



Co-funded by
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Materiality Report





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ABSTRACT

The goal of the Erasmus+ project entitled “Empower teachers to become sustainability managers at school” is to analyse and identify the key areas needed for a school to turn into a “Sustainable school”;

- prepare the schools to embrace the role of “Sustainability Manager” at educational level;
- raise awareness among headmasters on the importance of building a sustainability strategy involving the entire school;
- prepare the entire school staff community on key topics regarding environmental and social issues;
- involve the entire school in the sustainable transformation process; -increase awareness of teachers and students;
- develop skills and knowledge of students and motivate them to embrace sustainable approaches, at school and at home;
- let schools monitor and track the afoot changes;
- promote a “whole-approach” at school level, reinforce their capacity building and turn schools into a key drive for change, providing them with structured strategies to implement.

The project is carried out by a consortium of 5 European members from Italy, France, Belgium, Latvia, Czech Republic.

In this materiality study, 480 stakeholders have been interviewed on 18 sustainability issues in order to identify and prioritize the most relevant issues for schools stakeholders. Two surveys were administered, one for school stakeholders and one for school directors. The stakeholders have been sorted in to 20 categories.

01 – CONTEXT

“Empower teachers to become sustainability managers at school” (2021–2023) is an Erasmus+ project, funded with support from the European Commission carried by a consortium of 5 European members from Italy (Euphoria Net), France (Formethic), Belgium (Logopsycom), Latvia (Smartnet), Czech Republic (Europe for you).

Our objectives are to :

- analyse and identify the key areas needed for a school to turn into a “Sustainable school”;
- prepare the schools to embrace the role of “Sustainability Manager” at educational level;
- raise awareness among headmasters on the importance of building a sustainability strategy involving the entire school;
- prepare the entire school staff community on key topics regarding environment and climate change or regarding social issues;
- involve the entire school in the sustainable transformation process;
- increase awareness of teachers and students over environmental and social issues;
- develop skills and knowledge of students and motivate them to embrace sustainable approaches, at school and at home;
- let schools monitor and track the afoot changes;
- promote a “whole-approach” at school level, reinforce their capacity building and turn schools into a key drive for change, providing them with structured strategies to make in place.

The project started in September 2021 and will end in December 2023. This report presents the materiality assessment, which is a fundamental process in any CSR framework. This study aims to identify schools stakeholders and interview them about their vision on sustainability issues. 480 stakeholders in 5 European countries have been interviewed. The results allow to establish a materiality matrix with all issues according to their impact on schools performance and stakeholders’ expectations. This study helps to rank and choose the main issues that will be treated in the repository of best practices, the development of online courses, the challenges and escape rooms proposed and the guideline to

develop and implement a CSR strategy at school level.

This study was carried out in 5 European countries led by the project partners. Each one has worked in collaboration with its network of local partners to provide answers that are as representative as possible of its country. However, the samples taken into account make it possible to identify trends, but these are by no means quantitative studies.

For further information on our website, please visit our website: HOME | SchoolSustainability (school-sustainability.eu)



02- OBJECTIVES

Identification of and engagement with stakeholders are fundamental to social responsibility. An organization should determine who has an interest in its decisions and activities, so that it can understand its impacts (positives and negatives) and how to address them. The organization should consider the expectations and needs of its stakeholders whose interests are likely to be affected by a decision or activity. The organization should:

- identify the most important sustainable issues to deal with,
- interview its stakeholders to evaluate their expectations,
- evaluate impacts (risks and opportunities) of these issues on performance and value creation
- identify the most important and relevant issues to focus on.

A.IDENTIFICATION OF SCHOOL STAKEHOLDERS

Stakeholders are those individuals, groups of individuals or organizations that affect and/or could be affected by the school activities. The identification and hierarchization of stakeholders through a map provides a better vision to understand the internal and external environment of training centers. This map will allow schools to develop a dialogue with the stakeholders about their expectations and needs.

The European stakeholders map brings together the different stakeholders from the 5 European countries and aims to visualize the most influent ones to focus on.

B.THE SUSTAINABLE ISSUES PRIORITIZATION

Materiality defines what can have a significant impact on a school performance and value creation, its activities and its ability to create financial and non-financial value for itself and its stakeholders. At the crossroads of performance and sustainable development, a materiality assessment must:

- Identify important and relevant issues that may have an impact on school performance and value creation
- Prioritize issues according to their potential impact on the school and its ecosystem

Based on ISO 26000, sustainability issues are governance, economic, social and environmental issues. A major issue is relevant and important for both a school and its stakeholders. On a materiality map, issues are ranked according to their potential impact on the activity (performance point of view) and their importance for the stakeholders.

The European materiality matrix realized in this project defines priority topics that have a significant impact on the education sector in Europe.

03 – METHODOLOGY

The methodology followed complies with ISO 26000 and GRI (Global Reporting Initiative).

A) EUROPEAN STAKEHOLDERS MAP

i. Stakeholders map from the 5 European countries

Each European partner worked on its own map to identify its stakeholders. The first step was to list all the stakeholders and then to classify them. The ranking was carried out in 3 circles:

- Circle 1: Stakeholders who have a strong influence on the organization and/or who are strongly impacted by the organization's activity
- Circle 2: Stakeholders who have some influence on the organization and/or who are moderately impacted by the organization's activity
- Circle 3: Stakeholders who have little influence on the organization and/or who are weakly impacted by the organization's activity

During a meeting in Rome, each country presented its mapping to the rest of the participants in order to compare each other's draft map.

A second step was carried out when European partners returned to their respective country. Each one interviewed a sample of their own national partners to adjust and/or validate the mapping.

The 5 stakeholders maps were thus produced at the end of this work.

ii. The European stakeholders map

After collecting the 5 stakeholders maps, it was necessary to standardize vocabulary between all countries. The following 20 stakeholders categories have been chosen:

- Teacher or education staff member (disability support staff included)
- School administrative staff
- Cleaning & maintenance staff
- Pupil
- Parent of a pupil
- Health or child protection institution member (Ex.: school nurse, doctor, psychologist, social workers, specialized educators...)
- School transport organisation / Travel agency

- Ministry of Education member (national/ regional/ local level) / Schools of teacher's education and training
- Companies for intership
- Other school / Surrounding school / Educational networks
- Local authority member
- Educational/Social/Environmental NGO
- Schoolbook publisher
- European Community member
- Supplier/ Partner company / Local company
- Fire/ Police Service member
- Banks / public treasury / Insurance institutions
- Unions
- Local community member
- Health and veterinary services
- School transport organisation / Travel agency
- Ministry of Education member (national/ regional/ local level) / Schools of teacher's education and training
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- Local authority member
- Educational/Social/Environmental NGO
- Schoolbook publisher
- European Community member
- Supplier/ Partner company / Local company
- Fire/ Police Service member
- Banks / public treasury / Insurance institutions
- Unions
- Local community member
- Health and veterinary services

The European cartography respects the hierarchization in 3 levels (circles). To decide in which circle to place each stakeholder, we used the following rules:

- For circle 1: 40% or more of the countries positioned the stakeholder in circle 1
- For circle 2: 40% or more of the countries positioned the stakeholder in circle 2
- For circle 3: 40% or more of the countries positioned the stakeholder in circle 3 or 40% or more of the countries mentioned the stakeholder in one of the circles.

- If less than 40% of the countries mentioned the stakeholder, he/she was considered as non-significant and excluded from the European map
- The detailed results are presented in the appendix 6.

B. MATERIALITY MATRIX

i. Issues selection and creation of the survey

To gather the views of stakeholders, an online survey was created with the 18 questions (one per issue). Primarily an English version of the survey was written and sent to all the project partners to get their comments and adjustments before disseminating it. After the validation, each partner translated the survey into its own language and developed an online survey on Google Form.

We created 2 online surveys to easily interview our target group of people:

- Stakeholders identified on the stakeholders' map in order to know the importance of each issue from their point of view
- Director, headmaster, or board member/ administrator of schools in order to evaluate important and strategic issues that have an impact on performance (risks or that opportunities) and value creation for the school and the society

Stakeholders' survey:

The first part of the survey consisted of identifying profiles of respondents. The second part consisted of prioritizing the importance of each issue from their perspective with 4 levels of choice:

1. Some kind of importance
2. Important
3. Very important
4. Absolutely crucial/critical

Directors' survey:

The first part of the survey consisted of identifying profiles of managers and board members. In the second part, they were asked to evaluate the potential positive or negative impact on their training center business with 4 levels of choice:

- No risk and/or no value creation for school or Society
- Limited risk and/or limited value creation for school or Society
- Important risk and/or important value creation for school or Society
- Critical risk and/or enormous value creation for school or Society

ii. Dissemination of the survey

In order to obtain detailed and wide-ranging results, we conducted a quantitative (online survey) and a qualitative (face to face interviews) study. The quantitative data provides the figures that validate general points. Qualitative data provides the detail and context to understand all the implications.

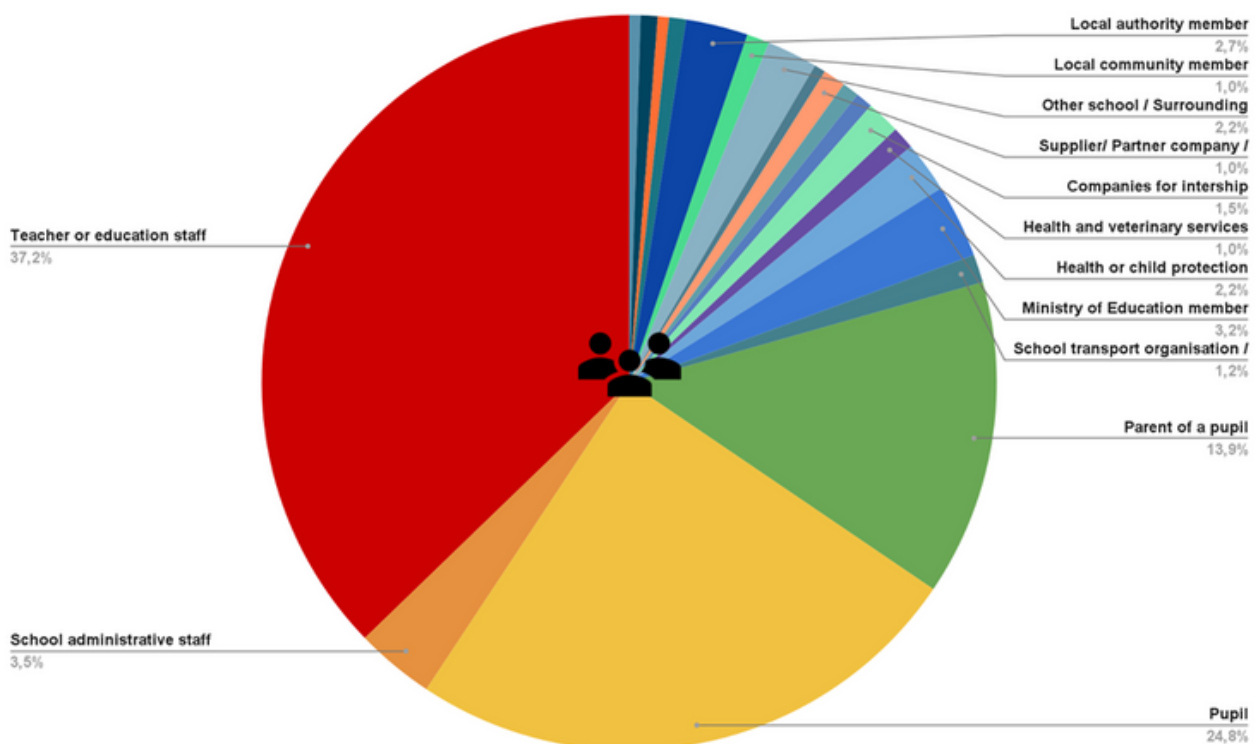
- The online survey:

Each partner shared the survey with its network with the goal of collecting 70 responses by partner by the end of May 2022. We sent reminders to collect the 70 answers requested and told them to share with a specific target if needed (according to stakeholders map).

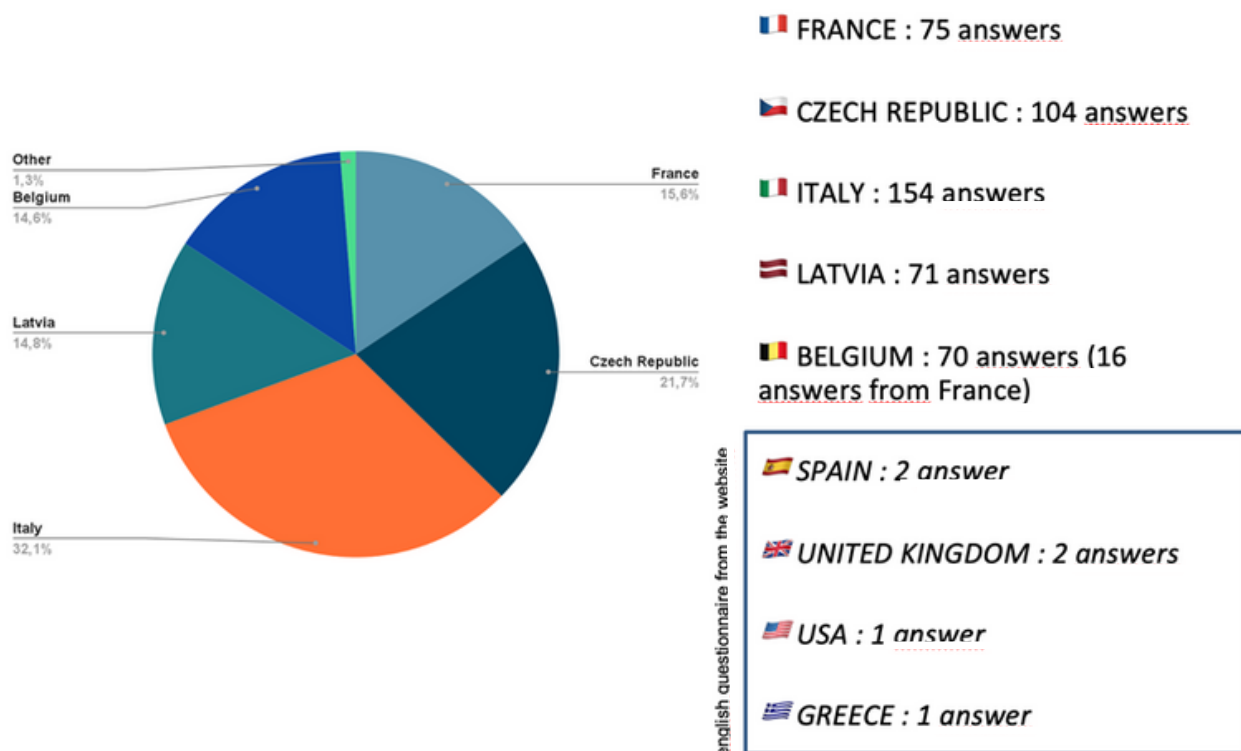
- Face to face interview:

The partners were asked to conduct face to face interviews to explain the final ranking with the goal of collecting 5 to 8 responses by partner by the end of May 2022. The idea would be to understand why an issue was important or not. We collected 40 face to face interviews from stakeholders and directors.

iii. Survey analysis



To ensure the survey access to all and guarantee qualitative answers, each partner translated it into its own language. So, we had to deal with 5 different surveys in 5 different languages.



To exploit information, the process was the following:

- Translation of the country results in English to standardize data.
- Data sorting to delete the non-consistent answers. (for example, when someone started the survey but didn't finish it or if a stakeholder answered the business survey).

iv. Materiality matrix per country

After data sorting, we began the data processing. A standardized score was assigned to each answer:

- 1 for "Some kind of importance";
- 2 for "Important";
- 3 for "Very important";
- 4 for "Absolutely crucial/critical";

On one side, we calculated the average of the mean answers for stakeholders.

We defined different weighing factors:

- 3 for stakeholders from circle 1;
- 2 for stakeholders from circle 2;
- 1 for stakeholders from circle 3 (in accordance with the European stakeholders map).

On the other side, we calculated the average of the means answers for managers/board members (business impact evaluation).

We created the materiality matrix. The x-axis of the graph represents the importance for director's and the y-axis represents the importance for stakeholders. The matrix formalizes a double ranking.

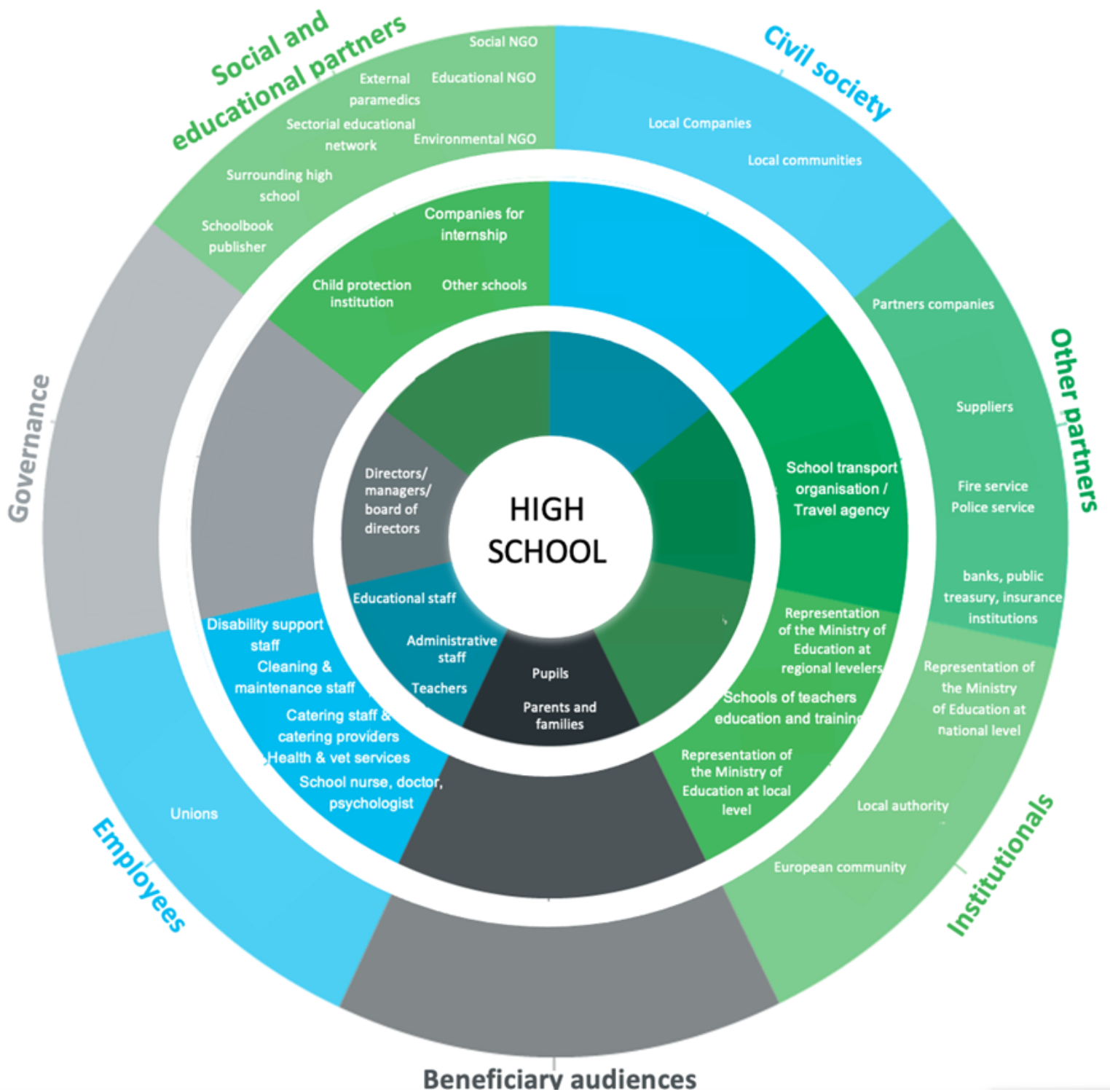
We realized the 5 materiality matrices, one for each country (see appendix below).

v. European materiality matrix

We analyzed the 5 materiality matrices and realized the European materiality matrix to discover similarities and differences between the 5 countries themselves and between these countries compared to the European materiality matrix.

04- RESULTS

A. EUROPEAN STAKEHOLDERS MAP



We clustered the stakeholders identified in 7 categories:

- Governance
- Employees
- Beneficiary audiences
- Institutionals
- Other partners
- Civil society
- Social and educational partners

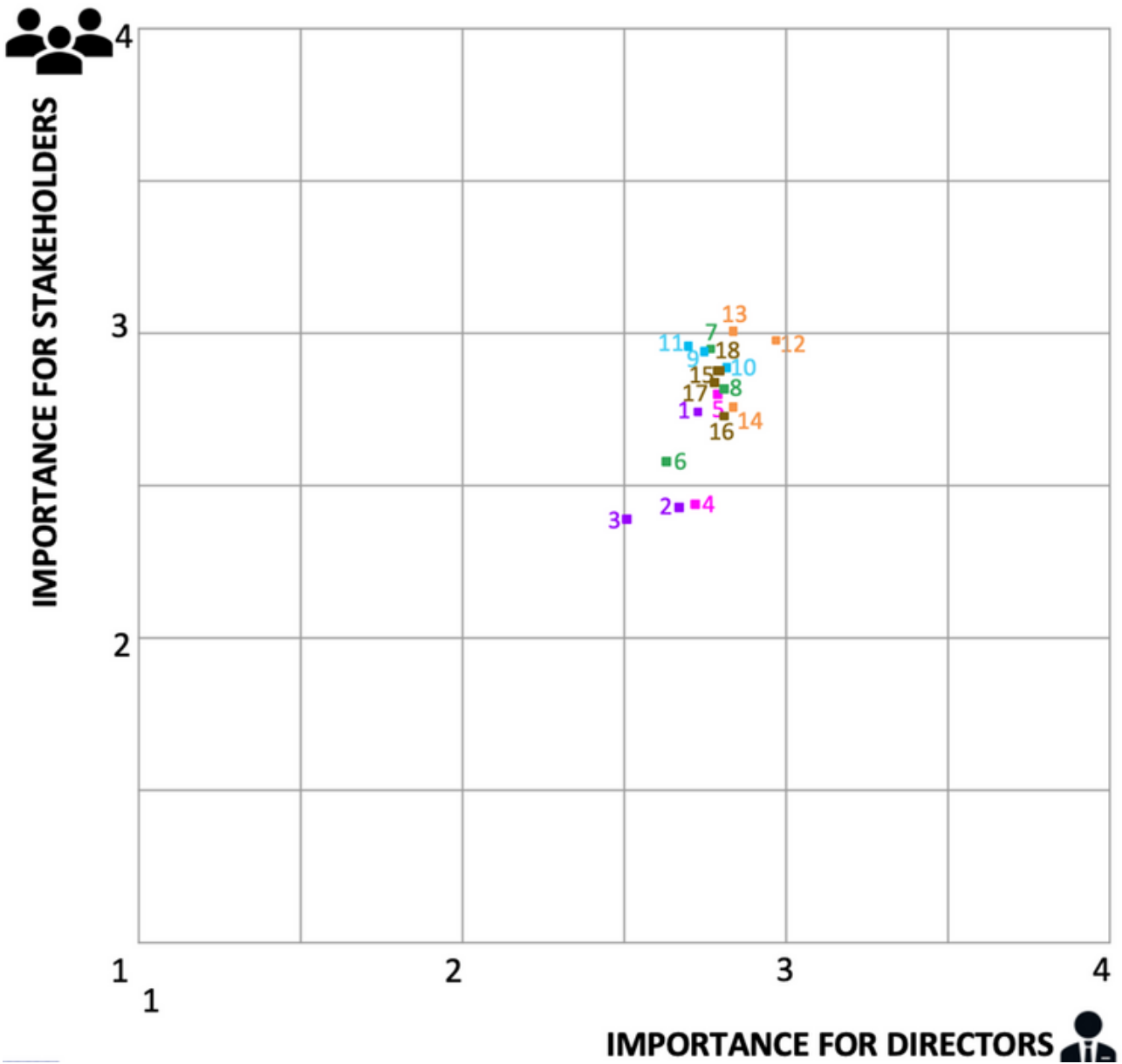
In the first circle, close to the center, we find 6 stakeholders who have a strong influence on schools and/or who are strongly impacted by the schools activity: Directors/manager/ board of directors, educational staff, administrative staff, teachers, pupils, parents and families.

On the second circle, we find 12 stakeholders who have some influence on schools and/or who are moderately impacted by the activity: representation of the Ministry of Education at local level , schools of teachers education and training, representation of the Ministry of Education at regional levelers,school transport organisation / Travel agency, other schools, child protection institution, companies for internship, disability support staff, cleaning & maintenance staff, catering staff & catering providers, health & vet services, school nurse/doctor/psychologist.

On the last circle, we find 17 stakeholders who have a little influence on the organization and/or who are weakly impacted by the activity: schoolbook publisher, surrounding high school, sectorial educational network, environmental NGO, external paramedics, social NGO, educational NGO, local companies, local communities, partners companies, suppliers, fire service, police service, banks/public treasury/ insurance / institutions, local authority, european community, representation of the Ministry of Education at national level.

The similarities and differences between each country are presented in the annex 1 to 5.

B. EUROPEAN MATERIALITY MATRIX





GOVERNANCE



FAIR AND LOYAL
PRACTICES



ENVIRONMENT



EQUAL
OPPORTUNITIES



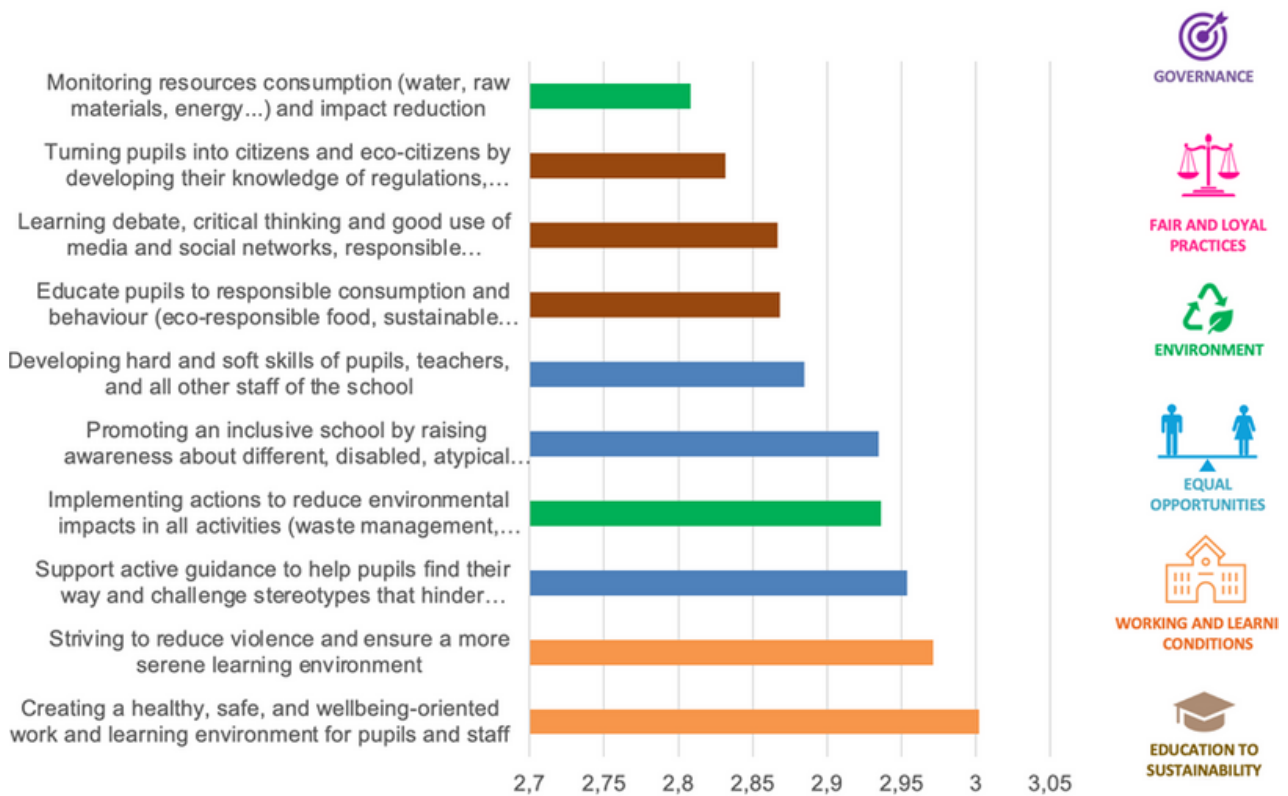
WORKING AND
LEARNING
CONDITIONS



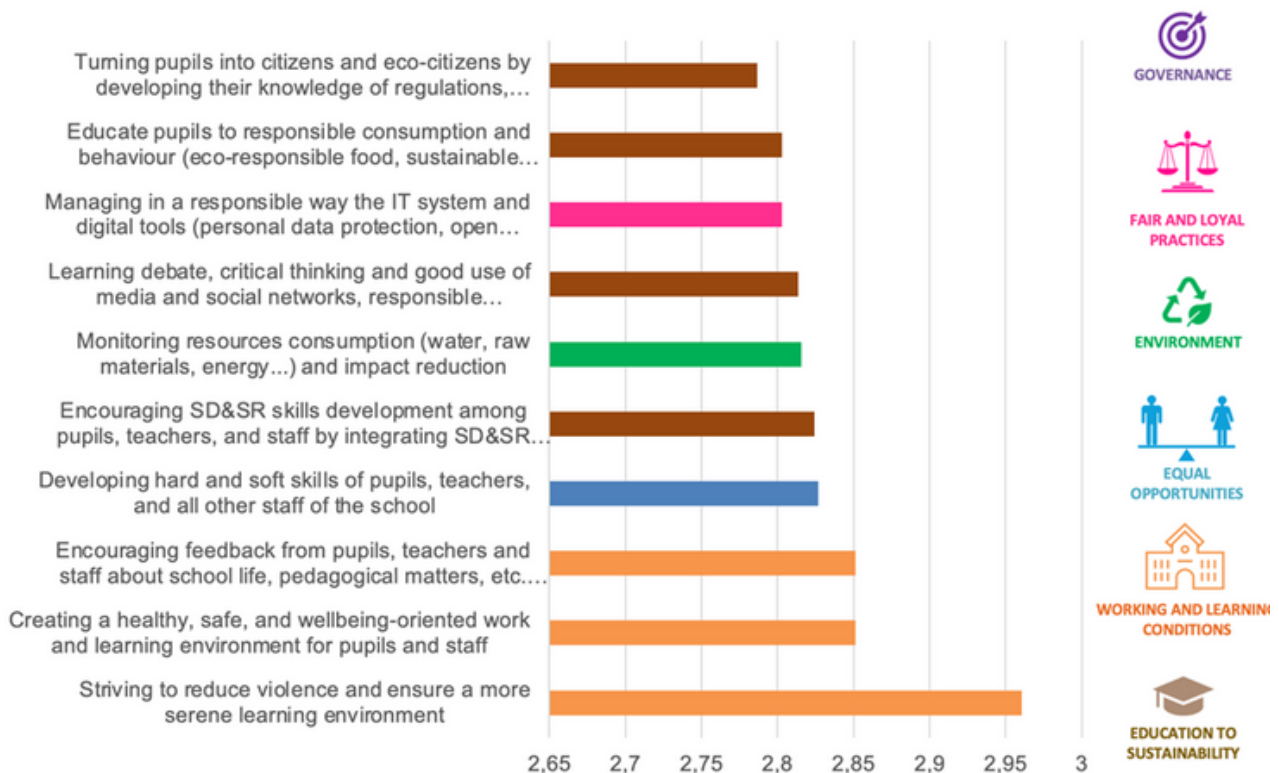
EDUCATION TO
SUSTAINABILITY

1. Developing a Corporate Social Responsibility & Sustainable Development policy and integrating this policy into school's activities.
2. Deploying and managing the CSR&SD school strategy with action plans.
3. Monitoring CSR & SD approach with objectives and indicators
4. Implementing ethical and transparent budgetary practices
5. Managing in a responsible way the IT system and digital tools (personal data protection, open educational resources...)
6. Identifying school activities impacts on environment
7. Implementing actions to reduce environmental impacts in all activities (waste management, recycling, reducing energy and resources consumption, green mobility, buying and consuming ecological products...)
8. Monitoring resources consumption (water, raw materials, energy...) and impact reduction
9. Promoting an inclusive school by raising awareness about different, disabled, atypical audiences and staff
10. Developing hard and soft skills of pupils, teachers, and all other staff of the school
11. Support active guidance to help pupils find their way and challenge stereotypes that hinder access to certain professions.
12. Striving to reduce violence and ensure a more serene learning environment
13. Creating a healthy, safe, and wellbeing-oriented work and learning environment for pupils and staff
14. Encouraging feedback from pupils, teachers and staff about school life, pedagogical matters, etc. and practising appreciative assessment
15. Learning debate, critical thinking and good use of media and social networks, responsible communication.
16. Encouraging SD&SR skills development among pupils, teachers, and staff by integrating SD&SR into programmes and courses, and by empowering school representatives, delegates, and eco-delegates.
17. Turning pupils into citizens and eco-citizens by developing their knowledge of regulations, commitments, rules, morals, and ethics.
18. Encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

The materiality matrix shows the 18 sustainability issues prioritized. Stakeholders priority issues are the following:



Directors priority issues are the following:

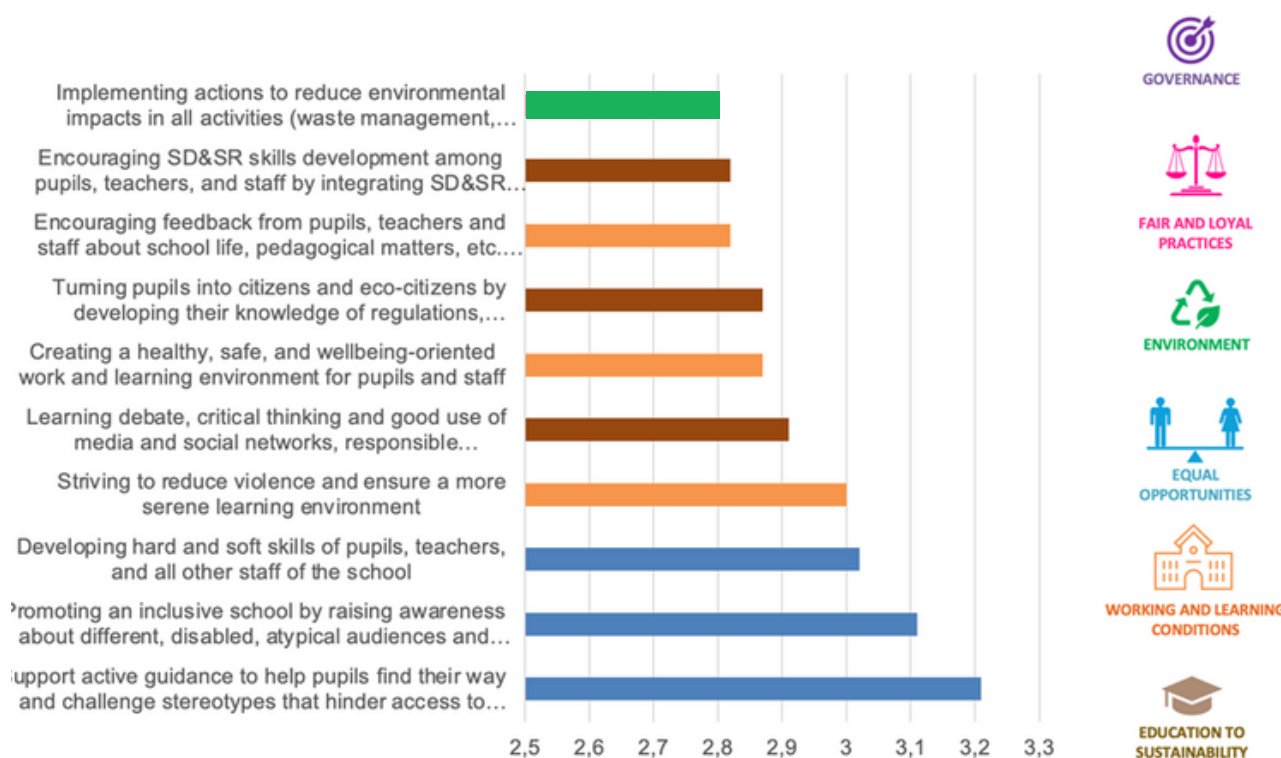


We observe that working and learning conditions, education of sustainability and equal opportunities are issues that stood out the most.

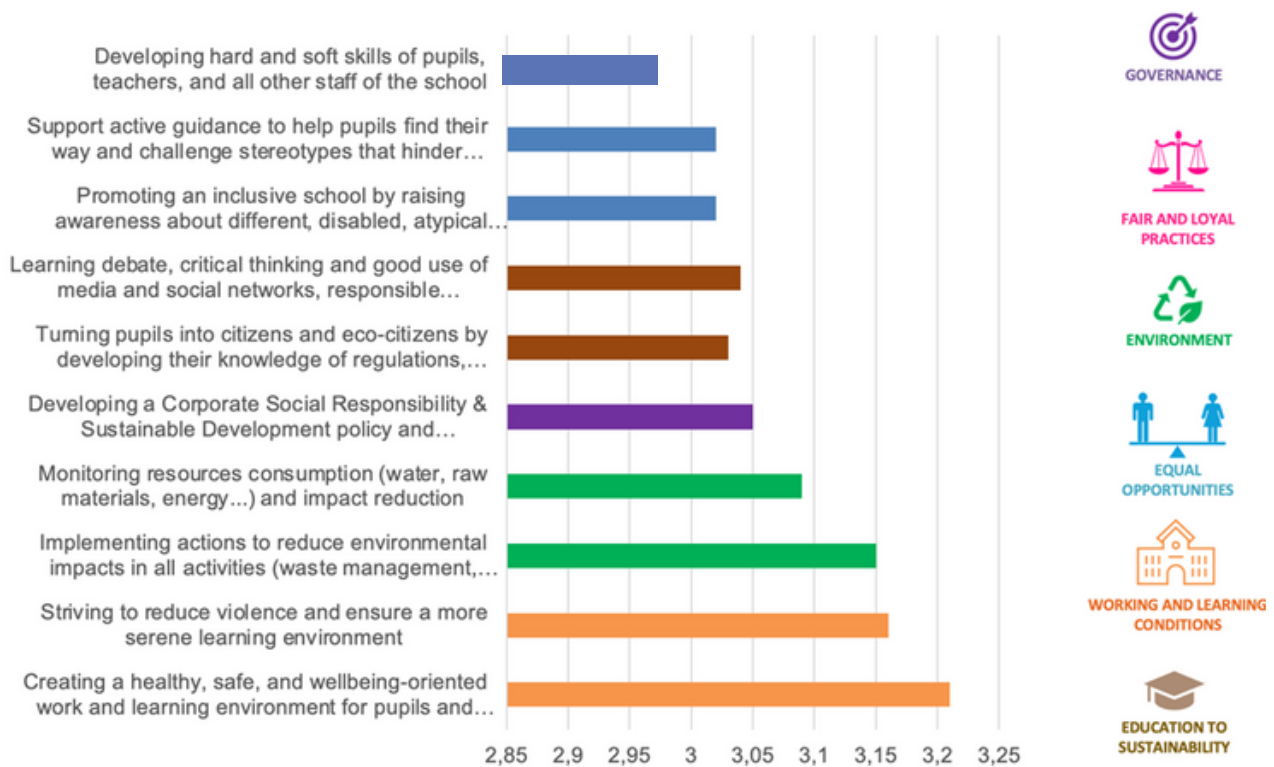
Pupils priority issues are the following:



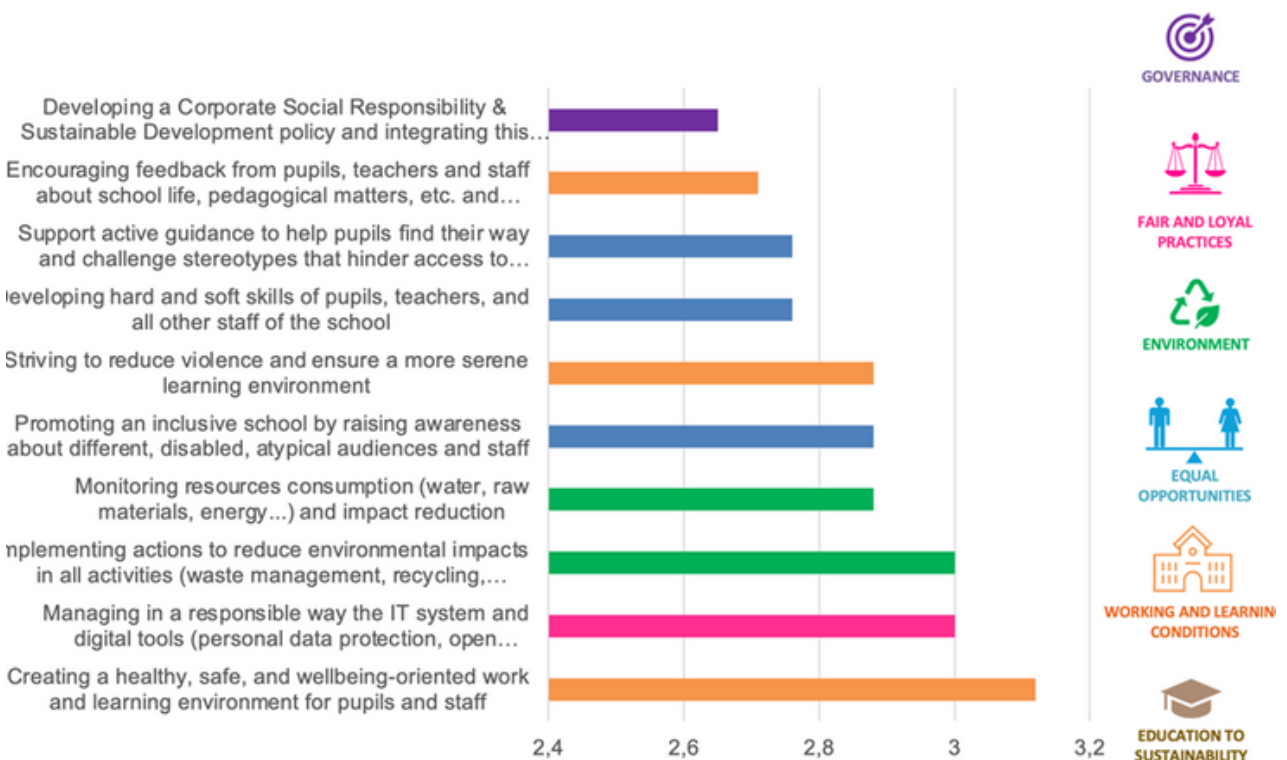
Parents priority issues are the following::



Teachers priority issues are the following:



Non educational staff priority issues are the following:



During our second TPM meeting in Prague in June 2022, we shared the European stakeholders map and the materiality assessment results and we presented the 18 issues to distribute among the partners the good practices to be written, the practice identified must be 100% relevant for the issue selected.

C. MATERIALITY MATRIX PER COUNTRY

We sent to all partners their own materiality report. The report consolidates the stakeholders map and the survey analysis with the materiality matrix. We have compared similarities and differences between the 5 countries themselves and between these countries and the European materiality matrix.

The detailed results are presented in the annex 1 to 5.

05 - CONCLUSIONS

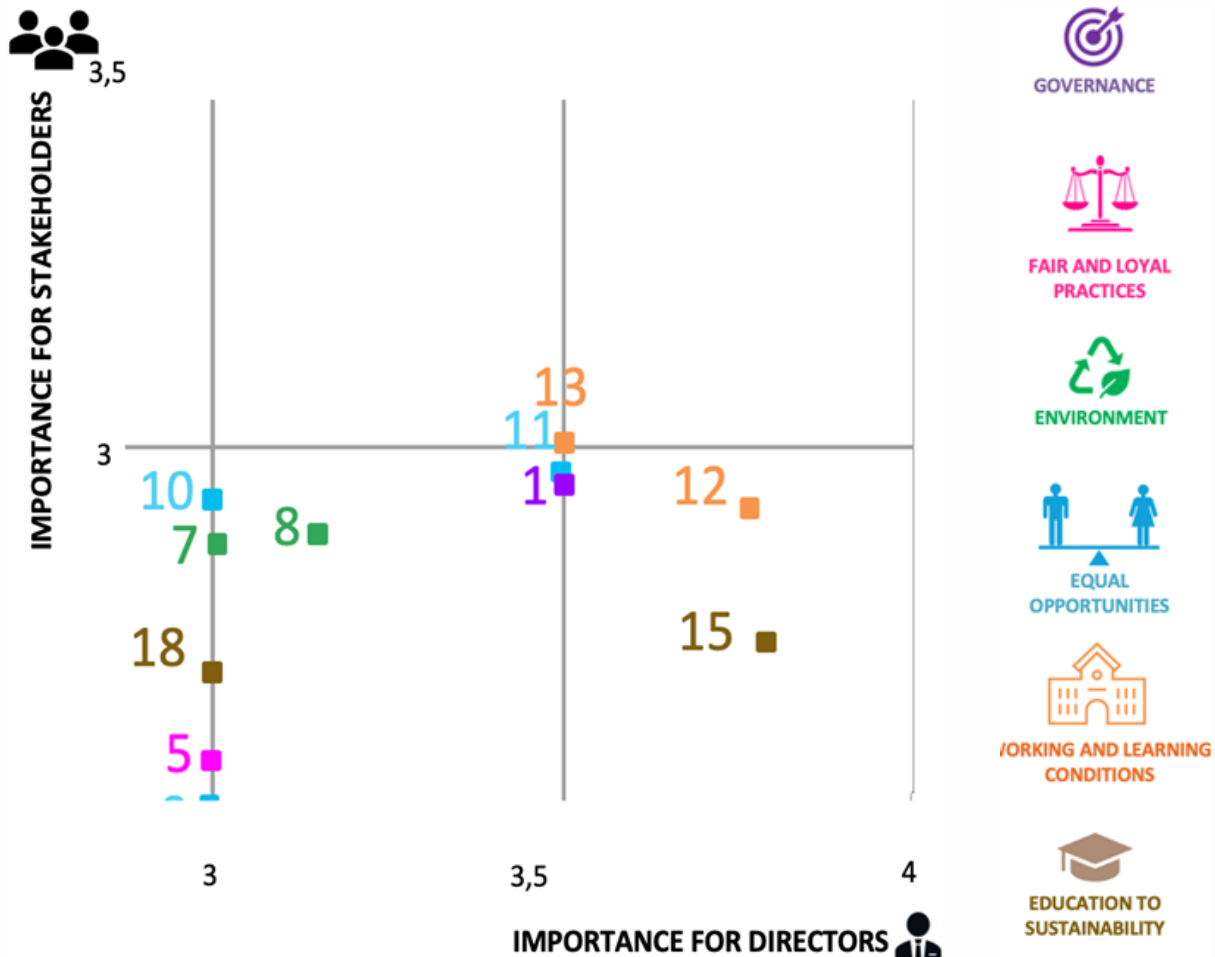
The materiality analysis made it possible to prioritize the main CSR issues in consultation with identified stakeholders from schools at European level.

The study carried out in partnership with the 5 partner organizations was rich as 480 stakeholders were questioned on their vision of 18 sustainable development issues.

The study reveals that issues concerning working and learning conditions, education of sustainability and equal opportunities are a priority within schools.

The study reveals that environmental issues are considered to be less of a priority. Training centers have a low environmental impact but they have a continual role in public awareness and education.

ANNEX I – Belgium materiality matrix



1. Developing a Corporate Social Responsibility & Sustainable Development policy and integrating this policy into school's activities.

5. Managing in a responsible way the IT system and digital tools (personal data protection, open educational resources...)

7. Implementing actions to reduce environmental impacts in all activities (waste management, recycling, reducing energy and resources consumption, green mobility, buying and consuming ecological products...)

8. Monitoring resources consumption (water, raw materials, energy...) and impact reduction

10. Developing hard and soft skills of pupils, teachers and all other staff of the school

11. Support active guidance to help pupils find their way and challenge stereotypes that hinder access to certain professions.

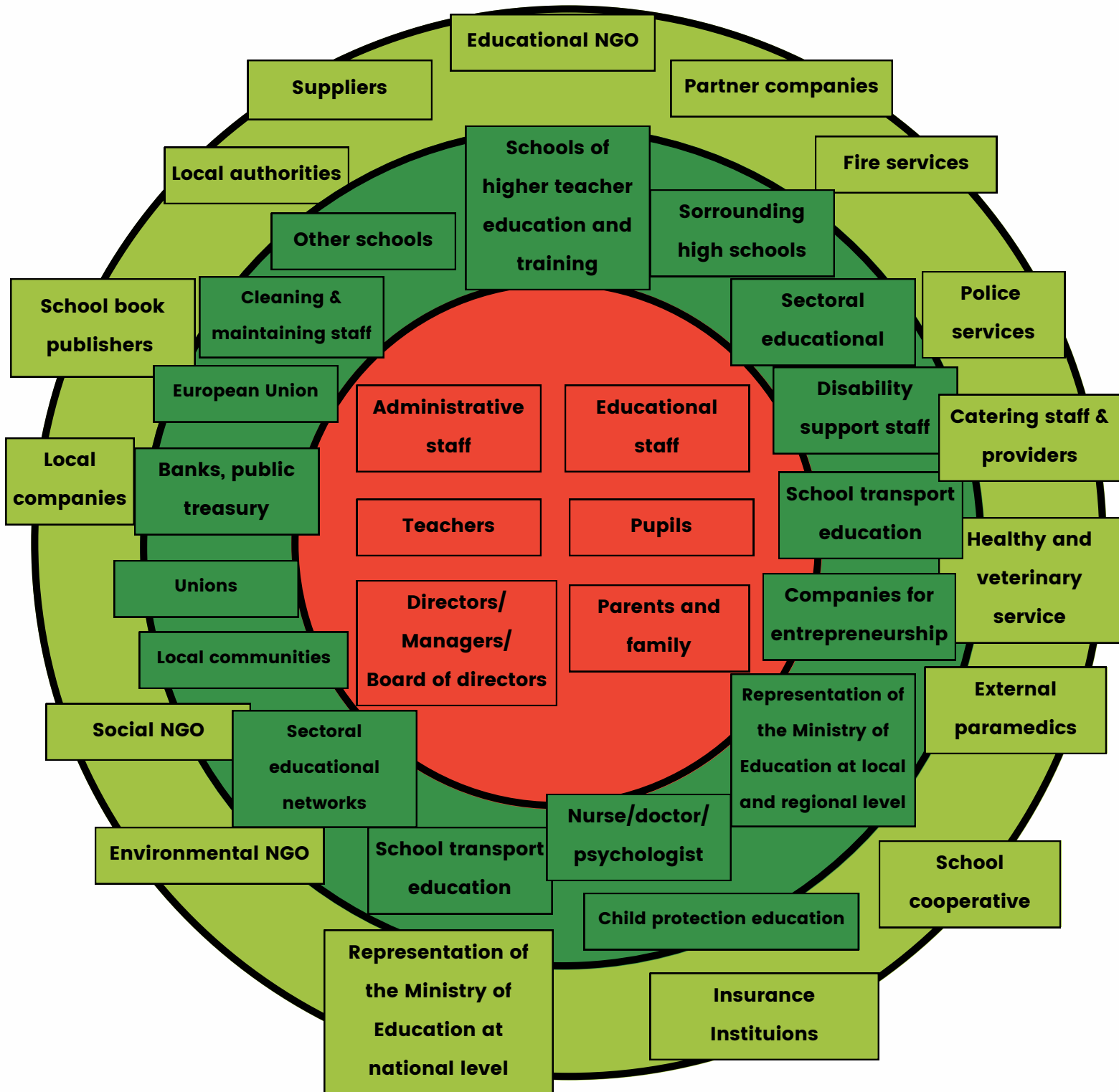
12. Striving to reduce violence and ensure a more serene learning environment

13. Creating a healthy, safe, and wellbeing-oriented work and learning environment for pupils and staff

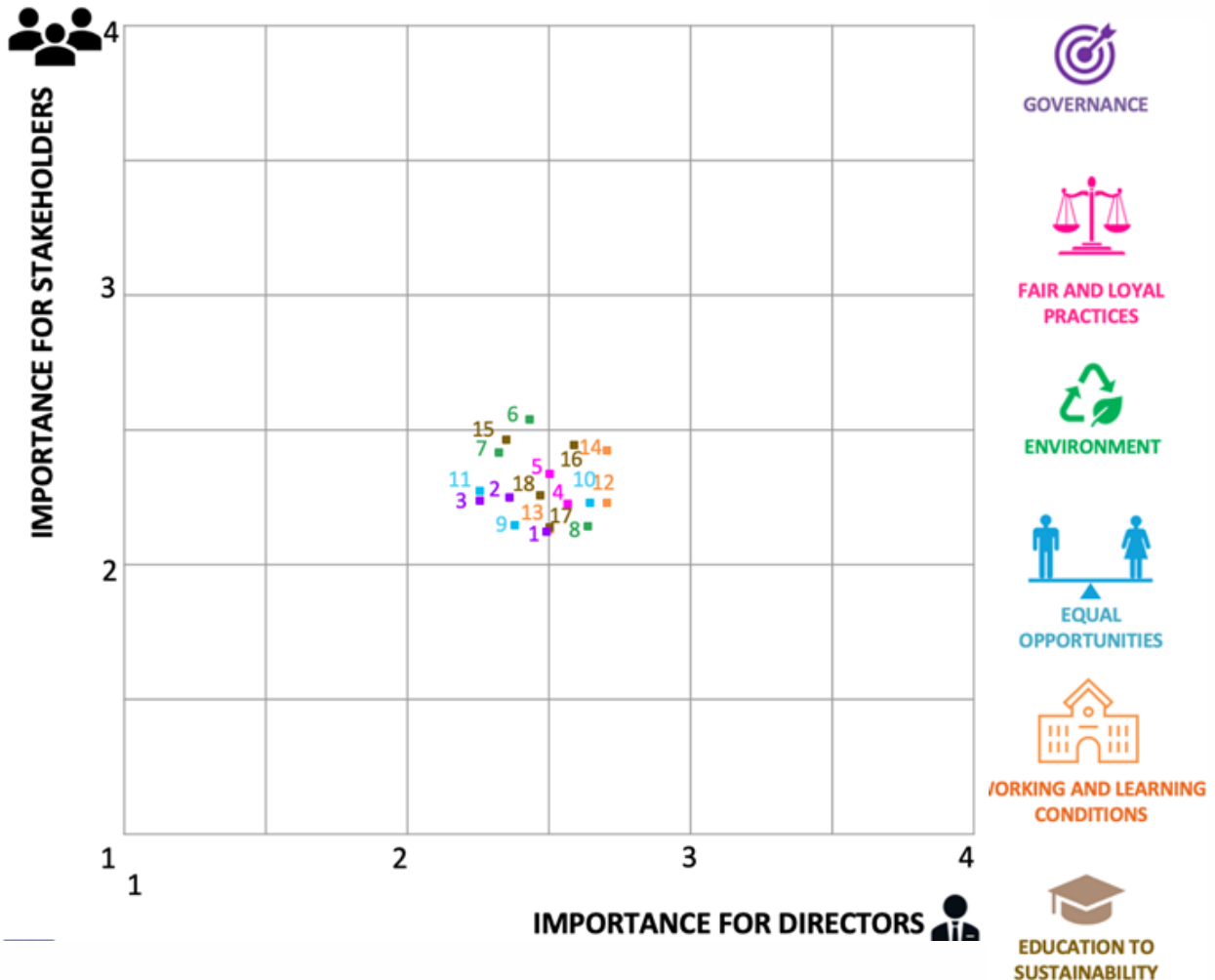
15. Learning debate, critical thinking and good use of media and social networks, responsible communication.

18. Encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

ANNEX I - Belgium Stakeholders map



ANNEX II – Czech Republic materiality matrix



1. Developing a Corporate Social Responsibility & Sustainable Development policy and integrating this policy into school's activities.

2. Deploying and managing the CSR&SD school strategy with action plans.

3. Monitoring CSR & SD approach with objectives and indicators

4. Implementing ethical and transparent budgetary practices

5. Managing in a responsible way the IT system and digital tools (personal data protection, open educational resources...)

6. Identifying school activities impacts on environment

7. Implementing actions to reduce environmental impacts in all activities (waste management, recycling, reducing energy and resources consumption, green mobility, buying and consuming ecological products...)

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9. Promoting an inclusive school by raising awareness about different, disabled, atypical audiences and staff

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12. Striving to reduce violence and ensure a more serene learning environment

13. Creating a healthy, safe, and wellbeing-oriented work and learning environment for pupils and staff

14. Encouraging feedback from pupils, teachers and staff about school life, pedagogical matters, etc. and practising appreciative assessment

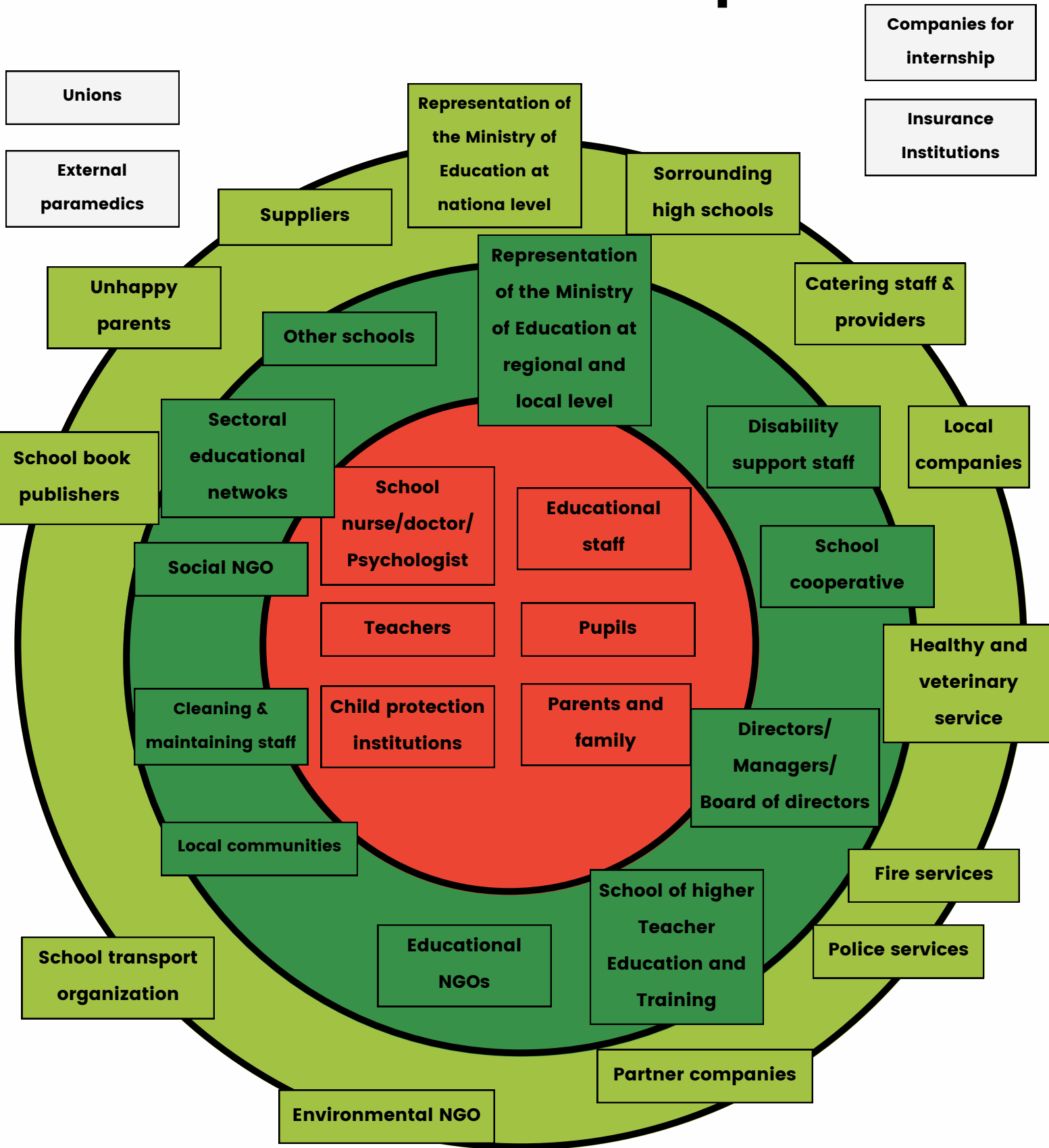
15. Learning debate, critical thinking and good use of media and social networks, responsible communication.

16. Encouraging SD&SR skills development among pupils, teachers, and staff by integrating SD&SR into programmes and courses, and by empowering school representatives, delegates, and eco-delegates.

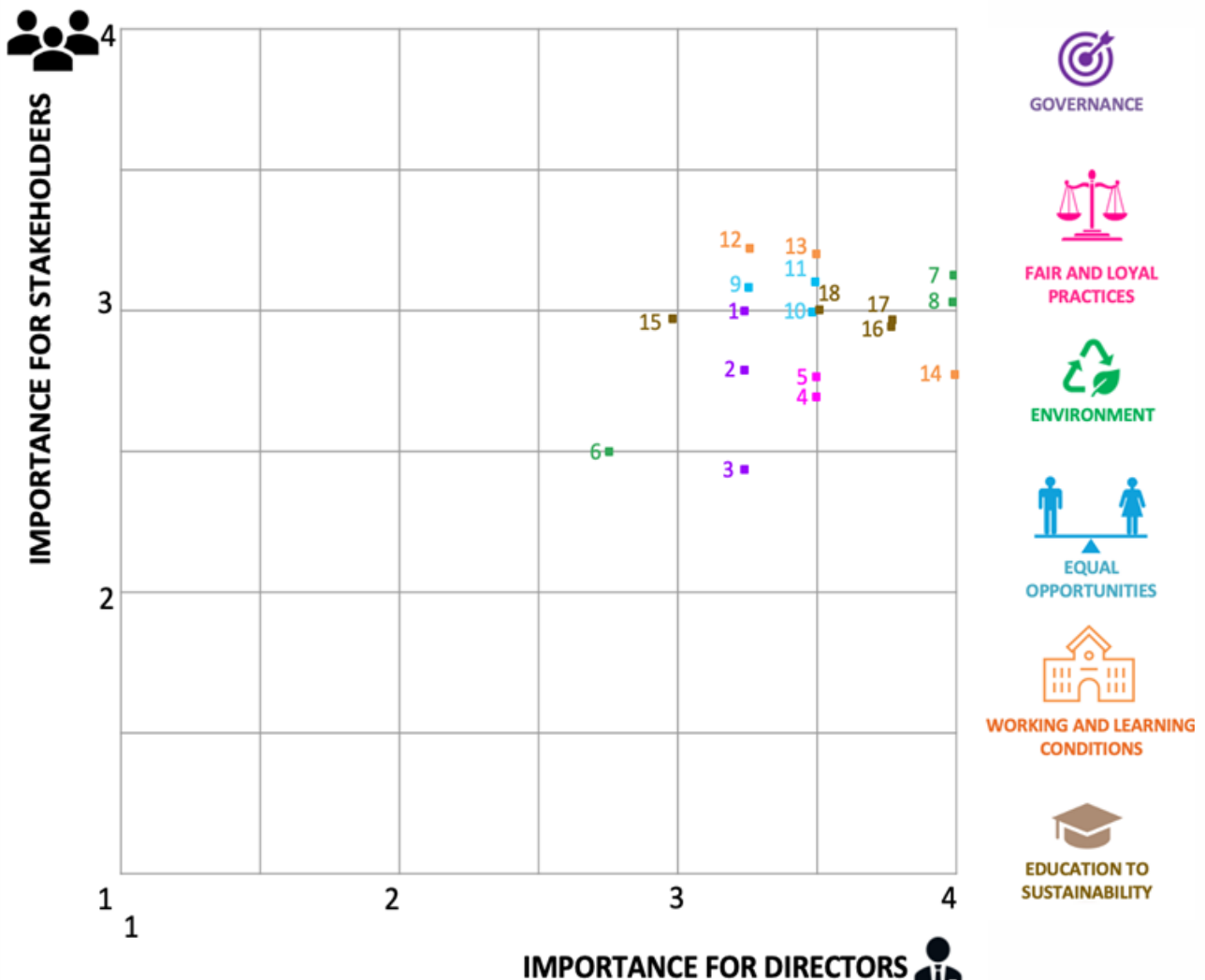
17. Turning pupils into citizens and eco-citizens by developing their knowledge of regulations, commitments, rules, morals, and ethics.

18. Encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

ANNEX II - Czech Republic and Stakeholders map



ANNEX III – France materiality matrix

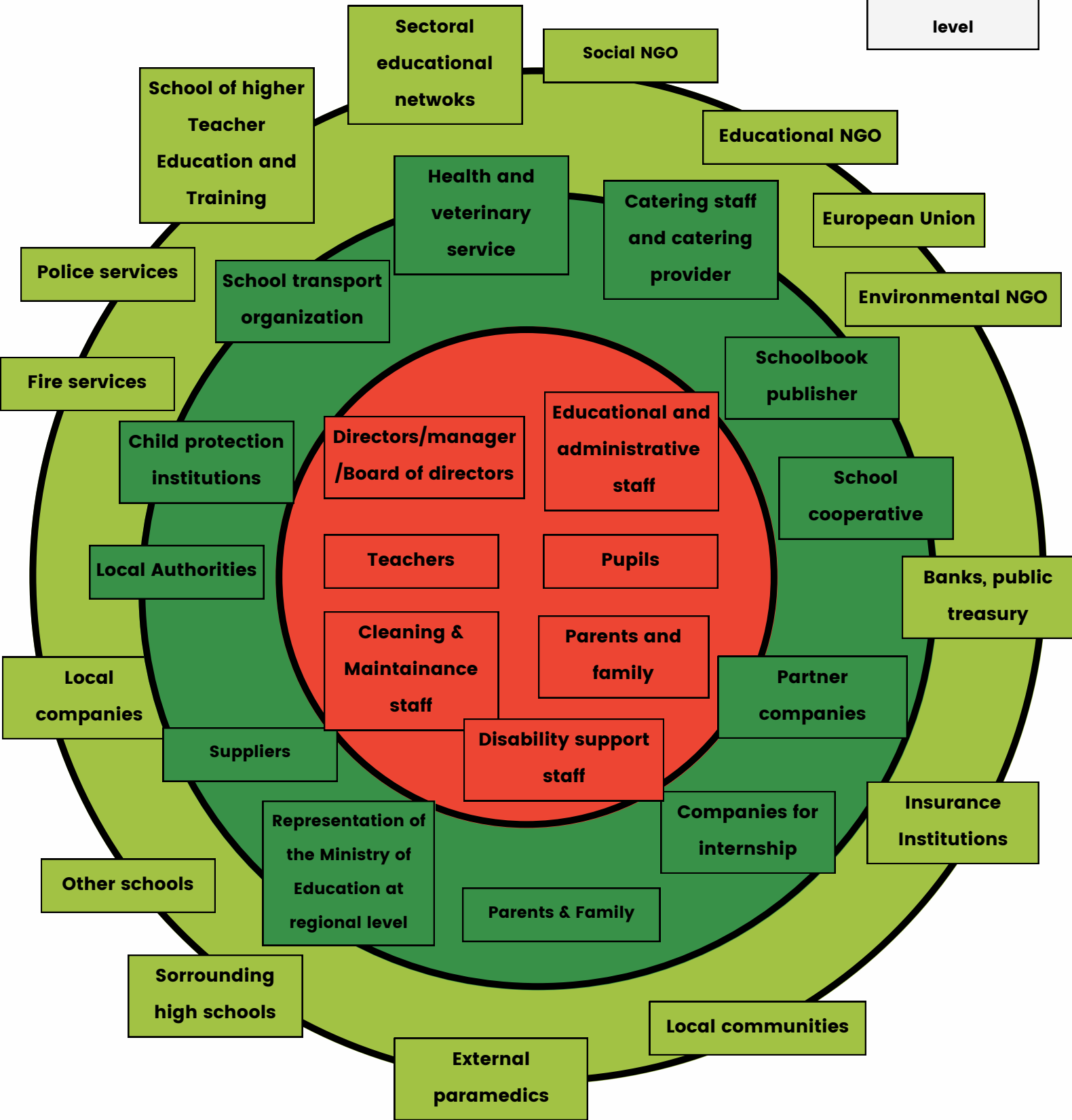


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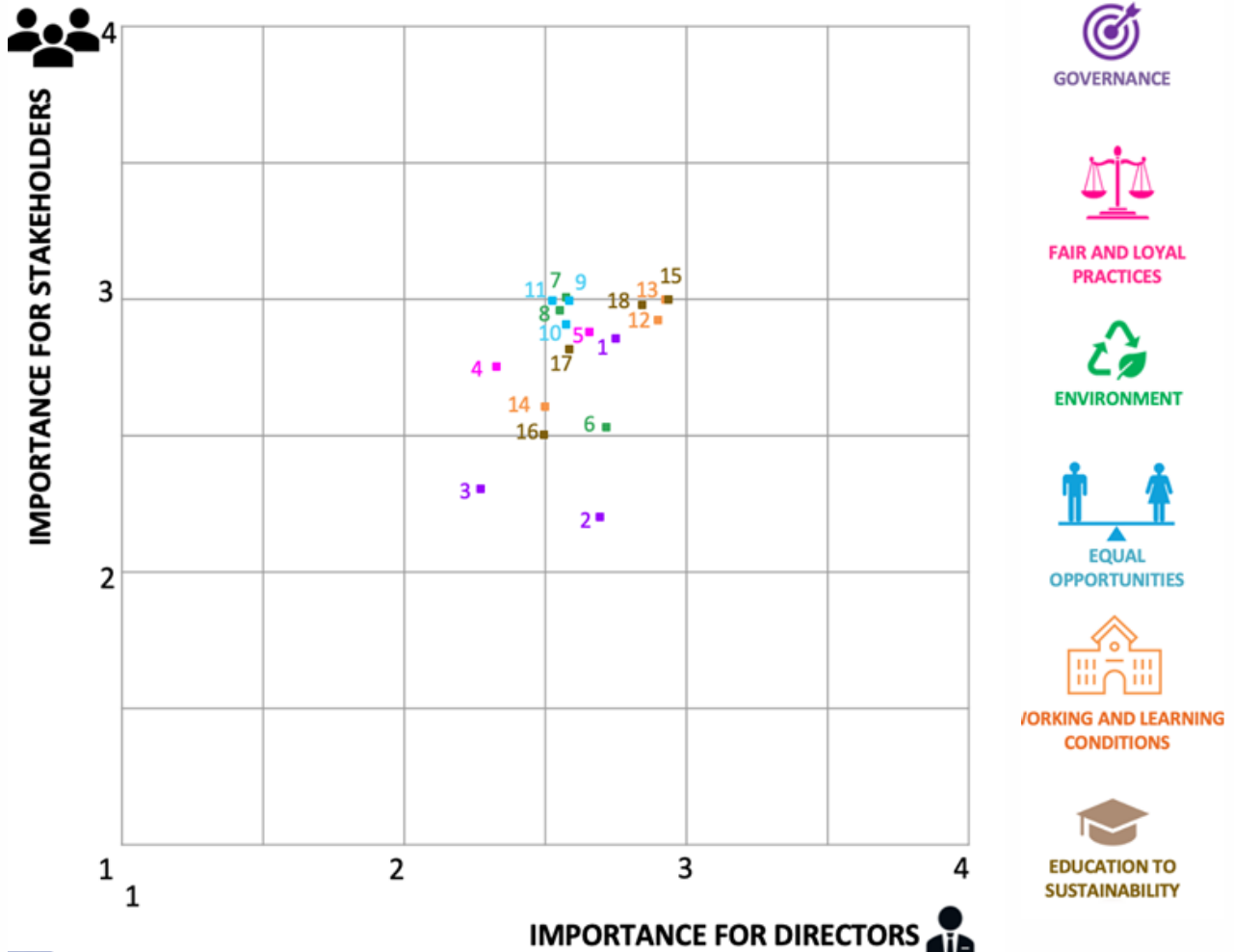
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18. Encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

ANNEX II – France Stakeholders map

Representation of the Ministry of Education at local level



ANNEX IV – Italy materiality matrix



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2. Deploying and managing the CSR&SD school strategy with action plans.

3. Monitoring CSR & SD approach with objectives and indicators

4. Implementing ethical and transparent budgetary practices

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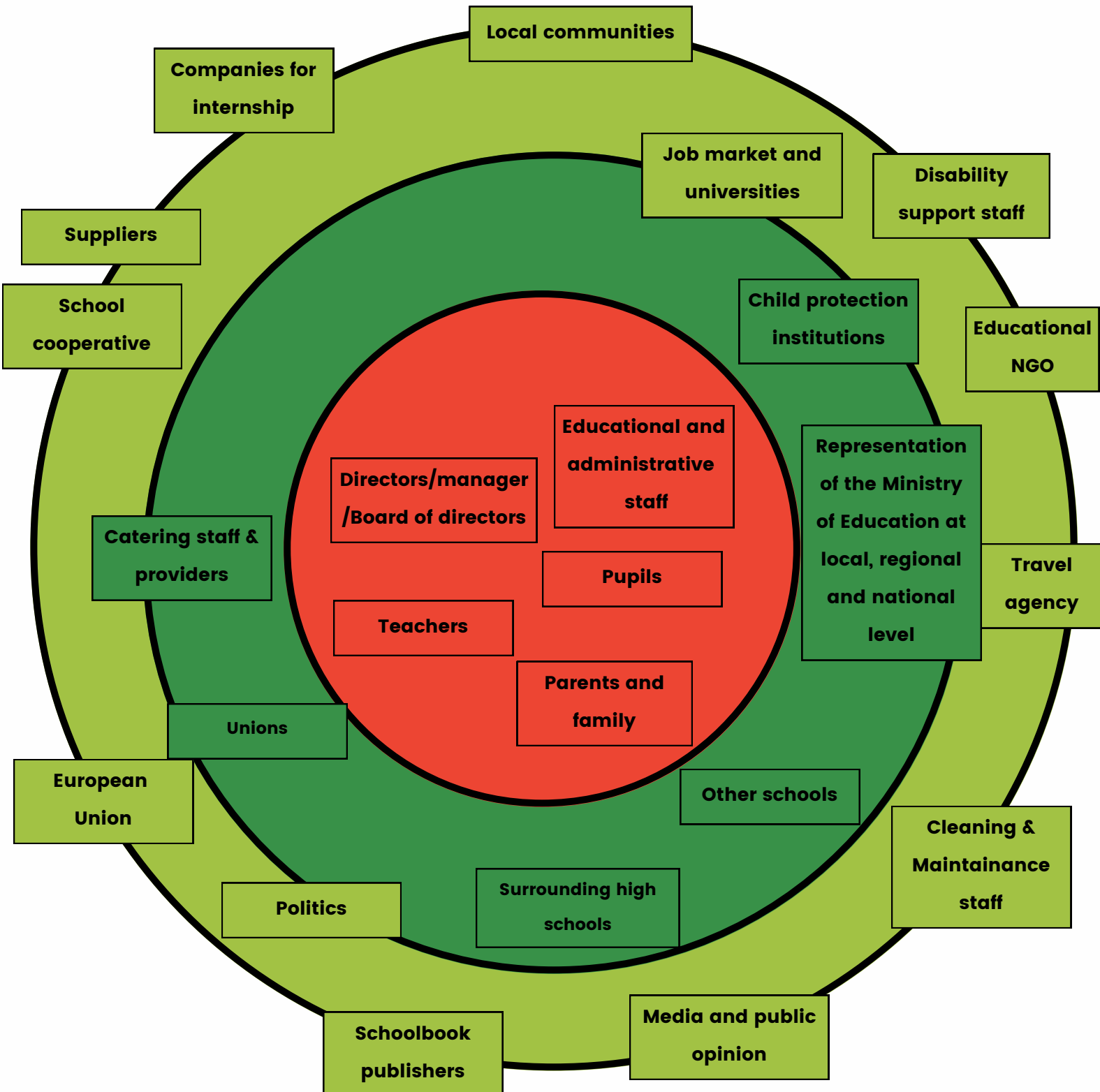
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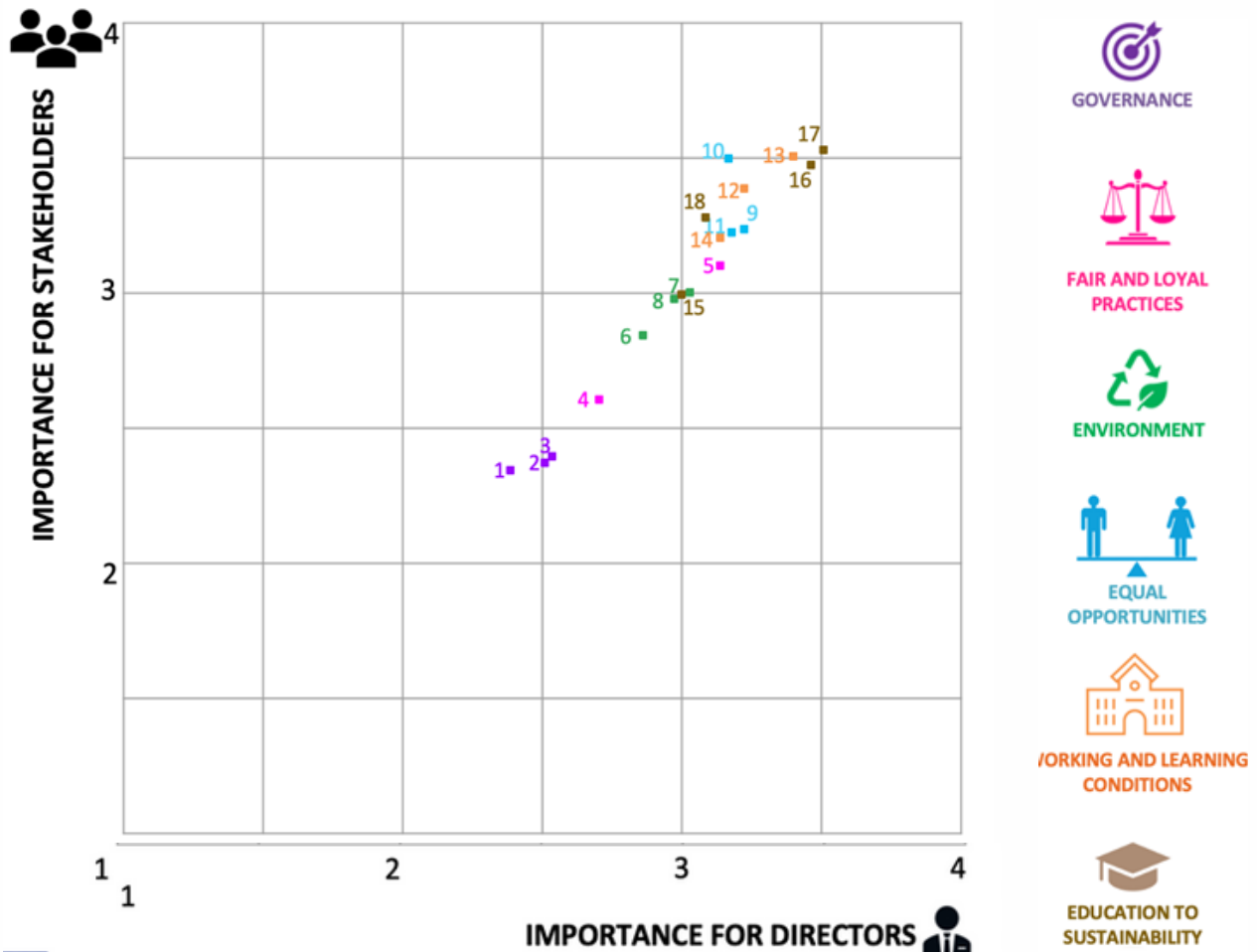
17. Turning pupils into citizens and eco-citizens by developing their knowledge of regulations, commitments, rules, morals, and ethics.

18. Encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

ANNEX IV - Italy Stakeholders map



ANNEX V – Latvia materiality matrix



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ANNEX V – Latvia Stakeholders map

Partner companies

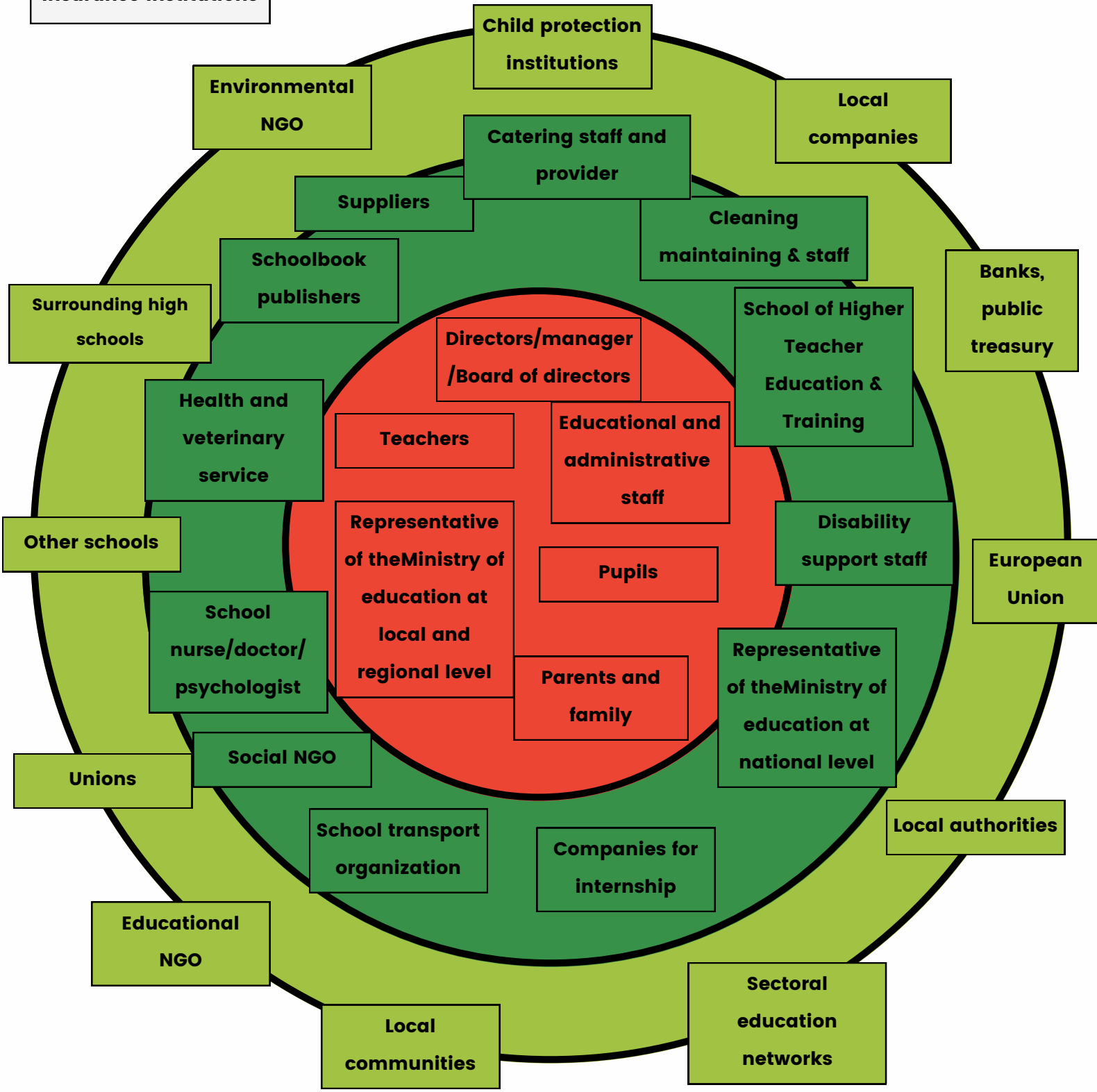
Insurance institutions

Fire services

Police services

External paramedics

School cooperative



ANNEX VI – Methodology for the European stakeholders maps

STAKEHOLDERS	Circle 1	Circle 2	Circle 3	Circle 1	Circle 2	Circle 3	SUM
Educational staff	5	0	0	100%	0%	0%	100%
Administrative staff	4	0	0	80%	0%	0%	80%
Pupils	5	0	0	100%	0%	0%	100%
Representation of the Ministry of Education at regional level	1	4	0	20%	80%	0%	100%
Parents and family	4	1	0	80%	20%	0%	100%
Directors/managers (board of directors)	4	1	0	80%	20%	0%	100%
Teachers	4	1	0	80%	20%	0%	100%
Child protection institutions (example: social workers, specialized educators, medical staff)	1	3	1	20%	60%	20%	100%
Representation of the Ministry of Education at national level	0	2	3	0%	40%	60%	100%

ANNEX VI – Methodology for the European stakeholders maps

STAKEHOLDERS	Circle 1	Circle 2	Circle 3	Circle 1	Circle 2	Circle 3	SUM
Local authorities	0	2	3	0%	20%	60%	80%
Unions	0	2	2	0%	40%	40%	80%
Representation of the Ministry of Education at local level	1	3	0	20%	60%	0%	80%
Other schools	0	3	2	0%	60%	40%	100%
Surrounding high schools	0	2	3	0%	40%	60%	100%
Catering staff & providers	0	3	2	0%	60%	40%	100%
Local communities	0	2	3	0%	40%	60%	100%
Disability support staff	1	3	1	20%	60%	20%	100%
Educational NGO	0	1	4	0%	20%	80%	100%
Cleaning and maintenance staff	1	3	1	20%	60%	20%	100%

ANNEX VI - Methodology for the European stakeholders maps

STAKEHOLDERS	Circle 1	Circle 2	Circle 3	Circle 1	Circle 2	Circle 3	SUM
Schoolbook publishers	0	2	3	0%	40%	60%	80%
School transport organization/travel agency	0	3	2	0%	60%	40%	80%
European Union	0	1	4	0%	20%	80%	100%
School cooperative	0	1	2	0%	20%	40%	60%
Suppliers	0	2	3	0%	40%	60%	100%
Companies for internship	0	3	1	0%	60%	20%	80%
Partners companies	0	1	3	0%	20%	60%	80%
School nurse/doctor/psychologist	2	2	0	40%	40%	0%	80%
Health and veterinary service	0	2	2	0%	40%	40%	80%
Environmental NGO	0	0	4	0%	0%	80%	80%
Banks, public treasury	0	1	1	0%	20%	40%	60%
Insurance institution	0	0	2	0%	0%	40%	40%
External paramedics	0	0	2	0%	0%	40%	40%

ANNEX VI - Methodology for the European stakeholders maps

STAKEHOLDERS	Circle 1	Circle 2	Circle 3	Circle 1	Circle 2	Circle 3	SUM
External paramedics	0	0	2	0%	0%	40%	40%
Local companies	0	0	4	0%	0%	80%	80%
Fire service	0	0	3	0%	0%	60%	60%
Police service	0	0	3	0%	0%	60%	60%
Schools of teachers education and training	0	3	1	0%	60%	20%	80%
Sectoral education networks	0	2	2	0%	40%	40%	80%
Social NGO	0	2	2	0%	40%	40%	80%
Media and public opinion	0	0	1	0%	0%	20%	20%
Politics	0	0	1	0%	0%	20%	20%

ANNEX VII – Results of the methodology for the European stakeholders maps

EUROPEAN STAKEHOLDERS MAP

CIRCLE 1	CIRCLE 2	CIRCLE 3
Educational staff	Representation of Ministry of Education at Regional level	Representation of Ministry of Education at National level
Administrative staff	Child protection institutes (Examples: social workers, specialized educators, medical staff)	Local authorities
Pupils	Representation of Ministry of Education at local level	Surrounding high schools
Parents and family	Other schools	Local communities
Directors/managers/board of directors	Catering staff & providers	Education NGO
Teachers	Disability support staff	Schoolbook publishers
	Cleaning & maintenance staff	European Union
	School transport organization/travel agency	Suppliers
	Companies for internship	Partner companies
	School of teachers education and training	Environmental NGO
	School nurse/doctor/psychologist	Local companies
	Health and veterinary service	Fire service

ANNEX VII – Results of the methodology for the European stakeholders maps

EUROPEAN STAKEHOLDERS MAP

CIRCLE 1	CIRCLE 2	CIRCLE 3
		Police service
		Unions
		School cooperative
		Banks/public treasury/insurance institutions
		External paramedics
		Sectorial educational networks
		Social NGO



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