

WP4 Interviews to investigate skills set for IDOs National report for France



1. Research sample

(Include number & role of those consulted and how interviews were conducted e.g. individual interview face to face or by phone, group discussion)

16 persons were interviewed. For a question of schedule, all the interviews were done individually by phone during approximately 20-30 minutes each. The profiles are as follow :

- 10 vocational teachers, some of them are responsible for the European sections
- 1 technical teacher and adviser in continuous training
- 2 advisers in continuous training working in European departments. They are projects coordinators
- 1 teacher-researcher in university institute for technology
- 1 regional head for European and international relations and cooperation
- 1 teacher in a vocational training centre for apprentices

The European and international activities concerned are :

- coordinating students mobility
- attending training sessions or training foreign teachers in France or abroad
- organising study visits or conferences, meetings, training sessions, seminars
- participating to projects or activities for promoting the European Union and the international cooperation
- managing European or international projects for cooperation
- providing expertise and consultancy services in the field of TVET at an international level

2. Summary of research findings

(Using the skills set framework and records of interviews, identify the values, understanding & knowledge & practical skills for being an effective IDO)

PROFESSIONAL VALUES / ATTITUDES

- ✓ Have a wide international awareness and open-mindedness
- ✓ Availability
- ✓ Motivation
- ✓ Mobility
- ✓ Be listening to partners and beneficiaries
- ✓ Versatility and reactivity
- ✓ Strictness
- ✓ Adaptation and flexibility
- ✓ Perseverance and determination
- ✓ Autonomy

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UNDERSTANDING AND KNOWLEDGE	PRACTICAL SKILLS
<p>Understanding the opportunities of European or international development and the strategic issues in the field of technical and vocational education and training (TVET)</p>	<p>Elaborate a diagnosis of the opportunities Identify the priorities and the objectives in which the project can be in line with Have abilities to analyse the different systems (taking into consideration social, economical, legal, educational aspects) Plan, design and implement training courses by taking into consideration the European and international dimensions</p>
<p>Good knowledge of the cooperation programmes at a local, regional, European and international levels and of the related administrative and financial procedures</p>	<p>Identify the different programmes and financing sources Analyse the terms of reference or the terms of the call for proposals Identify the objectives and priorities Prepare applications for cooperation projects or mobility subsidies Define a methodology Writing reports</p>
<p>Good knowledge of project management, time management and financial management</p>	<p>Organise work packages Anticipate and plan the activities, the results and the deadlines Respect the deadlines Organise logistic aspects and find services suppliers Be able to face obstacles and unexpected events by reacting quickly and efficiently to propose well-adapted solutions Work out budgets and anticipate costs</p>
<p>Good knowledge of ICT for researches and ICT applied to project management</p>	<p>Do researches Monitor information to be updated of programmes and information in the targeted fields Organise "virtual" mobility Create tools for project follow-up Work with on-line tools and on-line networks Use of ICT to present the project and</p>

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	activities
Knowledge of techniques for global communication and professional communication	<p>Speak foreign languages, at least English in professional and technical contexts</p> <p>Use writing and oral communication in native and foreign languages</p> <p>Adapt his/her language according to the status of the interlocutor (depending on the hierarchy, institutional or private stakeholders)</p> <p>Use argumentation and negotiation techniques to convince, defend or promote his/her project</p>
Awareness of the different cultures and intercultural contexts in the ways of working	<p>Take customs of the partner countries into consideration</p> <p>Respect and adapt to the ways of working</p> <p>Speak a foreign language, at least English</p> <p>Show ethics</p>
Good knowledge of the organisation of the stakeholders and networks to know how to organise and manage relationships	<p>Demonstrate emulation capacities</p> <p>Build a team and mobilise human resources by identifying the relevant skills</p> <p>Manage interpersonal relationships</p> <p>Define tasks and roles</p> <p>Have abilities to solve conflicts and find solutions and compromises</p> <p>Identify the stakeholders of his/her own system and from the partner countries</p> <p>Develop partnerships and networks</p> <p>Coordinate partnerships and animate networks</p>
Understand the European and international contexts and strategies in the field of vocational education and training	<p>Monitor information about the social and economic aspects, sector policies in education and training in particular, the development strategies...</p> <p>Use of available tools (European Qualification Framework, National Qualification Frameworks, Quality Assurance Framework, ECVET and ECTS systems, Europass, Life Long</p>

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	<p>Learning) Contribute to the development of a European citizenship and culture Be up to date of programmes and policies, European and international priorities and orientations Identify the European actors and institutions and understand their role to contact the right one for a specific demand</p>
<p>Understand his/her own national system and the systems of partner countries (VET systems, legal aspects...)</p>	<p>Master the national and foreign legal aspects, administrative procedures and formalities (which documents to be used, which organisation to be contacted...) Use of pedagogy Master the structures of national foreign VET systems and teaching methods Be opened to other teaching fields</p>
<p>Good knowledge of the business environment and of companies of the targeted sector</p>	<p>Be able to identify the right companies for prospecting Adapt communication and language Be informed about the enterprise culture, the company's organisation and policy</p>

3. Any other findings relating to the development of competence based qualifications

(Any relevant research findings since the survey which could help with WP5)

- The interviewees are expecting the following results from IDOLearn project :
 - organisation of events to exchange experiences and best practices and develop common tools (suggestion of the creation of an exchange on-line platform)
 - creation of jobs dedicated to these activities

- According to the interviewees, the recognition of their learning outcomes could be achieved through:
 - the accreditation by a label or a certificate
 - the recognition of prior learning in reference to a framework of defined reference skills
 - a work-based assessment

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- the integration of their involvement in the framework of the European or international cooperation in their annual assessment
- a portfolio
- the draft of a guide for trainers for management of international projects (as a common tool)
- a financial compensation
- a European recognition or accreditation
- the improvement of their status by determining criteria to be taken into consideration for a promotion
- the adjustment of timetables

The recognition currently results in capitalization of experiences which can lead to the identification as a resource person for international projects in particular fields.

The recognition of their skills would increase the motivation of people involved and encourage the others to develop international educational activities. More teachers need to be trained to ensure the continuity and sustainability of the international development and openness of organisations in the field of education and training.

The possibility for teachers to develop international activities strongly depends on the will of their direction. That is why the direction also needs to be more aware to the importance of developing such projects. To work out project applications and to ensure the follow-up, projects coordinators need the support of the administrative staff who need to be trained to the specific administrative and financial procedures. In certain training centres, librarians are very involved to monitor the information and their work must be valorised at least by attending specific training sessions and more mobility.

It seems essential that teachers take benefit from at least one professional experience abroad. The development of such activities can increase only if teachers and trainers are trained to do it so that they are more willing and feel more confident to involve themselves.

It is essential to always keep in mind the educational and professional aims to meet the objectives of the student thanks to these activities that have to be a real asset.

Teaching staffs and other staffs involved need to benefit from a pre-service and in-service staff development plan designed and validated by the institutions or competent authorities.

➤ The interviewees estimate that they don't have enough information about the available training sessions or that it is not always very easy to access the information.

As it already exists training sessions in France for this public, it could be interesting to mutualise the actions and to try to integrate them in IDOLearn results.

➤ The evaluation of the coordinators' skills may include :



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- project management
- degree of openness of the training centre
- relevancy of tools and methodology used
- use of foreign languages
- ability to build a team and to work within a team
- take into consideration the impact on beneficiaries
- the global experience of the evaluated person at a European or international level

4. Appendix

(Attach all records of interviews, group discussions, references or other relevant material)

- records of the 16 interviews in French