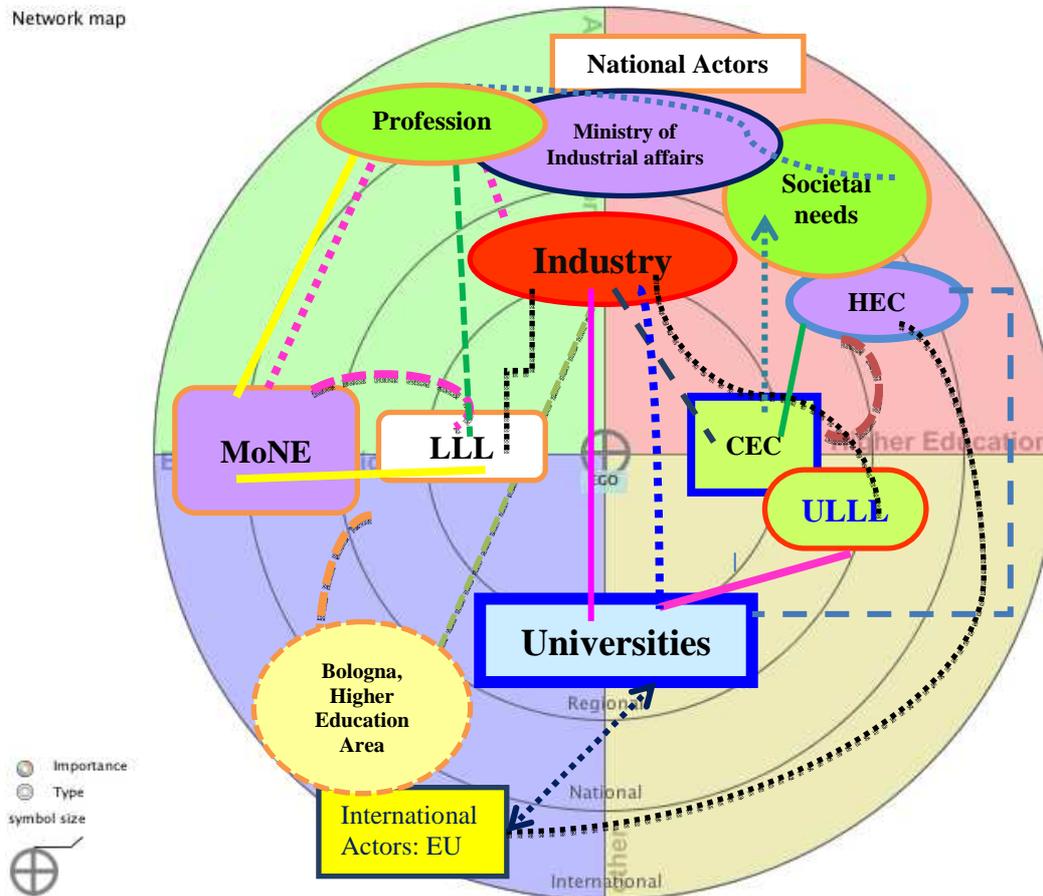


Activity 2: Key Actor Mapping (Area & Scope)

1. Network study on Learning and Guidance

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.

This template is used to describe the Learning and Guidance dimension in building bridges between researchers and practitioners from the perspectives of local, national and international LLL network Analysis. This Vennmaker facilitates understanding the links among various stakeholders with that of the key players like ministries, research institutes, and international actors like the European Commission.

International Actors:

In the case of TR ULLL, the initial **international actor** is the European Commission since the Higher Education Area was signed in 2008, the **Higher Education Council (HEC)** establishes policies for promoting **Continues Education Centers (CEC)** within universities to promote further education opportunities for the practitioners in **industry** and the **society**. International actors are regarded as Networks that create opportunities to relate to other international higher education contexts. The Ministry of national Education and the Higher Education Councils are the main policy-makers in realizing such LLL trends.

National State of LLL

LLL is offered by the control of the **Ministry of National Education**. (MoNE) However, the MoNE is a decision-maker, and promotes LLL policies for the society for adult education, and training for those who are not educated for a profession. ULL is totally dependent on HEC and Universities and their operations. The ministry is only the **policy-maker**. **CEC** are key institutions that provide ULLL opportunities for the practitioners and the society, while the industry is developing a Network for higher education, HEC is creating the policy to realize this partnership. The industry are mainly practitioners that help for evidencing building a bridge between practice and research.

Local, National level

Creating a higher education area, contributed to the development of CECs and further benefits of the society who had no access to researchers (e.g., professors) with high reputations. In return, researchers find opportunities to build bridges between the scientific research they conduct, and have easy, hands-on access to emerging new issues or needs that practitioners experience. The universities become agents of **counseling and coaching**, as well as informants of **innovation and knowledge transfer**, whereas the industry provides a circumstances to transfer research into production. The key actor between universities and the industry is the Ministry of Industry. As a conclusion, **the industry is providing budget** for further **research and innovation**. The society becomes both the learner as well as the motivation for researchers to meet their needs. Needs are described not only dependent on **local needs** but also **universal needs**.