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Annex 1 – Focus Group reporting form

Focus Group held in Palma (Mallorca, Spain), the 24th of June 2014, by FUEIB.

Background information:

- RESEARCHER 1: Ph. D. Miquel Oliver, is a member of the "Research Group Education and Citizenship" of the Universitat de les Illes Balears (UIB), and he has participated in some VET research focused in skills.
- RESEARCHER 2: Ph. D. Francisca Salvà is a member of the Research Group Education and Citizenship of the UIB. She has researched issues related to this subject: Itineraries training and employment, especially for people in distress, particularly young population. She has played and worked under the topic of teacher training, she has run a master of training of trainers and youth training.
- VET STUDENT: Joana Maria Alós. She is a former VET student and University graduate in Pedagogy.
- VET GUIDER: Miquel Angel Rayó. He is a member of the management team of Jovent Cooperative; he coordinates vocational training courses and the certificates of professionalism. He is working with adults in labor orientation processes.
- VET TRAINER 1: José María is trainer of the Jovent Cooperative. He comes from the industrial world, before dedicating to VET teaching.
- VET TRAINER 2: Joan Marí teaches also in the occupational center Jovent Cooperative (Palma, Mallorca), and he has experience in the industrial sector too.

1. What does it mean to be competent?

Employer	School graduate	Guidance professionals(1)	VET trainers (2)	Expert (2) (curricula design)
NR	A competent person is one who has knowledge and skills in order to get a good job or get desired results.	To be competent is to be able to. You can get to develop an X work in a professional field whatever it is. That would be competent. Transversal competences are those which not only allow you to develop an activity but to give all personally. These generic skills affect the appearance of the whole personality, the personal profile.	To be able to convey an illusion for what you are teaching or what you are driving. Competences are the strategies or skills or techniques that allow creating a link and bonds that go beyond materials. A competence is what allows connecting with the student and allowing being some kind of reference. It is necessary to have generic skills to be competent.	To be professionally competent means practice your profession, that is, you do what is required professionally, practice your profession well. That is, in an appropriate way, that means with good results. From a global perspective we would say that encompass many professions. These many professions can range from transverse to any professional practice. Competence is the sum of knowledge, skills and attitudes.

Remarks on the discussion of this question

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2. How did you acquire your transversal competences?

Employer	School graduate	Guidance professionals (1)	VET trainers (2)	Expert (2) (curricula design)
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NR	Perhaps age seems to be nonsense, but an older teacher has less skills or generic skills, working less because they are a mirror of what they learned.	<p>Many skills are an important component of personality and most of them are not acquired by teaching.</p> <p>There is a discussion whether regulated vocational training does promote or not generic skills of their trainers.</p>	<p>Training in these fields is as important as the self-criticism.</p> <p>By linking students and careers to the reality: there are skills to be learned, but there are also others that do not just come out, they are not and until you live.</p>	<p>In the educational system primary and secondary schools work these competencies. Then when it comes to determining who is a teacher, a selection of who has the best skills to train. A big mistake of our educational system is that we are not in generic skills when we train the trainers.</p> <p>The generic skills are learned within the informal environment. What we learn is learned within the informal. The school teaches transversal skills and training of trainers as well. The problem is that we teach the anti-skills.</p>
Remarks on the discussion of this question				

3. Does your organisation/company organises activities/seminars, transversal competences. to develop transversal competences?				
Employer	School graduate	Guidance professionals (1)	VET trainers (2)	Expert (curricula design)
NR	N/A	There is an increasingly difficulty because we have entered a dynamic stress, bureaucracy, rampant pace which makes many of the	Some small evaluations, summaries and trainings. We are trained in skills	N/A

		<p>energies are spent in questions that are not educational.</p> <p>As trainers we have had to take some skills that we did not plan to do and that are part of an important chapter in the daily task.</p>	<p>assessment.</p> <p>We have had access to continuous training in many aspects. We have done many courses, seminars, meetings of all kinds in different areas.</p>	
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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 (1)	VET trainers (2)	Expert (2) (curricula design)
NR	It is true that not all generic skills are necessary for all professional activities. But we cannot separate generic skills of technical skills related to a career.	<p>Being unable to.</p> <p>To have not social skills, ability to empathize, this is the origin of the lack of most competences.</p>	<p>Being unable to evolve, to be reluctant to change, be a bit dull or opposed to trying new strategies.</p> <p>To develop transversal competences is difficult due to the lack of time.</p> <p>You can identify the</p>	<p>There are people who are very good technically but their cross skills are bad, then it would be an incompetent professional.</p> <p>There is a problem: we have no culture of evaluation. We have only a very small and insignificant part of the culture of evaluation, and that is the assessment of students. The professional teachers need to be evaluated to progress in cross competences.</p>

			lack of cross competences of a trainer by assessing the career of the students, the results of their education and training activities.	
<i>Remarks on the discussion of this question</i>				

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

Employer	School graduate	Guidance professionals (1)	VET trainers (2)	Expert (2) (curricula design)
NR		The teamwork. Possibly it would be one of the shortcomings of the system.	<p>To identify the needs of others as well.</p> <p>Cross competences go around building the capacity of self-criticism, encourage critical thinking, reflection is also important and empathy. By doing that the professional teachers can connect on these issues and make their students to develop these skills, everything else is also easier to transmit and achieve goals.</p>	<p>The "learning to learn" is very important because if you've got a race to know that you have to learn for all life and has also learned to learn mechanisms have secured continuous improvement and you can enhance all other learning skills from this. This is very cross because it affects other skills too.</p> <p>The "constructive management of emotions and conflict resolution" and "Identifying the needs of others and empathy" because refer to two aspects absolutely forgotten in training.</p>

Remarks on the discussion of this question

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6. What would support the acquisition of competences?

Employer	School graduate	Guidance professional (1)	VET trainers (2)	Expert (2) (curricula design)
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NR		It would be left to the discretion of each professional, starting from the beginning and maintaining it throughout their professional life.	By introducing these cross competences in the very early levels of learning.	<p>By introducing them into the initial training, introducing the initial training linked to professional practice but practice in places where good practices are made.</p> <p>By introducing them explicitly in the curriculum, which is also a level requirement to access the profession and continuing training. But that becomes part of the explicit curriculum.</p> <p>The issue of commitment has to be added. That is, to introduce training plans and in the same professional image of teaching profession that this involves a social commitment and therefore also has a commitment to practice in conditions.</p>
Remarks on the discussion of this question				

7. What do you think about the existing training offer?				
Employer	School graduate	Guidance professionals (1)	VET trainers (2)	Expert (2) (curricula design)

NR			<p>The offer is unfortunately today, nonexistent. No investment is being made in this field, virtually nothing.</p> <p>Programmes are often oriented to unemployed persons, not to professionals who are currently working.</p>	<p>There has been a decrease in the supply of training for teachers.</p> <p>There has been little attention to teacher training, especially for VET.</p>
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Remarks on the discussion of this question

There are inconsistencies regarding the competences of certain professional certificates, they are mixed.

8. What should be changed in the training system of VET TRAINERS and Guidance professionals?

Employer	School graduate	Guidance professionals (1)	VET trainers (2)	Expert (curricula design)
NR		<p>The errors or mistakes are so basic in making curricula that one wonders what training have the professionals who design training programs.</p>	<p>Many resources are needed to make progress on issues that are assumed but not taken.</p> <p>The advanced ideas in training will become obsolete when the resources arrive.</p> <p>We are working with systems that no longer correspond to this type of society; there is always a lot of resistance to change.</p>	<p>Who makes the curriculum and who makes the rules and who makes the law should be competent. Should have the skills to make a good law on vocational training, we would say that is the basic problem.</p> <p>This training offers access as a teacher / a vocational training that would be first and then give more importance to pedagogical training and a more practical training.</p>

			There must be a balance in the competences that a trainer has to have as professional.	
<i>Remarks on the discussion of this question</i>				
There is a well identified problem regarding coherence in educational policies, and in the competences of curricula makers.				
Overall conclusion				
There is a general appreciation that the main problem lies in the lack of consistency in the curricula of the trainers, and how they are implemented, together with a lack of resources by the government, which must be supplied by the effort Individual attitude and personal trainers.				