

### **WP1 Deliverable D1.1.3**

#### **Framework for building collaborations and making agreements with local stakeholders**

*Schools must build a network with businesses, social welfare organisations, and other stakeholders (f.i. umbrella organisations from businesses, education, social welfare as well as specific businesses in the area e.g. OP5,OP7,OP18,OP37). PP5 and PP10 will design a framework to establish collaborations based on their experience. With the assistance of the LP, PP5, PP7, PP10, PP11 and PP13 will exchange information with observer partners in all regions (e.g. OP3, OP5, OP10, OP18).*

#### **1. Aims and objectives**

School and stakeholder collaboration is an essential part of the programme. This involves collaboration with school staff, businesses, entrepreneurs, welfare and support organisations, and social enterprises in order to create a strong network to support the programme. We wish to create a vibrant collaborative approach to:

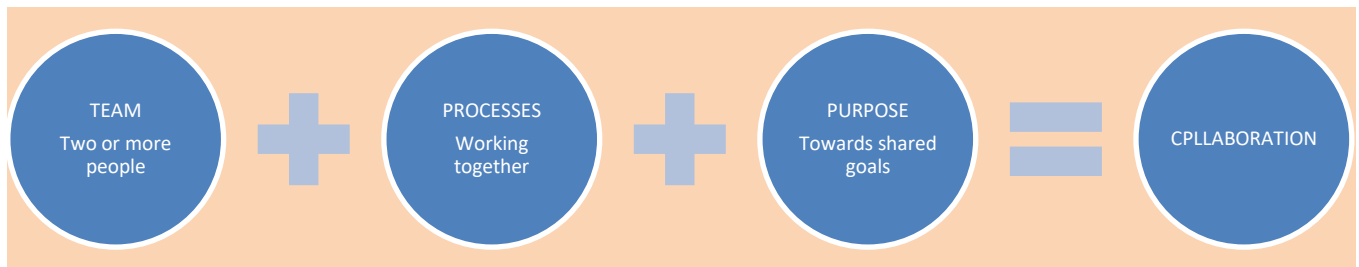
- Help with the learning and support that is central to the coaching programme;
- Help students have a connection to the outside world;
- Support the creation of the entrepreneur hubs.

The Speed-You-Up Collaboration Framework aims to:

1. Seek a model of collaboration that is inspirational, based on a relationships of trust, mutual respect and commitment to tasks;
2. Identify the strengths and weaknesses of the network to maximise joint potential;
3. Establish the governance for joint working;
4. Agree a high level organisational commitment to collaboration as an essential starting point;
5. Understand the complexities of collaboration and applying the key elements involved in collaboration increases the likelihood of achieving shared goals and outcomes

#### **2. Collaboration**

A simple definition of collaboration includes three parts:



<https://www.thoughtfarmer.com>

It is important for differentiate between Cooperation and Collaboration.

Cooperation	Collaboration
Mutual Respect	Mutual Trust
Transparency	Vulnerability
Shared goals	Shared values
Independent	Interdependent
Short term	Long term
Sharing ideas	Generating ideas

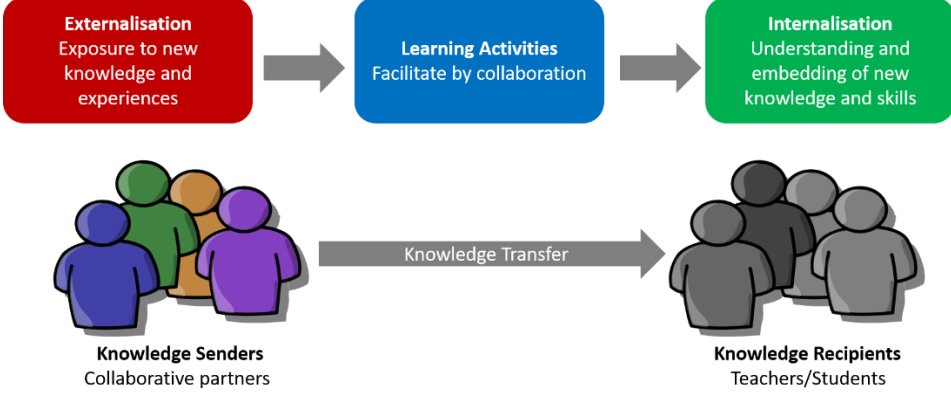
<https://www.youtube.com/watch?v=Gr5mAboH1Kk&vl=en>

### **3. Framework development process**

The table below highlights the key stages to consider when developing and setting up a collaborative network. These stages form the elements of a framework for this collaborative development. This is not an exclusive list – and it can be added to. **This framework should be closely linked to D.1.1.4 – Coaching Programme for Schools**

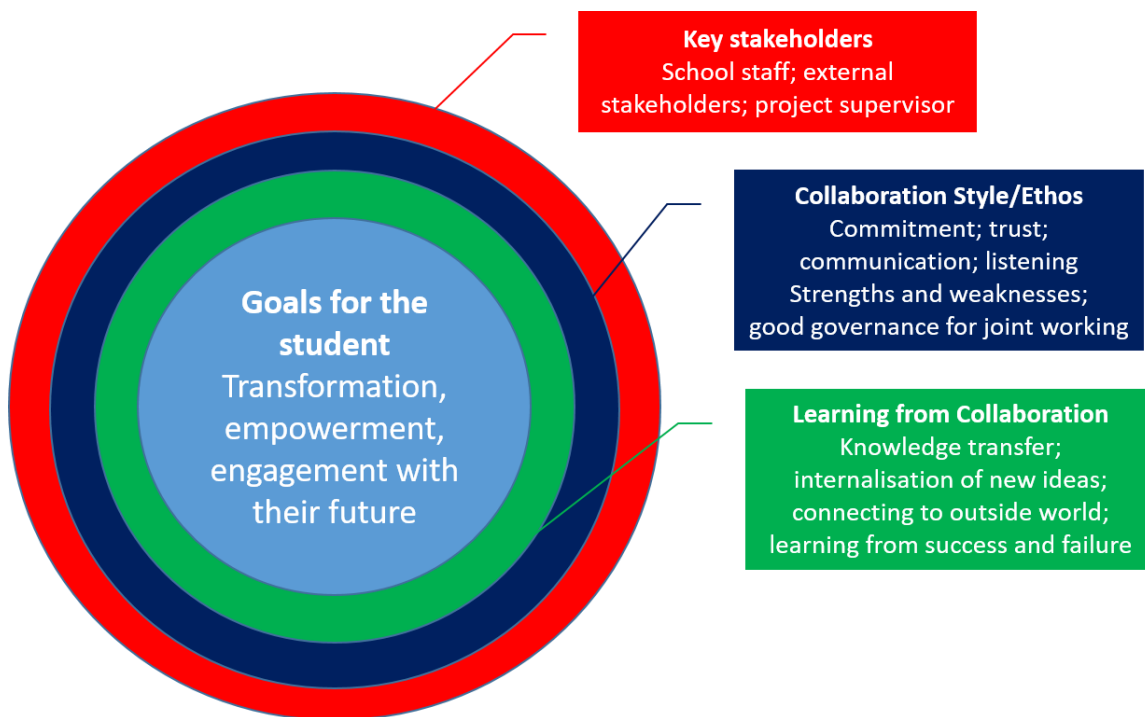
<p>1. How do we <b>identify</b> which <b>stakeholders</b> (and how many) should be involved in the collaboration?</p>	<ul style="list-style-type: none"> <li>• Stakeholders can be organisations from the following: public sector; private sector businesses; higher education; further education; welfare organisations; charities or social enterprise businesses.</li> <li>• Stakeholders may be identified and recruited to provide support to either the school staff directly or to the students.</li> <li>• Schools need to create a simple list (<b>See ‘5. The UK Model’ below</b>). This may be different for each partner region and so the collaborative network</li> </ul>
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	will encompasses the agencies, private and public sector stakeholders who have an interest in the target audience and/or work in this sphere.
2. How do we <b>identify</b> the different <b>roles</b> and <b>responsibilities</b> of different stakeholders?	<p>A collaborative steering group could bring together and identify the resources and expertise on offer and help the school incorporate actions, timescales and by whom. Individually the stakeholders could offer the following:</p> <ul style="list-style-type: none"> <li>• Providing support directly to the students by offering talks/guidance on specific parts of the course – for example, talks on all aspects of starting a business- financial planning, neighborhood analysis, looking for investors, communication skills, setting up a network, business plan, suitable location, prep for pitch, insurance, liability and risk etc. They may set tasks for the students directly – for example a business simulation for the students to learn by doing;</li> <li>• Inviting the students to their business, so they see a business in action;</li> <li>• Providing expertise, knowledge and skills needed by the staff to deliver elements of the course - so stakeholders would be providing professional development in this area.</li> </ul>
3. What is our <b>shared purpose</b> ?	What is it that you want the collaboration to achieve? Set these from the outset.
4. What are our <b>shared values</b> ?	Consider: mutual respect; transparency; shared risks; shared successes, interdependent; empathy, genuineness
5. What <b>behaviour</b> facilitates good working relationships?	<p>Consider:</p> <ul style="list-style-type: none"> <li>• act in good faith towards one another;</li> <li>• act in a timely manner;</li> <li>• communicate openly about concerns, issues or opportunities relating to collaboration;</li> <li>• adopt a positive outlook and to behave in a positive, proactive manner in relation to the collaboration;</li> <li>• act in an inclusive manner with regards to the collaboration;</li> <li>• manage conflicts from the earliest stage (use IBR approach).</li> </ul>
6. How do we identify the <b>knowledge, information</b> and <b>ideas</b> we wish to collaborate on?	Link this with the agreed purpose of the collaboration. Consider developing a Knowledge Transfer Model which will identify the areas that the student wish to explore.

	
<p>7. How can we identify and address any <b>issues</b> between collaborators at an early stage?</p>	<p>Consider different conflict resolution models – such as the Interest-Based-Resolution (IBR) method. This IBR methods respects individual differences while helping people avoid becoming too entrenched in a fixed position. For further information, there are numerous websites providing training/information on using this approach.</p>
<p>8 How can we apply the <b>learning</b> from the collaboration to the project and beyond (sustainability)?</p>	<p>There is potential to create a legacy for the project by maintaining the collaboration and even strengthening and widening the collaborative group. This may become a networking group that other businesses want to be part of that help meet the business objective of corporate social responsibility. The school could then use this as a resource to input into other students and new ‘at risk’ NEETS.</p>
<p>9. <b>Agreement</b> – Details from 1-8 to be written into to a Collaboration Framework agreement</p>	<p>Agreement should set out how the collaboration will work, using info documented from 1-8. This will be signed by all stakeholders involved in the collaboration – it is not legally binding, but it sets out the aims of the collaboration, commitment of stakeholders etc.</p>

**4. Collaborative Wheel**

The at-risk NEET student is at the centre of the ‘wheel’ – all activities, developments, learning from the collaboration move inwards to support transformation, empowerment and engagement with the future.



### 5. The UK model – Stakeholders

1. **Business networking groups** – to gain assistance for at risk NEETS as they create a pop up business in the Hub. Business/stakeholder support on all aspects of starting a business
2. **The business community** – we would seek to identify ‘product champions/influencers’ which could be a few key employers who support the concept and give their views on the content and direction of the Hubs.
3. **Business support community** – crucial to disseminate news on the project and raise the profile amongst the wider community. Eg in the UK we can utilise the Chamber of Commerce network, Federation of Small businesses and Community Partnership network of larger employers to ensure Speed You Up reaches a wider audience.

4. **Education /Business Partnerships** exist in UK to link schools and colleges with the business community. A proactive agency which works to identifying business support. Not all areas have an EBP and partners may or may not have such a private/public organisation in their country or region.
5. **Regional government/local government contacts.** Depending on the infrastructure that exists in each partner region, there will be varying degrees of commitment and support from the public sector. For example, in UK economic development in the region is primarily delivered through Local Enterprise Partnerships [ LEPs] who act as the government agencies in the regions. Yet each LEP will have its priorities based on the economic climate they operate in, so some local authorities where, at risk NEETS are identified as an issue and there is resource put into tackling the problem.
6. **Social Enterprise Network** – either an organisation that would be interested in this issue or identify an individual that might be interested in supporting this project.
7. **Other stakeholders** YMCA, Youth Offending team, Youth Workers, young people’s charity – Barnados, The Zone (supports young people in Plymouth), Youth Ambassadors (volunteers aged 16-24), youth wing of football club, City Council youth department, centre for Social Justice.
8. **Youth organisations and agencies** and organisations with responsibility or working directly with NEETS, who may also be able to support at risk NEETS

## **6. Roadmap to support development of the collaboration**

**D1.2.5 focuses on a ‘Roadmap for teachers’:** *The roadmap will guide the teachers through the working process with students. It will involve information on how to work with students on entrepreneurial skills from within the entrepreneur hubs and on how to set up and maintain collaborations with businesses and community stakeholders. The roadmap entails information and good practices on how to exchange with NEET youngsters (e.g. offering volunteer work opportunities, exchange sessions).*

The Roadmap needs to take into the logistics needed to develop frameworks and agreements for a collaboration. The steps below suggest how this might achieved for a school.

### **1) Meeting 1**

Partners/project supervisor meets with school lead for project to discuss stakeholder involvement; to identify stakeholders and to agree who and how they are contacted.

### **2) PowerPoint/info**

Develop for stakeholders to get their buy-in to the project. Ensure is comprehensive and informative.

**3) Meeting 2**

Meeting with business and welfare stakeholders (by Zoom if physical meeting not possible!)

Show PowerPoint about project

Outline role/input of stakeholders, commitment needed etc.

**4) Meeting 3**

School staff, partner/project supervisor and stakeholders meet

Agree objectives and actions – work through 1-8 in process above.

**5) Draft Collaboration Framework Agreement**

**6) Stakeholders to review and comment**

**7) Finalise Collaboration Framework Agreement**