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ANALYSIS OF THE FOREIGN EXPERIENCE OF SOCIAL PARTNERSHIP ON EDUCATION AND LABOR MARKETS

Formation of the competitive economy of Ukraine and increased competition in domestic and foreign markets requires a higher skill level and knowledge of personnel, its ability to the risks of generation of new ideas and the manifestation of creativity, willingness to change and increase accountability. Unfortunately today, most domestic enterprises report significant low level of training personnel to the requirements and competences required in the enterprise. The achievement of the necessary level of the staff competence requires local attention to the development and implementation of mechanisms for training and staff development. The implementation of these tasks determines the necessity for the research, formation and the establishment of partnership on the labor and education markets, taking into account the international experience of similar problems.

The purpose of the article is the research of the interaction experience of the social partners on the market of education and labor; to analyse the foreign experience of social partnership and opportunities for its use in domestic practice.

The mechanisms of interaction between different subjects in the process of social partnership are given in the publications of Haydulina F., O. Hrishnova, V. Heyets, A. Colot, O. Kutsenko, T. Liashenko, D. Nelipa, O. Martyakova, N. Nyzhnyk, S. Dubenko, L. Pashko et al. [1-4].

Social partnership in a general sense - is a social activity of different social groups [5]. Thus it can be carried out continuously, and through special program in the individual measures of social partnership. Some domestic experts consider social partnership as dynamic process inherent in a democratic society for socio-economic and political conditions and the result of painstaking collaboration, interest parties

relationships. Mavrina S.P defines social partnership as a special kind of social and labor relations, to be present only in a market society providing the optimal ratio of the main interests of different social groups [6]. In modern conditions the criteria of reproduction of human potential became fundamental. Social partnership can be described as the direction of human development, representing a relatively effective mechanism of attraction of the wide range of participants for a joint decision of the problems of imbalance on the education and labour market allowing partners to coordinate a balanced responsibility for the outcome, promoting the use of all available resources of partners for the synergistic effect of their joint cooperation.

Extremely important in the study of social partnership is not only an analysis of national practice, but research of foreign experience of integration processes in education. In this context, special attention is paid to Europe experience. The process of formation and development of social partnership of European countries has been very difficult and even today has some difficulties. Issues of structure and content of education as well as forms and directions of cooperation of social partnership in each country have their own characteristics. However, there are certain characteristics. Thus, the role of representatives of the labor market for example, reduces to the: participation in the development of qualification requirements and professional standards, the formation of the priorities of education in the workplace, participation in the formation of state policy and decision-making in education, participation in elaboration of the education programs, identification of the requirements for the content of education and the final assessment, mobilization of financial resources and control over their use, participation in management of educational institutions. The basic model of regulation of vocational training and education: liberal (UK) neokorporatyvna (Netherlands, Denmark) government intervention (France), mixed (Germany).

Thus, the partnership on the market of education and labor is a very special type of social interaction aimed at on the one hand - training for creative, professionally competent, mobile, easily adapted to changes specialists, on the other - the process of self-actualization of participants of the educational process, trying to make positive changes in education, namely to bring the potential of this system to its current state.

The following issues are included in the scope of the interests of social partners: the definition of educational content and quality of curricula and programs, formation of a single European space for distance training, the definition of the terms and purposes of qualifications and basic professional skills, professional orientation, the length of compulsory education, training teachers structure, organization and implementation of production training, provision with employment, organization and operation of further study and its availability, provision with the law on all the above issues. To shape of social partnership depends on the basic model of education and training, adopted in a particular country which, in turn, is formed depending on the type of industrial relations.

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