

Mainstreaming Inclusive Innovation and Social Entrepreneurship in Higher Education

2022-1-PL01-KA220-HED-000089820

Stakeholder Discussion Panel Report

**University of
Social Sciences**



REPORT

WP2.A3 Stakeholder Discussion Panels

1. General information about the event

1.1	Partner organization(s) hosting the event: Społeczna Akademia Nauk																										
1.2	Date of the event: 14.07.2023																										
1.3	Number of participants: 13 (9 Experts, 1 staff member from the International Cooperation and Project Department and Project Expert. 2 experts who couldn't join the panel shared their opinion via e-mails																										
1.4	<p>Participants' profiles:</p> <table> <tr> <th>Internal stakeholders</th><th>Number</th></tr> <tr> <td>University's faculty</td><td>6</td></tr> <tr> <td>Management and administrative staff</td><td>2</td></tr> <tr> <td>Senior students</td><td>0</td></tr> <tr> <td>Other, please specify:</td><td>0</td></tr> <tr> <th>External stakeholders</th><th>Number</th></tr> <tr> <td>Industry and business</td><td>2</td></tr> <tr> <td>Non-profits and non-formal community groups</td><td>2</td></tr> <tr> <td>Public bodies and policymakers</td><td>1</td></tr> <tr> <td>Grassroots innovators</td><td>0</td></tr> <tr> <td>Social entrepreneurs</td><td>1</td></tr> <tr> <td>External experts in the field of II & SE</td><td>1</td></tr> <tr> <td>Other, please specify:</td><td>0</td></tr> </table>	Internal stakeholders	Number	University's faculty	6	Management and administrative staff	2	Senior students	0	Other, please specify:	0	External stakeholders	Number	Industry and business	2	Non-profits and non-formal community groups	2	Public bodies and policymakers	1	Grassroots innovators	0	Social entrepreneurs	1	External experts in the field of II & SE	1	Other, please specify:	0
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2. Event results

2.1	<p>Please, briefly describe your event.</p> <p>The meeting started by introducing the participants and informing them of the purpose of the meeting. All participants received the material in electronic form prior to the meeting and had the opportunity to review it. This allowed the presentation of the study to be shortened to the most important points so that the focus could be on discussing the substantive issues related to the project.</p> <p>The meeting was conducted remotely via MS Teams.</p>
2.2	Please, summarize the opinion of the participants regarding each question discussed during the event.





	<p>The participants began the discussion by referring to the source material presented (and sent). They emphasised the comprehensive preparation of the material, while at the same time drawing attention to several key elements related to the study programme, both in the external environment and in the learning organisations themselves.</p> <p>Key issues include:</p> <ul style="list-style-type: none"> - an environment that is dynamically changing (it also changes during the learning cycle, and the study programme needs to be constant). - The need to support students (both in the learning process and in market flexibility) - the study programme should focus on the student and not on legal requirements that do not keep pace with market changes - the dynamics of the environment (the surrounding world is changing in every possible aspect - it is difficult to keep up to date) - legislation and PKA requirements - they are usually not flexible and do not keep up with market changes. <p>Speakers emphasised that the educational profile (in particular the practical profile as opposed to the general academic profile) was supposed to be a panacea for the need to implement practice into higher education. However, the regulations that are imposed on universities do not offer flexibility in this respect (the curriculum is fixed throughout the entire education cycle).</p> <p>A large part of the meeting dealt with issues related to the education of people with disabilities. Their participation in society (including education) is important and society must be ready to be flexible in this respect.</p> <p>Participants emphasised that the study programme should be designed to meet the needs of the labour market (i.e. be flexible and respond to future needs - both of employers and employees).</p> <p>At the same time, attention was drawn to the fact that there is competition on the labour market (not only among graduates, but also competition from graduates of other faculties, as well as from non-graduates). This shows that knowledge and education require a flexible approach in order to respond to the changing expectations and needs of the market, including the labour market.</p> <p>Speakers emphasised that the educational profile (in particular the practical profile as opposed to the general academic profile) was supposed to be a panacea for the need to implement practice into higher education. However, the regulations that are imposed on universities do not offer flexibility in this respect (the curriculum is fixed throughout the entire education cycle).</p> <p>A large part of the meeting dealt with issues related to the education of people with disabilities. Their participation in society (including education) is important and society must be ready to be flexible in this respect.</p> <p>Participants emphasised that the study programme should be designed to meet the needs of the labour market (i.e. be flexible and respond to future needs - both of employers and employees).</p> <p>At the same time, attention was drawn to the fact that there is competition on the labour market (not only among graduates, but also competition from graduates of other faculties, as well as from non-graduates). This shows that knowledge and education require a flexible approach in order to respond to the changing</p>
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	<p>expectations and needs of the market, including the labour market.</p> <p>The discussion highlighted the need for education in soft skills, which are beginning to play a dominant role in building a competitive advantage in the labour market.</p> <p>In summary - the study programme must be flexible and take into account the needs of all stakeholders (students, universities, employers, legislation).</p>
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