

WP4 Survey Country report for France



1. Questionnaire sample and research

(include number of responses, who was consulted by questionnaire, interview or other research methods including desk research)

The CIEP has sent around hundred questionnaires by emails within its networks : regional authorities for education and training, university institutes of technology, primary teacher training college, departments of international relations of teaching institutions, Grande École for the educational elite, direction of European and international relations and cooperation of the ministry of education, teachers and trainers, the general inspection of national education and, more generally, some partners of our previous projects.

The targeted persons replied either directly when they felt concerned or they transferred the survey to the relevant targets. We received 27 replies in total and 22 are interested to develop their arguments in an interview.

The rate of answer can be regarded as significant to start leading the awaited analyses.

The questionnaire has been sent together with a letter explaining the aims of the project and the will of the CIEP to build a working group to lead a common reflexion with IDOLearn partners and to carry out WP7. Some of them have expressed a strong interest and we will now think about the selection of the most relevant applications.

According to the replies, the profiles are as follow:

- 12 of the respondents are working in vocational or technical schools or training centres, mostly on the secondary level but some of them are teaching at the higher level and some are involved in adult training.
- 15 of them are part of an education authority, mainly from local education authorities.

International project or mobility coordinator	13
Vocational teacher with international responsibility	13
Manager with international responsibility	6

5 are both international coordinator and teachers/trainers.

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Most of the respondents have international responsibilities for more than 3 years but in average they don't spend more than 50% of they work time to carry out these international activities. The explanation comes from the fact that it is not their main mission and for teachers/trainers, it is often a voluntary work, an extra-task in their schedule.

2. Summary of research findings

(Identify current education & training of IDOs, activities, skills, key training needs and ways of validating informal & non formal learning)

2.1 Current education & training of IDOs

26 out of 27 respondents have a university degree and 35% of them have also a foreign language qualification. 5 have a competence related qualification.

The training existing for their role is mainly informal, that means that their experience has been gained on the job or through their personal experiences.

From their experience, we can observe that their international role concerns by priority the following activities :

- Communicating with others
- Organising mobility exchanges
- Piloting project products
- Networking
- Communicating in a foreign language
- Organising dissemination activities
- Financial management
- Design and creative work
- Writing materials
- Administration
- Writing bids and reports
- Organising and conducting research

Complementary activities have been added such as :

- Team management
- Take part to training and meetings
- Trainers training

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2.2 Activities and skills of an IDO

In France, the results of the survey show that the main competences for an IDO are :

- Communication
- Cultural awareness
- Use of foreign languages
- Understanding education sector
- Project management

2.3 Key training needs

According to the respondents, a specific training would need to be provided for an IDO in the following fields of activities:

- Use of foreign language
- Communication
- Project management
- ICT
- Interpersonal relations

Complementary needs have been raised:

- Knowledge of the relevant institutions and partners.
- Budget management
- Writing bids in the framework of call for tenders

2.4 Ways of validating informal & non formal learning

The answers are very homogeneous. A slight majority is more in favour of a validation through the evidence of prior learning but the work based assessment, the portfolio and the continuing professional development are considered as well as the most effective ways of validating the competences.

Most of the respondents don't know the existence or not of any qualification in their country for the IDO profile.

3. Specific country requirements & difficulties

(Identify any requirements which you feel are different to other partner countries and any difficulties you have experienced or anticipate)

There is not any formal qualification for IDO in the national education and training system in France and no reference standard for the professional certification of IDO linked to the international activities of teachers and trainers.

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In France, we will need to identify the existing curricula offering units which correspond to the learning outcomes required to be recognised as an IDO. Some degrees at master level already exist for European/international projects manager and development officer (local development officer or in the field of sustainable development or humanitarian development) or but not specifically in the field of education and training. Some similarities could also be found in master degrees specialized in design and planning of education patterns. If we manage to establish a correspondence between the units of these degrees and the units of IDOLearn project, we would be able to implement a process of recognition of prior learning, at least a partial recognition with a correspondence between the IDOLearn units and the French framework.

Another option would be to identify correspondences in descriptors of the activities of professions of the national agency for employment or in the national directory of professional qualifications.

Concerning the work based assessment, we have begun to develop a quality process for the evaluation of the international activities of technical assistants abroad. However, the recognition of this assessment needs to rely on reference standards. The problem is the same with the portfolio and the continuous training.

4. Recommendations

(Based on your overall research findings, what specific recommendations could you make to work towards the work package and project objectives?)

We first recommend taking inspiration from the existing European projects to not create double products. For example, Leonardo projects INTENT and VALEURTECH have created modules about intercultural management. This module could be a basis to develop a unit about the intercultural competences required to be an IDO.

As regards the answers received, we notice that very few replies deal with the problem of the governance, the study of the contexts, the analytic skills and the critical position that are necessary to make parallels between the national and foreign systems.

Indeed, the expertise is based on a professional path which is recognised and able to be valorised in a national and international context. This capital of experiment based on analytic competences and combined with a real critical standing back allows meeting specific needs. The good expert is able to be decentred compared to the whole knowledge and know-how which justify his function.

The expertise in the field of technical and vocational training is by nature plural and complex. There is not any directly transferable model pre-existing but reference systems of which the expert must be able to analyse the conceptual and

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methodological principles, to explain the contexts of implementation and to justify the results obtained. (Source: Report of the Higher Council for International Cooperation-Commission for vocational training that was in charge of producing a policy paper for the Prime Minister until February 2008).

In addition, just one interviewee expressed a training need for the implementation of a quality assurance approach. We estimate that it should be more put forward. Communication and the use of foreign languages are necessary to get involved in such activities but they also need to develop expertise in their field to justify the recognition of IDO competences in the specific field of education and training.

For most teachers and trainers, the international activities just represent one aspect of their whole role and are often based on a voluntary work or personal interest. That is why it will be difficult to develop the IDO curricula for initial training. It will be easier to implement it as recognition of prior learning in the framework of continuous training.

5. Appendix

(Attach a questionnaire including summary of responses and comments and any other relevant material)

- Questionnaire summarising the answers
- Questionnaire translated in French
- Completed questionnaires.