

A) INSTRUCTIONS

To complete the Project in coherence with the latest communication sent to you all on June 9th 2003, it is necessary to face three aspects:

- Analyse and commentate the documents pointed out, by suggesting all the necessary integrations and corrections as to coming up to a punctual and shared version of the comparative frames defined;
- Reflect and comment the key problems which come out from the reading of the documents, in connection with the final goal of the Project, as to the verify of the possibility of an permanent exchange of information among the different actors involved on the professional training needs at an European level;
- Elaborate a set of recommendations useful for improve the process of relief and governance in the different systems;
- Revise, where considered necessary the National Reports by keeping-up date and by going into, if necessary some of the aspects contained in the comparative documents which have been produced.

B) THE COMPARATIVE FRAME OF ATHENET PROJECT

Preface

The fundamental aim of the Project is the one to define a common conceptual scheme, able to describe synthetically and to analyse the different National experiences represented by the Partners, related to the National and local disposals of inquires of professional and training needs as to:

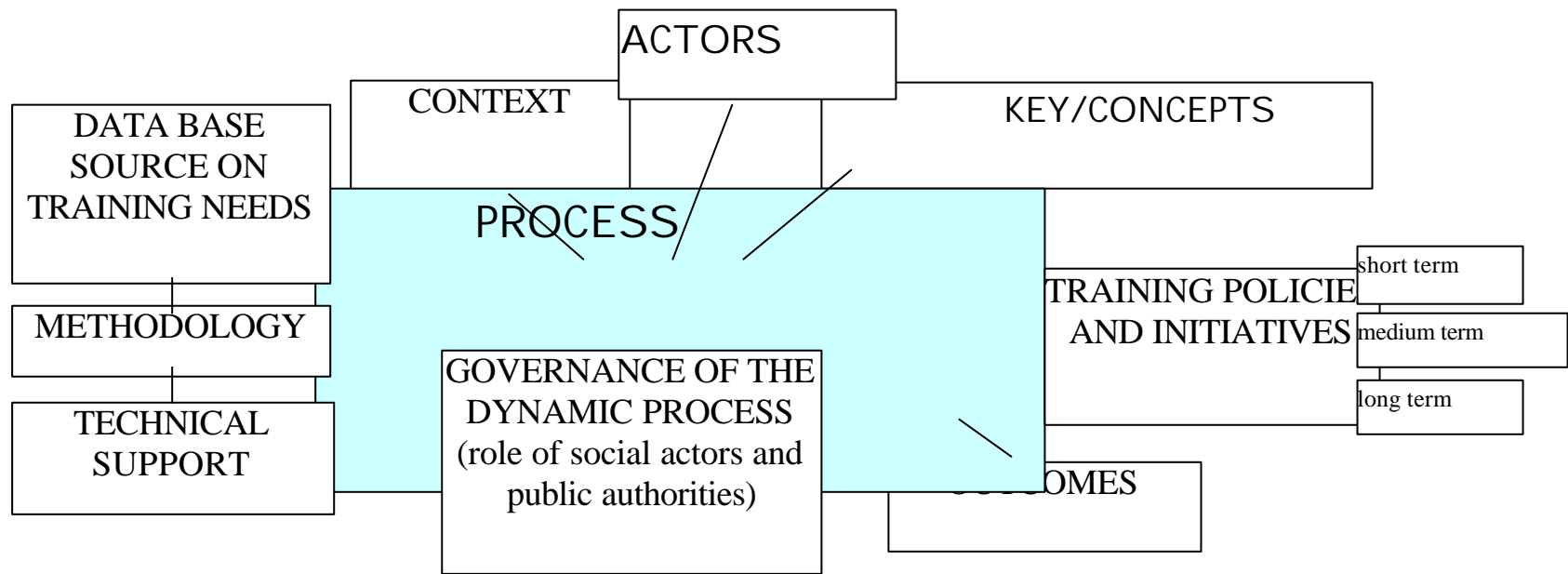
- a) Pointing out the *role and the responsibility of social partners in the realisation and in the management of these disposals*, with the aim to achieve adequate training strategies, of validation/certification of professional qualifications and competencies, of the choices in the field of the allocation of public and private resources for the interventions in the field of initial and continuous training.
- b) Elaborate the information in this way as to participate easily (at an international level) the actors involved or, anyway, involvable, as well as the potential users of the products of the products of these disposals, and than to allow the above mentioned actors draw suggestions on how eventually adapt/meliorate them and valorise their use potentialities.

For analysing the different national situations it had been defined an analytical scheme whose graphical presentation is herewith re-proposed.

On the bases of this formulation the five comparative frames were elaborated by articulating them on five themes:

1. The socio-economical context in which are collocated the different solutions adopted;
2. The key actors and the roles which explain the different contexts;
3. The key concepts on which are funded the different National systems;
4. The mechanisms of inquiries and of anticipation of professional needs, with the going into of the role that the social partners carry out;
5. The role of social partners in the governance of training systems.

A CONCISE GRAPHICAL VERSION OF THE ANALYTICAL/CONCEPTUAL FRAMEWORK



1 Socio-Economic Context

1.1 The political priorities at a European and national level

All the European countries, especially after the introduction of the common currency and of the market globalization are called to a major competitiveness on the international markets.

The growing of competitiveness assumes, moreover, the improvement of training and educational systems to face the challenge of a knowledge society.

The aim that the European Union assumed is to become the area in the world the most competitive among the knowledge society¹, assumes the improvement of workers knowledge, a transparent and comparable qualification system, able to favour the company's innovation, the workforce mobility and flexibility.

The anticipation of training needs constitutes a common challenge in Europe for governments, social partners and researchers, considering that the investments in training and the development of competencies have an important impact on enterprises competitive system and on the perspectives of professional growing of people.

The availability of competent people is vital for facing the changes and the innovations in the working environment.

Starting from such a considerations, each country is going to experiment the constitution, the development or the modernizing of its qualification national system, by introducing, with different modalities, a national system of qualification of professional competencies as basis of their policies for empowering the human capital.

The modernizing policies of training and educative systems adopted by many countries consist on the effort to stress the orientation of instruction and training policies as well as the ones of the working environment to the demand and the needs coming from the productive system.

1.2 The anticipation of training needs

The whole countries of the partnership is developing a systematic approach through the survey of professional needs.

The reasons for this engagement is relied the need to face, with new professionalities, the technological change which intervene starting from the 90s.

The fundamental change in these activities of survey of training needs came out once the pure rebuilding of the past has not been able to orientate the choices of policies addressed to the human capital policies and it has been necessary to point out some mechanisms of anticipation of different factors which influence the trend of professional needs, starting from the macro economical evolution to the micro changes which regard the working organization inside the businesses.

The anticipation of professional needs allows to plan in advance the initial and continuous training and constitutes the way to approach the technological, economical and demographic changes which concern all the European countries.

¹ Lisbon Summit

In all the countries of the partnership the anticipation of professional needs constitutes a priority for each government which finance directly or which promote initiatives addressed to study and research this theme.

The development of initiatives for pointing out and for the anticipation of professional needs seems not conditioned by the structural situation of the labour market: in situations of high unemployment rate as well as in situations occupational tension the anticipation of training needs is a fundamental source for orienting the choices of labour policies and of training of human capital.

The availability of these information is the most essential as the most the labour policies become target-oriented, or rather addressed to specifically professional profiles or to the satisfaction of professional needs within the context of local markets or of single businesses.

Also because of the demographical crisis which characterises the while European countries, the anticipation of training needs constitutes an important resource to adequate the training policies to the development needs of the companies and of the occupability of workers.

1.3 The solutions adopted

The common factor to all the countries of the partnership is the attempt to develop a systematic approach which allows to face the different aspects of the problem and to integrate and to let available the results of the different actions pointed out.

The solutions adopted answer especially to the following criteria:

- Institute, among the Labour or Education Ministries or among specialised agencies, organisms responsible for the professional training policies which include, as well, the realisation of survey of training needs;
- Constitution of national public organisms, financed by the State, and under the dependency of the Labour or Education Ministry, with the aim to manage or to co-ordinate the activities on the field;
- Decentralisation of these organisms, primordially on regional basis, with the task to realise and/or promote inquires on regional and/or local scale;
- Devolution of responsibilities on themes of training to political and regional authorities or the local autonomies which will became promoters of research initiatives addressed to the anticipation of training needs;
- presence, among the governance systems of activities of anticipation of training needs, with different modalities within the different countries, of social partners.

2 THE KEY ACTORS ON DECISIONAL PROCESSES

2.1 The State and the processes of devolution of policies

In all the partnership's countries the State has an essential role in the definition of educational and training policies.

In all the countries there are several institutional transformations which tend to the devolution of decisional powers for the different educational and training policies at a local level.

The devolution processes, even if are differentiated from one country to another, are inspired by the necessity to include the educational and training policies into the more general local development policies.

2.2 The public agencies

In all the countries of the partnership exist public organisms which have the responsibility to co-ordinate, to regulate and to manage the training systems in which are managed the processes of anticipation of training needs.

The principal functions developed by these organisms can be defined in the following way:

- Management of the national catalogue of qualifications which consists on the definition and management of standards and curricula;
- Management of procedures of credit and of verification of structures of training offer;
- Management of procedures of recognising and certification of qualifications, in some cases delegated to private organisms, controlled – anyway – by public organisms;
- Regional and local management of the implementation of training policies..

2.3 The entrepreneurial associations

In all the countries of the partnership, the entrepreneurial associations, especially the representative ones of the big companies, constitute a relevant group of pressure for the determination of the educative and training policies.

The modality of action of the entrepreneurial associations are differentiated from one country to another: with reference to the relations with these organisations and the State institutions as well as with reference to the industrial relations systems.

Where the industrial relations' systems are inspired to an co-operative approach, next to a lobbying activity activated by the entrepreneurial organizations, are adopted connected actions which normally insure a major impact of the different positions of partners on how to arrive to take decisions by national and local governments.

2.4 The Trade Unions organisations

The Trade Unions organisations constitute an active pressure group in all the countries of the partnership.

The modality of intervention on themes as training depend specularly, as in the case of entrepreneurial organisations, by the system of national industrial relations.

In all the systems, anyway, the level on which it is more relevant the influence of Trade Unions on the determination of training policies is constituted from the leave of the enterprise and it has as object the negotiation of training programs shared within the parts.

2.5 The training structures.

The role of the training structures can be delineated on the basis of two different differentiations:

- The first one, is the one which concerns the nature of the institution, depending on if it is a public or private institution;
- The second one, is if the structure uses public or private funds for offering training activities.

In the first case the public structures have to answer to a qualitative standard which are defined and controlled by the public institutions which finance these organisms.

The private companies which offer training, operate in a situation of competitive market.

In the case in which the offers of training use public funds, they are subject to controls ex-ante, as the credit of the training, or ex-post on the basis of the results achieved by the attainders of the course.

In other cases the offers of training have to guarantee the application of programs proposed by public authorities and guarantee the achievement of results of knowledge defined in terms of standard.

2.6 The persons

The individual demand of training is going to assume a relevant role in orienting the public policies as well as the choices of the consumers.

The emphasis on learning rather than on training is coherent with the exigency to orientate the training offer to the demand of companies and of individuals.

The training offer, even if it remains weak in all the countries of the partnership, looks for a development of mechanisms addressed to give to people the power of choice of the training offer through the use of “training paid permits” for attempting courses or trough some forms of direct financing as vouchers for buying courses which can exalt the power of choice of people, even autonomously than the enterprises in which they are employed.

3 Key Concepts

The anticipation of professional training needs has implicated, in the countries of the partnership, the definition of a language of exchange between the productive system and the training offer.

The modality of expression of the demands of professionalism constitute one of the main obstacles to the improvement of the training offer.

The general orientation which is going to become prevalent in Europe is the one to use the notion of competence, as professional performance that a person is able to give in a determinate productive context.

The anticipation of training needs let highlight the necessity that national systems acquire a common lexical through the formulation, in the different countries, of:

- National catalogues of qualifications;
- Occupational standards related to each qualification;
- Procedures for recognising, evaluate, crediting of professional competencies.

The fundamental concepts which are at fundament of the different national systems are the following three:

- occupational competence:
- qualification;
- unit of competence:

Competence: how an individual perform on a number of occasions in different settings.

The occupational competence: is a set of knowledge and skill required to work in a given occupation in accordance with the needs of the production and employment systems.

The correlation with training activities is established on the fact that the competence can be assumed as the result of a learning process.

Than, the occupational competences: competencies required for a defined occupation (together with knowledge relevant to employment and key skills).

The exigency to develop learning processes more flexible and more relied to the effective needs of people distributed in the different productive context has driver to the elaboration of a concept called “unit of competence”, which consist on the collecting of competencies which correspond to a performance which can be object of a specifically learning process.

Unit of competence: it is also considered as a basic building blocks for the vocational qualifications.

Vocational qualification: is the set of employment related occupational competences that may be acquired trough formal training or trough experience in the workplace. Vocational qualification can be described as “the ordered and coherent aggregation of units of competence”.

Qualification based on the concept of competence specified in the form of national standard.

Occupational standard: outcome of the learning process including college based programme and work-based learning.

Standard of competences: learning result to be achieved measured through an assessment system designed to measure the achievement.

Educational & training demand

It is usually taken to refer to the demand by enterprises and from individuals.

Initial training

Training provided within the education system to prepare young people for occupational activity in a range of skills to respond to changes in the working environment throughout their lifetimes.

Continuing training

All training actions undertaken during the working life time to improve existing competences or skills in order to boost firms' competitiveness and ensuring social and occupational and personal advancement for workers.

Certification

Certification of individual achievement as result of a formal or informal learning process demonstrated assessing individual performance.

Assessment

Is the process of evaluating (measuring) evidence provided by a candidate of achieved performance and of underpinning knowledge.

Monitoring & evaluation

VET provision is quality assured, monitored and evaluated through a number of mechanisms.

4 The mechanisms of analysis for the anticipation of professional and training needs.

For the analysis of the mechanisms of evaluation and anticipation of training needs it has been elaborated a comparative frame by using the contribution offer into the German National Report, which take into consideration the following elements:

The context and the extension of the analysis;

The methodology used;

The results of the analysis;

The “governance” of the whole mechanism and the role of Social Partners;

The use of the information elaborated during the decisional process.

To each Partner is asked to indicate the web sites on which it is possible to access to the information contemplated in each system

Mechanism for assessing TNA at national level

Country	Denomination	Context and coverage	Methodological approach	Outcome	Governance: role of Social Partners	Use in the decision making process
D	Iab/Prognos Website	National sectorial Occupational group Long term forecast	Open Econometric model supported by qualitative expert ratings and quantitative scenario technique	Long term aids for policy orientation	Involved in IAB management	Controversial effect on policy
	BiBB/IAB Survey Website	National sectorial Occupational group	Interviews of a sample of active population	Identification of occupational and individual training problems	Involved in BiBB/IAB management	Not discernible, Transfer of results via BiBB and IAB initiatives
	FreQuenz Network	National network projects	12 projects adopting different methodologies	Collecting and analysing information on future vocational requirement at the earliest stage	Involved in advisory and feed back mechanisms	All partners at all level of decisions making process

F	FLIP-FLAP Flux interprofessionnel par familles d'activité professionnelles	National sectorial	Econometric	Demande de travail pour 22 domaines professionnel et 75 Familles d'activité professionnelle	Involved in strategic decision to implement the model	Institutional and social partners
	HERMES	National	Macro Economical	Prévision d'activité' d'investissement et emploi par secteur et projections d'emploi par métiers a moyen terme	Involved in strategic decision to implement the model	Institutional and social partners
I	WEB SYSTEM ISFOL	National Multisectorial	Quantitative and qualitative methodologies	National, regional and sectored labour market study and training need analysis	Involved in strategic decision to implement the system	Institutional and social partners
	EXCELSIOR Unioncamere	National, sectorial regional and local	Econometric analyses Employer survey	Labour demand as skill deficiency	Not involved	Institutions at national and regional level
	OBNF (Joint body)	National, regional industrial and services sectors	Quantitative and qualitative methodologies Scenarios and focus group	Demand of occupational qualification, standard occupational competences	Fully involved	Regional authorities Training plan at firm level
	EBNA (Joint body)	National, craft sectors	Quantitative and qualitative methodologies	Training needs	Fully involved	Regional authorities
	ISTAT	National	Econometric analyses Employer survey	Vacancy	Not involved	Not discernible

S	INEM Occupational observatory	National multi sector	Quantitative and qualitative methodologies	Labour market study (national and provincial) Training and employment needs, change in working organisation to anticipate occupational profiles demand	Active involvement of social partners	Used to establish employment policy at national level
	INQUAL Observatory network	National multi sector	Qualitative methodologies	Evolution of occupational qualifications Analysis of supply and demand for qualifications	Active involvement of social partners	Used to establish training policy at national
UK	NEP	National Sector Sub model For occupation and region	Econometric model	Long term aids for policy orientation At national, regional and local level	No one	Different users TECs, Local Authorities, other body
	ESS Employers Skill Survey	Skill deficiency	Econometric analyses Employer survey	Skill deficiency, causes and consequences	Not involved	LSC for national and local initiatives

Mechanism for assessing TNA at sector level

Country	Denomination	Context and coverage	Methodological approach	Outcome	Governance: role of Social Partners	Use in the decision making process
D	BiBB/IAB Survey	Sector Occupational group	Interviews of a sample of active population	Identification of occupational and individual training problems	Involved in BiBB/IAB management	Not discernible, Transfer of results via BiBB and IAB initiatives
F	CEP Contrats d'Etudes Prospectives		Données quantitatives relatives aux emplois, carrières et la formation de chaque secteur	Anticipation and valorisations of human resources	Social Partners of professional categories of employees	Initiatives of professional and social partners
I	OBNF (Joint body)	Regional industrial and services sectors	Quantitative and qualitative methodologies Scenarios and focus group	Demand of occupational qualification, Occupational standard of competences	Fully involved	Regional authorities Training plan at firm level
S	FORCEM CTA Complementary Training Activities Network	Sector	Quantitative and qualitative methodologies	Training needs anticipation and Training plans	Active involvement of social partners	Used to establish training policy at sector level
UK	IER	Occupational structure in industrial sector	Multisectorial macroeconomic model Occupational structure	Level and quality of employment Implication for flows and need for specific qualifications	Not involved	Different users: National decision makers, TECs, Local Authorities, other body

Mechanism for assessing TNA at regional/local level

Country	Denomination	Context and coverage	Methodological approach	Outcome	Governance: role of Social Partners	Use in the decision making process
D	BiBB/IAB Survey	Occupational group	Interviews of a sample of active population	Identification of occupational and individual training problems	Involved in BiBB/IAB management	Not discernible, Transfer of results via BiBB and IAB initiatives
	PROSPECT	Employment and qualification needs	Top down data collection (macro, meso, micro) and dialogue base data interpretation and evaluation	Forecast employment, quantitative and qualitative demand, structural change, skill and training needs.	Fully involved in meso and micro level	By all local actors, Administration Board of Employment services
F	OREF/ OREM	Relation emploi-formation	Indicateurs locaux du marche du travail	Relation formation-emploi Orientation des politiques de formation	Involved in strategic decision	By all local actors
I	OBNF (Joint body)	Regional industrial and services sectors	Quantitative and qualitative methodologies Scenarios and focus group	Demand of occupational qualification, Occupational standard of competences	Fully involved	Regional authorities Training plan at firm level

S	LTSO Local Training System Observatory	Local and sectored	Quantitative and qualitative methodologies	Labour market and training monitoring systems	Active involvement of social partners	Used to establish employment policy at regional level
	FORCEM CTA Complementary Training Activities Network	Local and sectored	Quantitative and qualitative methodologies	Training needs anticipation and Training plans	Active involvement of social partners	Used to establish training policy at regional level
	Local Initiatives	Provincial Municipal	Quantitative and qualitative methodologies	Training needs anticipation and Training plans, employment policy	Active involvement of social partners	Used to establish employment and training policy at local level
UK	LEFM Local Economic Forecasting Model	Occupational structure In industrial sector	Econometric model, Input and output matrix	Economic and labour market indicators.	Not involved	TECs, Careers Guidance Company and Local Authorities to produce Local Labour Market Assessment
	ESS Employers Skill Survey	Skill deficiency	Econometric analyses Employer survey	Skill deficiency, causes and consequences	Not involved	TECs for local initiatives
	Delphi, Focus Group	Anticipation of future change	Delphi or Focus Group	Current situation Anticipation of future change	Not involved	TECs for local initiatives
	Non Traditional Modelling	Sustainable development and social cohesion	Holistic Approach	Local development indicators	Not involved	Local Authority

5. The role of social actors in the management of training policies and of the disposals of survey of professional needs.

For analysing the role of Social Partners in the determination of the training policies, we have to consider the several dimensions that their participation assumes.

It has to be highlighted the concrete mechanisms with which this participation is acted, the degree of formalization of the relationships and the result of this action.

For evaluate in a proper way the involvement of Social Partners it is useful also to refer to a typical cycle of development and of implementation of the policies as suggested in the British report.

The phases of the training cycle of decision related to the training policies can be collocated in this way:

- Policy making,
- Strategic planning;
- Design;
- Implementation;
- Evaluation.

For what concerns the modality of involvement of social partners we use to refer to the proper definitions of industrial relation systems and adopted in the Directives.

- **Information:** “the transmission of data by the employer to the workers’ representative for allowing them to understand of the problem and trained and examined” (Directive 2002/14/CE);
- **Consultation:** “the exchange of opinions and the institution of a dialog among the representatives of workers” (Directive 2002/14/CE);
- **Participation:** “the influence of the organism of representative of workers and/or of representative of workers on the activities of an enterprise and/or an institution” (Directive 2001/86/CE);
- **Negotiation:** negotiable relation within the partners which has as result an agreement;
- **Concertation:** “the connections and the exchanges among the social partners and the public authorities” (Declaration UNICE-CES to the European Council of Laeken on 15-12-2001);
- **Social Dialog:** “are designed the bilateral interactions and addressed to the social partners” (Declaration UNICE-CES to the European Council of Laeken on 15-12-2001);

United Kingdom

Level	Aim of the intervention	Phase of the cycle	Modality of participation	Degree of formalization	Outcome
National	General policy	Policy making	Consultation	Formal procedures	Policy initiatives
	Awarding bodies	Implementation	Participation	Formal involvement	Technical definition
Sectorial	Initiatives of training	Planning, design, implementation	Participation	Joint body (SSCs)	VET arrangements
Regional	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Joint body in some sector	VET arrangements
Local	Initiatives of training	Planning, design, implementation, evaluation.	Consultation Participation	Local Learning and Skill Councils Board of further education college	VET arrangements VET arrangements
Company	Initiatives of training	Planning, implementation.	Participation	Negotiation	VET initiatives

Germany

Level	Aim of the intervention	Phase of the cycle	Modality of participation	Degree of formalisation	Outcome
National (Federal)	General labour market policies	Policy making	Participation	Tripartite bodies	Policy initiatives
Sector	Sector specific and problem based collective agreements	Planning, implementation, evaluation	participation and decision making	Negotiation: Collective bargaining between the social parties	policy initiatives and alliances
Regional	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Consultation, partly negotiation	VET arrangements
Local	labour market policies	planning, implementation, evaluation	participation	Tripartite bodies	policy initiatives and alliances
Company	Initiatives of training	Planning, implementation,	Participation	Negotiation, selection of trainees	company-based

		evaluation			planning of VET and CVET initiatives
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France

Level	Aim of the intervention	Phase of the cycle	Modality of participation	Degree of formalization	Outcome
National	General policy	Policy making	Participation	Formal procedures	Policy initiatives
Sectarian	Initiatives of training	Planning, design, implementation, evaluation.	Negotiation		VET arrangements
	Survey of training needs	Planning	Participation		Anticipation of training needs
Regional	Initiatives of training	Planning, design, implementation, evaluation.	Concertation		VET arrangements
Local					
Company	Initiatives of training	Planning, implementation.	Negotiation	Collective agreement	VET initiatives

Italy

Level	Aim of the intervention	Phase of the cycle	Modality of participation	Degree of formalization	Outcome
National	General policy	Policy making	Concertation	Formal procedures	Policy initiatives
	Awarding bodies	Implementation	Participation	Formal involvement	Technical definition
Sectarian	Initiatives of training	Planning, design, implementation	Participation	Joint body	VET arrangements
Regional	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Regional Joint body Sectarian Joint body	VET arrangements

Local	Initiatives of training	Planning, design, implementation, evaluation.	Consultation	Concertation or participatory arrangement	Multi company or sectorian VET arrangements
Company	Initiatives of training	Planning, design, implementation, evaluation.	Negotiation	Collective agreement	VET initiatives

Spain

Level	Aim of the intervention	Phase of the cycle	Modality of participation	Degree of formalization	Outcome
National	General policy	Policy making	Consultation	Formal procedures	Policy initiatives
	Awarding bodies	Implementation	Participation	Formal involvement	Technical definition
Sectoral	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Formal involvement	VET arrangements
	Initiatives of survey	Complementary action	Participation	Formal involvement	ATN
Regional	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Formal involvement	VET arrangements
	Initiatives of survey	Complementary action	Participation	Formal involvement (Joint body) Local Observatory	ATN
Local	Initiatives of training	Planning, design, implementation, evaluation.	Participation	Formal involvement	VET arrangements
	Initiatives of survey	Complementary action	Participation	Formal involvement (Joint body) Sectoral Observatory	ATN
Company	Not quoted				

Comments

The Social Partners are an active part of the activities of the institutions at a national level in several modalities:

- Management in charge of the institutional bodies, without any prevision of participation of social partners, as the case of Spain and the United Kingdom;
- Participation to the governance of the organisms, as in the case of France;
- Co-management of institutions, as in the German case in which the Social Partners are directly involved in the government of public bodies which have a trilateral nature;
- Procedures of participation of the system governance and delegation to the Social Partners the system of bilateral organisms of some activities, as in the case of Italy.

At a local level, the participation of Social Partners is sensibly more diffused also in that countries in which their participation is excluded in the institutional organisms which manage the system of survey of training needs.

Of particular importance is the enterprise, even if it has not been adequately explored for what concern the relations.

In this case, the survey of training needs is integrated in the context of the negotiation of the companies' training plans.

C) Key questions.

Preface

The key questions are proposed for each comparative documents. These constitute just a contribution to the considerations and reflections.

Each partner is pleased invited to discuss, go into and eventually modify them, by adding further considerations where opportune or by cancelling the ones considered not anymore actual.

Each partner is pleased to send us the above mentioned evaluations within the first week of August 2003 as these can be re-elaborated and re-proposed during the workshop which will be eventually fixed in the first week of September 2003 (if agreed among the Partners) during the discussion among the Partners.

1. Socio economic context

In the first comparative frame have been analysed the conditions – for most of them common – which have suggest in the different national situations, the starting of several initiatives addressed to the survey and anticipation of training needs.

The institutional solutions above defined are very differentiated; it appears – anyway – that there are some constants which constitute in some ways the operative conditions in which it is possible to conduct the survey of training needs.

The partnership is able to formulate, a san hypothesis, which are the main elements for having a systematic approach of survey and anticipation of training needs.

The main elements could be, for example, constitute by:

At a national level:

- The existence of a updated and shared repertoire of professions;
- An appraisal system and a system of certification of professional competencies;
- The availability of mechanisms of analysis on the trend of the labour and the economical market, able to articulate the analysis for productive sectors and for professional groups;
- The availability of mechanisms of survey addressed to the anticipation of the productive and technological evolution of the productive sectors.

At a local labour market level:

- The existence of mechanisms of analysis concerning the trend of the economy and of the labour market, able to articulate the analysis for productive sector and professional groups;
- The availability of mechanisms of survey on professional training needs at a sectarian level and/or of labour market.

In going into by partners about the above mentioned hypothesis of work, it should be suggested the solutions which, in the experiences of the partners and of the actors that operate in the different contexts, could constitute some elements of innovation/improvement of the experiences developed until now.

2. The key actors in the decisional processes

In the comparative document it has been tried to highlight the presence of principal actors in the different national systems by indicating, even if on the whole, the role which each actor exercises in the different contexts.

The partnership, on the basis of the respective experiences is able to formulate some hypothesis of role which the different actors should have to be called to exercise to improve the efficacy of mechanisms pointed out.

It is about to describe the theoretical roles, in reference with each actor, in the context of the defined hypothesis of survey and anticipation systems of training needs above indicated as desirable at a local and national level.

In this case, it is not about defining of a modality of governance of different systems, but it is about to define the role that each actor should have to assure the quality and the value of use of the results of each mechanism of anticipation individuated.

3. The key concepts.

The key concept which have been exposed in the national reports constitute the conceptual exploiting necessary to the exchange of performance between the productive system and of labour and the training system in the hypothesis that it appears predominant in Europe a training offer always more oriented by a demand asked by enterprises and by people.

If the above mentioned is the trend existing in the countries of the partnership, it is important to share, inside the partnership itself, a set of concepts which should constitute the basis of the exchange of information between the productive system and the training and educative system.

The concepts proposed are probably not completely necessary to insure an effective line of conduct of the mechanisms of anticipation of training needs and of transfer of information to the educative and training systems.

The Partners are than invited, where they think it is necessary, to integrate the proposed concepts with some others considered useful, to propose a definition useful to clarify the value of use which these concepts can assume in the context of mechanisms of anticipation of training needs which have been indicated before.

In this context it should be made sure by the partners if the competences can constitute an operative concept able to insure an effective exchange of information between the productive and educative systems.

The competence constitute a synthetic concept able to integrate three dimensions:

- **knowledge**, which are the notions which a person can learn during a training program more or less formalized;
- **skills**, the professionalism which can be improved by individuated learning strategies, on the job and outside the job;
- the **behaviours**, which are the capabilities to allocate, in an effective way, their action in the context in which the person is called to operate.

Competencies are, than, a building which allows to express the demand of professionalism by the productive systems in understandable terms to be receipt by the training system, as result of learning processes.

To individuate the competencies is essential to prevent to individualize the standards.

Standards are a concept of great importance and does favourite the dialog between the educational and training system and the productive system.

Standards have to be strictly connected to the operative contexts and forecast some procedures of measurement and evaluation of learning processes.

Standard is in fact, on the side of the qualification demand, the result which the social actors want to attend, the training process, and, on the training offer side, it constitute the aim of the training action.

This double value of the concept of professional competencies' standard implies the necessity of a specific share of the standard among the actors which operate in both the sides, the one of the demand, represented by the Social Partners and the one of the offer represented by the educational and training system.

The technical share of standards between the two sides of demand and offer is indispensable because some goals of performance proposed on the side of the demand could not be reached through strategies and training course more or less formalized.

The goals of performance indicated by the demand have to be, than, verified on their feasibility by the educational and training system.

The definition of standards should constitute an area of co-operation among the Social Partners and the educational and training system.

The definition of standards presupposes the agreement on the mechanisms of verify of the competencies as performances after the training course and of the modalities of recognising of competencies and of the certification.

In this context it appears possible to suppose two different courses:

- The initial training: the verification of the learning connected to the reach of the standards defined on the basis of the procedures above indicated should be confided to the training and educational system and their certification should be done by institutional bodies.
- The long life training: the verification of learning connected to the reaching of standards of professional competencies defined in accordance with the procedure above indicated, should be send to the Social Partners at the enterprise level, while their certification should be approved with the intervention of institutional bodies entitled to grant these certifications.

4. The mechanisms of analysis for the survey of professional needs.

The analytical and comparative frame pointed out has to be necessary subjected at a verify by the partners, for correcting possible imperfections and incompleteness.

The aim of the comparative frame is effectively to go into the value of use if the results and the modalities with which these results can be proposed and used for the decisional process of the labour and initial and continuous training policies in the different countries.

Further than this going into, addressed to individuate the areas of a possible improvement of the mechanisms utilised in each country of the partnership, the partners should reflect on the modalities of

transfer of results which could constitute object of common indications on the hypothesis of mechanisms of anticipation of proposed by each partner at the point 1 of this document.

Further than the question asked, the partners are invited to go into the following aspects.

- The description of training needs in terms of occupational competence is useful for the orientation of the training offer addressed versus the demand;
- The definition of competencies' standards has to be object of an agreement between the educational system and social Partners;
- The definition of competencies' standards can constitute object of an exchange of information at an international level and which importance it could have.

In conclusion we will have the possibility to propose, in the occasion of final recommendations, some virtuous practices for utilising the data in the processes of creation of the training and labour policies' decisions on local and national basis.

5. Role of Social actors in the governance of training and professional systems.

In the comparative frame proposed, are highlighted the different roles which in the elaboration of the training policies, in the range of the most large labour policies, are developed by social partners.

The partners are invited to integrate and correct, wherever considered necessary, the synthesis proposed for its country. It will be particularly useful to integrate with other information about the participation of social partners in the organisms of definition of competencies' standards and of recognising of competences.

Moreover, the partners should, on the basis of their professional and where possible, on the basis of the opinions of privileged witnesses coming from the Social Partners, to hypothesis the role that the Social Partners should have to insure the maximum of effectiveness to the realization of training policies which forecast the use of the information coming from the anticipation of professional needs.

The deepening realised in this way, could constitute part of the recommendations which the partnership will have to elaborate.

Obviously, these reflections will have as reference the situation of their own country and, more in general, the European situation.

6. Versus an European Network.

In this part the partners are called to express their evaluations, eventually confirmed by the opinions of privileged witnesses coming from Social Partners about the utility/opportunity to organize an exchange network of information on the results of surveys on professional needs at an European level.

In particular:

- 1) Which mean could have, in the context of national policies on the occupancy in realization of European Guide Lines on the occupation, the involvement to noticing the results of the actions conducted in each country on the anticipation of professional needs;
- 2) If it is considered useful to disseminate the information on training needs, the partners should indicate in which terms these information could be presented;
- 3) For a transparent labour market and to favour the mobility on the job at an European level, which information relative at the training needs trend, extrapolated by the surveys on the

anticipation of professional needs, could constitute object of exchange in a dedicated European network;

- 4) For a transparency of qualifications, which elements could constitute object of exchange of information at an European level;
- 5) The orientation to the demand of the enterprises and of people of training policies has been concretised, in the different countries, at the definition of competencies standards. The partnership can define, in synthetic terms, the modalities of definition of standards in the countries of the partnership as for highlighting the potentialities of an exchange at an European level which has as object the standards of competencies.