

WP4 Interviews to investigate skills set for IDOs

National report for Romania



1. Research sample

Five people were interviewed, one face-to-face, and four on the telephone. Four of them are vocational teachers with international responsibility and one is manager with international responsibility.

2. Summary of research findings

PROFESSIONAL VALUES
<p>They consider that respecting cultural differences, mutual respect and help, respecting the agreed timetable, and responsibilities and activities established in advance, reliability and professionalism, all these are very important.</p>
<p>They recognize the need to respect cultural differences, work procedures and timetables. They think the following are important: professional respect, personal and for the members of the team; tolerance and flexibility in understanding and making complex choices; openness to and receptivity of new things; adaptability to diverse roles and responsibilities; productive collaboration; responsibility; establishing and meeting high standards and goals, personal and for the others.</p>
<p>They appreciate the need to respect one's partners, both from a professional perspective and a personal developed relationship one.</p>
<p>Professional values suggested for the IDO role: passion in what you do; openness to collaboration and exchange of ideas; listening to the others' opinions; respecting the others' decisions; respecting promises and commitments.</p>
<p>They appreciate the importance of mutual respect, tolerance, the ability to adjust to the other's needs, to respect values and to cooperate. They think it is important to maintain a constant interest in international activities, to be always informed and available to work long hours even at weekends.</p>

UNDERSTANDING AND KNOWLEDGE	PRACTICAL SKILLS
Knowledge about the project's objectives and expected results	Ability to understand the partners' requirements
Knowledge about the partners' cultural and national particularities	Ability to negotiate in order to solve possible disagreements
Knowledge of the communication language used in the project	Using ICT to access, send, create information, to organise online conferences, to apply and process

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	questionnaires
Understanding the need to alternate indoor activities (face-to-face activities, group activities) with outdoor ones (ex. Visiting tourist, historical and cultural attractions)	Interpersonal and communication skills: team work, adaptability to diverse roles and responsibilities, productive cooperation
Understanding education sector you represent	A stimulating presentation of contents (for training sessions)
Knowledge about international programmes, project management, financial aspects	Motivation skills Motivating the participants (for training sessions)
	Ability to identify, formulate and analyze problems that may appear during the project
	Getting feedback in order to discover what areas need improvement
	Ability to use one's own potential
	Ability to interact in an adequate way in a diversity of social and cultural contexts – education and training, work, family, free time
	Managerial skills
	A creative approach to problems
	Ability to develop a strategic development plan, to set objectives and achieve them
	Ability to manage one's own learning and to organise group learning (learning to learn)
	Being aware of the need to be well informed
	Ability to predict things
	Coordination skills
	Self-control
	Managerial and organising skills
	Project-management skills

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

Teachers are interested in participating in international cooperation projects, but few of them are successful in becoming independent; they say they don't have good communication skills in English, ICT skills and enough time for research. Teachers



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understand the benefits of such projects and they are glad when they are helped in carrying out project tasks.

Some schools don't have a coordinator of international activities. Many teachers say they would like to have such a person in their school to help them propose and run projects. They do not have enough skills to carry out international activities by themselves. However, they are interested in participating in a training activity and find this form of professional development attractive.

International activities are also valued by school managers because they contribute to the school's image in the local community and to the participants' professional development. Teachers recognize the importance of such projects for their personal and professional development, and for learning about other educational systems. Moreover, the participation in international projects is an occasion to travel abroad and learn about other cultures and offers some advantages referring to getting more points for the salary and other professional bonuses. International activities involve quality exchange of experience. Working together with the project team generates constructive competition, intensifying the wish for knowledge and motivating learning. The dissemination of such activities helps to organize others and, therefore, they extend the programmes of an institution.

The attitude of co-workers towards those involved in international activities is a positive one, respecting their work and even being interested in finding out how they could develop themselves a project.

In respect of the system of recognizing professional competencies acquired through non formal and informal learning, the respondents specified that the National Authority for Professional Development is the CNFPA (National Council for Adult Professional Training). This body is responsible for authorizing the training providers (Centres for Assessing and Certifying Competencies). The training providers for adult education have to develop their programs complying with the EQF. For assuring a cooperation mechanism between the training providers and the workplaces requirements, in Romania, Occupational Standards were adopted. Occupational standards are documents which define in terms of competencies the requirements for efficiently completing the professional activities with respect to a profession. Occupational standards comprise competence units (knowledge and practical skills). The advantages of using occupational standards are: the development of initial and continuous professional training according to the workplace requirements; improving the quality of the training programs for professional development; recognizing competences in terms of formal and non formal learning; assuring the transfer of competencies form a professional area to another.

The occupational competencies (specified on the occupational standard) are officially certified no mater the way they was developed, by non formal or informal learning. This type of certifying is possible for those occupations with occupational standards validated by CNFPA.



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The training providers for adult education develop professional training programs comprising practical and theoretical training. As a result of participating to a training program, those centres provide a Professional Qualification Certificate according to the level of qualification. The length of the training program depends on the level of qualification pursued. Beside this, the length of application activities represents 2/3 of the total length of the program.

4. Appendix