

## A. Introduction

At Work Meeting 2, partners took part in group discussions building on WP4 synthesis research findings, country reports and interviews already conducted. We also sought to build on the findings of the INTENT project and the Competence Based IDO Qualification proposal for Finland. Please see Appendix 1 for the link to partner reports on interviews conducted to explore the skill set required to be an effective International Development Officer.

The aim was to agree a basis on which qualitative standards for the IDO qualification could be developed under Work Package 5.

## B. Summary of discussions

The discussions were structured under the four key deliverables (deliverables 14, 15, 16 and 17 as shown in the Application Document page 41) for Work Package 5 as follows:

### 1. Knowledge and understanding related to the sector of one's own organisation within international settings

*Sector knowledge and skills:* The candidate is well experienced in the functions of his/her organisation or a certain sector of the organisation, and is capable of presenting the sector both in broad terms and in detail, with an appreciation of the points of view of persons representing foreign cultures. An understanding of the present status and future prospects of one's organisational field in one's own country, Europe wide and globally in order to accommodate one's activities within the international settings. This includes analysis of context to identify needs and opportunities.

*Cultural know-how:* (multi-culturalism, inter-culturalism) skills to act in different cultures.

### 2. Planning capacities regarding the organisation's (entire organisation or a part of it) international functions

*Project know-how:* Project Cycle Management; including knowledge of financing systems

*Language skills:* functional knowledge of English and at least 1-2 other key languages (oral and written)

*ICT skills:* for example, ECDL

### 3. Implementation skills

*Developmental and managerial skills:* attaining an overall vision of the development of the organisation's (or a part of the organisation) international functions, management of the functions or a part of the functions, management of a project/projects in order to attain set objectives; information and communication; evaluation.

*Organising skills:* organising activities and tasks, travel arrangements, preparing student and staff exchanges, etc.

*Problem solving skills*

*Financial know-how* especially regarding project activity

### 4. Sustainable development, quality assurance and benchmarking

*Cooperation and interaction skills and communication skills:* organising smooth and productive cooperation of one's own organisation, informing (in-company/externally) about current topics in international activities as well as development trends, creating networks and maintaining them; taking stock of the know-how of experts and stakeholders.

*Quality management:* Understanding the basic principles of quality control and capacity to apply them to international functions, as part of the quality system of one's organisational QA system. Knowledge (theory and practice of quality systems related to international activities such as EQF, ECVET and the Bologna process

Following further discussions amongst partners, the following chart was agreed as a basis for developing competence based qualifications in Work Package 5.

IDO MAIN AREAS OF COMPETENCE
<ol style="list-style-type: none"> <li>1. <b>Analyse skills</b> : Knowledge and understanding related to the sector of one's own organisation within international settings</li> <li>2. <b>Design and content skills</b>: Preparation of the project and elaboration of the content</li> <li>3. <b>Implementation skills</b> : Project management</li> <li>4. <b>Communication skills</b> : Evaluation, valorisation and sustainability</li> </ol>

AREA	ACTIVITIES	KNOWLEDGE	SKILLS	COMPETENCES
1	<p>Carrying out systems and contexts analysis</p> <p>Carrying out feasibility studies</p> <p>Appraising and evaluating contexts and opportunities</p>	<p>Good knowledge and understanding of the educational sector and related cooperation policies :</p> <ul style="list-style-type: none"> <li>- Own institution</li> <li>- VET systems</li> <li>- National, European, global systems</li> <li>- Funding opportunities and cooperation programmes</li> <li>- Cultural diversities</li> <li>- Important stakeholders</li> <li>- Social and economic environment (including</li> </ul>	<p>Reflecting cultures – own, others</p> <p>Monitoring information</p> <p>Analysing and comparing VET systems</p> <p>Analysing terms of reference</p> <p>Identifying the relevant programmes and financing sources</p>	<p>International open-mindedness</p> <p>Cultural awareness</p> <p>Cooperation as a value</p> <p>Critical thinking</p> <p>Ethics and deontology</p> <p>Ability to stand out and champion international activities</p>

## WP4 IDO Skills Set Report



AREA	ACTIVITIES	KNOWLEDGE	SKILLS	COMPETENCES
		<p>companies and the labour market)</p> <p>Thematic, sector and geographical approaches</p> <p>Development and cooperation policies</p> <p>Fund raising</p>	<p>Setting priorities and identifying risks</p>	
2	Designing international VET projects	<p>Training course planning and design</p> <p>Definition of educational issues</p> <p>Knowledge of specific sectors</p> <p>Definition of learning contents</p> <p>Definition of conceptual and logical frameworks</p>	<p>Identifying objectives, needs and target groups</p> <p>Designing a methodology</p> <p>Setting benchmarks</p> <p>Networking</p> <p>Lobbying</p> <p>Building a partnership and identifying the relevant skills</p>	<p>Being creative- having a vision</p> <p>Be able to fix priorities</p> <p>Take initiatives</p> <p>Be able to negotiate</p> <p>Be pro-active</p>
3	<p>Organising, planning and implementing the project</p> <p>Coordinating international</p>	<p>Understanding project management techniques</p> <p>Understanding financial</p>	<p>Organising, planning activities and managing time</p> <p>Writing bids and proposals</p>	<p>Be persuasive and able to motivate others</p> <p>Take initiatives and</p>

## WP4 IDO Skills Set Report



AREA	ACTIVITIES	KNOWLEDGE	SKILLS	COMPETENCES
	<p>activities</p> <p>Managing a budget</p> <p>Mobilising and supervising a team</p> <p>Ensuring quality follow-up</p>	<p>procedures and law regulations</p> <p>Understanding different cultural ways of working</p> <p>Human resources management</p> <p>Social psychology of organisations and groups</p> <p>Having relevant ICT knowledge</p> <p>Chairing a meeting</p> <p>Organising meetings and events</p> <p>Quality management</p>	<p>Creating tools for the follow-up of the project</p> <p>Writing reports &amp; presenting results</p> <p>Dealing with financial and administrative procedures</p> <p>Budgeting and reporting</p> <p>Supervising and implementing logistical aspects</p> <p>Working in an intercultural team</p> <p>Using interpersonal communication</p> <p>Communicating in national and foreign languages (oral and written)</p> <p>Identifying team solutions</p> <p>Identifying roles and sharing tasks</p>	<p>responsibilities</p> <p>Make decisions</p> <p>Ability to lead intercultural teams</p> <p>Good listening to others</p> <p>Flexibility</p> <p>Versatility</p> <p>Teamwork ability</p> <p>Be communicative</p> <p>Manage stress</p> <p>Be reactive</p> <p>Be organised</p> <p>Think and act logically</p>

## WP4 IDO Skills Set Report



AREA	ACTIVITIES	KNOWLEDGE	SKILLS	COMPETENCES
			<p>Solving problems and conflicts</p> <p>Using ICT</p> <p>Defining and implementing quality control procedures</p>	
4	<p>Evaluating results</p> <p>Capitalising significant experiences</p> <p>Communicating</p> <p>Valorising achievements and good practices</p> <p>Ensuring sustainability</p>	<p>Means of communication</p> <p>Valorisation principles</p> <p>Benchmarking</p> <p>Evaluation</p> <p>Sustainability strategies</p>	<p>Designing a communication plan</p> <p>Assessing results and impact</p> <p>Capitalising and disseminating results</p> <p>Designing a plan for valorisation and sustainability</p> <p>Developing networks</p> <p>Adapting and improving the process</p>	<p>Be objective</p> <p>Be realistic</p> <p>Be convincing and persuasive</p> <p>Be communicative</p>

## Appendix 1

Please see the IDOLearn website <http://www.idolearn.net> for individual partner reports on interviews conducted.