox"/> Administrative staff	To be defined through the communication plant of the project
1.2.	Good practice visits to EU for Benchmarking study		To be defined

1.3.	Staff need for training in modern plant clinic techniques	<input checked="" type="checkbox"/> Agriculture sector key staff <input checked="" type="checkbox"/> Experts by Associate partner <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Key staff managers	To be defined
1.4.	Good Practice Guide for Plant Clinic Services	<input checked="" type="checkbox"/> representatives Egypt, EU	"
1.5.	Terms of Reference to establish network signed		"
WP.2			
2.1.	Need of equipment's /teaching materials approved	Groups in Consortium including : <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Administrative staff	"
2.2.	Space for Network/training centres provided	<input checked="" type="checkbox"/> Financial and inventory staff <input checked="" type="checkbox"/> Technical staff	"
2.3.	Public Tender call for Purchasing of equipment's done	<input checked="" type="checkbox"/> Librarians <input checked="" type="checkbox"/> Companies selling Equipment and labraotry supplies	"
2.4.	Equipment and literature purchased, instalment	<input checked="" type="checkbox"/> Senior Management staff	"
WP.3			
3.1.	Staff/students training plan developed	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students	"
3.2.	Training agreements signed among partners	<input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff	"
3.3.	Staff from PC trained on ECTS and pedagogy	<input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Librarians	"
3.4.	Trainers trained on Plant Clinic Techniques	<input checked="" type="checkbox"/> Experts by Associate partner <input checked="" type="checkbox"/> E-learning and IT (Subcontract)	"
3.5.	Technical staff trained on new equipment's.	<input checked="" type="checkbox"/> PC partners key official staff <input checked="" type="checkbox"/> Research Canters key staff	"
3.6.	Administrative in PC trained on ECTS system	<input checked="" type="checkbox"/> Degree programmes <input checked="" type="checkbox"/> Head of Department	"
3.7.	e-learning and network developers		"
3.8.	Students trained in field and lab practices		"
3.9.	Internship of students		"
3.10.	Short Training program		"
WP.4			
4.1.	Review of worldwide similar programmes	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students	"
4.2.	Teaching methodology	<input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Administrative staff	"
4.3.	Structure for new DPCP program designed	<input checked="" type="checkbox"/> Librarians <input checked="" type="checkbox"/> Experts in Associate partners <input checked="" type="checkbox"/> e-learning and IT experts	"
4.4.	Teaching resource platform and web access	<input checked="" type="checkbox"/> key official staff	"

4.5.	Clinic room operation and pests cultures collection	<input checked="" type="checkbox"/> Research Canters key staff <input checked="" type="checkbox"/> Degree programmes <input checked="" type="checkbox"/> Head of Departments	"
WP.5			
5.1.	New DPCP program accredited and catalogue printed	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Technical staff	
5.2.	Teaching commitments to staff members assigned	<input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Librarians	
5.3.	New program announced/launched at each PC partner	<input checked="" type="checkbox"/> Experts in Associate partner <input checked="" type="checkbox"/> e-learning and IT experts	
5.4.	First group admitted at PC partners	<input checked="" type="checkbox"/> key official staff <input checked="" type="checkbox"/> Research Canters key staff	
5.5.	2nd students group selected/enrolled (winter-2020)	<input checked="" type="checkbox"/> Degree programmes <input checked="" type="checkbox"/> Head of the Departments <input checked="" type="checkbox"/> Experts in Associate partner	
5.6.	Internship report/Diploma graduation thesis evaluated	<input checked="" type="checkbox"/> university Key official staff <input checked="" type="checkbox"/> Students Parent and families <input checked="" type="checkbox"/> Social media influencers	
5.7.	Graduation ceremony of first Diploma graduates	<input checked="" type="checkbox"/> Wider community members <input checked="" type="checkbox"/> Natinal Erasmus Office <input checked="" type="checkbox"/> EU delegation	
WP.6			
6.1.	Seminars held on QA, Bologna Process, ECTS system	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> external quality control expert <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Farmers Associations	
6.2.	Set up Quality Monitoring groups for quality ...	<input checked="" type="checkbox"/> Programme/project managers <input checked="" type="checkbox"/> Media, Journalist and TV <input checked="" type="checkbox"/> Educational Policy Makers <input checked="" type="checkbox"/> Trade Unions <input checked="" type="checkbox"/> Univ. related research groups <input checked="" type="checkbox"/> key official staff	
6.3.	External Quality control of the DPCP program	<input checked="" type="checkbox"/> Research Canters key staff <input checked="" type="checkbox"/> Degree programmes <input checked="" type="checkbox"/> Head of Department <input checked="" type="checkbox"/> Experts in Associate partners <input checked="" type="checkbox"/> university Key official staff <input checked="" type="checkbox"/> Non-profit/NGOs	
6.4.	Internal quality control of teaching resources...	<input checked="" type="checkbox"/> Rural local authorities <input checked="" type="checkbox"/> Phytosanitary Control Inst. Inst. In Egypt are: <ul style="list-style-type: none"> • Central Administration for Plant Quarantine (CAPQ) 	

		<ul style="list-style-type: none"> • Central Administration for Pest Control (CAPC) • Potato Brown Rot Project (PBRP) • Plant Pathology Research Institute (PPaRI) • Plant Protection Research Institute (PPrRI) • Weed Research Laboratory (WRL) • Date Palm Research Laboratory (DPRL) 	
6.5.	Internal quality control of dissemination activities ...		
WP.7			
7.1.	Plenary/press events at 3 sites Egypt partners held	<input checked="" type="checkbox"/> Natinal Erasmus Office <input checked="" type="checkbox"/> EU delegation <input checked="" type="checkbox"/> key official staff	
7.2.	Dissemination operational plan developed	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students	
7.3.	The new DPCP Program WEBSITE launched / maintained	<input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Research Canters key staff <input checked="" type="checkbox"/> Degree programmes <input checked="" type="checkbox"/> Head of Department	
7.4.	Seminars, meetings / symposia of Plant Clinic conducted	<input checked="" type="checkbox"/> university Key official staff <input checked="" type="checkbox"/> Agriculture sector key staff <input checked="" type="checkbox"/> Experts from Associate partners	
7.5.	DPCP program dissemination tools applied	<input checked="" type="checkbox"/> university Key staff managers <input checked="" type="checkbox"/> legal representatives of the partners <input checked="" type="checkbox"/> Social media influencers	
7.6.	Field days implemented at each partner site	<input checked="" type="checkbox"/> Wider community members <input checked="" type="checkbox"/> Head of Department	
7.7.	Project operational plan of exploitation developed	<input checked="" type="checkbox"/> Mid-Delta Radio Station (MDRS) <input checked="" type="checkbox"/> Local trade directory for companies working in agriculture	
7.8.	Workshop on future cooperation among Consortium	<input checked="" type="checkbox"/> Crop grower/Exporter <input checked="" type="checkbox"/> Organic/Biodynamic Produce <input checked="" type="checkbox"/> The Union of Producers and Exporters of Horticultural Crops (UPEHC)	
7.9.	Legal agreements/business contracts done	<ul style="list-style-type: none"> • Crop grower/Exporter • Organic/Biodynamic companies 	
7.10.	Laboratory and field analysis paid services	<input checked="" type="checkbox"/> Agricultural Cooperative Central Union <input checked="" type="checkbox"/> The Horticultural Export Improvement Association (HEIA)	

WP.8			
8.1.	(Kick-off meeting)/1st year work plan	<input checked="" type="checkbox"/> University legal representatives <input checked="" type="checkbox"/> Project Coordination committee <input checked="" type="checkbox"/> Steering committee <input checked="" type="checkbox"/> Financial Audit staff <input checked="" type="checkbox"/> Univ. Erasmus and IRO offices <input checked="" type="checkbox"/> key official staff <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> University PM Office <input checked="" type="checkbox"/> Natinal Erasmus Offices <input checked="" type="checkbox"/> EU delegation (Egypt) <input checked="" type="checkbox"/> EACEAE directorate (Brussels)	
8.2.	Day to day management implemented in project sites		
8.3.	Project steering committee meetings		
8.4.	First project report		
8.5.	Final project report and Close		

Annexes

Any questionnaire format should be designed according to above mentioned criteria in this report

All data should be Excel spread sheets

As in this example

Stakeholder	Criteria of evaluation						Decisions		
	Interests	Attitude	Power			Influence	Total	The need for involvement	Extent of involvement
			H	F	P				

Attitude	<input type="checkbox"/> 3 Highly supportive	<input type="checkbox"/> 2 Moderately supportive	<input type="checkbox"/> 1 Neutral	<input type="checkbox"/> -2 Moderately negative	<input type="checkbox"/> -3 Highly negative
Power	H <input type="checkbox"/> 5 Very strong	<input type="checkbox"/> 4 Strong	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 2 Weak	<input type="checkbox"/> 1 Very weak
	F <input type="checkbox"/> 5 Very strong	<input type="checkbox"/> 4 Strong	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 2 Weak	<input type="checkbox"/> 1 Very weak
	P <input type="checkbox"/> 5 Very strong	<input type="checkbox"/> 4 Strong	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 2 Weak	<input type="checkbox"/> 1 Very weak
The need for involvement (If total)	<input type="checkbox"/> > 10 Should be involved	<input type="checkbox"/> < 10 Could be disregarded			
The extent of involvement (If total)	<input type="checkbox"/> < 20 To be informed	<input type="checkbox"/> 20 – 30 To be consulted	<input type="checkbox"/> > 30 In decision making process		

These above-mentioned threshold limits are guidelines and could be slightly modified.

Checklist Model for Effective Stakeholder Meetings

Before the meeting	
<ul style="list-style-type: none"> Who or what event triggered the meeting, or the need for a meeting? What is your existing relationship with these stakeholders? What relationship would you aim for? How much do these stakeholders know about the project and its objectives? 	
<ul style="list-style-type: none"> What do you specifically want to achieve at this meeting? <ol style="list-style-type: none"> How will you know you achieved it? What needs to be in place to achieve it? 	

<ul style="list-style-type: none"> • What follow-up do you need from this meeting? <ol style="list-style-type: none"> 1) Who needs to follow up? 2) By when? 3) What specifically do you need from each party for follow-up? 4) Will there be a cost and, if so, who will pay? 	
<ul style="list-style-type: none"> • What outcome of the meeting (which you can control to some degree) would satisfy you? <ol style="list-style-type: none"> 3) Numbers of participants 4) Range of representation 5) Active engagement through question-and- answer session (be sure to document this as well as the other outcomes). 	

During the meeting	
What are you doing now?	
What does not work?	
What else could you do or have you tried?	
If something else works, why are you not doing it already? (barriers to implementation)	
How much improvement would you expect with these new practices?	

Table 1. Example of the simple Excel sheet used by partners to characterize potential stakeholders relevant to their own case studies

Stakeholder No.	الجهة	الوظيفه	Type			Economic sector	
			Number of staff	Internal (Primary)	External (Secondary)	Public	Private
S 1	ادارة الجامعه	مكتب رئيس الجامعه	3	X			
S 2	ادارة الجامعه	مكتب نائب رئيس الجامعه للدراسات	5	X			
S 3	ادارة الجامعه	موظفي الدراسات العليا والبحوث	5	X			
S 4	ادارة الجامعه	موظفي العلاقات العامه		X			
S 5	ادارة الجامعه	أمين الجامعه		X			
S 6	ادارة الجامعه	مدير ادارة الحسابات		X			
S 7	ادارة الجامعه	مدير مكتب الأيراسموس		X			
S 8	ادارة الجامعه	مدير التعاون الدولي		X			
S 9	ادارة الجامعه	مدير ادارة المشاريع		X			
	مركز التقنيه والاتصالات	مدير مركز التقنيه					
	مركز التقنيه والاتصالات	فنيون مركز التقنيه					
S 10	كلية الزراعة	العميد		X			

S 11	كلية الزراعة	مدير المشروع		X			
S 12	كلية الزراعة	وكيل شئون الطلاب		X			
	كلية الزراعة	وكيل الدراسات العليا					
	كلية الزراعة	مدير إدارة الجودة					
	كلية الزراعة	وكيل البيئة وخدمة المجتمع					
	كلية الزراعة	موظفين الدراسات العليا والتسجيل					
	كلية الزراعة	موظفين شئون الخريجين					
	كلية الزراعة	طلاب البرامج العلمية					
	كلية الزراعة	محاسب المشروع					
	كلية الزراعة	أداريون المشروع					
	كلية الزراعة	فنيون المشروع					
	قسم أمراض النبات	رئيس القسم					
	قسم أمراض النبات	أعضاء التدريس					
	قسم أمراض النبات	الوظائف المعاونه					
	الأقسام الأخرى	رؤساء الأقسام					
	الأقسام الأخرى	أعضاء التدريس					
S 13	المشتريات والمخازن	موظفي المشتريات والمخازن		X			
S 14							
			Affiliation				
insert							
insert							

To be filled