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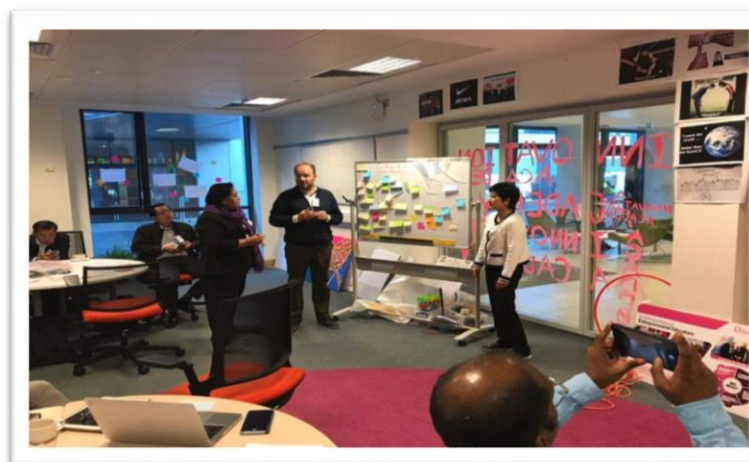
STAKEHOLDER ANALYSIS

FOODI ERASMUS+ CBHE



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“Indeed, designing an industry-based curriculum is an adventure, and we will be together doing it!”.

*Stefanos Vagenas,
Athens-Kuala Lumpur-Dublin-Salerno,
2019*

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FOODI Project Details

Project Details	
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Executive Summary

FOODI is an Erasmus+ Capacity Building for Higher Education project, funded by the European Commission that aims to develop, test and implement Masters of Science in Food Processing and Innovation. Alongside with this main goal is the objectives to also create the Professional Training in Food Processing and Innovation as well as the FOODI Center of Excellence which will stand as the hub for academics and practitioners to hone research expertise in the relevant areas of FOODI. As these objectives reflect major thrive of universities, industry and community, FOODI needs a holistic spectrum of stakeholders' advocacy and engagement. The stakeholders consist of various actors within the spread of the funder, academia, industry, regulators and potential students among professionals and entrepreneurs. Each stakeholder group has tendencies to make or break the project. In order to capture and manage them, this document employs a methodology consisting of four stages namely a) identifying the stakeholders, b) mapping them against their influence and interests with respect to FOODI, c) analyzing their allegiance and finally d) formulating specific strategies to continuously gain their attention and participation within the life of this project and beyond. In a nutshell, the constellation of ten different group of stakeholders identified in this document has varying degree of interests and concerns upon FOODI. The project must effectively act upon them wisely through series of communication and engagement strategies in order to eliminate any senses of blockers and opponents that may impinge FOODI's implementation. This Stakeholder Analysis also brings forth the fact that management of the different groups require a synchronization with FOODI's dissemination and exploitation strategy. A continuous cross-cutting strategic communication and engagement mechanism is needed throughout the life of the project as new stakeholders might also emerge as we step deeper into materializing the goals and objectives of FOODI. Hence, this Stakeholder Analysis shall stand as a baseline or framework to continue evaluate and respond to the dynamics each stakeholder brings into FOODI. Each of the sixteen beneficiary members of FOODI can also employ the methodology driven in this document to proactively strategize for engagement with stakeholders within their contexts.

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Background of the Project and Rationale for Stakeholders Involvement

Agility in capacity building endeavours require inclusive and strategic participation from all relevant stakeholders. Such multifaceted approach could engender strong relationships with stakeholders through consistent engagement. This calls for direct interactions between project owners and key stakeholders. The transparency that we generate with our stakeholders at an early stage of the project and along the spectrum of our progress is crucial as it reduces risks as well as gaps in accomplishing the project's goals. In an integrated manner, we need stakeholders in advocating the journey of our project and allowing them to be a part of owning the solutions.

In specific to FOODI, the centrality of developing, testing and adapting the curricula, courses, learning materials and tools in the field of food processing and innovation lies on participation of internal and external stakeholders. There is a twinning force which determine the needs for an effective stakeholders' analysis. From an academic lens, curriculum design should not only be viewed as a pedagogical exercise, but rather a co-development and collaboration of various stakeholders (Lindsten et.al, 2019). From a practitioners' perspective, the maturity of food processing industry has evolved along a new set of subsectors that merit innovative and creative solutions within the essences of food security, safety and regulations, integrity and sustainability. Due to these forces, we have engaged internal and external stakeholders to define and refine the uniqueness of MSc and Professional Certificate program of Food Processing and Innovation (hereafter, will be state as FOODI). This practice hopefully continues in further succeeding stages of accomplishing this project. Figure 1 depicts the involvement process of various stakeholders in preparing, development and running a new curriculum.

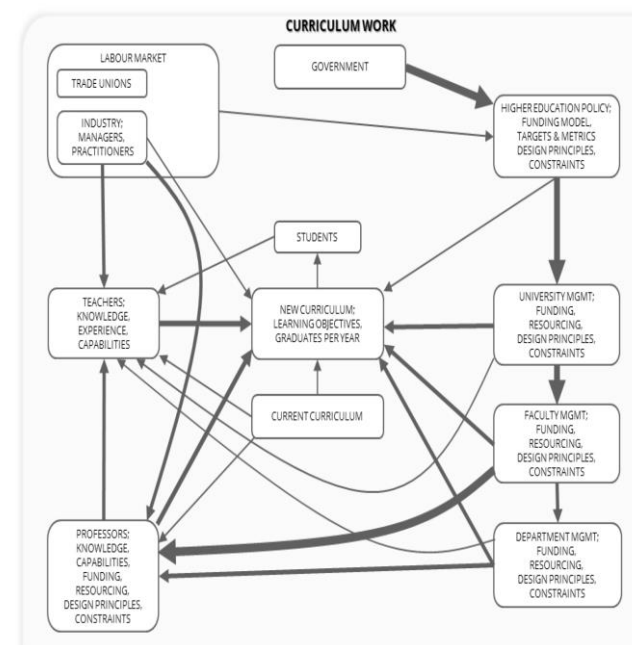


Figure 1: Stakeholders' Involvement in Curriculum Design Work

Source: Lindsten, H., Aavinen, P., Juntti, T., (2019). Internal And External Stakeholders' impact On Product Development Curriculum Design. In Ds 95: Proceedings of the 21st International Conference on Engineering and Product Design Education (E&PDE 2019), University of Strathclyde, Glasgow. 12th-13th September 2019.

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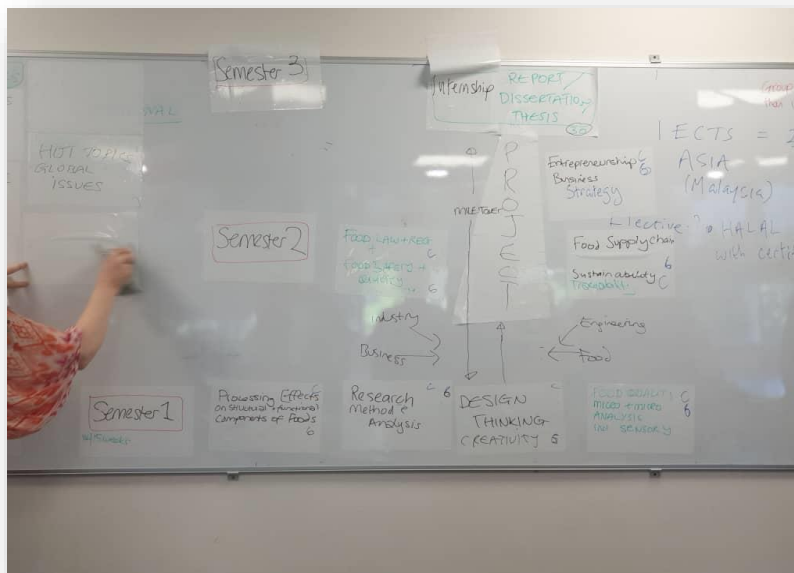


Figure 2: Mapping of FOODI Program Structure in Brainstorming Session with Internal Stakeholders (Dublin, September-2019)

In overall, FOODI corresponds to the call by both industry and universities in South East Asia to increase the number of skillful graduates with competencies that could initiate and lead disruptive innovation in the food processing realm. The process of creating MSc and Professional Training of FOODI basically follows an emergent approach. In the preparation stage, survey and focus group across Europe and Asia were held in order to understand the current offerings of similar post graduate courses; thus setting the track to initiate a differentiated program structure for FOODI. External stakeholders' views from professors (from external institutions) and industry players (particularly in South East Asian region) were sought. In consequence, FOODI's program structure contrasts from other existing programs of study as it features a multi-disciplinary perspective by integrating the discipline of food sciences and technology, business and design thinking. In listening to future needs of Asian society, FOODI's curriculum design is modernized to include Virtual Learning Environment (VLE). This would offer opportunities for working adults particularly aspiring food entrepreneurs, healthcare professionals, government officials, and food industry professionals in the end-to-end value chain of food processing to benefit from the program. The program structure was then created based on a series of workshops and online discussion among beneficiaries of FOODI. All sixteen partner institutions, being FOODI internal stakeholders brainstormed to identify a program structure that could enable learners to apply, develop and communicate knowledge in the cross-field between food science, business and innovation.

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In strengthening such current development of FOODI and further plans for its accomplishment, a Stakeholders Analysis is needed to support FOODI in a) generating an overall picture and discerning the interests and influence of specific stakeholders in relation to FOODI; b) specifying actual and potential conflicts of interest (if any) across the various stakeholders and identify strategies to engage with them; c) finding viability other than in pure financial terms on how to lessen any risks or gaps associated with foreseeable change at the level of individuals and institutions d) seeking relationships between different stakeholders in order to create possible coalition for the benefit of FOODI. This document basically deliberates FOODI Stakeholder Analysis through four-steps methodology. The next succeeding sections discusses FOODI's Stakeholders Identification, Stakeholders Mapping, Stakeholders Allegiance and Stakeholders Management Strategy (see Figure 3).

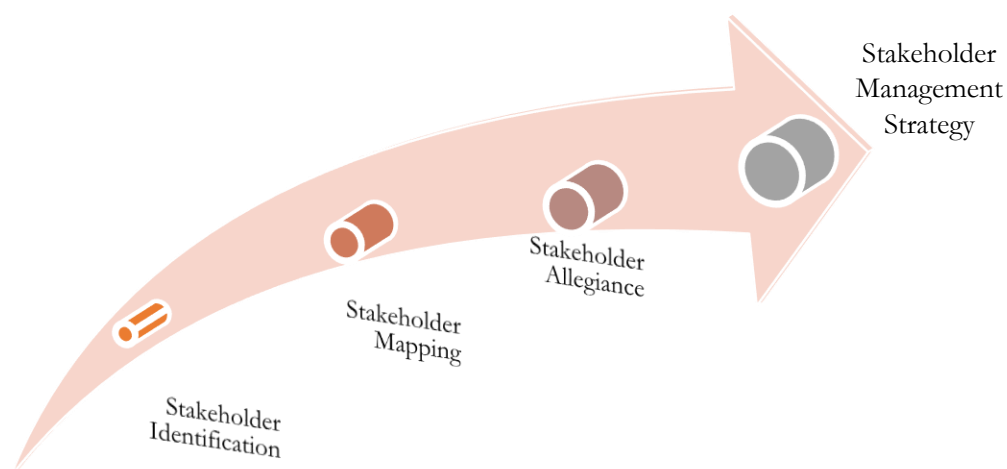


Figure 3: Stakeholder Analysis Methodology for FOODI

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Stakeholders Identification

Based on FOODI's goals and objectives, we focus on three major stakeholders or target groups. They are namely key internal stakeholders, namely the institutions within the FOODI consortium. They are also regarded as beneficiaries of FOODI. Secondly, the major funder, EU Commission (in specific to EACEA) is considered as FOODI's primary external stakeholders. Thirdly, we consider several external parties which indirectly affect FOODI in various angles as external stakeholders. Table 1 elucidates these stakeholders, their stake in FOODI, the needs, perceived risks and risks if the stakeholders are not engaged.

Table 1: FOODI Stakeholders Identification

No	Stakeholder	Stake in the Project	Impact	What do we Need from Them	Perceived Attitudes/Risks	Risks if they are not Engaged
Beneficiaries/ Key Internal Stakeholders						
1.	Partner Institutions in Region 6-SEA (UHST, UBB, SRU, ITC, AIT, PSU, UTM, UiTM, UNIKL, UM)	Owner of MSc FOODI, Professional Training FOODI and FOODI Center of Excellence Lab	High	Commitment to effectively and efficiently a) involve in the development of the MSc program, professional training and b) delivering/running the MSc program, professional training and the laboratory.	Lack of clarity on effective approaches at institutional level on how to deliver the programs of studies. Challenges in managing timely deliverables due to other required tasks within the institutions Lack of commitment in performing the tasks either from individual researchers or the institutions. Challenges of bureaucracy and internal politics within the institutions in delivering MSc FOODI	Could create significant uncontrolled scope change Could affect the project compliance to the grant agreement and seen by funder as performing poorly, partially or late implementation
2.	(UCD, UNISA, UA, ReadLab, AMC)	Leaders of work packages of preparation,	High	Commitment to guide the development of the MSc program, professional training, ensuring quality	Challenges in managing timely deliverables due to other required commitment	Could block the process of developing and implementing the project.

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No	Stakeholder	Stake in the Project	Impact	What do we Need from Them	Perceived Attitudes/Risks	Risks if they are not Engaged
		development, quality of MSc FOODI and Professional Training		of the project and supporting the overall performance of the project.	Lack of commitment/ interests in performing the tasks either from individual researchers or the institutions.	
Primary External Stakeholders						
3.	EACEA	Funder of the FOODI project	High	Funding and governance for the project as stipulated in the grant agreement	Unclear of the development or progress of the project.	Could affect the progress of the project
Secondary External Stakeholders						
4.	Ministry of Education (or Higher Education) of Cambodia, Thailand, Malaysia	Accreditation/ Licensing of the MSc FOODI	High	The provision to run the program at beneficiary Asian institution and finally granting accreditation/licensing to MSc FOODI	Extreme cautious in allowing MSc FOODI to be offered in beneficiary Asian institutions.	Could affect the project compliance to the grant agreement and seen by funder as performing poorly, partially or late implementation
5.	Industry (small and medium enterprises- Cambodia, Thailand, Malaysia)	Practical/ industry collaboration and decisions for curriculum design and implementation	High	<ul style="list-style-type: none"> a) Feedback during development of MSc FOODI b) sending their employees to enrol in both MSc FOODI and Professional Training FOODI c) providing placement for consultancy-internship to MSc FOODI students 	Lack of interests in MSc FOODI and Professional Training Certificates	Could affect acceptance of MSc FOODI and Professional Training at the practitioners' level.

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No	Stakeholder	Stake in the Project	Impact	What do we Need from Them	Perceived Attitudes/Risks	Risks if they are not Engaged
6.	Food Industry Associations (and other special-interest non-governmental associations)	Industry Collaboration	Medium	<ul style="list-style-type: none"> a) Industry accreditation b) Involvement in MSc FOODI's students' internship c) Collaboration during FOODI Conference d) Advocates for the project's sustainability 	Lack of Interests in the project	Could lessen the number of practical/ industry contribution for the project
7.	Food Industry professionals	Industry Collaboration	Medium	<ul style="list-style-type: none"> a) Joining MSc FOODI and Professional Training b) Advocates for the project's sustainability 	Lack of Interests in the project	Could lessen the number of practical/ industry contribution for the project
8.	Special Needs and Minority Community	FOODI's branding toward Inclusiveness	Medium	<ul style="list-style-type: none"> a) Becoming students/ participants in MSc FOODI and Professional Training b) 	Lack of understanding, interests in the project	Could limit the project's effectiveness toward the overall society.
9.	Food industry Regulators (such as Halal Certification, Food Safety Standards etc)	Industry Collaboration	Low	Advocates for the Project Sustainability	Lack of Interests in the project	Could lessen the number of practical/ industry contribution for the project
10.	Academic Professionals (in other HEIs network)	Academic Collaboration	Low	Advocates for the Project Sustainability		

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Stakeholder Mapping

It is crucial that we deliberate on the level of impacts and influence that each stakeholder groups could generate towards Project FOODI. Through the Stakeholder Mapping (or matrix), we could infer the importance of each stakeholder to the success of our project (Mendelow, 1991; www2.mmu.ac.uk; the Grassroot Collective.Org). Figure 3 delineates the mapping of all ten stakeholders of FOODI which are described in Table 1. FOODI Stakeholder Matrix basically consists of nine quadrants based on Power/ Influence (how FOODI can be impacted by particular stakeholders) and Interests (level of interests of relevant stakeholders on FOODI's accomplishment). The top quadrant depicts the beneficiaries' institutions. We need their active involvement and engagement are highly pivotal as the consortium must work hard to achieve the MSc FOODI as well as the professional training and the FOODI Centre of Excellence. EACEA is placed at the top centre quadrant in which the FOODI project should work to satisfy the needs of the funder. Subsequently, we position the Ministry of Education/ Higher Education of Thailand, Malaysia and Cambodia on the top left of the upper quadrant. The ministries have high influence on the project as they determine the approval of MSc FOODI accreditation or licensing for Cambodia. Across the middle quadrant, where we should work toward winning their support or "keep on side" are parties which could impact MSc FOODI and FOODI Professional Training pilot and sustainability. These parties are the industry captains and entrepreneurs of food industry who helm large companies (include multinationals) and small and medium enterprises. We also position the special-needs and minorities within this middle quadrant as they support the project's mission toward inclusiveness and equilibrium within the society especially when issues of human rights, poverty and socio-economic gaps still linger in South East Asia. Food industry regulators are stakeholders which we place somewhere at the lowest-middle of the power/influence quadrant. They may have little interests on the project but could influence in a way that lessen or heighten support and allegiance for MSc FOODI. Another stakeholder that have vested interest and influence, yet at a minimum level is other HEIs outside of the consortium. Both stakeholders in this low level quadrant will be informed regularly on the project as they could contribute toward sustainability or the next phase (after the project ends) such as in the form of research collaboration and double-degree FOODI program.

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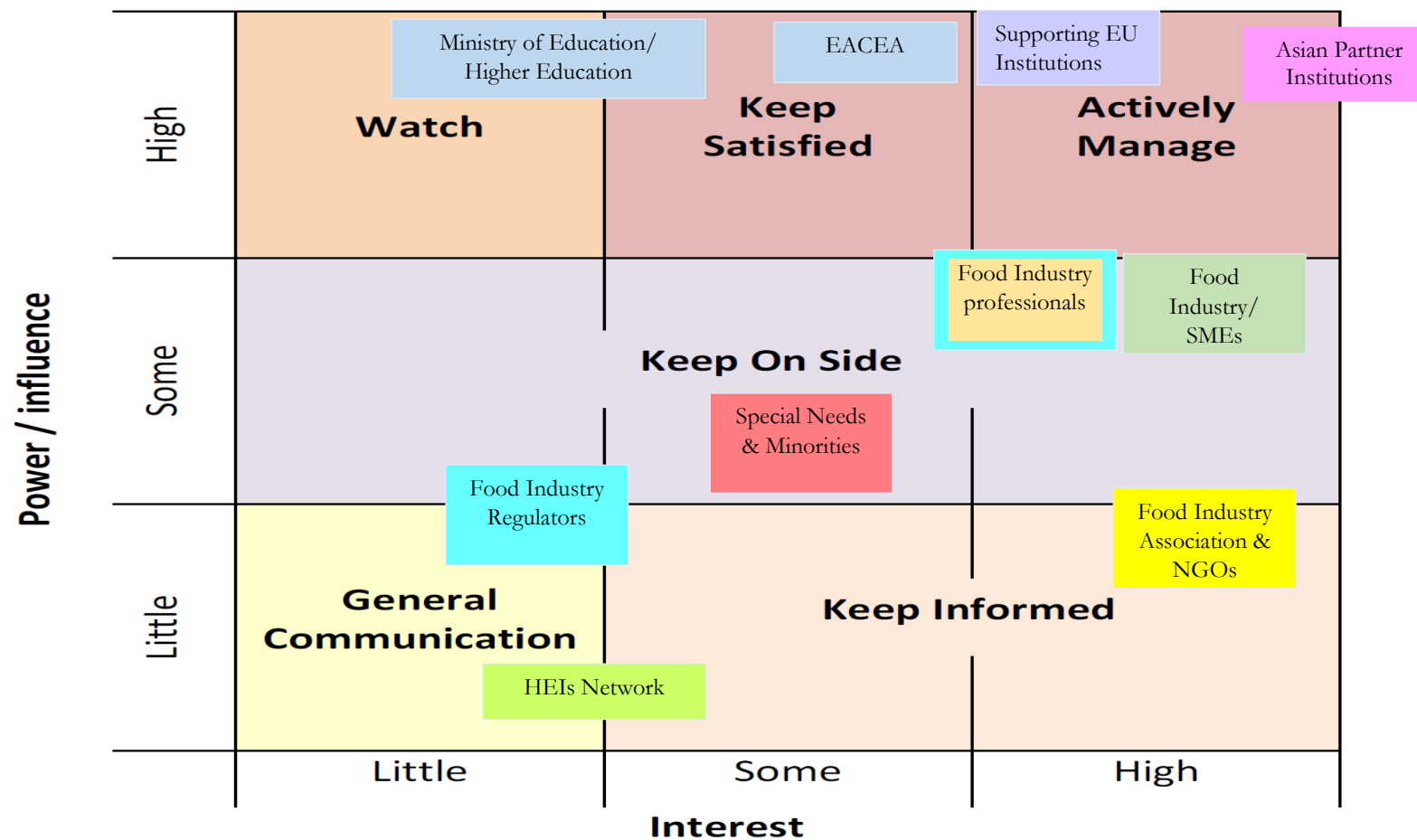


Figure 4: Stakeholder Mapping of FOODI

Source (Stakeholder Matrix Template): <https://www2.mmu.ac.uk/media/mmuacuk/content/documents/bit/Stakeholder-analysis-toolkit-v3.pdf>

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Stakeholder Allegiance

Stakeholders' understanding and agreement with the project determine their allegiance to the FOODI project. Based on these two aspects, stakeholders can be advocates, followers, opponents and blockers to the accomplishment of FOODI (see Figure 5). What we aim to achieve is to increase the number of advocates and followers to FOODI, while decreasing and annihilating any sense of blockers and opponents. A preliminary analysis of the first year development for FOODI somewhat reflect that existing stakeholders can be either listed as advocates or followers. Nonetheless, a more concerted effort by FOODI consortium members as we move toward the second and final year of the project to assimilate with all external and key primary stakeholders to ensure every parties is on board to be advocates of FOODI.

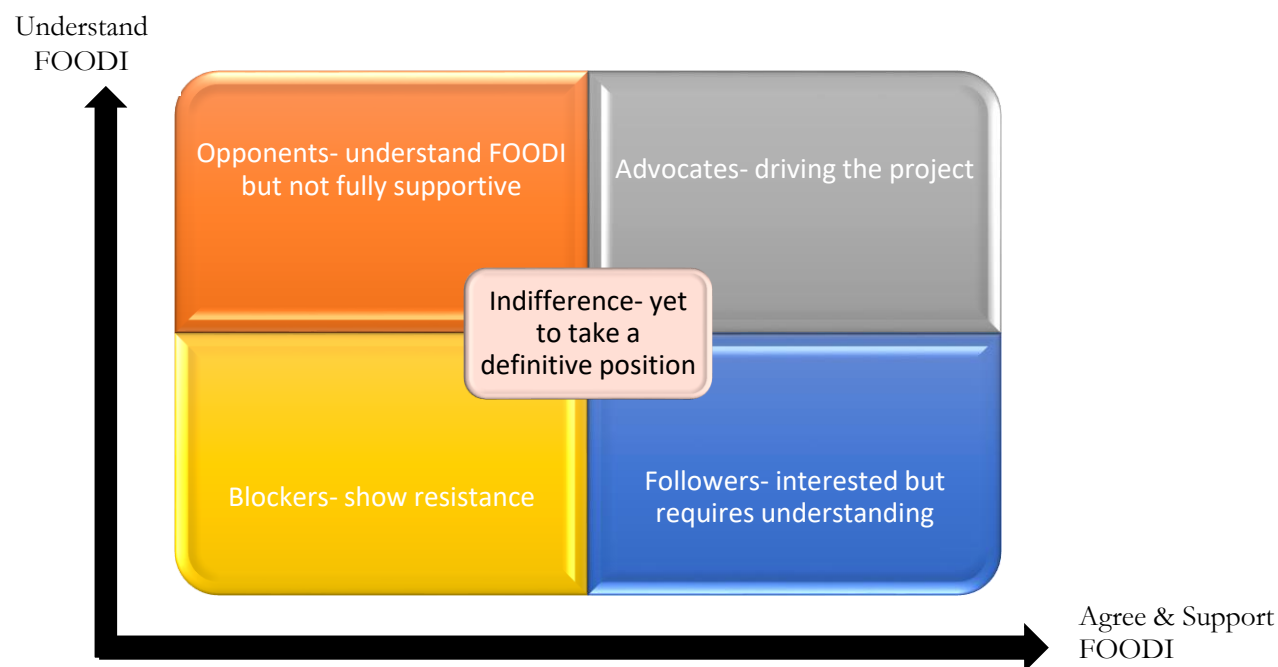


Figure 5: Stakeholders Allegiance

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Stakeholder Management Strategy

In a nutshell, all stakeholders that we listed in Table 1 are pertinent to FOODI project. Eventually, we aim to move all of them to be advocates for FOODI during the project timeline and beyond. As depicted in Figure 4, the beneficiary institutions, EACEA as our funder and the Ministry of Education (Higher Education for Malaysia) are groups which are highly influential and critical to FOODI's accomplishment during the project timeline. Nonetheless, the group of stakeholders which are positioned at the lower end, namely those other institutions within the network, Food Industry Association as well as Food Industry Regulators will also increase their potentials in lending support for FOODI's sustainability. Table 2 basically maps the types of stakeholders we have identified (from Table 1), their interests and impacts to the project, allegiance and possible actions we can draw out in response to the concerns.

Table 2: Stakeholder Management Strategy for FOODI

No	Stakeholder	Interest	Impact	Allegiance	Concern	Action
Beneficiaries/ Key Internal Stakeholders						
1.	Partner Institutions in Region 6-SEA (UHST, UBB, SRU, ITC, AIT, PSU, UTM, UiTM, UNIKL, UM)	High	High	Advocates	Achieving timely delivery of MSc FOODI	-Counter the challenges with communication with management of schools and institutions. -monthly internal meeting with beneficiaries to identify lagging/ institutional challenges.
2.	(UCD, UNISA, UA, ReadLab, AMC)	High	High	Advocates	Achieving timely and overall delivery of MSc FOODI	Positively guide and support partner institutions at each step of the project.
Primary External Stakeholders						
3.	EACEA	Medium	High	Advocates	The consortium is able to fulfil goals and objectives of the project on time.	Providing information on the project development/ changes/ concerns

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No	Stakeholder	Interest	Impact	Allegiance	Concern	Action
Secondary External Stakeholders						
4.	Ministry of Education (or Higher Education) of Cambodia, Thailand, Malaysia	Low-Medium	High	Potential Advocate	Ensuring MSc FOODI adhere to the quality and effectiveness of a program study	Seek views from officials of the ministry and address their concerns
5.	Industry (small and medium enterprises- Cambodia, Thailand, Malaysia	High	Medium	Follower	Both MSc FOODI and FOODI Professional Training should fill up gaps of other similar program of study and able to	Continuously provide positive development to them; work to get them on board such as becoming MSc FOODI industry advisors/Board of Studies
6.	Food Industry Associations (and other special-interest non-governmental associations)	High	Low	Follower	Curious whether both MSc FOODI and FOODI Professional Training can bridge the gap between practitioners and industry	Continuously provide positive development to them; work to get them on board such as becoming MSc FOODI industry advisors/Board of Studies
7.	Food Industry professionals	High	Medium	Follower	Evaluating MSc FOODI and FOODI professional training could support career growth	Touch base with them via social media and other online sources.
8.	Special Needs and Minority Community	Medium	Medium		Consider whether MSc FOODI and FOODI professional training can be their transformation path to improve self-sustainability	Identify local government agencies or NGOs that have similar interests of enhancing their living-skills and career .
9.	Food industry Regulators (such as Halal Certification, Food Safety Standards etc)	Medium- Low	Medium- Low	Potential Followers	Curious whether both MSc FOODI and FOODI Professional Training can bridge the gap between practitioners and regulators	Continuously provide positive development to them; work to get them on board such as becoming MSc FOODI industry advisors/Board of Studies

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No	Stakeholder	Interest	Impact	Allegiance	Concern	Action
10.	Academic Professionals (in other HEIs network)	Medium- Low	Medium- Low	Potential Followers (can also be opponents)	Unsure of the quality of FOODI program of study	Start develop relationship with them through FOODI Center of Excellence by inviting them to have joint-research and discussions.

Conclusions & Implications

As we map FOODI's stakeholders, we become aware of groups within FOODI eco-system that have varying influences and possible impacts which may affect the project. In order to move ahead, this process need to be done in a continuous manner as the number of new stakeholders might emerge as we step deeper into materializing the goals and objectives of FOODI. This Stakeholder Analysis also brings forth the fact that management of the different groups require a synchronization with our dissemination and exploitation strategy. Winning the attention and support of our stakeholders merit a strategic communication and engagement mechanism. In overall, this Stakeholder Analysis shall stand as a baseline or framework to continue evaluate and respond to the dynamics each stakeholder brings into FOODI. Each of the sixteen beneficiary members of FOODI can also employ the methodology driven in this document to proactively strategize for engagement with stakeholders within their contexts.

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