



# **Draft Terms of Reference For Multi-Knowledge Stakeholder Partnership**

*21th January 2016*

### Part A: Explanations and the Terms of Reference

#### What is Innovation Ecosystems in VET (InEcVET) and what is the RATIONALE of the Project?

Innovation Ecosystems in VET is an ERASMUS + Funded project that brings together 9 partners from five countries, Ireland, Portugal, Romania, Cyprus and Finland. The aim of InEcVET is to enhance the existing Vocational Education Training (VET) environment in Europe by introducing innovation in two ways: a) an innovating way of delivering VET training, and b) ensuring that VET training allows for greater innovation. The proposal derives from the greater effort to combine Vet and innovation as crucial drivers for growth in the Europe 2020 strategy.

The lead partner is the Louth and Meath Education and Training Board- LMeTB (Ireland). The other partners are the Centre for the Advancement of Research and Development in Educational Technology - CARDET (Cyprus), The Municipality of Lousada (Portugal), the Meath Community Rural and Social Development Partnership Limited- MCRSDP (Ireland) the Asociatia Oamenilor Der Afaceri Arges – AOA Arges (Romania), Innoventum Oy (Finland), University of Pitesti (Romania), the Conselho Empesarial do Temega e Sousa (Protugal) the European University Cyprus – EUC (Cyprus) and Future In perspective Limited – FIPL (Ireland)

#### What do we mean by innovation?

The Asian Development Bank (2011) defines innovation “as any of the following:

- a totally new process or technology, unique and scalable to solve a problem;
- the application of existing knowledge in new ways to solve problems;
- an incremental refinement. Knowledge partnerships can create an enabling environment for innovation to emerge, through the process of constant scanning for new ideas and trends, combined with planned personal interactions designed to challenge and provoke is a key part of the mundus operandi of the MSKP .

#### What is the Multi-Stakeholder Knowledge Partnerships (MSKPs) and what are its AIMS?

Research has identified that MSKPs are the best way to identify the needs and knowledge gaps. Moreover such partnerships are more suitable to identify who can reduce such gaps and fulfil the identified needs. MSKPs in their collective wisdom are more suitable to find ways to implement the change by the way of innovation.

An MSKP in this case is an informal body comprising of knowledgeable and varied partners to work together to achieve common aims, such as the introduction of innovation in VET, as well as the identification of innovative VET best practises.

### Who will comprise the membership of the local MSKP?

Every possible stakeholder (deliverer, user, funder or policy maker) will be invited to be part of the MSKP. In addition existing members of the innovation community should be part of the partnership, in order to exchange knowledge and information across traditionally defined boundaries. As a key topic for innovation will be intrapreneurship, actors interested in foresting such environment should be matched with individuals experienced in entrepreneurship and intrapreneurship, as well as change management, will be welcome additions to the group.

TYPE	NUMBER	VALUE PROPOSITION
Policy makers at a national level	2+ from organisations responsible for Innovation and VET	Stakeholders responsible to transfer innovation into Policy.
Implementers at a regional level	1+	Best at identifying needs, and possible best practises
Private enterprise community	2+	Stakeholders ready to adopt innovation within their organisation and also supporting changes in VET training
VET providers	1+*	Providers as recipients of training in innovation as well as training in implementing best practises
School Professionals	0+	Educators introducing VET innovation within the schools
Active Entrepreneurs	0+	Useful if they have VET background as well
Project Partners	2*, one for each organisation that is part of the InEcVET initiative.	To keep participants informed of the European Efforts in the direction of the MSKPs
Academics in Education	1+*	To provide feedback in how VET trainers are taught
Academics in Innovation	1+*	To provide feedback in how innovation can take place within the MSKP
Training VET persons	0+	For a more direct feedback

Notes: \* indicates they are not mutually exclusive from any other category, thus reducing the number of Individuals.

### What will the MSKPs be required to do? What are its ROLES and RESPONSIBILITIES?

- To attend at least eight meetings over the next two years, to be scheduled, minuted and timed in 3 month intervals in order to track down the progress in the subjects below:
- To conduct a needs assessment and identify the knowledge gaps in terms of VET.
- To identify the output innovation created by VET if any
- To identify the delivery of innovation in VET if any
- To create the framework in order to enable for greater innovation within the VET system, and apply greater emphasis on innovation through VET delivery. In particular the MSKP will create a framework and pilot the implementation of a looser forum of VET delivery such as the Skunk Works (See Below)
- To provide consultations and potentially participate on curriculum design and as well as the implementation of VET training on intrapreneurship.
- Raising awareness on the need to promote Innovation and VET provision, as well as greater innovation within VET provision

### What is the Skunk Works and its role to the MSKP?

The Skunk works is a proven way to introduce intrapreneurship. Skunk works are in place in Lockheed Martin's Advanced Development Programs and allowed such a large organization to harness internal innovation, often by combining more practical Vocational skills with advanced technological skills in an informal environment. According to Jing (2013), Skunk works as a form of innovation has been widely used for companies to make their business outstanding from the others and achieve sustainable development, and at the same time try to compete with the increasing number of competitors. They are often however outside the normal organization of companies and institutions.

The role of the MSKP is to establish the right framework for an effective and informal Skunk works to be in place in an area identified by the MSKP as innovation gap. This framework will try to regulate the type of interaction that the skunk works will have with the existing institutional structure. Further the MSKP will be piloting the concept and thus recommending how to foster such Skunk works environment, and how to provide specialty VET provision that matches the skunk works environment.

### What would be considered an effective MSKP?

- One that actively identifies the gaps in each nation in terms of innovation and VET provision
- Identify current resources and how VET fits in the current innovation programmes on the nation
- One that actively identifies innovation in VET best practises
- One that advises and participates in the on development of intrapreneurship curriculum and training.
- One that sets up possible format for Skunk Works in the nation
- One that tests the Skunk works framework through a pilot.
- Identify adoption barriers and troubleshooting
- Peer Review of InEcVET project
- One that acts as a portal of Dissemination, and lobby for Innovation in VET
- The creation of a common regional strategy, with a long term perspective
- Aiding in identifying the necessary training of vet teachers and trainers in order to have the skills for innovation

## Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Ireland	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>• Businesses (such as construction, consultancy, food and retail)</li> <li>• National FET funding agency – SOLAS</li> <li>• Director of FET Teacher Training - University</li> <li>• Chamber of Commerce</li> <li>• Private Training contractors</li> <li>• FET trainers</li> </ul> <p><b>Present:</b> Jennifer Land, Vivienne Branigan, Peter Egan, Paul Malone, Michael Gaynor, Mary Baker, Niall Daly, Rosita Myles, John Hickey, Peter Davitt, Patricia Falls, Gary O'Meara, Sandra Richarson, Margaret Kearns</p> <p><b>Presentation on the InEcVET Project</b> Vivienne gave a powerpoint presentation of an overview of the project and Jennifer gave an overview of the research conducted to date.</p> <p><b>Round table discussion &amp; Q&amp;A</b> Spoke at length regarding the difficulty businesses have in finding young people with adequate skills to engage in the workplace and also the necessary courses required to upgrade skills.</p> <p><b>Agree action points</b> A number of common themes were discussed and Peter recorded them on the flipchart. They have been typed up and printed and are enclosed to be distributed to all stakeholders prior to the next meeting.</p>	01.03.2016

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Country	MSKP Status	Members' profile	Number and date of meetings
Ireland	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>• Businesses (such as construction, consultancy, food and retail)</li> <li>• National FET funding agency – SOLAS</li> <li>• Director of FET Teacher Training - University</li> <li>• Chamber of Commerce</li> <li>• Private Training contractors</li> <li>• FET trainers</li> </ul> <p><b>Present:</b> Jennifer Land, Vivienne Branigan, Peter Egan, Michael Gaynor, Mary Baker, Niall Daly, Rosita Myles, John Hickey, Peter Davitt, Patricia Falls, Gary O'Meara, Sandra Richardson, Margaret Kearns, Esther Burns, Imelda Prunty</p> <p><b>Minutes of previous meeting:</b> Minutes of previous meeting were discussed and adopted.</p> <p><b>Mission Statement</b> Peter gave a presentation of a proposed mission statement for the project. There was a lot of debate around what the mission statement should contain and it was agreed that it would be redrafted and presented at the 3rd meeting to be finalised.</p> <p><b>InEcVET ideas for Ireland</b> Presentations were given on the three core areas identified in the inaugural meeting. Vivienne gave a presentation on the current Standing of FET, Peter gave a presentation on Competencies, strengths and core skills and Jennifer gave a presentation on Career Guidance. A lot of discussion and debate followed each presentation.</p> <p><b>Intrapreneurship Curriculum</b> Jennifer gave a presentation on the Intrapreneurship Curriculum and introduced the eight areas.</p>	09.05.2016

## Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p><b>Participants</b></p> <ul style="list-style-type: none"> <li>• Academics</li> <li>• Active entrepreneurs</li> <li>• Representatives from VET agencies</li> <li>• Representatives of the Department for Secondary Technical and Vocational Education from the Ministry of Education and Culture</li> <li>• VET trainers</li> <li>• Representatives from project partners</li> <li>• Representative from the Cyprus Chamber of Commerce and Industry</li> <li>• Representative from the Human Resource Development Authority</li> </ul> <p><b>Preliminary actions (before the meeting)</b></p> <ul style="list-style-type: none"> <li>o Preparation of key PowerPoint presentations</li> <li>o Nicos Sozos (EUC) sent invitation to the Director of Secondary Technical and Vocational Education Mr. Markatzis to participate as a member to the local MSKP</li> </ul> <p><b>Content of meeting</b></p> <ul style="list-style-type: none"> <li>o Brief presentation of partner organizations in Cyprus: CARDET and European University of Cyprus</li> <li>o General presentation of the project (aim, objectives and key results)</li> <li>o Role and main duties of the multi-stakeholder knowledge partnerships during the life-cycle of this project and beyond</li> <li>o Discussion and identification of innovative best practices in education and vocational training in Cyprus; initial discussion on “innovation gaps” in Cyprus</li> <li>o Suggestion and decision for inviting participants from the Cyprus Employers and Industrialists Federation and the Cyprus Chamber of Commerce and Industry</li> </ul>	25.02.2016



## Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>o Nicos Sozos: Responsible Partnerships Coordinator</li> <li>o Charalambos Stergiou: Head Project Management</li> <li>o Send invitation to the Director of Secondary Technical and Vocational Education Mr. Markatzis to participate to Directors' Board for the Erasmus Program + Ecosystem Innovation on Vocational Education and Training</li> <li>o Action by: Nicos Sozos</li> <li>o The Meetings of Multilateral Knowledge Partnerships will take place 4 times per year</li> </ul> <p><b>The goals are:</b></p> <p><b>Introduction of innovation</b></p> <ul style="list-style-type: none"> <li>o in education and vocational training</li> <li>o Identification of innovative best practice in education and vocational training</li> <li>o Discussed and confirmed what was said in the MSKP Meeting of 25/2/2016</li> <li>o Decision of the participation of Cyprus Employers and Industrialists Federation and Cyprus Chamber of Commerce and Industry</li> <li>o Discussion and inform about the progress of the Work Packages</li> <li>o The valorization plan will be constantly updated and completed</li> <li>o Ensuring that the first work package will be closed correctly</li> </ul>	25.02.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p>Mr. Charalampos Stergiou CARDET            Dr. Pieris Chourides, EUC            Dr. Lycourgos Hadjiphanis, EUC            Dr. Alexandros Apostolides EUC            Dr. Valia Constantinidou Microsoft Innovation Centre            Dr. Nasios Orinos Νάσιος Cyprus College            Mr. Constantinos Georgiou Ministry of Education            Mr. Christos Tanteles KEBE            Dr. Alexandros Charalambides TEPAK</p> <p>Initially there was a presentation of the results of European Comparative Research done on innovation in VET and then appeared in intercompany curriculum (intrapreneurship) and exchange of views with members of the knowledge partnership polymer. The meeting highlighted the fact that in Cyprus, compared to other European countries, there are few governmental bodies concerning VET (Vocational Education and Training) as the Ministry of Education and Culture, the Ministry of Labour and Human Resource Development Authority. This is a positive element in the configuration effort of educational material to encourage innovation.</p> <p><b>Feedback from partners</b>  <b>What are the known skill gaps amongst VET trainers that prevent them from becoming intrapreneurs?</b></p> <ul style="list-style-type: none"> <li>• Interconnection of their knowledge and skills to real workplace</li> <li>• Lack of specialization</li> <li>• Lack of professionalism as many times are underemployed or engaged in activities, that are not in their field</li> <li>• Basic/Thinking skills such as communication and problem solving skills</li> <li>• Competencies such as Business knowledge and constructive thinking</li> </ul>	24.06.2016

		<ul style="list-style-type: none"> <li>• Personal Qualities such as self-managing and being productive</li> <li>• Lack of understanding of company objectives</li> <li>• Skills deficiency</li> <li>• Lack of VET trainer collaboration</li> <li>• Inadequate of talent-management</li> <li>• Lack of social dialogue with all stakeholders</li> <li>• Lack of culture of continued knowledge and legal framework to demand such constant training</li> </ul> <p><b><i>What are the required skills for intrapreneurship - what skills are needed to empower trainers to solve problems within VET?</i></b></p> <ul style="list-style-type: none"> <li>• Continuous upgrading of knowledge and skills</li> <li>• Evaluation and assessment of learning needs of learners</li> <li>• Capability of use and promotion of new technologies in education</li> <li>• Capability of design flexible and practical programs that emphasize to practical training</li> <li>• Assessment skills in education</li> <li>• Development skills in subjects of teaching, communication and advisory</li> <li>• Basic/Thinking skills such as communication and problem solving skills</li> <li>• Competencies such as Business knowledge and constructive thinking</li> <li>• Personal Qualities such as self-managing and being productive</li> <li>• Knowledge of the internal and external environment</li> <li>• Visionary and willing to challenge the status quo</li> <li>• Ability to lead cross-functional teams</li> <li>• Ability to build a professional-support network</li> <li>• Presentation skills. Ability to communicate an idea.</li> </ul> <p><b><i>Identify core priority skills that should be addressed through the curriculum</i></b></p> <ul style="list-style-type: none"> <li>• Good communication skills and implementation of various learning methods and techniques for teaching. Presentation skills.</li> <li>• Cooperation and networking with learners and implementation of various learning methods and</li> </ul>	
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	<p>techniques to enhance learning outcomes</p> <ul style="list-style-type: none"><li>• A capability to combine theoretical and practical learning</li><li>• Integrity</li><li>• Reliability</li><li>• Responsibility</li><li>• Being sociable</li><li>• Innovation &amp; Creativity</li></ul> <p><b><i>How should we promote and encourage intrapreneurship within VET?</i></b></p> <ul style="list-style-type: none"><li>• Closer cooperation of vocational learning between VET institutions, higher education and employers' organizations / enterprises</li><li>• Application of new learning methods, new technology and new financing options</li><li>• Focus groups with all stakeholders be participated</li><li>• Ideas must be generated and stakeholders must be known about skills and how can effect trainers in a better way</li><li>• Create strategy for industries and companies</li><li>• Provide skills recognition scheme for trainers and incentives</li><li>• Develop interaction between trainers</li></ul> <p><b><i>What are the conditions needed to promote and support intrapreneurship within VET in [your country].</i></b></p> <ul style="list-style-type: none"><li>• Consolidation culture within the company for ongoing training and development of staff</li><li>• Strengthen cooperation between VET Higher education and business associations from the entire spectrum of the economy</li><li>• Application of new learning methods, using new technology and access to financial programs</li><li>• All parties should understand the importance and also a promote and a support are needed</li><li>• Stakeholders must be supported in different ways</li><li>• Employees must be engaged more</li><li>• Skills should be recognized</li><li>• Culture must be changed</li><li>• Different incentives programs</li></ul>	
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## Innovation Ecosystems for Vocational Education and Training

Country	MSKP Status	Members' profile	Number and date of meetings
Portugal	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>• VET teachers</li> <li>• VET coordinators</li> <li>• Technicians</li> <li>• Representative of business associations</li> </ul> <p>One of the recommendations that the team suggests is that Portugal bet more on EU funding for innovation, bet on some projects as the PMI (Project Management in schools), so there is a project management training for teachers working in areas such as Marketing and Leadership. Creation of a project to create ideas, which basically goes through in the classroom students learn techniques and tools to create a company and a product and that ultimately present something concrete.</p>	24.03.2016
Portugal	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>• VET teachers</li> <li>• VET coordinators</li> <li>• Technicians</li> <li>• Representative of business associations</li> </ul> <p>In this meeting there was an active debate how far is an entrepreneur born or made. It was generally accepted that even if not all trainers are entrepreneurial by nature. Thus, accepting that the first condition is not present in all the trainers, it is necessary to instill in them the essence of entrepreneurship: encouraging behavior oriented value creation, systematically and continuously. They also suggest teamwork as an important educational skill. Initiative and autonomy at work; Relationship and behavior management are also in the most important skills to introduce in the curriculum. A range of topics that are similar too but also going beyond those presented were suggested.</p>	20.06.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<ul style="list-style-type: none"> <li>• VET provider (6)</li> <li>• Policy makers at a national level (3)</li> <li>• Private enterprise community (3)</li> <li>• Implementers at a regional level (4)</li> <li>• Commission authorizing training providers (1)</li> <li>• Active Entrepreneurs (CETRINO) (2)</li> <li>• Academics in Innovation (UPIT) (1)</li> <li>• Project partner (4)</li> <li>• Academics in Education (UPIT) (2)</li> <li>• School Professionals (responsible with professional practice of students) (2)</li> </ul> <p>University of Pitesti addressed in the presentation that followed key concepts for InEcVET such as intrapreneurship, innovation and innovation in VET, regional strategy. This part of the meeting was turned into discussions and analyses as participants rallied well and wanted to express ideas and opinions on the project topic and the issues raised.</p> <p>Thus, issues on the current situation and perspectives in VET have addressed: the training and quality of the trainers, training needs of trainers, the need for innovative approaches in VET and how they can be integrated and transferred from one sub-VET field to another, increased involvement of trainees in the formative-instructive process, awareness raising and expansion of intrapreneurship.</p> <p>It was decided that new members to be included in this partnership based on the proposal made by current members.</p>	23.03.2016

Country	MSKP Status	Members' profile	Number and date of meetings
Cyprus	Members' profile & Content of meeting	<p>The 29 persons participating at the event represent the following sectors:</p> <ul style="list-style-type: none"> <li>• Policy makers at a national level</li> <li>• Private enterprise community</li> <li>• Implementers at a regional level</li> <li>• Commission authorizing training providers</li> <li>• VET providers</li> <li>• Active Entrepreneurs</li> <li>• Academics in Education</li> <li>• Implementer at a regional level</li> <li>• Academics in Innovation</li> <li>• School Professionals</li> </ul> <p>We have centralized and analyzed all answers from stakeholders regarding the Intrapreneurship Curriculum and the overall conclusions are:</p> <ol style="list-style-type: none"> <li>1. They recommended more or less the same topics as the existing ones in the Curriculum proposed by Meath Partnership, but by being very explicit and detailed, meaning that the specific categories suggested by our stakeholders are already included in the general headings of the Curriculum;</li> <li>2. They do not want to remove any parts/topics of the Curriculum suggested by Meath Partnership, as they appreciate all are important and necessary; they only suggested harmonizing the existing content;</li> <li>3. However, they suggested to add 3 new topics, namely:               <ol style="list-style-type: none"> <li>(a) Using arts in VET (drawing, painting, music, poetry);</li> <li>(b) Changing mentality;</li> <li>(c) Risk management.”</li> </ol> </li> </ol>	23.03.2016

### Minutes of the 3rd meeting of the Multi-Stakeholders Knowledge Partnership - MSKP in InEcVET project 14.10.2016 – Pitesti

The meeting was hosted by the University of Pitești as partner of the InEcVET project and began at 12:15. During registration, coffee and refreshments were offered to the participants. The meeting was opened by the Rector, Assoc. Prof. Dr. Dumitru Chirleşan. Then the hosts – UPIT and AOA – emphasized on the collaboration they have in implementing the project's activities and on the importance of having the input and contribution of the MSKP members. A total number of 27 participants have attended the seminar. First activity consisted in a presentation provided by Assoc. Prof. Dr. Georgeta Chirleşan from UPIT on introducing the intrapreneurship curriculum in Romania (Annex 1). Basic concepts have been reminded (innovation, intrapreneurship and how they should be related through the InEcVET project) and also the centralized feedback provided by the MSKP members with the occasion of the 2nd MSK meeting regarding the proposed curriculum has been presented. After the presentation the floor was given to participants to share ideas on how to introduce efficiently the intrapreneurship curriculum in Romania. The main ideas are resumed below:

- The Intrapreneurship Curriculum can/should be valorized through project: if a critical mass of local projects that apply it in each partner country would be implemented, then the change will occur! If not entirely, then at least parts of the Intrapreneurship Curriculum should be introduced in the professional activity of the stakeholders (members of the MSKP), though the daily activities or by the projects they currently develop.
- As the National Agency for Qualifications (NAQ) previously organized entrepreneurship courses, now it would be the time to introduce obligatory intrapreneurship courses/modules within the training of trainers. The next level would be to introduce such courses/modules within the training of “trainer of trainers” (in a logical succession of implementation, courses of intrapreneurship after the courses of entrepreneurship).
- It is not impossible, on the contrary it is a necessary demarche to introduce intrapreneurship courses, but there is compulsory according to the law to elaborate occupational standards (for intrapreneur/intrapreneurship) and this is a long time process.
- The incremental approach would be much more suitable: first training the unemployed to become entrepreneurs, then supporting the entrepreneur to find a job and thus become employee in a company, and last to train the employed entrepreneur to become intrapreneur.

Another solution could be to introduce a module on intrapreneurship in each training or professional qualification course (because anyone can ‘function’, can be an intrapreneur in the organisation where s/he is employed).

- The high schools must be stimulated, motivated to include in their professional offer the Intrapreneurship Curriculum! As any change it will



be difficult and we will face resistance at the beginning (i.e. it was difficult to introduce the “Junior Achievement” courses for skills for life and entrepreneurship in Romania, but we made it!).

- Changing institutions’ and people’s mentality vis-à-vis intrapreneurship is important and must be achieved, even if it takes time.
- Using efficient teaching and training methods and techniques to implement the Intrapreneurship Curriculum represent a key factor: the subject is new and sensitive, thus trainers need to correctly understand, approach and transfer it to their trainees.
- In relation to training, a shift is required from the current trainers’ training - which is focused on the training’s professional content - towards a qualitative and practical approach of it in which the trainers receive also special and soft skills related to the discipline/qualification they teach, and which actively involves the trainer (i.e. how many trainers know that an adult trainee is able to attentively listen the teacher/trainer for 20 minutes’ maximum? How many trainers knows that in a training course if the trainees just listen and take notes they retain only 20% of the content taught, if they listen and look to the trainer they retain 50% of the content taught but if they listen, look to the trainer, share to the other and have practical tasks to do they retain 80%?)

The next presentation was “How can we introduce a skunk works environment in Vocational Education and Training in Romania?” by Adrian Neagu from AOA (Annex 2). This has represented the background for the last activity implemented within this MSKP meeting, namely a group activity in which participants have been split in 4 groups and requested to brainstorm in order to create a mind map for answering to the question addressed in the above title. The participants received handouts with description of the activity (Annex 3), flipchart papers and colored markers. After finishing, each group presented its mind map to the others. These may be found in Annex 4. It was decided that the next meeting takes place in January 2016. 17 attendees filled in the 12-Month Evaluation Survey for members of the MSKP. These will be translated in English by UPIT and uploaded on InEcVET platform. The meeting ended with the awarding of certificates of participation and the invitation to a complimentary light lunch offered to participants by UPIT.

### Part B: Best Practice to Ensure the Success of the MSKs

#### What defines a good partnership?

As defined by the National Centre for Universities and Businesses, (2012) a good knowledge partnership involves:

##### AGREEMENT

A partnership is an agreement to do something together that will benefit all involved, bringing results that could not be achieved by a single partner operating alone, and reducing duplication of efforts. A successful partnership enhances the impact and effectiveness of action through combined and more efficient use of resources; promotes innovation; and is distinguished by a strong commitment from each partner.

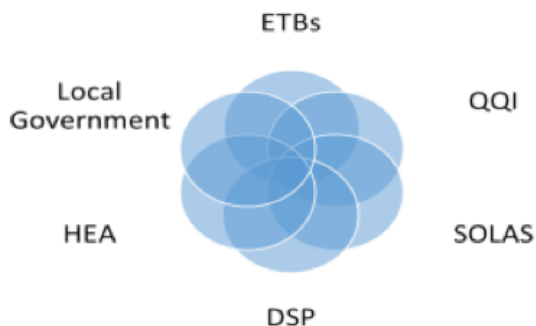
##### CO-OPERATION

Co-operation within a partnership is collaborative; it will be effective if the partners share a strategic vision, pursue compatible targets, and are all equal members in a predetermined organisational structure. The notion of “ownership” is often used in this context to describe the emotional binding of the institutions and persons involved, which should ideally be with the partnership and not with other, outside organisations. Thus the partnership should be able to bring together different actors in collaborative action as well as in collaborative efforts to effect change.

##### CO-CREATION

The key to success for the partners is the co-creation of an intellectual asset (for example a new business process or product development process) under the partners’ control and this requires a deliberate series of actions to embed the knowledge as a changed capability.

**What we consider is the type organisation that works best for MSKPs in our case: A networking hub, as exemplified by the existing VET provision and implementation in Ireland.**



### TERMS OF REFERENCE

For Multi-Knowledge Stakeholder Partnership

### Key points in managing / facilitating the MSKPs:

An official “president” who takes the role warmly can aid the MSKP as often the lack of motivation can lead to reduction of interest over time, making the implementation of the MSKP objectives difficult. Individual interests need to be also be suppressed for the regional dimension within the MSKPs. Having smart goals is crucial: clear agenda, with right people and targeting each meeting to deliver certain goals allows for the MSKP to function well. In addition it needs to provide a clear value proposition to the participants.

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CARDET



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