



“Cross-border territories: Day-to-day Europe”



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Workshop 6

“Training in cross-border professions”

❖ **President**

Luís DOMINGUEZ CASTRO, Director of the research department of Eixo Atlantico (ES/PT)- Lecturer, University of Vigo (ES)

❖ **Debates animated by**

Joachim BECK, Director of the Kehl/Strasbourg Euro-Institut (DE/FR)

❖ **Statements**

- The actions of the Lille Chamber of commerce and industry
Jean-Pierre PRUVOT, Desk officer, Lille Metropolitan area CCI-CTDIC (FR)
- The experience of the Tesin-Silesia Euroregion
Hynek BOEHM, Project leader, Euro Schola Institute (CZ/PL)
- Training needs on the Irish border
Andrew POLLAK, Director of the Center for Cross border Studies (IE/UK)

❖ **Presentation of the framing memorandum**

Robert BOTTEGHI, Lecturer, University of Nice Sophia Antipolis – IDPD (FR)

❖ **Project 1: The European Interform project**

Michel CASTEIGTS, Associate professor, University of Pau and the Pays de l'Adour (FR)

❖ **Project 2: The Kehl/Strasbourg Euro-Institut**

Anne BILGER, Deputy director of the Kehl/Strasbourg Euro-Institut (DE/FR)

❖ **Project 3: The Lille IRA and the European network of public service schools**

Gilbert ELKAIM, Director of the Lille Regional administration institute –IRA (FR)

❖ **Presentation of the recommendations**

Joachim BECK, Director of the Kehl/Strasbourg Euro-Institut (DE/FR)

❖ **Discussion with the floor**

❖ **Rapporteur**

Martine CAMIADE, Senior lecturer, University of Perpignan Via Domitia (FR)



Objectives

This memorandum is intended to make an analytical, forward-looking contribution on the professions and training in European cross-border cooperation and to provide framing guidelines to be submitted for discussion by the working group.

❖ Analytical contribution on the professions

The border (and its functions) can now be viewed as a lever of territorial development and no longer as a brake. This new situation generates a growing need for new competencies in territorial management, reinforced by the present dimension of European cohesion policy.

For some twenty years the first generation of “pioneers” learned on the job, improvising solutions to problems as they arose, dealing empirically with a higher level of complexity.

A cycle is drawing to a close. The first priority is to ensure continuity between generations.

A new generation exercising new functions and new professions is appearing around the following baseline: programme manager, project engineering consultant and project leader.

It is confronted with a double challenge: recognition/legitimacy and professionalisation. In particular for local authority personnel, going beyond the logic of “professions - activities – competencies”, the issues must be defined in terms of position and status in the organisation.

❖ Analytical contribution on the typology of training courses

Cross-border cooperation remains an emerging and evolving practice. The founding reports, such as those of J. Ueberschlag and C. Estrosi in France, do not mention either functions and professions or training in cross-border practices. The same applies ten years later in the report by A. Lamassoure¹.

During the decade 1990-2000 it was therefore not possible to base professional training on either a corpus of soundly-based knowledge or stabilised technical content.

The transmission of knowledge cannot be separated from its production, in other words from research work.

Publications, seminars, and networking with European counterparts are indispensable. This is the purpose of the partnership that Interform has formed between practitioners, teachers and researchers: an essential condition if future cross-border projects are to be run by competent and recognised professionals.

Within the universities, in a limited and dispersed manner and by specialised discipline, training modules have been developed as part of DESS (one-year French postgraduate diploma) courses. From the mid-1990s ‘professionalising’ modules were developed in some higher education establishments or training centres for central and local authority civil servants.

It is necessary to build on the capitalisation of an extremely diffuse and fragmented legacy, comprising a large number of individual and often short-lived training courses, with no overall view of what is happening.

¹ It would be useful to complete a similar work for the other States. For example, in Italy, there were no such reports on this question.

A survey carried out by the MOT within Interform project and covering the whole of Europe, resulted in a list of some thirty institutions, fewer than 20 of which provide training, while France can be estimated to have around 6 to 8, depending on the typology applied. It reveals the following typology: initial training, continuing training, networking, awareness-raising and promotional actions.

❖ **Forward-looking contribution: at the crossroads of challenges and work programmes**

Two major challenges:

- The challenge for the next cycle of cross-border practice is to move on from training based almost entirely on transmission of information and sharing of good practices to training based first on ideas and knowledge. Before “knowing how”, the question “why?” must be asked.
- The challenge regarding the target population: training courses are changing, new needs are emerging. Training will no longer be restricted to the “tribe of professional workers” (the “ghetto” effect must be avoided) and will be extended inexorably to other populations (the citizen dimension of the cross-border relationship).

Work programmes to be undertaken:

- capitalisation and transferability,
- professionalisation and recognition of professions,
- strong topics for direction, research: interdisciplinarity, ‘interscalarity’, management of the medium and long timescales.

Proposal for recommendations

❖ **Recommendation 1:**

Conduct further work on the analysis of professions in the cross-border context and develop a qualification scheme

❖ **Recommendation 2:**

Promote the establishment and development of training and consultancy bodies such as “Euro Institutes”.

These structures must be based on a cross-border and inter-institutional partnership (public authorities, universities, chambers of commerce, etc.).

Their networking will enable the development of training courses focusing on the specific or common needs of cross-border territories.

❖ **Recommendation 3:**

Introduce a European “EUROMOT” label certifying the quality of cross-border training courses, and compile a regularly updated directory of such courses.

❖ **Recommendation 4:**

Compile and validate a soundly-based corpus of knowledge and techniques, in particular by capitalisation of the results of the INTERFORM programme.

❖ **Recommendation 5:**

Mobilise this knowledge to benefit the competitiveness strategies of cross-border territories, in particular by setting up a ‘think-tank’.