

- Choosing the Coordinator/Moderator and describing Coordinator's/Moderator's tasks
- Choosing stable/fixed persons in CA Working Group
- Finding similarities among Partners' projects
- Discussion about preparing a chart/table by CA Working Group "CA Matrix" – attached in Annex 1
- Discussion about document: "Summary of the subject CA" – attached in Annex 2
- Things to do before Bratislava meeting
- Preparing agenda for Bratislava meeting

8. Annexed documents:

Annex 1	Document "CA Matrix"
Annex 2	Document "Summary of the subject CA"
Annex 3	Discussion Notes
Annex 4	Meeting participants contact list

9. Agreements:

- Slovaks moved from Social Responsibility group to the Constructive Adaptability Group.
 - Minutes will be done by one person chosen from the hosts of the meeting
 - The Coordinator (Moderator) – Ms. Alexandra Bautzmann, who will work till next meeting in Slovakia, there another coordinator will be chosen (rotating system)
 - Coordinator (Moderator) can't be chosen from these participants of CA Working Group who are also present in the Steering Committee
 - Preparing a CA-Matrix based on the table in Annex 1: each country should fill out this table (1 page), send it to the coordinator who will put the different tables together and send the whole document to the group members.
 - Background document for CA Work Group is needed – it will be prepared on basis of "Summary of the subject CA" given by Giuseppe MASTRUZZO
 - Choosing stable/fixed people of the CA Working Group:
 - Mr. Francois Morel
 - Ms. Bernadette Rigaux
 - Ms. Alexandra Bautzmann (Coordinator / Moderator)
 - Ms. Katarina Kollathova
 - Ms. Bettina Lutterbeck
 - Mr. Manuel Strack
- Participant from Denmark : name of the members will be confirmed to all members of the CEMA-NET partnership by the Transnational Secretary
- Moderator tasks:
 - Maintaining communication (with other WGs and SC, if needed; sending protocols, minutes, keeping an eye on Internet platform)
 - Moderating next meeting
 - Respecting the goals

10.To Do List:

- Each member will prepare a Power Point presentation which refers to their project in a perspective of Constructive Adaptability. It will be send to Coordinator (Moderator) by the 15th of November and then Coordinator will pass it to Mr. Michal Palenik
- Coordinator (Moderator) should collect remarksfrom other members about document “Summary of the subject CA”. The document with the remarks of the group members will be the basis for a fundamental discussion about the subject “construcive responsibility” in Bratislava.
- All members should send filled chart which we called CA Matrix to the chairwoman.
(both: proposals to Summary of the subject CA and filled CA Matrix should be send by 30th of September).

11.Date and signature:

Robert Murzynowski (recording clerk)

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ANNEX 1 Document “CA Matrix”

DPs composition with specification of partners interested in the theme	WHAT? Key policy /practice area or linkages, including equal opportunities and empowerment issues	WHO? The key audiences: Regional; national; Member State/Europe; practitioner.	WHEN? What are the key dates to achieve maximum impact on policy / practice?	HOW? What tools will be used to reach these audiences?	What results/products are you going to achieve?
	<p>Flexible programmes to conceive models of informal engagement activities to increase the take up of employability training by disadvantaged groups. Piloting innovative models and support mechanisms to increase the access of the target groups to new opportunities. Mainstreaming successful models of employment. Piloting ways to help employers understand the economic and social arguments for equality and diversity. To enable employers to adopt the business case for equality and diversity and offer opportunities</p>	<p>- Government Depts:</p> <ul style="list-style-type: none"> - Local Authorities - Disability Employment Advisors/Employment Service/Jobcentres - Employers and Employer Organisations - Trade Unions - Various regulatory bodies - Service providers: statutory, voluntary and private 	<p>2006 DP Conference 2005/6/7 Annual reviews & development of Strategic Plans with Authorities Bi-annual reviews 05/6/7 Of current Strategic Plans with Authorities</p>	<p>Structured Networking DP events Union campaigns Local authority events/meetings Evaluation events European event for networking Research papers Compendium of case studies Good practice examples Products: adaptable toolkit, self-assessment guides Web page development & Hyperlinks e-mail up-dates Intranet Local & transnational visits Dissemination events Launches/meetings/focus groups Local, regional & national media Policy briefings with key policy makers Employer seminars Workshops Use contacts with mainstreaming partners to build group of policy partners able to support messages arising from the work Brochures, flyers</p>	

ANNEX 2 Document “Summary of the subject CA”

Constructive Adaptability

To test innovative approaches to attract non-traditional learners to improve their basic and new skills

The rationale that underpins the “constructive adaptability” theme is that improvements in access, availability, relevance and quality of training, plus targeted information, guidance and support for learners, will encourage non-traditional learners to consider taking up training opportunities – and that innovative ways of introducing, supporting and delivering such training will enable learners to gain qualifications that are key to sustainable success.

Inevitably, there is going to be overlap between the different themes of the CEMA-net working groups. For instance, both the “lifelong learning” and the “constructive adaptability” groups will focus on how lifelong learning systems can support disadvantaged groups in terms of access to and progress within the world of work. Both groups will also look at ways of challenging discrimination against older workers. There are a couple of additional cross-cutting issues of importance. The role of ICT is critical, both as a tool for promoting access to learning and as a key skill itself. The validation of learning, particularly informal learning, also emerges as an important way of empowering disadvantaged groups.

After careful study of the material produced in the context of the EQUAL project at European level, the strategic lines of the “constructive adaptability” theme can be identified as follows:

1. Adapting the knowledge society.
2. Promoting employer investment, particularly in SME, investment in Human Capital.
3. A lifecycle perspective on working life.
4. Inter-generational learning.
5. Validating non-formal and informal workplace learning: helping to empower and motivate.

European Policy Context

This section provides a brief overview of recent European policy guidance for lifelong learning, e-learning, vocational education and training and inclusive work practices. Although the responsibility for Lifelong Learning lies within each European Union (EU) Member State, the European Commission has an important strategic role in supporting and supplementing Member States’ efforts. Among others, it set up the European Expert Group that identified common objectives of training and education systems in the EU:

- personal fulfilment and development throughout life;
- inclusion;
- employability.

Reaching these objectives requires the acquisition of ‘key competences’ which are defined as a:

“Transferable, multifunctional package of knowledge, skills and attitudes which all individuals need for personal fulfilment/development, inclusion and employment which should have been developed by the end of compulsory school or training, and act as a foundation for Lifelong Learning.”

Lifelong learning

The European Commission defines lifelong learning as a “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”.

This aim is based on the following ideals:

- Learning takes place from ‘cradle to grave’.

- All kinds of learning - formal and informal, work related, for personal enjoyment, and for personal or professional development – are significant.
- Adapting from the industries and services of the past, to the more knowledge-based industries of the future, relies on greatly improved levels of knowledge and understanding.
- Improved productivity and competitiveness are essential for businesses to survive in the global economy.
- Learning brings individual benefits in the form of better qualifications and employability.
- Encouraging and promoting greater access to learning can make positive contributions to citizenship and social cohesion.

Lifelong Learning was a priority issue at the Lisbon Summit in 2000, and the EU policy has begun to take shape through the Commission's 'Memorandum on Lifelong Learning' (October 2000: SEC 2000-1832) and the Commission Communication "Making a European Area of Lifelong Learning a Reality (COM (2001) 678).

The Memorandum outlines 6 key themes that are at the core of the EU's lifelong learning policy:

- new basic skills;
- raising levels of investment in human resources;
- innovation in teaching and learning;
- valuing learning;
- guidance and information;
- bringing lessons closer to home.

Departing from these themes, the 2001 Communication (COM (2001) 678 final) sets out to assist the Member States in developing coherent and comprehensive lifelong learning strategies by proposing 6 building blocks and outlining actions around them:

- partnership approach;
- gaining insight into the needs of the learner;
- adequate resourcing;
- facilitating access;
- creating a culture of learning;
- striving for excellence.

Lifelong learning is also recommended as one of the major policy orientations of the European Employment Strategy the years 2006-2010. To this end, the High Level Working Group, set up to identify the main challenges for this period, proposes that the means to supply lifelong learning should be diversified, the demand for lifelong learning fostered and costs shared. The report¹ by the High Level Working Group is one contribution to the debate on the next Social Policy Agenda which will be presented by the European Commission during 2005.

e-Learning

The Lisbon Summit set the EU the ambitious strategic goal *"to become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion"*.

¹ It can be found at:

http://www.europa.eu.int/comm/employment_social/news/2004/jun/hlg_social_elarg_en.pdf

In March 2001, the European Commission adopted the 'eLearning Action Plan' to: promote co-operation between the key players in the EU Member States; modernise education and training systems; and maximise the potential and use of Information Communication Technologies (ICT).

The 'eLearning Action Plan' has four key priorities:

- high standard equipment and improved access to digital networks;
- training at all levels and the development of new learning environments;
- development of high quality multimedia services and content;
- development and networking of centres for acquiring knowledge to promote exchange and co-operation activities.

The European Commission's e-Learning Programme (COM (2002) 751 final) develops this plan by setting out four actions in high priority areas chosen for their strategic relevance to the modernisation of Europe's education and training systems:²

- promoting digital literacy;
- European virtual campuses;
- e-twinning of schools in Europe and promotion of teacher training;
- transversal actions for the promotion of e-learning in Europe aiming at promoting best practice, products and services stemming from EU-funded projects and programmes and strengthening co-operation between all those involved.

Vocational education and training (VET)

The Lisbon Agenda is also driving European initiatives in the field of vocational training. It has sparked the Copenhagen process on enhanced cooperation in European vocational education and training. The Copenhagen process is guided by four principles:

- European dimension;
- transparency, information and guidance;
- recognition of competences and qualifications;
- quality assurance.

Practical co-operation on the issues of transparency, recognition and quality has already begun. Work focuses on the following concrete outputs:³

- single framework for transparency of competences and qualifications;
- system of credit transfer for VET;
- common criteria and principles for quality in VET;
- common principles for the validation of non-formal and informal learning;
- lifelong guidance enabling citizens to have improved access to lifelong learning.

European thinking on the direction and requirements of vocational training is supported by two EU agencies.

The first one is the European Centre for the Development of Vocational Training (Cedefop). It is a European agency that helps promote and develop vocational education and training in the European

² The full text of the e-Learning Programme can be found at:

http://europa.eu.int/eur-lex/prj/en/oj/dat/2003/l_345/l_34520031231en00090016.pdf

³ For more information go to: http://www.europa.eu.int/comm/education/copenhagen/index_en.html

Union (EU). It is the EU's reference centre for vocational education and training. Main areas of the Cedefop activities are:

- research and analyses of the European lifelong learning and training initiatives;
- compilation of data; and
- dissemination of the research results.

It provides a good forum for the exchange of ideas, thus contributing to the coordination of approaches and various initiatives around Europe.

Cedefop produces a range of reports and publications on issues relating to Lifelong Learning across Europe.⁴

Second EU agency involved in the field of lifelong learning is European Training Foundation. Its work is based on the fundamental contribution that vocational education and training makes to competitiveness, employability and mobility in modern economies. Its main activities include:

- policy analyses in the field of education and training;
- design, monitoring and assessment of the projects;
- capacity building so that the modernisation or reforms of the training systems could take place;
- assistance to the economies in transition;
- facilitating dialogues and building of the European networks.

The European Training Foundation highlights:⁵

- the importance of high quality vocational education and training that is more relevant to labour market needs; and
- the need to promote awareness about the requirements of specific target groups and approaches to vocational training for students requiring assistance, especially unemployed young adults.

Inclusive work practices

Previous European programmes focussing on inclusive work practices issues include:

- Employment-NOW aimed at promoting equal opportunities between men and women in employment, particularly through training measures and supporting access to employment with future and managerial posts.
- Employment-YOUTH START aimed at promoting the integration into the labour market of the youngest (under 20 years old), lacking sufficient qualification to accede to a job.
- Employment-HORIZON aimed at promoting social solidarity and equal opportunities to people with disabilities through improving the access possibilities to the labour market.
- Employment-INTEGRA aimed at improving access to labour market and employment possibilities for the most vulnerable people in society and disadvantaged groups.

Also influential have been the EU Directives on Employment and Race (2000) and Employment and Occupation (2000). These Directives are supported by an action programme (established by a Council Decision — 2000/750/EC) which promotes practical measures to combat the discrimination prohibited by the Directives.

⁴ More information is available at: <http://www.trainingvillage.gr/etv/default.asp>

⁵ The ETF produces a wide range of publications which are available at: www.etf.eu.int

The Copenhagen declaration can be found at:

http://www.europa.eu.int/comm/education/copenhagen/copenahagen_declaration_en.pdf

For a copy of the 2003 stocktaking report of the Copenhagen process go to:

http://www.europa.eu.int/comm/education/policies/2010/doc/ccg_report_october_2003_final_en.pdf

Both these directives were designed to introduce a common framework of protection against discrimination across Europe, not only as regards race, but also on the grounds of age, sexual orientation and religion in employment and training.

Aims of the “constructive adaptability” strategy:

- develop literacy and numeracy policies for employers that build on best practice, disseminating and implementing this widely through partner organisations;
- ensure that Information, Advice and Guidance Partnerships help employers identify literacy and numeracy skills needs among their staff and provide advice on appropriate skills training opportunities in the local area;
- ensure that high-quality learning opportunities are available to all workers who need them and that all literacy and numeracy skills provision is free;
- ensure that literacy and numeracy skills are a key feature of workforce development plans;
- promote a ‘toolkit’ for employers, particularly for those in low-skilled occupations.

Delivery will focus on:

- boosting demand by continuing to raise awareness;
- ensuring capacity in order to reach the achievement targets;
- monitoring, evaluation and research: recording and reporting on literacy, language and numeracy achievements;
- raising standards, by conceiving a professional and career development programme for those involved in delivering and leading and managing literacy, numeracy and language provision;
- learner achievement and innovation and development.

As a sub-issue, in order to achieve a series of objectives, it is crucial to promote activity by trade unions in support of the more general objective of creating a learning society, by influencing the increase in take up of learning in the workplace and boosting unions’ capacity as learning organisations. These objectives are:

- Develop systems to support the training and development of Union Learning Representatives
- Develop Skills for Life strategies
- Work with employers to agree partnership approaches to learning and skills
- Engage learners in quality ICT and e-learning opportunities
- Ensure access to high quality Information, Advice and Guidance for all learners
- Develop approaches to engage potentially disadvantaged groups in the workplace
- Address Continuing Professional Development issues

ANNEX 3 Discussion Notes

CA Working Group Session - 28th, July 2005

The session started with presence of six persons:

- Mr. Manuel Strack (Germany),
- Ms. Bettina Lutterbeck (Germany),
- Ms. Alexandra Bautzmann (Austria),
- Ms. Katarina Kollathova (Slovakia),

- Ms. Bernadette Rigaux (France),
- Mr. Francois Morel (France).

Three other members of the CA Working Group (Mr. Giuseppe Mastruzzo, Mr. Carlos Marco and Mr. Michal Palenik) weren't present because of taking part in Steering Committee session at the same time. Mr. Javier Pitarch was participating partially in behalf of Mr. Carlos Marco.

Slovakians moved from Social Responsibility group to the Constructive Adaptability Group.

As a starting point for discussion we chose to find some similarities between other countries' problems. That is why we prepared a diagram on which all countries wrote their goals and reasons for joining CA Working Group. Then we started to look for common points. These were the results:

1. Austria
Referring health care:
 - improvement of interprofessional communication,
 - international aspect (nurses from foreign countries),
 - sectoral approach,
 - new models for working time,
 - reduction of turnover among nurses,
 - nurses' psychological problems.
2. Germany
 - introduce sustainable learning's concepts into work process,
Target groups:
 - migrants, older employees,
 - women with family responsibilities,
 - people who are in danger of losing their jobs (SMEs).
 - organising migrants and exploring their competences,
 - exploration of the nature of intercultural competences and strengthen self-confidence of migrants,
 - improvement of migrants image.
3. Slovakia
 - advise to labour offices,
 - how to develop policies within labour offices for unemployed people with low qualifications,
 - vocational trainings for people who have no skills .
4. France
 - ways to minimize unemployment among groups such as: people with handicaps, young people (16 – 24 years old), persons with psychological disabilities,
 - methods to help disabled people to function in: daily life, social life and professional life,
 - development of vocational trainings for: women with difficulties, illiterate people, persons with social difficulties,
 - development tolerance among employers.
5. Spain
 - helping employees from special minorities (e.g. ethnic minorities, unemployed women or young people),
 - helping workers in risk of being fired,
 - cooperation with SMEs (4 – 5 employees),
 - finding the ways to stop the circle in which vocational trained people find the work and they lose it in a short period of time.

The common points were:

1. Spain and Slovakia: helping people with low qualifications to find a job.
2. Spain and Germany: partially similar target groups and PR for intercultural diversity.
3. France and Germany: development of new learning concepts for specific target groups.
4. France and Austria: psychological disabilities among specific groups (e.g. for Austria - nurses).
5. Germany and Austria: development of training's models including intercultural competences (in Germany – migrants and in Austria – foreign nurses).

After this part CA Working Group described Working Group's Coordinator (Moderator) tasks, which were:

1. Maintaining communication (with other WGs and SC, if needed; sending protocols, minutes, keeping an eye on Internet platform).

2. Moderating next meeting.
3. Respecting the goals.

CA Working Group also decided that minutes will be done by one person chosen from the hosts of the meeting.

The next part of the session was done with presence of all nine members of CA Working Group, including Mr. Giuseppe Mastruzzo, Mr. Carlos Marco and Mr. Michal Palenik.

Working Group has chosen the Coordinator (Moderator) – Ms. Alexandra Bautzmann, who will work till next meeting in Slovakia, there the group will choose another coordinator (rotating system). And it was also added that Coordinator (Moderator) can't be chosen from these participants of CA Working Group who are also present in the Steering Committee.

After that Italy has described its participation in CA:

- target group – people more than 45 years old inside enterprises (local public services), people at risk of marginalization, people who didn't updated their skills,
- looking for paraprofessional skills which could be useful for the companies.

Then Working Group was trying to find some similarities with problems connected with other countries: Italy and: Spain, Slovakia, France, Austria – all similarities were referring to specific minorities and methods of trainings.

Next the discussion continued on general problems connected with project. Italy said that: First we have to know how to proceed, we need to define the theme in general terms and everything must be done on Equal Project's basis.

To help to organise better our work Italy proposed that we could use chart. In this chart the:

- first column shows us which components of particular DP are interested in CA,
- second column (WHAT?) shows goals, key policy point and explains why you are doing the project,
- third column (WHO?) shows how to create a network to support the process and contains strategic partners, companies, regions and shows how do they cooperate,
- fourth column (WHEN?) shows frequency, timing,
- fifth column (HOW?) says about all different tools which our project will use,
- sixth column (WHAT RESULTS?) shows final products which our project will achieve.

This layout of the chart was accepted by all participants of CA Working Group. The chart (called by Working Group: CA Matrix) is placed below in this document

Italy also mentioned about background document (called – Summary of the subject CA), which should show to all the same framework. The example of it (prepared by Italy) is given as a separate MS Word's document.

At the end of the session CA Working Group has chosen stable people of the CA:

1. Mr. Francois Morel
2. Ms. Bernadette Rigaux
3. Ms. Alexandra Bautzmann (Coordinator / Moderator)
4. Ms. Katarina Kollathova
5. Ms. Bettina Lutterbeck
6. Mr. Manuel Strack
7. member from Denmark?

CA Working Group Session - 29th, July 2005

During this 90 minutes session the Working Group was discussing two main subjects, which are given below also with particular tasks.

- I. What to do before meeting in Bratislava.
 1. Each member will prepare a Power Point presentation which refers to their project in a perspective of Constructive Adaptability. It will be send to Coordinator (Moderator) by the 15th of November and then Coordinator will pass it to Mr. Michal Palenik
 2. Coordinator (Moderator) should collect information from other members about document: Summary of the subject CA.

3. All members should send filled chart which we called CA Matrix.
(both: proposals to Summary of the subject CA and filled CA Matrix should be send by 30th of September).

II. Agenda for Bratislava.

1. Presentation of the main points of the subject CA based on document:
Summary of the subject CA – finding common background. (10 minutes)
2. Discussion of the basic document and the remarks of the group members
3. Presentation of each project and discussion after each project (5 minutes – general and 15 minutes – concentrated on CA).
4. Figure out trends, main- interests in the CA subject
5. General Discussion about the Tools/instruments used by each country in this project etc.
6. “Offers”, highlights to the group: exchanging experiences
7. Resume

ANNEXE 4 Meeting Participants Contact List

No	Name	Country	Contact
<u>Gesundes Gesundheitswesen</u>			
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