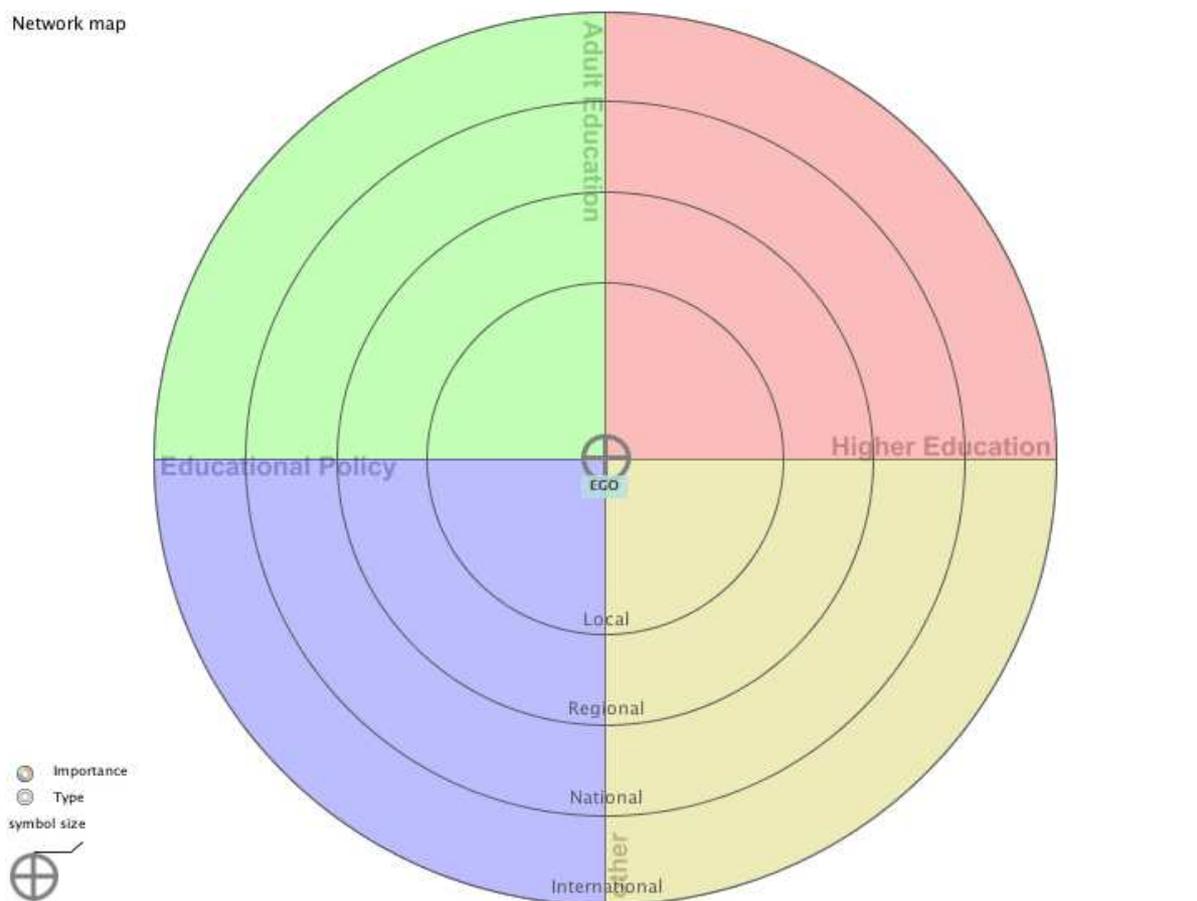


Activity 2: Key Actor Mapping (Area & Scope)

1. Network study on Case Study Sibiu – ULLL-Dialogue on a micro-level

Network map



Picture Software “Vennmaker”

Legend

Actors

- Practitioners
- Researchers
- Learners
- Policy-makers
- Networks

Types of relationships

- Innovation/knowledge transfer
- Financial support
- Counselling/coaching
- Lobbying/interest representation

Frequency and direction of relationships

The frequency of relationships can be indicated by the thickness of the arrows/lines, the thicker they are, the more frequent are relationships. The direction of communication can be indicated by arrows.

Formal and informal relationships

Informal relationships can be indicated by dotted arrows/lines (- - - - ->)

2. Please describe the different relationships of the actors, which you have marked in the exercise number 1.

Actors of my case study are:

Practitioners: 1

Researchers: 1

Learners: 25

Policy makers: 3

Networks: 3

The main actor in the case study was the trainer of the workshop for secondary school teachers. This actor is named PRACTICIONER1. PRACTICIONER1, holding a somewhat central position in an outline of the network regarding my case study, is linked by weak ties with the attendees at the workshop, who are also PRACTICIONERS.

The RESEARCHER is linked with almost equally weak ties to PRACTICIONER1, providing information about research findings in AE with respect to learning and guidance. A strong tie connects PRACTICIONER1 to the University of Sibiu and the DAAD, both employing this actor for a limited time of five years. Institutional interests of the DAAD also link this actor to schools where German is the language of instruction and to the German Ministry of Internal Affairs with weak ties. Both weak ties are bilateral; this means that communication is possible in both directions.

Actor 2 is the RESEARCHER providing the information on actual research in the field of learning and guidance. The RESEARCHER is linked by strong ties to the institution providing continuous AE for teachers, the Teacher Training Centre, being sometimes employed as a practitioner for different workshops, having developed a relation of trust to the trainers and to the head of the department over a long period of time. The Teacher Training Centre and the schools with German as a language of instruction can be regarded as a functional network with strong ties within.

The Teacher Training Centre is dependent upon the Ministry of Education, which sets the frame and partly provides the financial resources for the training activity. This tie could be described as unilateral and weak at the same time: communication is mutual, but the Teacher Training Centre, being a network of and for PRACTITIONERS is only reporting to the ministry, but cannot influence the decisions of the POLICY MAKER.

Schools with German Teaching are strongly linked to this Centre being the reason for its existence and at the same time providing the target group for the workshops.

The German Ministry of Internal Affairs, also identified as a POLICY MAKER, is strongly linked to the DAAD, which can be regarded as a network comprising RESEARCHERS, PRACTICIONERS and POLICY-MAKERS.

At the same time there is a weak tie existing with the Romanian Ministry of Education due to the fact that some programs are designed to support schools with German teaching.

The Romanian Ministry of Education, can also be regarded either as a POLICY-MAKER, if we take into account that educational policies are developed and implemented at this level, or as a network consisting of RESEARCHERS, PRACTITIONERS, LEARNERS, even NETWORKS, if we take into account that every teacher, teacher-trainer, school and head of department or university with the whole staff is dependent on the Ministry of Education. Given the current political situation in Romania and due to the fact that every new minister is trying to implement major systemic changes, the relation is unilateral and, if trust is our criterion for the strength or weakness of ties, the ties within this NETWORK as well as the ties with it as a POLICY-MAKER are weak.

DAAD representatives are located at most state universities, which are also very decisively tied to the Ministry of Education. Due to the fact that the DAAD is connected to the ministry through bilateral agreements which are not subject to frequent changes, ties between the two institutions are strong.

The participating teachers are also actors, PRACTITIONERS, having a strong tie with their pupils and with the Teacher Training Centre, and a weak tie with the University and with the Ministry of Education, being employed by it. The pupils of the attending teachers are linked by strong ties to the teachers and by weaker ties to the Ministry of Education, being customers as well as consumers of education and regulations regarding education and being as much or even more affected by its decisions as their teachers are.

Most of the Knowledge Transfer and financial support are provided by the Ministry of Education, which carries most infrastructural costs for German-language education in Romania. This makes the description of ties so complicated. There is much trust regarding the future due to a very good legal frame which ensures the German-language education in Romania. But the institution itself is not trusted because of the frequent changes at short notice which are made to the system. If financial support were to be the criterion for deciding over weak or strong ties, then all ties to the Ministry of Education would be strong.

Lobbying or interest representation is not a common practice in Romania yet. Still, there are political possibilities for the representation of issues concerning the German minority.