

Project title	New Professional Diploma in Plant Clinic and Phytosanitary Technologies (PRO-DPCP)
Project No	609550-EPP-1-2019-1-BG-EPPKA2-CBHE-JP
Title of Deliverable:	Stakeholder Analysis Report
Date of Delivery to PRODPCP	5/5/2021
Editor	Professor Dr. Waleed Shaban Professor Dr. Manal Eid
Reviewer(s):	SCU team responsible for internal Dissemination and Sustainability



Project coordinator, Agricultural University-Plovdiv
Plovdiv 4000, Bulgaria, 12 Mendelev Str.
<http://www.plantclinicdiploma.org/en/index.php/about/project-description>

tel: +359 32 654 218; +359 32 654
271
mobile: +359 895 742012
e-mail: vili.harizanova@gmail.com



Introduction

Suez Canal University (SCU) aims to provide opportunities to its student for learning and education which capable of competition and provide work opportunities in its wide field at globalization era responding its community needs and eager to develop values within it without compromised to abandon our identity. Nevertheless, SCU is very keen to renovate the programs in agriculture that contributes to an expansion of the improving courses with addition of a plethora of numerous new scientific disciplines. These reforms still do not take into account the importance of plant health and plant clinic. Currently, SCU has taken real actions for establishing plant clinic as a new university program through coordination with other five Egyptian universities and other three European institutes that co- funding by Erasmus and program of the European Union.

The new program is professional diploma in plant clinic and phytosanitary technologies that offers agricultural expertise a great opportunity to develop their knowledge of plant health principles while empowering them to influence national institutions in shaping a sustainable agricultural future at home.

The overall purpose of this report was to emphasis on the opinions of stakeholders towards the importance of establish new program in plant clinic and summarize the key opportunities, obstacles and actions identified by each of the stakeholder groups, Identifying who has a stake in plant clinic program, Identifying relationships between stakeholders.

1- Methods for stakeholder analysis:

The most commonly used approach to stakeholder analysis is to consider the relative interest of a stakeholder in the issue or decision being considered versus their level of influence over that issue or decision. This is typically done using an ‘interest-influence matrix’ (Figure 1). Using this approach, we can classify stakeholders as key players, context setters, subjects and the crowd.

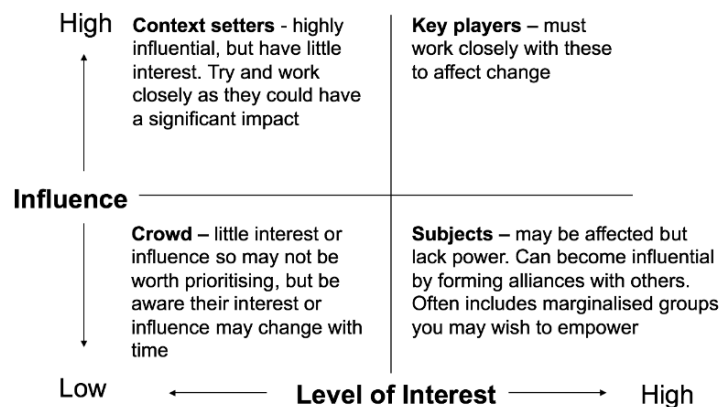


Figure 1: Interest-influence matrix used to identify stakeholders with differing levels of interest in and influence over the project

Stakeholders may form combination to either promote or failure a particular outcome and stakeholder mapping can be used to identify where such combinations are likely to arise. This requires stakeholder mapping exercises to be revisited and updated periodically to ensure that the needs and priorities of all stakeholders continue to be captured.

- **Categories of stakeholder in an interest-influence matrix**
- **Key players** are stakeholders with high levels of influence and interest, and it is debated by some priority should be given to appealing actively with this group



- **Context setters** are stakeholders with highly important, but have little interest.
- **Subjects**, stakeholders have high levels of interest in the work subject but low levels of influence and although by definition they are supportive, they are unlikely to be able to play a significant role in implementing findings from your research. They may however later become influential by forming alliances with other more influential stakeholders.
- **The crowd** are stakeholders who have little interest in or influence over work subject and its required outcomes and there is little need to consider them in much detail or to attract with them.

2- Preparation Workshop

After attending the Kick-off of meeting in Plovdiv, the workshop was held to select project team, namely and allocated the tasks according to the specialization of the member team. Also the manger and team work established stakeholder roles and responsibilities for the project.

Four workshops during (February and March 2020) were held in Botany department, Faculty of Agriculture, Suez Canal University and Agricultural Extension Authority in Ismailia Governorate. Project members conducted a brain storm and open discussion around the project activities to identify organizations and groups with a stake in plant clinic and plant protection. The following steps were designed to be straight forward and replicable, but were applied flexibly to meet local circumstances.



PRO-DPCP Stakeholder analysis workshop at Faculty of Agriculture, Suez Canal University



Workshop PRO-DPCP team at Agricultural Extension Authority in Ismailia Governorate

4- Stakeholder analysis



4.1- Identification and Categorization of Stakeholder

The recommended stakeholders according to their expertise, background knowledge and skills that they can help in project management were defined. The workshops were determined to receive different categories from stakeholders. An invitation to stakeholders has been sent and hosted at the Faculty of Agriculture or meeting with them in their work place to explained and presented the project aims.

Based on the information collected from some stakeholders, the status of stakeholders as internal & external, primary, or secondary, is given in Table1.

4.2- Design of the Questionnaire

We defined a structure for the questionnaire and suggested questions to be included in the questionnaire. We ensured that the review questions, design, or methodology are appropriate.

All stakeholders participated in formulating questions concerning their own functions.

- Distribution of questionnaires

The copy version of the survey used for graduated group is attached as **Appendix 1**. A slightly modified version was provided to different stakeholder groups

- Online questionnaires

Online questionnaires were conducted using Google form. A link to the online survey was then sent via email to all stakeholders.

4.3- Questionnaire or meeting results

Collected results relate to the purpose and objectives of this report regarding the perceptions of stakeholders toward new program in plant clinic.

1-Current Students



-Survey results from undergraduates for the fourth level in plant protection program:

The first question was about if they can able to diagnose plant diseases based on their studies. They answered this question (62.5% yes, 25% not sure and 12.5% no, respectively). Regarding if they think, their studies with current methods and equipment could help to meet the needs of labor market. 56.25 % of participants were not sure, while 25% of their responses were yes and 18.7% answered no. The key question was if they notified about plant clinic. More than 93% of respondents perceived about the plant clinic. The other five questions were about the importance of increasing the practical exercises and field trips and establishing a new professional diploma in plant clinic. Majority of respondents (87.5%) voted to choice "yes". In general, the most part of students (68.75 %) believes that if they have an opportunity to join the new program, although there are an important number of students that are not sure about the program (18.75%) and 12.5 % of students answer no.

-Analysis of written comments:

In this regard, the student complained from weaknesses in informal practical work such as the level of theoretical base and poor technology to diagnose the plant disease. In addition to carrying a heavy course burden in the circumstance of a multidisciplinary approach, and meeting these needs was incompatible with the quality service that they wanted to offer users.

Project team suggests offering one or two awards to students according to selection criteria that might encourage more students to apply on the new program.

2-Teaching staff

This questionnaire was created to ask 23 teaching staff about their experience and opinion regarding new program in plant clinic. Approximately third of respondents (39.1%) embrace very



negative impression of the quality of graduate' skills that could meet the needs of labor market. Further a majority of respondents (52.2%) are not sure about this testimonial and another 8.7% report a positive answer. About 43.5% of respondents do not believe the equipment and instruments are currently sufficient in laboratories to get the skills required for a graduate of plant clinic program. The other five questions were about the importance of increasing the practical exercises and field trips and establishing a new professional diploma in plant clinic. Majority of respondents (above 91 %) voted to choice "yes".

Regarding to response about the importance of new program, there are differences between ratios of percentage for students (87.5% =yes) and teaching staff (above 91 %=yes), highlighting the case of students, who considers that their experience is poor tending the perception of plant clinic, with respect to teaching staff, who indicate having more experience about the importance of concept of plant clinic and its benefits in labor market.

According this study, teaching staff as a stakeholders were identified a major interest.

3-Graduates

- Analysis of the position of graduates from the plant clinic, within 28 graduates was participated in this survey regarding to their opinion towards new plant clinic program. The first question was about if they worked in their specialization. Two –third of participants (64.7) answered "no". Regarding if they think that their studies were assisted for finding job, 52.9% of participants disbelieved on that. Exhibit questions were regarding to the aims of plant clinic diploma of increasing importance with the practical exercises and field trips and establishing a new



professional diploma in plant clinic. Similar responses as they were in previous cases that they reached 85% for answering "yes".

Based on this study, graduates from private agricultural sector as producers or consultants showed a positive influence and significant stakeholders related with plant clinic.

4-Civil Society/Local Community:

-This questionnaire was created to ask 43 including (agricultural engineers, agricultural guides and owners of farms and agricultural companies) about their experience and opinion regarding new program in plant clinic. Only 7.4% from sample study showed positive attitude of graduate's current skills suitable labor market (Figure2). Regarding to questions about the importance of increasing the practical exercises and field trips and establishing a new professional diploma in plant clinic, approximately three-quarters (80%) had confidence on establishing new plant clinic program that might create great opportunities to graduates in labor market. 20 % only were not sure. In conclusion, the farm owner's community had diverse interests in the project aims. Interests were found to differ between persons more close with plant pest problems and others.

Based on the information collected from some stakeholders, the status of stakeholders as internal & external, primary, or secondary, is given in Table1.

Figure (3) showed general stakeholder distribution between influence and interests according stakeholder analysis study.

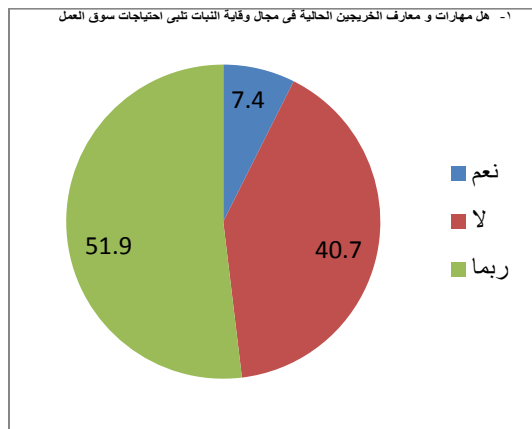


Figure 2: responses to first question in questionnaire

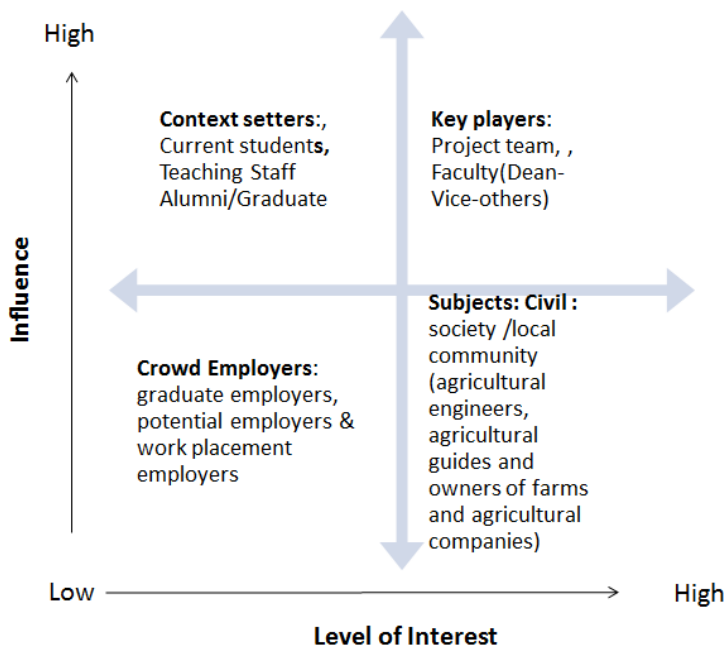


Figure 3: Interest-influence matrix used to identify stakeholders with differing levels of interest in and influence over the project

Table 1: The stakeholders categorized in different ways for different purposes:

	Stakeholder	Internal	External	Primary	Secondary	Importance		Influence	
						High	Low	High	Low
1	University administration	√		√		√		√	
	Faculty administration	√		√		√		√	
2	Project team	√		√		√		√	
3	Current students	√			√	√			√
4	Teaching Staff	√		√		√			√
4	Alumni/Graduates		√	√		√			√
5	Employers: graduate employers, potential employers & work placement employers	√			√		√		√
6	Civil society /local community (agricultural engineers,		√		√	√			√



agricultural guides and owners of farms and agricultural companies)									
--	--	--	--	--	--	--	--	--	--



Appendix 1:

<div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <div style="font-size: 8px; text-align: center;"> Co-funded by the Erasmus+ Programme of the European Union </div> </div> <p>III-Survey for stick-holders/labor market opinion on Establishing a New Program (Diploma in Plant Clinic)</p> <p>Dear stick-holders/labor market: We are in cooperation with three European universities from Bulgaria, Italy, Hungary and five other Egyptian universities in the process of establishing a good professional diploma in the plant clinic for the first time in Egyptian universities and we hope that this diploma will add to the labor market in the agricultural field a specialized graduate and a degree of training Practical, field and research in the field of plant protection, so we hope to cooperate with you in this questionnaire.</p> <p>Name: _____ Telephone: _____ Occupation: _____</p> <p>Address: _____ Affiliation: _____</p> <p>1- Do you think that the current skills of the graduate in plant protection field meet the demands of labor market?</p> <p>-Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p> <p>2- If the answer is (No), what are the shortage aspects of current information of the graduate to work in plant protection field?</p> <p>.....</p> <p>3-Do you think that establishment of professional diploma in plant clinic meets the targets of your business/ organization?</p> <p>-Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p> <p>4-Do you believe that the skills of graduate of plant clinic diploma should be more practical than theoretical aspect?</p> <p>-Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	<div style="display: flex; justify-content: space-between; align-items: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <div style="font-size: 8px; text-align: center;"> Co-funded by the Erasmus+ Programme of the European Union </div> </div> <p>5-Do you believe that specific courses are needed to enhance the efficiency of skills for the graduate of plant clinic program for achieving the objectives of your business/ organization?</p> <p>-Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p> <p>6-If the answer is (Yes), what are skills that do you suggest?</p> <p>.....</p> <p>7- Do you think that the graduate of plant clinic diploma needs specific practical exercise (/training) to meet the demands of your business/organization?</p> <p>-Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p> <p>8-If the answer is (Yes), what are practical exercises that do you suggest?</p> <p>.....</p> <p>*Any suggestions or comments:</p> <p>.....</p> <p>Thank you for your cooperation Team of Plant clinic program</p>
---	--

Table (2) stakeholders characterize

Stakeholder No.	Affiliation	Position	Location Address	staff number	Types			Economic sector	
					Internal (primary)	External (secondary)	Other	Public	Private
S1	University administration	Reactor office	SCU	3	x			x	
S2	University administration	Vice president office	SCU	1	x			x	
S3	Faculty of Agriculture	Dean office	SCU	3	x			x	
S4	Faculty of Agriculture	Vice dean office	SCU	2	x			x	
S5	Faculty of Agriculture	Post graduate affairs	SCU	2	x			x	



S6	Faculty of Agriculture	Quality Assurance Unit	SCU	2	x			x	
S7	Faculty of Agriculture	Manage college purchases	SCU	2	x			x	
S8	Faculty of Agriculture	Account management	SCU	2	x			x	
S9	Faculty of Agriculture	Graduate Studies Affairs	SCU	4	x			x	
S10	Faculty of Agriculture	Students Affairs	SCU	4	x			x	
S11	Faculty of Agriculture	Staff member	SCU	19	x			x	
S12	Faculty of Agriculture	Assistant Staff	SCU	4	x			x	
S13	Faculty of Agriculture	Administrators	SCU	5	x			x	
S14	Faculty of Agriculture	graduate Studies office	SCU	4	x			x	

S15	Agric. Botany Department	Department president	SCU	1	x			x	
S16	Agric. Botany Department	Post graduate student	SCU	8	x			x	
S17	Agric. Botany Department	Under graduate student	SCU	26	x			x	
S18	Plant protection Department	Department president	SCU	1	x			x	
S19	Directorate of Agriculture	Agric. Engineering	Ismailia	23		x		x	
S20	Agricultural Quarantine	Agric. Engineering	Ismailia	3		x		x	
S21	Export Council	Agric. Engineering	Ismailia	1		x			x
S22	Young graduates	Agric. Engineering	Ismailia	3		x			x
S23	Green Ismailia Association	Agric. Engineering	Ismailia	7		x			x



S24	Foudico company	Agric. Engineering	Ismailia	4		x			x
S25	Green Land Company	Agric. Engineering	Ismailia	3		x			x
S26	Mango Producers Association in Ismailia	Agric. Engineering	Ismailia	5		x			x