



Romanian National Interview Report

O1-A1 Need Analysis

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National Interview Report – the case of Romania

1. Introduction

CENFORM and Scoala Gimnaziala Ciugud, in the framework of MYSS project, have selected professors from the schools of Ciugud, a town from the Alba County (Transylvania), and from schools located in Romanian counties (where Cenform worked with in other ESF funded European projects in the last 3 years), especially in the Targoviste area. After these extensive national selection, interviews with teachers for supporting the needs analysis have been organized. The interviews were conducted through Google Forms (Link for National Questionnaire), sent by mail from Cenform (to Targoviste schools) and from the direction of the Ciugud Gymnasial School, through the headmaster (at Alba county level). The interviews recorded were 27, they were all translated in English after the whole collection of documents fulfilled in Romanian.

2. Overall data

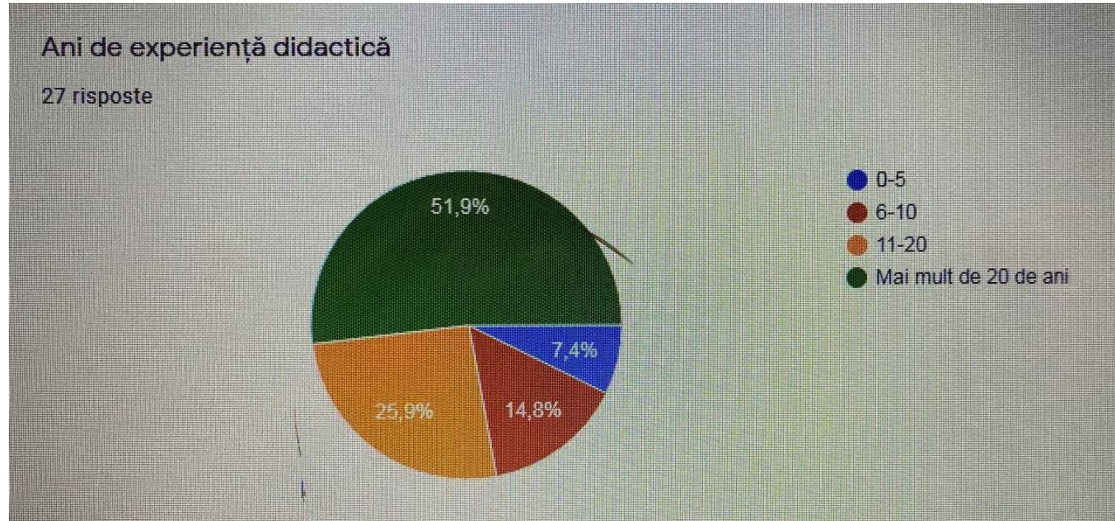
A/A	Online/ Face to face interview	Sex of interviewee (Male/Female)
01	Online interview through Google Form	SIMION MARIA TEODORA – F
02	Online interview through Google Form	Tanislav Cristina – F
03	Online interview through Google Form	Ilie Suzana Camelia - F
04	Online interview through Google Form	Tudose Diana Mihaela – F
05	Online interview through Google Form	PUȘCOIU LIVIA – F
06	Online interview through Google Form	Apetrei Mirela – F
07	Online interview through Google Form	Chira Florentina – F
08	Online interview through Google Form	SERB ELENA MIHAELA – F
09	Online interview through Google Form	Drașovean Cornelia – F
10	Online interview through Google Form	Morar Daniel – M
11	Online interview through Google Form	Druța Alina – F
12	Online interview through Google Form	Lungu Mihaela – F
13	Online interview through Google Form	Totoian Monica Iulia – F
14	Online interview through Google Form	Oprea Emilia Adriana – F
15	Online interview through Google Form	Schiau Ana Nicoleta – F
16	Online interview through Google Form	BENCHEA LUMINITA-GABRIELA – F
17	Online interview through Google Form	Memu Claudiu – M
18	Online interview through Google Form	CONTAN ANA ANGELA – F
19	Online interview through Google Form	JOSAN GEORGETA - F
20	Online interview through Google Form	Balan Anca – F
21	Online interview through Google Form	Tomuța Geanina Elena – F
22	Online interview through Google Form	Taltabet Iulia-Adina- F
23	Online interview through Google Form	COSTINAS DACIANA- F
24	Online interview through Google Form	MCKEE ALINA- F
25	Online interview through Google Form	Paven Georgeta Maria – F
26	Online interview through Google Form	Filip Luminița – F
27	Online interview through Google Form	Corpade Alexandra Nicoleta - F



The majority of the professors who participated to the interviews were women; only 2 of 27 were man.

3. Questions on Interviewee background

3.1. Teaching Experience



The majority of the professors who participated to the interviews had more than 20 years old of experience in teaching (51,9%), 25,9% of them had an experience between 11 and 20 years old, while 14,8% were teachers since 6-10 years old. Only the 7.4% of them had less of 5 years old of experience in teaching.

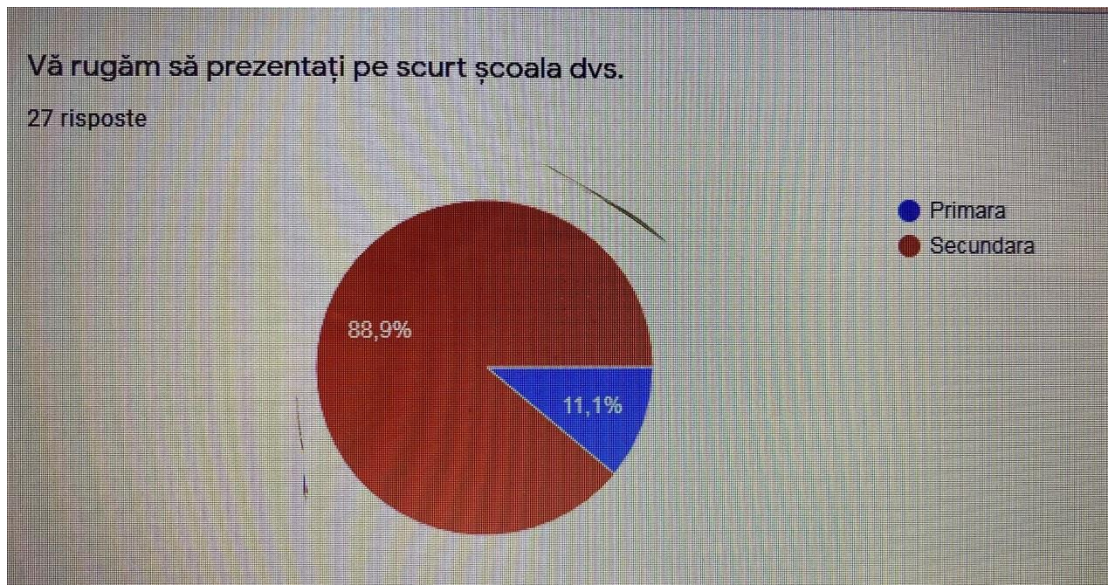
3.2. Role and number of students in the school

A/A	Role in the school	Number of Students
01	Professor and Director	220
02	Professor, CEAC Coordinator	1400
03	Director	1249
04	Professor	1289
05	Professor	1200
06	Professor	1200
07	Professor	1000
08	Professor	1400
09	Professor	220
10	Professor	220
11	Substitute teacher	220
12	Professor	220
13	Primary school teacher	220
14	Preschool teacher	220
15	Teacher -English language	220
16	Professor	220
17	Professor	220
18	Primary school teacher	220

19	Professor	220
20	Professor	160
21	Preschool teacher	20
22	Physical education and sports teacher	220
23	Teacher for primary education.	220
24	Preschool teacher	220
25	Primary school teacher	220
26	Preschool Teacher	220
27	Professor	250



3.3. School Level



The great majority of professors interviewed works in a secondary school (they represented the 8.9% of the total of them), while the 11.1% of them are teachers in a primary school.

4. Questions on Distance Learning

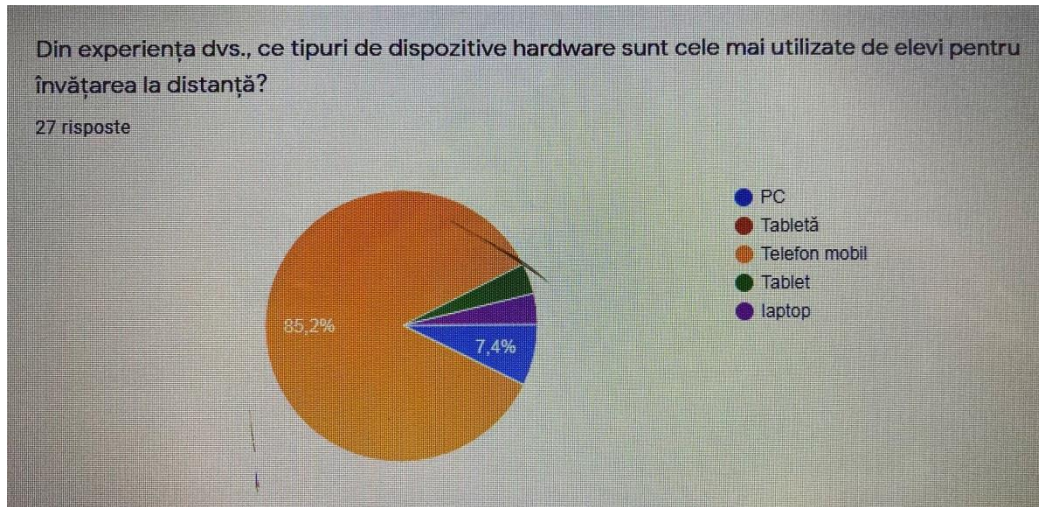
4.1. Please share the needs that you have identified and should be addressed in order to raise the effectiveness of distance learning.

A/A	Responses
01	The need for improvement; The need for clear and nationally educational applicable rules.
02	Teacher training on IT and emotional intelligence
03	Improving the school's IT infrastructure and teachers' digital skills; Increasing the capacity of the school's electrical installation.
04	Proper and correct legislation
05	Last generation IT devices
06	Technical Resource
07	The evaluation was not effective. There were students who did not get involved (did not keep the room open, did not collaborate with the teacher, did not provide feedback).
08	Connecting devices and students' interest
09	Lack of devices
10	The need for devices
11	Online connection devices (PC, Laptop, tablets)
12	Sufficient performance devices for online connection
13	Proper devices
14	One of the identified needs would be the lack of devices and the internet.
15	Lack of digital teaching devices and materials
16	Distance Learning Devices
17	Devices and a good internet connection
18	Devices, poor internet
19	Distance Learning Devices
20	Stable internet, laptops for every student, secure study platform for school, open educational resources, lack of space exclusively for learning for some students
21	Lack of internet and devices - laptop, phone
22	Lack of internet connection and devices should be much more, to reach every student.
23	Lack of devices and internet.
24	Lack of internet connection in some cases and number of devices.
25	Lack of internet and devices.
26	One of the needs identified would be the lack of devices and the internet.
27	One of the needs identified would be the lack of devices and the internet.

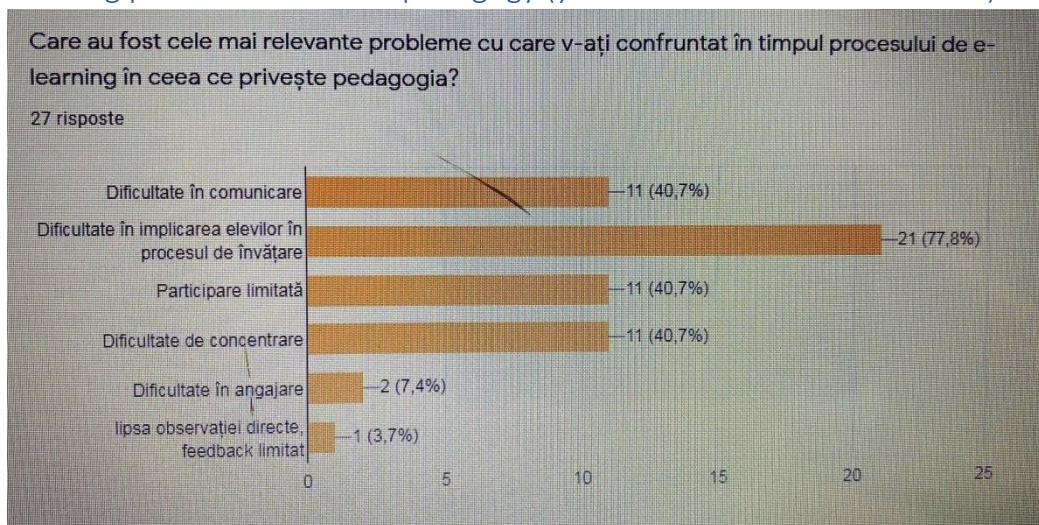
Most interviewees agreed on the real need to resolve the problem of internet connection (sometimes unstable) and related to the lack of specific devices (PC, Laptop, tablets for students), useful for their digital online activities with students. Two professors interviewed underlined the necessity to have a clearer and correct legislation in education related to online activities, while one of them highlighted how was difficult the students' evaluation process due to the students' behavior / non-cooperation.



4.2. In your experience, what types of hardware devices are most commonly used by students for distance learning?



4.3. Which were the most serious problems that you faced during the e-learning process in terms of pedagogy (you can choose more than one)?



The majority of professors interviewed reported in their multiple choices that the most serious problems faced during the e-learning process during the pandemic were related to: a) difficulties in involving students in the learning process (77.8% of the answers), b) difficulties in communication (40.7% of total answers), c) limited participation (40.7% of total answers), d) difficulties in concentration (40.7% of total answers).

4.4. Which were the digital tools that you used? How effective were they?

A/A	Responses
01	School 365, Zoom, G Suite for Education, Teams, Meet, Word wall, Google Forms, PowerPoint Presentation They were effective.
02	Educational platforms, Digital books, Software specific to online applications

	or online activities, etc. Their use has increased students' motivation.
03	GOOGLE Classroom and Zoom distance learning platforms
04	Platforms, specialized sites. They are not very effective
05	Zoom, GoogleMeet
06	Zoom, google meet
07	Classroom, Whiteboard, Canva, genially, Google forms, Google Meet, Zoom, Kahoot, Jamboard, Padlet, MozaWeb, etc. Integrated in different sequences of the lesson they had a pretty good efficiency.
08	PC, school email connection platform, quite efficient
09	Laptop - very efficient
10	Laptop. Satisfactory.
11	Google platform - with a high degree of efficiency, personal laptop - efficient to the best of its ability;
12	Laptop, Google Classroom, interactive worksheets, Mozabook, Google Earth, Google Arts and Culture. Everything I used was very effective. It determined the students to actively participate in the classes.
13	I used a laptop and I think it was effective
14	I used a laptop and it was effective in my work.
15	Microsoft Google Classroom, Worksheets, Wordwall, Learningapp, Storyjumper. All were very efficient.
16	Laptop has been efficient
17	Very efficient PC
18	Laptop, very efficient
19	Laptop and graphic tablet were efficient
20	Google classroom, meet, forms, docs, slide, Learning apps, manual digital. Very efficient, especially for evaluations.
21	laptop, telephone
22	I used a laptop to connect to the classroom platform, Mozabook, Youtube for various examples and exercises. Students actively participating.
23	I used a laptop, using different applications and it was efficient in my work.
24	The school's laptop was very efficient.
25	I used a laptop being efficient.
26	I used a laptop being efficient.
27	I used a laptop being efficient.

Most interviewees agree on using laptop in being efficient, using different applications (Microsoft Google classroom, Whiteboard, Canva, genially, Google forms, Google Meet, Zoom, Kahoot, Jamboard, Padlet, MozaWeb, Youtube, Microsoft Google Classroom, Worksheets, Wordwall, Learningapp, Storyjumper) for various examples and exercises. Just 3 of them emphasized on the value of using Zoom, School 365, G Suite for Education, Teams, Google Meet.



4.5. Which were the technical problems that you encountered and with which solutions (if any) did you come up?

A/A	Responses
01	The weak internet signal of the students, of my staff. I changed my internet provider, I added another router in my house, I increased my internet speed.
02	It was not the case.
03	Interruptions of internet services and electricity supply
04	There were no major technical problems.
05	Internet connection interruption
06	Lack of internet connection
07	The internet connection has not always been stable.
08	Connection problems, we reorganized our program
09	Sometimes the signal was discontinuous
10	Internet signal interruptions.
11	Poor Internet quality, Google platform issues; Solutions - changing the subscription, taking online courses to discover the Google platform.
12	Internet connection problems.
13	The Internet had a weak signal and I intervened by increasing the signal on the Internet
14	Weak internet signal.
15	Lack of internet signal, microphone. The solution found was posting / sending the teaching material used in the activity on Whatsapp, Messenger, phone messages, etc.
16	Weak signal for the internet used by children
17	Weak internet signal.
18	Problematic Internet connection
19	Weak internet signal.
20	I did not encounter any technical problem.
21	Weak internet signal.
22	The internet connection was poor for some students, and the lack of space for physical exercise was another problem in online teaching.
23	Weak internet signal.
24	Sometimes poor internet connection.
25	Weak internet signal.
26	Weak internet signal.
27	Weak internet signal.

Most interviewees agree on the fact that the major problem (both for them and for students working from home) was a weak internet signal, the lack of connection or constant interruptions in receiving internet signal. Two professors said that they did not encounter any technical problem, while one of them said that a problem was also the lack of a physical space at home where students could exercise in different subjects or make their homework.



4.6. Which technical solutions and functionalities do you think that a digital tool and/or platform should provide to the teachers?

A/A	Responses
01	Modules for the student, the module for the teacher, the module for the parent. Access to important data / information about students. Schedule, catalog, notice board, etc.
02	Accessibility, renew learning methods and processes, involve the student in tasks, stimulate creativity
03	Online learning functions; Online learning materials.
04	Various teaching materials and tools: lessons, tests, maps.
05	Creating tutorials, interactive lessons
06	Fast connection
07	The teacher sees all students, even if it is in "share screen" mode (inconvenient to Meet). When giving tests (google forms) students should not be able to access other websites (not to find problems already solved).
08	They already offer tools
09	To provide access to parents as well.
10	Provide the opportunity for quick feedback.
11	Fast feedback, easier use, different modules for teachers, students, parents.
12	Possibility to post materials as diverse as possible, in a varied format. Provide quick feedback.
13	Provide feedback as soon as possible
14	Provide quick feedback.
15	Use of several materials / applications
16	Provide a feedback as soon as possible
17	Provide quick feedback.
18	To provide a feedback as soon as possible
19	To provide a fast feedback
20	ex. when I share the screen in Google Meet, I don't see the students (I should have this possibility)
21	Rapid solutions
22	Possibility to post materials as diverse as possible, in a varied format.
23	Provide quick feedback.
24	Provide quick feedback.
25	Provide quick feedback.
26	Provide quick feedback.
27	Provide quick feedback.

Most interviewees agree on the fact that a digital tool or a platform should provide a quick feedback in case of any problems. Two of them underlined the importance to provide also some modules for parents. Five of them said it would be strategic the possibility to post materials as diverse as possible, in various formats. Some of them (2) emphasized on the value of creating tutorials, interactive lessons, teaching materials and tools (lessons, tests, maps).



4.7. Did you offer emotional support to your students during the pandemic? If yes please share with us your approach.

A/A	Responses
01	Yes. I started each lesson with a connection exercise. I waited for them in class with music until everyone gathered. I always asked him what day of the week it was, what day of the month it was. When you stay home for months, you lose track of time and I wanted to keep them anchored in the present. Whenever they felt the need, we talked about their feelings, their fears from that period. Especially from March to June 2020, I gave more emotional support to my students than academic results.
02	Yes, providing computer and emotional support
03	We offered emotional support to students from rural areas that did not have the opportunity to participate in all online classes due to internet access / poor cell phone signal.
04	No. The students were very receptive to this way of education.
05	Yes, through moral and emotional support
06	Yes, through moral and emotional support
07	Sure! During the pandemic there was a team of classroom teachers, parents and children.
08	Yes. I kept the optimistic attitude.
09	I constantly encouraged the students.
10	I tried to reassure the children about the next school year.
11	Yes, I offered emotional support to my students. I've always said and I encourage you to participate with me in class. We conducted interactive and engaging lessons to capture their attention and keep them interested in learning.
12	Yes. During the conducting classes. We have had many hours in which we have addressed issues related to the ways in which we manage stress, manage conflicts and share feelings.
13	During the pandemic, I provided emotional support to the students in my class by supporting them with useful tips on how to stay healthy.
14	Yes. I sent the materials given by the school counselor, I answered the questions
15	Yes. Private discussions, video calls, online meetings on Teams on the occasion of birthdays, even during the holidays whenever some of the students wanted.
16	Yes, for 8th graders who took the pandemic exam
17	Yes. Through emotional involvement. Empathy, solidarity
18	Yes. Through various attractive activities and counseling materials.
19	I ENCOURAGED STUDENTS TO PARTICIPATE IN HOURS EVEN IF THEY SOMETIMES HAVE CONNECTION DIFFICULTIES
20	Yes. Primary school children were really devastated when the internet went bad. They were frustrated that they were losing the conversation (I told them to imagine that we were driving on the highway, there are a lot of cars, sometimes we have to slow down, even stop altogether! But we have to keep going)..Then the news about the virus they were bad and very bad. Some suffered. When I encouraged them, the other children took the idea and

	encouraged those affected.
21	Yes. I advised them as needed
22	Yes. During the conducting classes. We had many hours in which we discussed with the students the ways in which we manage stress, conflicts and how we can share our feelings. Self-confidence was also a hotly debated topic.
23	Yes, I sent materials to the students; I talked to them and to their parents.
24	I sent the students materials received from the school counselor; I was with them when they needed information.
25	I sent materials from the school counselor, answered questions.
26	Yes. I sent the materials provided by the school counselor, I answered the questions.
27	Yes. I sent the materials provided by the school counselor, I answered the questions.

Most interviewees said they sent their materials provided by the school counselor to students and discussed with them and with their parents. Private discussions were organized and emotional involvement (through empathy and solidarity) were held through various attractive activities and counseling materials. Some of them emphasized on the value of stay close to younger students, especially when internet connection lacks and children think they could be responsible somehow. Five professors stayed close to students through moral and emotional individual support, contributing in this way to their active involvement and higher motivation.

4.8. Do you think that involving parents in the educational framework is important? How do you usually engage them?

A/A	Responses
01	Yes. Through online dating lately, when appropriate.
02	Yes, the home environment plays an essential role in the student's educational path
03	The involvement of parents is essential, as partners of the school. We get involved mainly through the teachers and the Parents Association ECO SENIOR
04	Yes very much. The parents were constantly notified of the students' school situation.
05	Yes, I involve parents in activities by making decisions regarding the proper conduct of the educational instructional process.
06	Yes
07	The educational framework can only be carried out in optimal conditions with the collaboration of parents.
08	It is very important, through meetings and extracurricular activities
09	Yes, by sending messages.
10	Yes, by getting involved in class activities.
11	Yes, it is very important for parents to be involved in education. Parents are the support I needed during this time. I invited them to attend the meetings organized online; I asked them to be close to their children and to always check them in class.
12	Yes. It is very important. Given that the school was made from home, they were

	the closest to the children. During the meetings with the parents, I made them realize how important their role is in the educational process and more in the verification of their children.
13	Yes, it is very important to involve parents in the educational framework through the various meetings on the classroom platform.
14	Yes. We invite them to participate in our classes, to read us stories at reading time.
15	It is very important because there must be a very close collaboration to continue the education of children.
16	Yes
17	Yes. By organizing meetings
18	Parental involvement is important and I involve them in all organized activities
19	IT IS IMPORTANT AND WE INVOLVE THEM THROUGH COMMUNICATION
20	Yes. The parents of the little ones must supervise them, and those of the oldest must check them regularly. I didn't have many interactions with my parents, only in the situation of those who were late in sending homework.
21	Yes. I invite them to read them a story
22	Yes, parental involvement is always important in the educational process. During the meetings with the parents, I made them realize how important it is to help the children, with the homework check, the check of the lessons prepared for the next classes and also and how bad it is for the students to use the mobile phone during the classes. Other purposes than the didactic one.
23	Yes, the help of parents was important especially for the little ones being at the beginning of the road. They helped them read, respond to requirements, and understand them better.
24	Parental involvement is very important. By providing information related to our activity, by involving them in kindergarten activities.
25	Yes. Invitations to attend classes and read stories during reading hours.
26	Yes. We invite them to participate in our classes, to read us stories at reading time.
27	Yes. We invite them to participate in our classes, to read us stories at reading time.

All professors interviewed agreed on the fact that involving parents in the educational framework is important. Most of professors interviewed involved them in decision, in informing on daily progress, for a proper use of online tools and providing information related to their activity. One of them underlined the importance to involve in educational activities also the “Teachers and the Parents Association” of the school. In general, parents helped students in reading, using new methods, in respond to requirements and to understand them better.



5. Questions on Competences, Skills and Knowledge

5.1. Which are the Competences, Skills and Knowledge required for approaching online lessons (for example digital skills, interactive communication, knowledge on motivation etc). If possible, providing a few examples would be quite useful.

A/A	Responses
01	Teacher training aimed at: using various online resources, creating online resources, etc.
02	A) Analytical and critical thinking skills, b) Linguistic, communication and multilingual skills; C) interactive communication, knowledge about motivation; D) Cooperation skills; E) Flexibility and adaptability; F) Respect; G) Valuing human dignity and human rights.
03	Digital skills, communication skills, transdisciplinary skills
04	Digital skills
05	Digital skills, interactive communication, Knowledge about motivation
06	Digital skills, interactive communication, Knowledge about motivation
07	Students' motivation is very important. If they are motivated, then any activity can be carried out with a high yield.
08	Digital, motivational skills, tolerance to events not related to people but to IT devices.
09	Digital skills and interactive communication.
10	Digital skills, use of different teaching platforms, etc.
11	Digital skills - use of equipment, interactive communication - open and motivating communication about the educational environment and not only, knowledge about motivation - supporting and motivating students in the correct acquisition of skills necessary to promote the educational cycle.
12	Digital skills are essential. The fast ability of the teacher to adapt as quickly as possible, to present the contents in the most attractive way, to use the existing digital solutions. The teacher should NOT run away from technology.
13	Digital skills, interactive communication with students, presentation of concrete examples.
14	Digital skills
15	Digital skills, interactive communication, psycho-pedagogical knowledge.
16	Digital skills, interactive lessons
17	Digital skills, professional training, organizing interactive lessons
18	Digital skills, interactive communication, creating interactive games on different topics
19	DIGITAL SKILLS, INTERACTIVE COMMUNICATION, MOTIVATION KNOWLEDGE
20	We were not trained in this regard. I urgently need some courses, I wasted time with the cart learning on my own. 100% digital skills
21	Digital skills
22	Digital skills are important, even in physical education and sports. Adapting lessons to existing materials is very useful. Communication with students must always be done calmly, and they must be listened to and understood.
23	Digital skills



24	Digital skills
25	Digital skills
26	Digital competences
27	Digital competences

Almost all interviewees agreed on the fact that digital skills and digital competences are very important. For 3 of them it is important a teacher training aimed at using various online resources and in creating new online tools. Two of them said that, in addition to digital skills, also interactive communication, cooperation, linguistic and critical thinking skills, knowledge about motivation and transdisciplinary skills are very important. One of them said that teachers were not trained on digital issues and another one of them said that more than digital skills, it is the motivation of students the most important asset for a proper e-learning educational session.

5.2. Which are the Competences, Skills and Knowledge required for a reshaping a training curriculum to the needs of the 21st century (for example curricula with blended learning approach, knowledge over innovative interactive tools etc). If possible, providing a few examples would be quite useful.

A/A	Responses
01	Skills related to the use of a platform
02	Transdisciplinary skills: critical thinking, creativity, initiative, problem solving, correct risk assessment.
03	Knowledge of innovative tools and learning programs, skills to use them
04	It is not very extensive. I think the 21st century took us by surprise.
05	Learning programs with a mixed learning approach, knowledge over innovative interactive tools.
06	Learning programs with a mixed learning approach, knowledge over innovative interactive tools.
07	Programs aimed at increasing students' motivation.
08	Knowledge of innovative interactive tools
09	Learning programs for the development of communication skills, critical thinking, and teamwork development.
10	Skills to use interactive tools
11	Learning programs with a mixed learning approach - integrated lessons (Romanian language and literature - Plastic skills / Musical skills)
12	Approaching the matter from the perspective of its utility. Students do not find meaning in what they learn. I do not see the usefulness and practical applicability of what I learn.
13	The need to reform the curriculum is necessary through new learning programs based for example on learning styles, innovative interactive methods, etc.
14	Mixed approach learning programs, knowledge of interactive, innovative tools
15	Digital skills, knowledge of innovative interactive tools.
16	Interactive tools
17	Transdisciplinary teaching
18	Practical skills and abilities

19	MIXED APPROACH LEARNING PROGRAMS
20	To learn to know, to learn to do, to learn to live with others, to learn to be. new knowledge tools, resource management, online lesson design, integrated teaching
21	Interactive methods on teaching through play
22	The curriculum should be approached differently, the contents have not been changed for a long time but the needs of the students are different. They often do not find meaning in what they learn, believing that many things are not useful to them.
23	Mixed approach learning programs, knowledge of interactive and innovative tools.
24	Mixed approach learning programs, knowledge of interactive and innovative tools.
25	Knowledge of interactive tools.
26	Mixed approach learning programs, knowledge of innovative interactive tools.
27	Mixed approach learning programs, knowledge of innovative interactive tools.

Most interviewees agree on the need to have mixed approach learning programs, knowledge of innovative tools and interactive lessons. For 3 of them the need to reform the curriculum is necessary through new learning programs based on learning styles, innovative interactive methods, and digital skills and for growing motivation to students. Two of professors interviewed said it is important to gain skills related to the use of the platform, approaching the matter from the perspective of its utility (new tools should provide concrete solutions).

5.3. Which are the Competences, Skills and Knowledge required for providing emotional support (for example psychological competences, communication skills, etc.). If possible, providing a few examples would be quite useful.

A/A	Responses
01	Psychological skills
02	Making the right decisions, constructive management of emotions.
03	Psychopedagogical counseling skills
04	Communication skills
05	Psychological skills, communication skills
06	Psychological skills, communication skills
07	Psychological skills to perceive different problems and communication skills to solve them.
08	Psychological skills, Communication skills
09	Communication skills
10	Psychological skills, adapted to the age of the children.
11	Psychological skills and communication skills work hand in hand. The child feels the need for closeness to him, constant support and encouragement. Without communication skills this is not possible.
12	Psychological skills, empathy, communication skills, creativity.
13	In the pandemic, emotional support was paramount for students because

	anxiety had to be stopped through encouraging discussions that would lead them to continue learning, even at a distance.
14	Communication skills, psychological skills
15	Specific psychological skills, communication skills.
16	Psychological skills
17	Communication skills, psychological skills, psycho-affective involvement
18	Communication skills, through therapeutic stories
19	PSYCHOLOGICAL COMPETENCES, COMMUNICATION SKILLS
20	Interest, involvement, empathy, optimism, sense of humor, desire to succeed together
21	Empathize with your neighbor
22	Empathy, creativity, trust, sincerity, psychological skills.
23	Ability to communicate with students and their parents. Psychological skills.
24	skills.
25	Communication skills, psychological skills.
26	Communication skills, psychological skills.
27	Communication skills, psychological skills.

Almost all interviewees agree on the importance to provide as teachers emotional support through communication skills and psychological competences (adapted to the age of the children). Empathy, creativity, trust, sincerity, psychological skills (in order to be closer to students) comes from the teachers' ability to communicate with students and with their parents. For all teachers, emotional support and a constructive management of emotions are always required and will give good results, answering daily students' needs.

5.4. Which are the Competences, Skills and Knowledge required for properly involving parents in the educational framework (for example communication skills, knowledge on active engagement of parents, on motivating parents etc). If possible, providing a few examples would be quite useful.

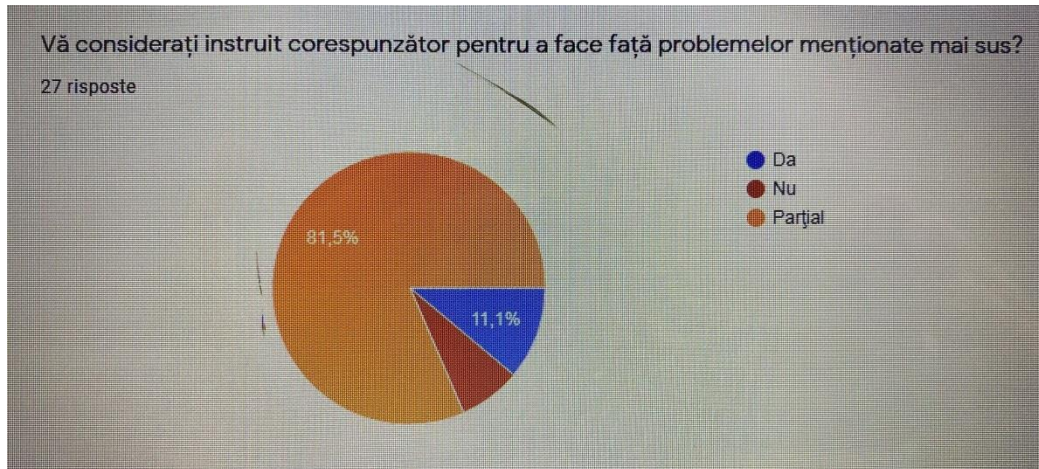
A/A	Responses
01	Relationship and communication skills
02	communication skills, knowledge of active parental involvement
03	Communication skills and educational support
04	The most important thing is their interest in school. The rest is just a story.
05	Communication skills, knowledge about the active involvement of parents, their motivation
06	Communication skills, knowledge about the active involvement of parents, their motivation
07	Communication and organization skills.
08	Communication skills, knowledge about the active involvement of parents, their motivation
09	Communication skills
10	Communication skills to attract parents to the educational setting.



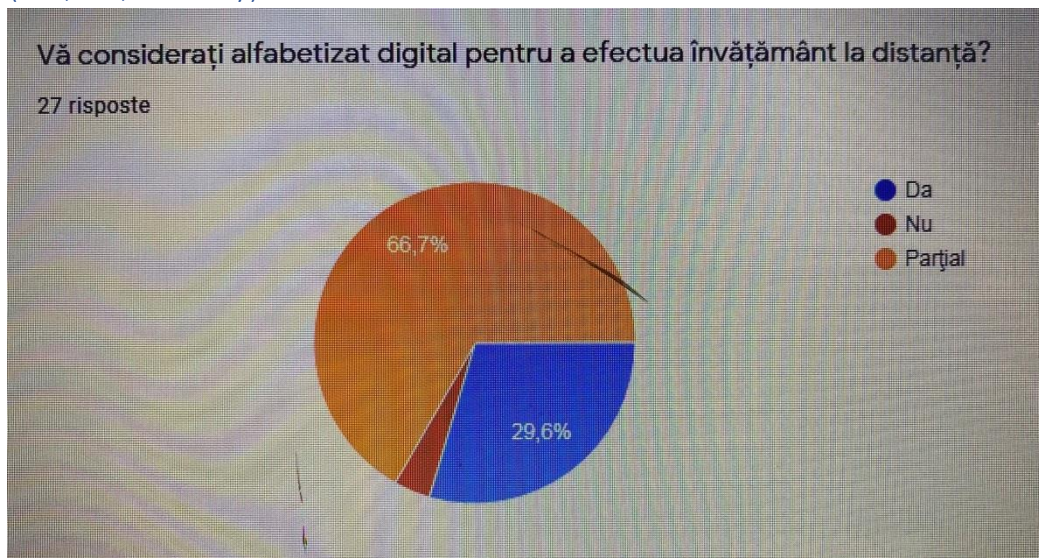
11	In order to bring parents closer to the educational environment, there is a great need for communication skills. Explaining and presenting the needs of children is the key point in communicating with parents. The child, knowing that he has a parent, almost expresses himself more easily, opens up to the teacher and the child-parent relationship at school works much better.
12	Assigning an active role to parents in various school activities. Communication skills. Carrying out activities such as "Parents' School".
13	Communication skills, motivating parents.
14	Communication skills, knowledge of "active involvement of parents", motivation of parents
15	Motivation of parents and students, communication skills.
16	Communication skills, motivating parents
17	Communication and involvement
18	Motivating parents, and their involvement through regular meetings
19	Communication Skills, Parent Motivation
20	In a partnership with parents, the school should have an active manager / counselor involved. These duties overload the role of the teacher, he cannot prepare properly for lessons, he is overloaded with family problems, etc.
21	Transmission of information
22	Parents could be more actively involved in their children's education, possibly participating in various activities together.
23	Parents are actively involved in the educational process
24	Communication and empathy skills, motivation and involvement of parents.
25	Communication skills, motivation and involvement of parents.
26	Communication skills, knowledge of active parental involvement, parental motivation.
27	Communication skills, knowledge of active parental involvement, parental motivation.

Concerning the competences, skills and knowledge required for properly involving parents in the educational framework, most interviewees agree on the necessity for professors to have strong communication skills, new ways of motivation and involvement of parents. In general, relationship and communication skills were considered by all professors, in order to motivate parents for their active involvement.

5.5. Do you consider yourself properly trained to cope with the above mentioned issues (Yes, No, Partially)?



5.6. Do you consider yourself digitally literate to conduct distance learning (Yes, No, Partially)?



5.7. Which skills do you think that you are missing?

A/A	Responses
01	More knowledge related to online learning, online teaching methods and techniques, providing motivational support for students
02	Greater improvement in emotional intelligence
03	Certain digital skills
04	Working skills in educational and e-learning platforms.
05	None
06	None
07	Organizational (and not only) - I failed to involve all students in the educational process

08	None
09	Ability to communicate and have connections with the entire group of students (some of the students did not actively participate in online classes).
10	Additive digital content.
11	More in-depth digital skills.
12	Ability to carry and manage difficult discussions.
13	Digital difficulties and communication difficulties in foreign languages
14	digital ability and the ability to speak a foreign language
15	Difficulties in communicating in foreign languages.
16	Digital skills
17	Digital skills
18	Digital skills
19	Digital skills
20	Those for managing unforeseen situations
21	Digital skills
22	Ability to quickly manage difficult conflicts and discussions
23	Digital skills
24	Digital skills
25	Digital skills
26	Digital skills
27	Digital skills

Most interviewees agree on the fact that they clearly lack some digital skills (for 12 of professors interviewed), while 3 of them highlighted that they do not miss any skills for e-learning lessons to students. Professors underlined the need to be trained on additional digital contents, on working skills in educational and e-learning platforms, on digital ability in general (online learning, online teaching methods and techniques) and on the ability to speak a foreign language (for 3 of them). For 2 of them, it was also important to gain a deeper knowledge on the proper use of digital skills for providing motivational support for students and for an improvement in emotional intelligence techniques.

6. Questions on Experience sharing- Best practices

6.1. Based on your experience during the first wave of the pandemic, which were the elements and components that proved to be critical for the success of distance learning?

A/A	Responses
01	Owning devices from students' families
02	Students' accessibility to the internet
03	ITC infrastructure and digital competencies of teachers and students
04	Distance learning has not been a success.
05	familiarizing students with the use of educational platforms
06	Elements and components that have proven to be critical to the success of distance learning: accommodating students with the use of educational

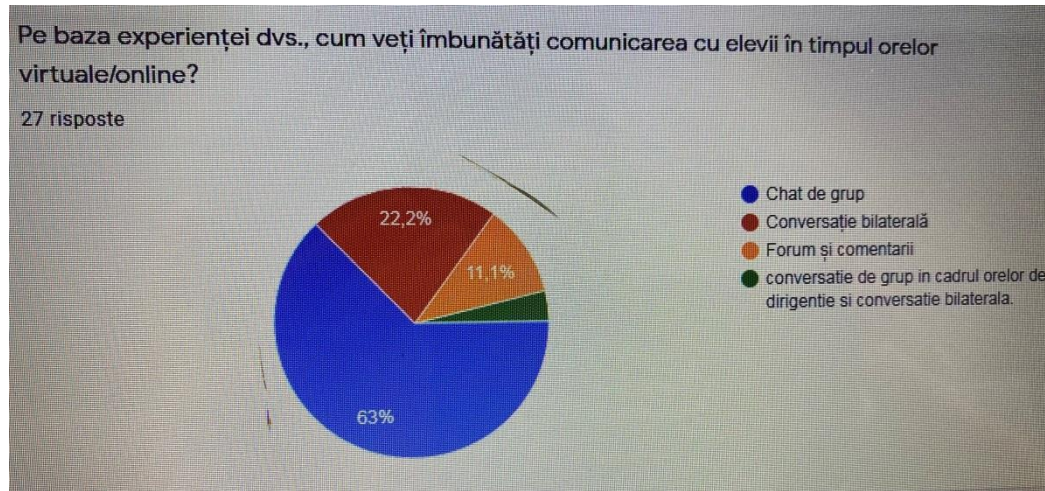


	platforms
07	Appropriate equipment with computers and graphics tablets for teachers and students.
08	Internet operation and existing IT devices
09	Not all students were able to maintain their interest throughout the class.
10	The student evaluation process
11	Digital skills in using educational platforms, lack of devices for children
12	The existence of a digital platform where the materials should have been uploaded. Lack of digital devices in the case of some students.
13	Lack of devices
14	Lack of devices available for children.
15	Lack of devices, lack of digital skills, lack of digital materials.
16	Lack of signal on the internet, poor endowment of teachers and students
17	Lack of digital skills, poor endowment of schools, teachers and students.
18	The technical part, poor internet connection
19	Lack of devices and poor Internet signal
20	Teacher training, forecasting an extremely long period of online teaching.
21	Lack of devices available for children.
22	Lack of digital devices in the case of some students.
23	Lack of digital devices in the case of some students.
24	Lack of devices available for children.
25	Lack of devices available for children.
26	Lack of devices available for children.
27	Lack of devices available for children.

Considering the professors' experiences during the first wave of pandemic, most interviewees (5) emphasized on the value of owning devices from students' families and the appropriate ITC equipment with computers and graphics tablets for teachers and students. Some of them underlined the lack of signal on the internet (3) and the difficulties in make educational platforms familiar to students and teachers (poor endowment of teachers and students for 4 of them). In general, 12 professors interviewed underlined the lack of digital devices, digital skills and digital materials in the case of some students.



6.2. Based on your experience, how will you improve communication with students during virtual classes?



6.3. Do you have any best practices to share at pedagogical level and at technical level?

A/A	Responses
01	No
02	Yes. From a pedagogical point of view
03	Synchronous learning
04	No
05	No
06	No
07	No
08	Yes
09	I shared the materials with other colleagues who used them.
10	No
11	Yes, PPT materials, videos, etc .;
12	Yes
13	No
14	No
15	Yes. Various digital teaching materials created on different educational platforms.
16	Yes
17	No
18	No
19	No
20	Conducting lessons for a website of Educational resources open to my discipline
21	No
22	Yes
23	Yes
24	No

25	No
26	No
27	No

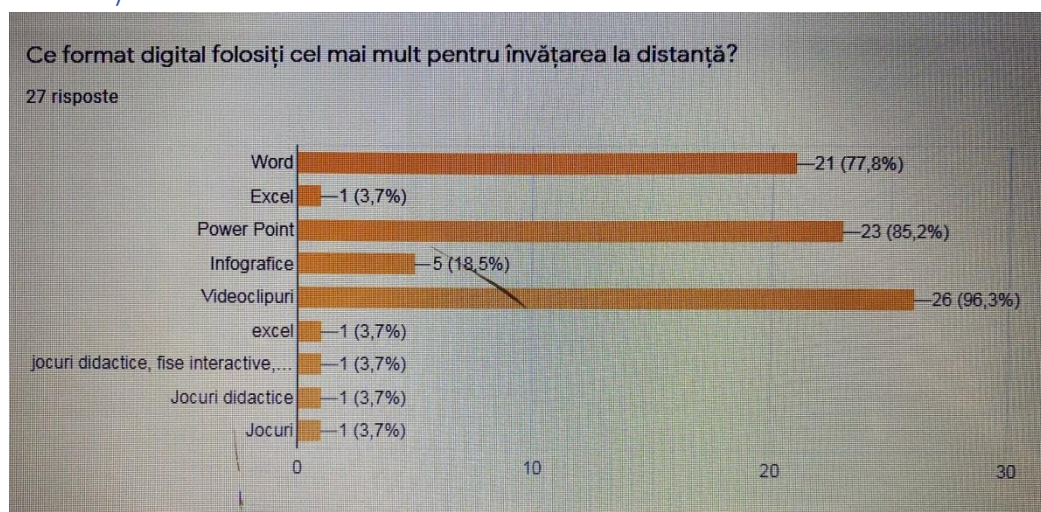
16 of the interviewees stated that they have no best practices to share at pedagogical and at technical level. 6 of the professors interviewed declared they can share some good experience from a pedagogical point of view, like various digital teaching materials created for synchronous learning on different educational platforms, videos, PPT and other educational resources related to their specific discipline.

7. Questions on Training Preferences

7.1. What kind of training material do you consider to be the most effective (Theoretic; Case studies, Learning games, Exercises)?



7.2. What digital format do you use most for distance learning (up to 3 choices)



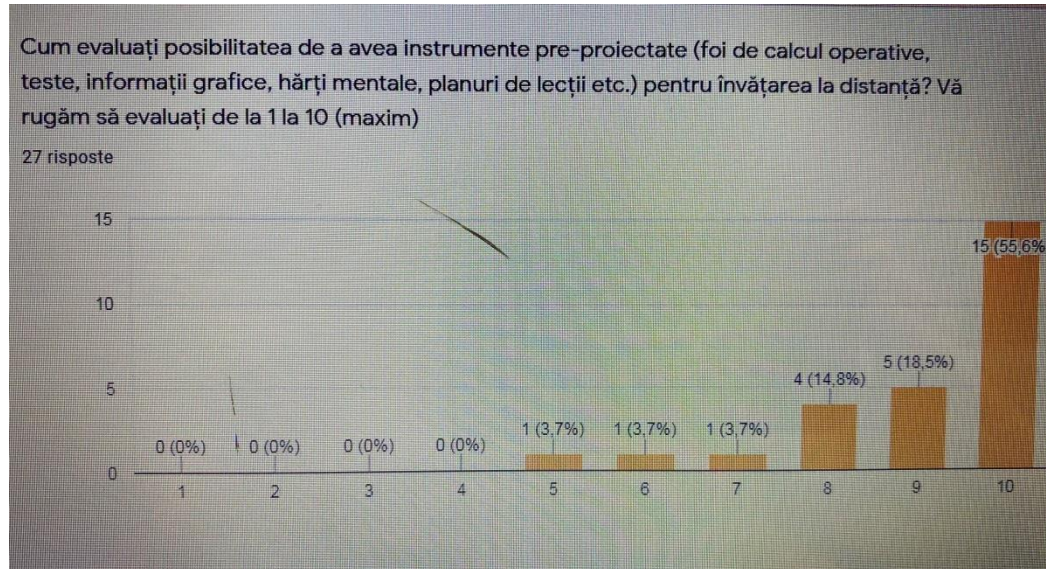
7.3. Would you suggest other digital formats/tools for distance learning that are not available online?

A/A	Responses
01	No
02	No
03	No
04	No
05	No
06	No
07	Specialized videos for each discipline.
08	No
09	Google forms, Kahoot, Wordwall
10	No
11	It's not necessary.
12	Mozabook, wordwall, liveworksheets
13	Mozabook, WordWall.
14	Applications and platforms, Mozabook, Wordwall
15	Mozabook, Wordwall, Twinkl
16	Geogebra
17	Applications and Platforms
18	Platforms
19	Moza Book
20	learning guides, online tests
21	Applications
22	Mozabook, wordwall
23	Wordwall, twinkl, learning Apps.
24	Twinkl
25	Applications and platforms
26	Applications and platforms, Mozabook, Wordwall.
27	Applications and platforms, Mozabook, Wordwall.

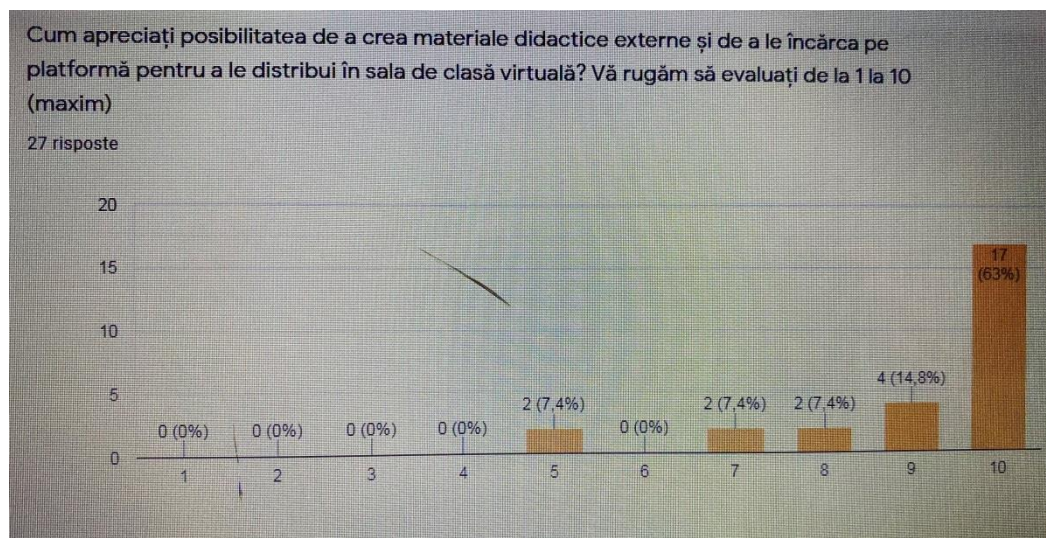
Considering that 9 professors interviewed said that it is not necessary, almost all interviewees agree on the need to provide Applications and platforms, like: Mozabook, Wordwall, Twinkl (all of these 3 were very appreciated by everyone), Geogebra, Kahoot, Learning apps and guides in general and online tests.



7.4. How do you evaluate the possibility of having pre-designed tools (operative sheets, quizzes, infographics, mind maps, lesson plans, etc.) for distance learning?



7.5. How do you rate the possibility of creating external teaching materials and uploading them into the platform for sharing in the virtual classroom?



8. Main Conclusions from the interviews

On the basis of the interviews, I should be pointed out that for all interviewees is very important, for a proper organization of e-learning educational activities, to solve the problem of internet connections and the lack of devices by students. Once appropriate ITC equipment is guaranteed to students by parents or schools to students, the use of educational platforms and application could rise up the level of their education in a constant way, especially if teachers can gap in this period their lacks in digital skills and for the use of new platforms and

online materials. Teachers would like to continue to use specific application and online tools to work with students in order to share with them the best latest pedagogical experiences in digital teaching materials - created for synchronous learning on different educational platforms. Of course, it would be better if students will use pc and laptop instead of telephones (as happened in 2020-2021), in order to make easier the students' learning process and their difficulties in concentration / communication. All professors agreed with the fact on using laptops in being more efficient, using different applications (Microsoft Google classroom, Whiteboard, Canva, genially, Google forms, Google Meet, Zoom, Kahoot, Jamboard, Padlet, MozaWeb, Youtube, Microsoft Google Classroom, Worksheets, Wordwall, Learningapp, Storyjumper) in classroom. For the future, in order to give a plus to their CV, teachers could use regularly Mozabook, Wordwall, Twinkl, all very appreciated by professors in general.

It would be strategic for teachers to continue to have the possibility to post materials in various formats, creating tutorials, interactive lessons, teaching materials and tools (lessons, tests, maps). When using digital tools or platforms, teachers said that these new tools should be thought and programmed in order to provide a quick feedback in case of any problems. Professors want to continue to have a mixed approach in using learning programs and in providing interactive lessons. Considering that most of them were (digitally) unprepared at the beginning of the pandemic, teachers worked with great results and alone, learning new learning programs based on learning styles, innovative interactive methods, and digital skills and for growing motivation to students.

As an additional requirement to their CV, teachers could learn also to provide emotional support through communication skills and psychological competences (adapted to the age of the children). These new (not-digital) skills could be useful also to involve parents in the educational framework and in using new learning methods for their children.

9.Attendance Form

Name	Organisation	Role	E-mail	Online Interview	Consent to inform about the project ¹
SIMION MARIA TEODORA	Scoala Gimnasiala Ciugud	Professor and Director	dorasimion@yahoo.com	Yes	Yes
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Tudose Diana	Colegiul Economic	Professor	tudosedianamihaela@yahoo.com	Yes	Yes



Mihaela	“Ion Ghica”, Targoviste				
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Chira Florentina	Scoala Gimnasia “Tudor Vladimirescu ”, Targoviste	Professor	chirafior@yahoo.com	Yes	Yes
SERB ELENA MIHAELA	Scoala Valahia	Professor	elenamihaela_serb@yahoo.ro	Yes	Yes
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Oprea Emilia Adriana	Scoala Gimnasia Ciugud	Preschool teacher	emilia.oprea@scoalaciugud.ro	Yes	Yes
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BENCHEA LUMINITA- GABRIELA	Scoala Gimnasia Ciugud	Professor	gabi13benchea@yahoo.com	Yes	Yes
Memu Claudiu	Scoala Gimnasia Ciugud	Professor	claudiumemu@yahoo.com	Yes	Yes
CONTAN ANA ANGELA	Scoala Gimnasia Ciugud	Primary school teacher	angela.contan@scoalaciugud.ro	Yes	Yes
JOSAN GEORGET A	Scoala Gimnasia Ciugud	Professor	getajosan@yahoo.com	Yes	Yes



Balan Anca	Scoala Gimansiala Ciugud	Professor	ancabalan77@gmail.com	Yes	Yes
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Taltabet Iulia-Adina	Scoala Gimansiala Ciugud	Physical education and sports teacher	iulia.adina.taltabet@scoalaciugud.ro	Yes	Yes
COSTINAS DACIANA	Scoala Gimansiala Ciugud	Teacher for primary education.	daciana.costinas@scoalaciugud.ro	Yes	Yes
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Paven Georgeta Maria	Scoala Gimansiala Ciugud	Primary school teacher	georgetamarianicola@yahoo.ro	Yes	Yes
Filip Luminița	Scoala Gimansiala Ciugud	Preschool Teacher	filipluminita2018@yahoo.com	Yes	Yes
Corpade Alexandra Nicoleta	Scoala Gimansiala Ciugud	Professor	alexandra.corpade@scoalaciugud.ro	Yes	Yes
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