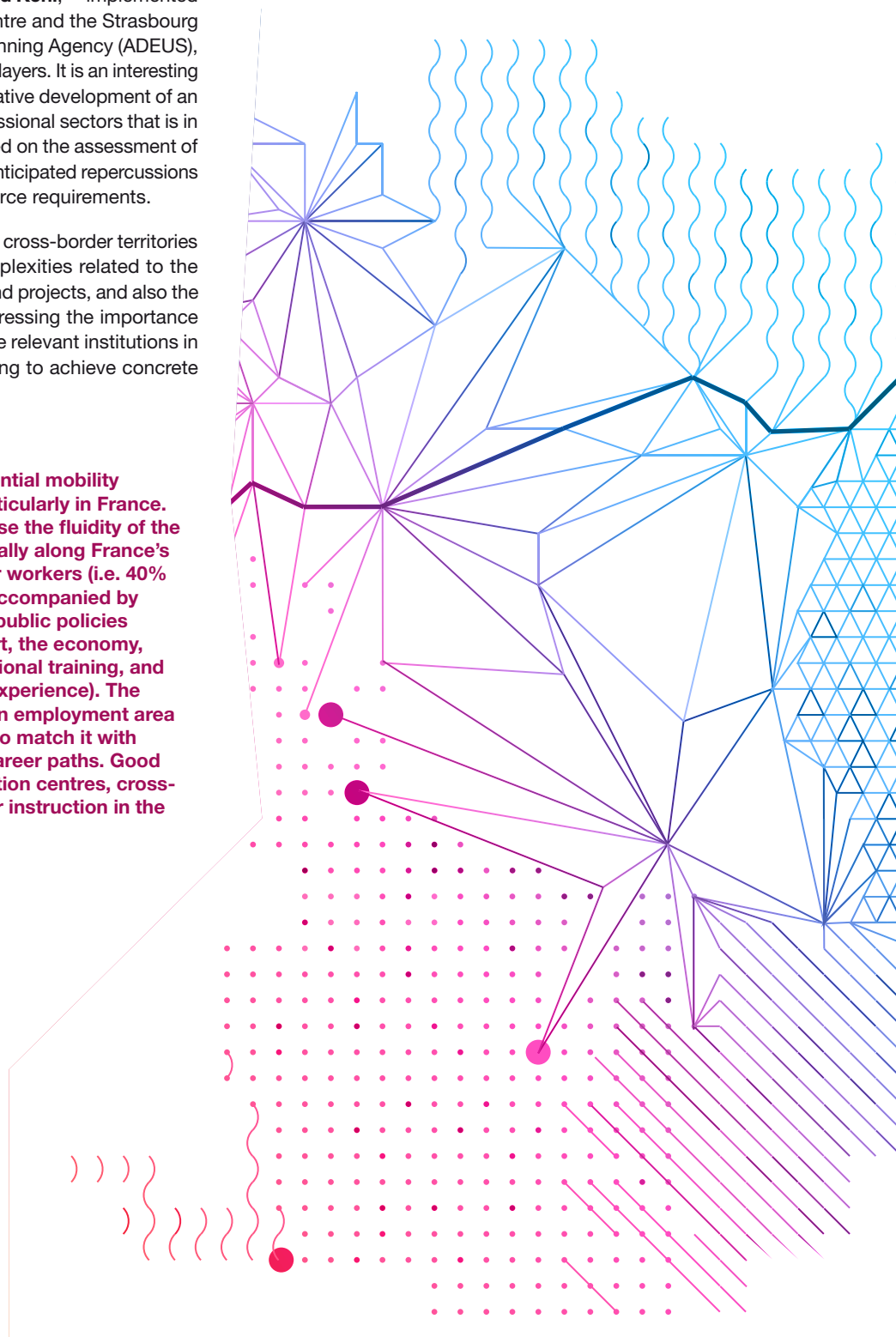


- An example of the adaptation of training content to the needs of the labour market is **the strategic workforce planning (SWP) exercise for the ports of Strasbourg and Kehl**,¹⁰⁹ implemented by the Strasbourg Jobs and Training Centre and the Strasbourg Conurbation Development and Town Planning Agency (ADEUS), with the assistance of German economic players. It is an interesting example of the collaborative and consultative development of an action plan for port businesses and professional sectors that is in line with changes in the territory and based on the assessment of developments in the port sector and the anticipated repercussions on professional trades and human resource requirements.

Issues of employment and vocational training in cross-border territories therefore highlight all the intricacies and complexities related to the implementation of cross-border programmes and projects, and also the progress that needs to be made. It is worth stressing the importance of an effective partnership bringing together the relevant institutions in the areas of employment and vocational training to achieve concrete progress.

IN A NUTSHELL...

Daily commuting is on the rise, while residential mobility remains limited throughout Europe and particularly in France. There is therefore a growing need to increase the fluidity of the cross-border job market. This occurs naturally along France's borders, with close to 400,000 cross-border workers (i.e. 40% of European flows), but is not necessarily accompanied by coordinated and appropriate cross-border public policies (planning and development, public transport, the economy, mobility facilitated through initial and vocational training, and the recognition of qualifications and prior experience). The aim is to take account of the existence of an employment area that is already cross-border in nature, and to match it with public policies that support cross-border career paths. Good practices exist on various borders: information centres, cross-border employment centres and policies for instruction in the neighbouring country's language.



¹⁰⁹ The Project Factsheet page 108.