

Annex 1 – interview reporting form

Background information:

- Diego Vila, coach/expert in TC, works for VFM Associates (<http://www.vfmassociates.com/es/>). Phone interview on July 8th.
- Lucía Ciller: student course Audiovisual 3D. Phone interview on July 8th.
- Isidro Ramirez, Head of Human Resources, AXEXOR. Mail interview on July 8th
- J.Luis Medina Pleguezuelo, secondary school VET Teacher, IES Virgen de las Nieves, Granada. Mail interview on July 3th.
- José Roig Calatayud, secondary school VET Technical Teacher, Education Council of Andalusia. Mail interview on July 4th
- Francisca Aguilera Sánchez, secondary school Career guidance Counsellor, CPIFP- Public school of Catering and hotel management Hurtado de Mendoza, Granada. Mail interview on July 4th.
- Elena Lupi3n Carretero, School Career guidance Counsellor, Teaching Centre of Granada, Mail interview on July 7th
- Nuria Azpeitia, , secondary school VET Teacher, IES Zaid3n Vergeles, Granada. Mail interview on July 4th

1. What does it mean to be competent?

Employer	School graduate	Guidance professionals(2)	VET trainers (2)	Expert (curricula design)
<p>A person who meets the expectations required for the specific job.</p>	<p>Possess the skills and competences needed for a job</p>	<p>-To be able to carry out something.</p> <p>-I understand that a person is competent by using the knowledge acquired in several situations and adapting each of them according to the requirements of the moment</p> <p>As I'm referring to the workplace, this would be incomplete without the ability of interacting and teamworking</p>	<p>-To be able to solve successfully personal and professional situations which arise to me.</p> <p>- Apart from implementing professional work in accordance with the specific requirements of the task in terms of performance and quality criteria, I would also include to demonstrate flexibility to propose alternative solutions and responsibility, both to provide appropriate rhythms of work and to assess the consequences and implications of the tasks to perform.</p>	<p>To have the necessary skills, knowledge and attitude to perform a tasks, to do your job, etc.</p>
<p>Remarks on the discussion of this question</p>				

2. How did you acquire your transversal competences?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
Basically two sources, experience and training.	In school, in different courses, traineeships and some are simply there because of my character.	<p>- in initial and continuous training, at daily work and in my life</p> <p>- I do not consider myself an expert in anything, but I try to improve my work and my functions by being reflective and by analyzing daily practice through direct observation, interviews or questionnaires. Therefore I use to seek answers and tools to comply with the needs identified to carry out my work .</p>	<p>-At school and university, through my professional experience and my social and family life.</p> <p>- In some cases I participated as coordinator or participant in training courses on Group Dynamics or Social Skills; in Summer Schools Teachers' training; at the Teachers' Center of Granada and in my organisation (IES Virgen de las Nieves). And also through non formal and informal processes by participating to social platforms or voluntary work</p>	Through formal and informal education and training.

Remarks on the discussion of this question

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3. Does your organisation/company organises activities/seminars, etransversal competences. to develop transversal competences?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
Yes.	NA	<p>-The regional VET Institution do organise activities.</p> <p>- Training activities to improve key skills organised by schools institutions are not already extended but rather isolated initiatives. There are often ongoing training courses in a specific area, such as skills to schedule and evaluate curriculum and small steps are done regarding training offer on social and personal skills but we must move forward in terms of teaching skills.</p>	<p>-Yes, training courses and teamwork practice sessions.</p> <p>-Sometimes were organised training courses; working groups or Centre's training projects related with tutorial function.</p>	<p>We are training providers specialised in the delivery of Transversal Competences. We deliver but we also have internal improvement programmes. Usually we run a personal development programme where we identify our shortages and then adapt the courses to our internal needs.</p>

Remarks on the discussion of this question

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4. What does “lack of transversal competences” mean to you? / How do you identify the lack of transversal competences?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
<p>The impact can be at different levels, at maximum level if we are talking of basic key skills (e.g. communication) or can have an impact in the medium and long term if it concerns other kind of TC.</p> <p>The clear way to identify them is by analysing evidence of the level of management of each of these competencies.</p>	<p>Means that I won't succeed in my professional career if those TC are needed. But I guess that it is something that can be improved, right?</p>	<p>- Transversal/Generic skills are necessary to fulfil a complete professional activity. A lack of it would mean a worse job performance.</p> <p>- Usually, a good professional has the skills to perform his/her job, e.g. a math teacher can teach students of 2nd ESO but he may (or not) lacks the competence to establish deeper ties to improve the coexistence climate in the classroom. In order to identify this lack of competences, we should firstly be aware of their need and secondly train especially in personal and methodological skills.</p>	<p>-</p> <p>- It is visible in the lack of attention to the socio-affective factors involved in the training of the person.</p> <p>Examples of it are: a lack of respect of coexistence rules (including tardiness) and actions of disrespect to people (between peers or in the relations between students and teachers).</p>	<p>Impact: low performance, lack of/or low leadership, no motivation, no satisfaction of internal and/or external clients. Identification: through several symptoms: behavioural (E.g.) team work or poor performance.</p>
Remarks on the discussion of this question				

5. Which are according to you the most relevant TRANSVERSAL COMPETENCES for employability?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
Communication in foreign languages; Digital competence; Adaptability and flexibility; Solving conflicts; Teamwork.	For my profession: creativity, teamwork, critical thinking, and communication.	-Empathy; Learning to learn; communication in foreign languages; Digital competence. -I think each of them are useful but I would select: Learning to learn; Constructive management of feelings and solving conflicts; communication in foreign languages; digital competence; adaptability and flexibility; teamwork; Sense of initiative and entrepreneurship and negotiation.	-Learning to learn; Adaptability and flexibility; Cultural awareness and expression; Critical thinking. -Empathy; Learning to learn; communication in foreign languages; Digital competence.	Communication, teamwork, time management, organisational skills, negotiation, leadership and coaching.

Remarks on the discussion of this question

6. What would support the acquisition of competences?

Employer	School graduate	Guidance professional (2)	VET trainers (2)	Expert (curricula design)
The mentoring of people with high level of competence	If these are taught in school/University/VET because schools are very much focused on the traditional concept of teaching which is still very	-Training, exchange of information and experiences between colleagues at work. -Assist to trainings related with these contents.	-Teamwork, collaborative techniques for research; personal development strategies.	Exchange of good practices, creation of knowledge communities, networking., etc.

	theoretical.		- Training, exchange of information and experiences between colleagues at work.	
Remarks on the discussion of this question				

7. What do you think about the existing training offer?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
It is varied and covers basic needs level.	On TC? I never had a course on teamwork, communication or creativity when I was enrolled in my studies.	<p>-Some initiatives do exist but are not developed enough.</p> <p>-We need to start working more in-depth on this issue.</p>	<p>-They are mostly focused on cognitive development and achievement of competence for the workplace.</p> <p>- it seems scarce. Training actions arise sporadically and are usually not integrated into educational activities. With the approval of the LOE (and the Andalusian Education Act, 2007), appeared the concept of "personal and</p>	Very diverse and heterogeneous with some good programmes but plenty of bad offer.

			social skills" and the Educational Administration started organising some courses, in which were allowed to participate a limited number of teachers.	
Remarks on the discussion of this question				
8. What should be changed in the training system of VET TRAINERS and Guidance professionals?				
Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
In most cases, the lack of practical training of these professionals makes them unable to transmit the actual knowledge of those CT.	I think more awareness is needed in general. The professionals should be more transversal competences oriented and the course offer should be more focused on these competences because they are important.	-This aspect of training should be more considered so that teachers' training could be more practical and less theoretical. - As a school career counsellor, I think it is necessary to train in methodological skills (e.g. inclusion), personal skills (e.g. management of personal relations, leadership) and technical (e.g. update on educational regulation and policy).	-Previously, a personal development work should be done with education and training professionals, to experience diverse learning and cultural contexts and situations, to adapt programmes to other educational and learning contexts, to train the trainers who are anchored in the previous era of knowledge and the	Professionals should promote more talent and engagement instead of focusing so much on knowledge.

			<p>role of the wise.</p> <ul style="list-style-type: none">- It is necessary that Teachers should assess objectively, which are their training needs regarding generic/transversal skills. Hence may arise a greater involvement and commitment to the development of TC in their daily educational activities.	
<i>Remarks on the discussion of this question</i>				
Overall conclusion				

9 Do you know any pilot institution that has already implemented awareness /training/transfer programmes of transversal competences?

Employer	School graduate	Guidance professionals (2)	VET trainers (2)	Expert (curricula design)
No	NA	<p>-No</p> <p>-No</p>	<p>-SAT programme of Claudio Naranjo (a little bit); in Málaga do exist emotional development programmes for teachers, in Barcelona do exist several initiatives.</p> <p>-2 training sessions for VET teachers/trainers on "Development of social competences at school" developed by the Higher Council of Chambers of Commerce in 2013. (http://csc.tufabricadeventos.com/)</p> <p>-Training session with a participative methodology on sense of initiative and entrepreneurship titled "Maximiza las aplicaciones de tu ePof" (http://www.valnalon.com/web/index.php/noticias/valnalon-organiza-el-desafio-maximiza-las-aplicaciones-de-tu-epof)</p> <p>-Some training sessions organised by the Teachers' Centre of Granada (CEP) (http://www.cepgranada.org/~inicio/)</p> <p>-see training project experience called <i>a learning service: computer repair shop for the community</i> presented by José María Ruiz Palomo on 24th of February 2013 at 8:59 pm in "EDUCAR EN EL ENTORNO". (http://proyectate.ning.com/group/educar-en-el-entorno/forum/topics/aprendizaje-servicio-un-taller-de-reparacion-de-ordenadores-para-)</p>	<p>Some examples:</p> <p>http://cart.org</p> <p>http://www.edutopia.org</p> <p>http://www.newtechnetwork.org/about/video/learn-faith-radical-transformation</p>

Remarks on the discussion of this question

Overall conclusion

- excessive analysis of transversal competences, ends separating the whole into parts, and working parties forgetting that they cannot be transformed without working all the time.

-Various considerations regarding generic/transversal skills: from students' side, the educational team could try to assess through its training programme or during tutorial sessions, the possibilities provided to them by the VET training system to perform in the work environment. Whereas, from businesses side, to intend to develop with the companies implicated in work based learning programmes to analyse the current focus on evaluation realised by company's tutors at the end of the training course in order to evaluate the relevance of TC in the whole process, e.g, by including the following indicators:

Professional competencies / organizational competencies / relational competencies / capacity of response to contingencies

Finally, from Training Centres and teachers/trainers' side, it could be useful to assess in which way TC are taken into consideration in the Educational Project of the Centre, and to establish which are the commitment assumed by the Centre (e.g. institutional agreements; training sessions) and by the Teachers/Trainers (e.g. methodological innovation aspects).