

FRAMEWORK OF ACTIONS

Background

- Joint opinions in 80's and 90's
- Discussions between European Level Social Partners
- Social dialogue Work programme 2000



FRAMEWORK

- Start October 2000
- New approach
- Case studies
- Conclusions on the cases



FRAMEWORK

- March 2002 "Framework of Actions for Lifelong Development of Competencies and Qualifications"
- Not an agreement
- Not a recommendation
- A new tool



FRAMEWORK

- Annual reporting 2002, 2003, 2004
- Analysis of Main Trends
- Maastricht Communiqué 2004/Copenhagen process



FOUR PRIORITIES

- Identify and anticipate the competencies and the qualifications needed
- Recognise and validate competencies and qualifications
- Informing, supporting and providing guidance
- Mobilising resources



DEFINITIONS

- "Competencies" are the knowledge, skills and know-how applied and mastered in given work situation.
- "Qualifications" are a formal expression of the vocational or professional abilities of the employee. They are recognised at the national or sectoral level.



INFORMING, SUPPORTING AND PROVIDING GUIDANCE

In order that both employees and enterprises can pursue a strategy for competencies development, it is necessary:

- to enable each employee and each enterprise to access all information and advice
- to provide SMEs with suitable information



INFORMING, SUPPORTING AND PROVIDING GUIDANCE

The social partners call for:

- the development of facilities allowing employees and enterprises to be supported in their choices of learning
- these facilities to be easily accessible and relevant



FRAMEWORK

— Main trends 2002

- Dissemination activities
- Discussion on the framework between social partners and integration of the priorities in collective agreements
- Follow-up of a particular priority through more focused projects



FRAMEWORK

— Main trends 2003

- Social partners want to ensure a better match between needs of competencies and learning supply
- Mobilising resources for competence development is a shared challenge
- Motivation of individuals and companies for competence development is a key
- Facilitating learning in companies and building bridges between formal and non-formal learning



FRAMEWORK

— Main trends 2004

- Social Partners active in the definition of more coherent lifelong learning policies
- Social Partners involved in improving the regulatory environment of adult learning
- The improvement of financial regulations
- To alleviate obstacles to competence development for companies and individuals



Ευχαριστώ!

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