

New Approaches, New Skills for Social Inclusion (NANSSI)

PLENARY SESSION

25TH January 2012

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New Approaches New Skills for Social Inclusion

- Illustration of best practice in VET on which to build new partnerships, communities and networks, aligned to the Europe 2020 vision;
- Bring new partners together who may not have thought about working in Europe before;
- Recognise the varying scales and contexts within which VET operates;
- Recognise the role of social media as a key driver for collaboration and for skills development

Ideas wall

Finishing
touches

Building blocks

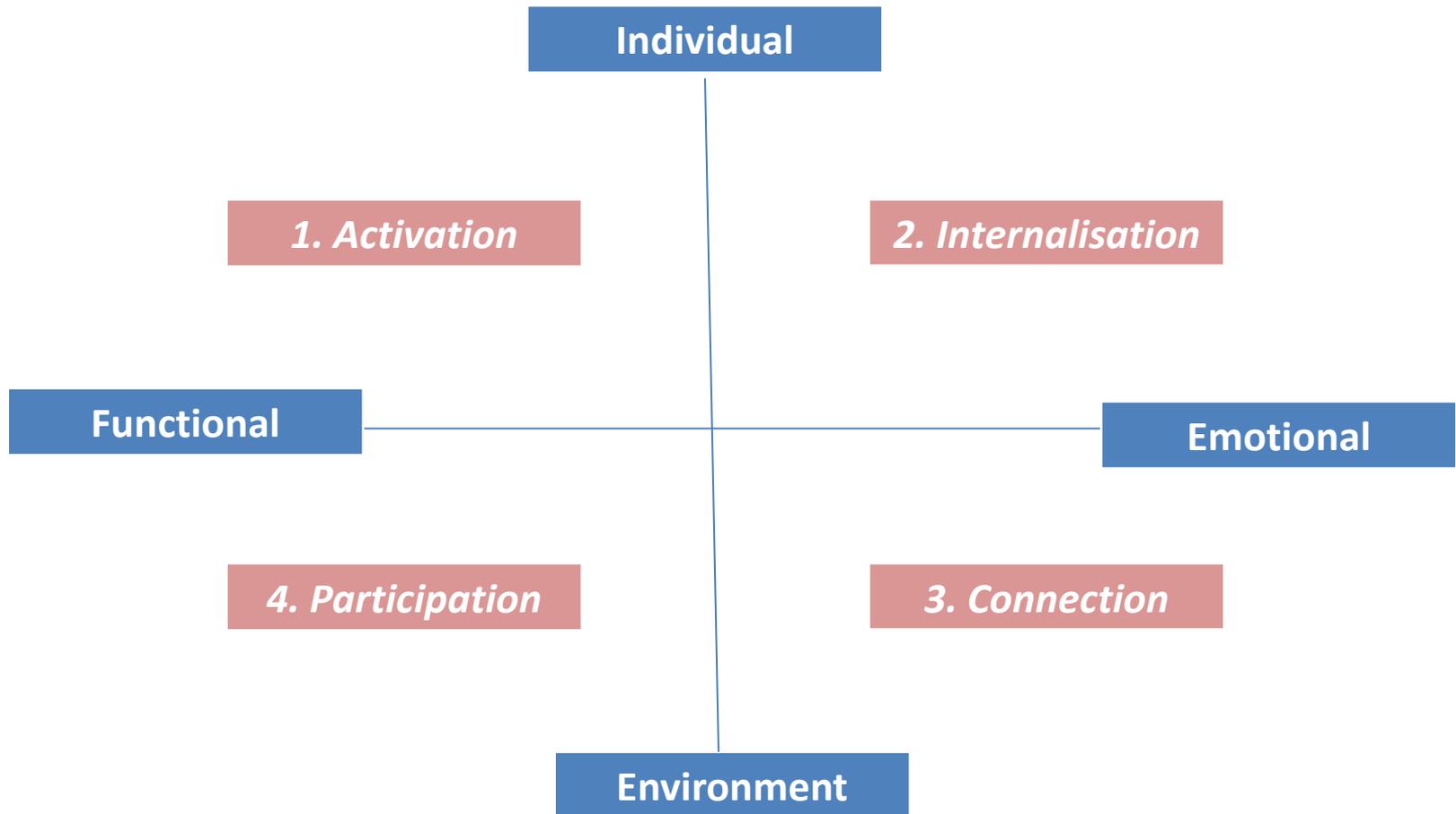
Foundation stones



Evidence from the EU/Netherlands

- After participation in learning, 44% of adults feel more content and in tune with society
- 37% participate in society / further learning
- Link between supporting social inclusion and wellbeing
- Emphasis needed in first instance on employability skills designed to complement interests of participants – eg sport, art

Model of social inclusion



What we have learned and achieved so far through NANSSI

- Small is beautiful: ways that projects and current funding can address social inclusion
- Mobilisation through social media essential for collaboration and to support social inclusion
- Working in Europe is more than student and staff mobility schemes BUT
 - There is great interest international VET mobility – through a VET alumni scheme
 - AND
 - We now have a better understanding of how we develop collaborative arrangements

How do we address the issue of social exclusion?

- Discussions
 - Under headings provided and any others wish to identify
 - Using proforma
 - In small groups

Small is beautiful

- Work with agencies/community groups - initial interest – how feasible is this – ideas?
- Bite size courses to raise aspirations based on interests of the disengaged &/or where there are likely to be jobs in the future – is the training we all do sufficiently aspirational and forward-looking?
- For some, maintain interest through social media – how can we do this?
- Fund and accredit through the opportunities of NQFs – and thus to EQF – what does this mean?

Social media

- Collaboration with partners, although must be set in context
- Engage and maintain interest of learners and prospective learners BUT low staff skills base and staff still needed to teach how to think, create, analyse, evaluate and apply
 - Marketing and recruitment (including school liaison) has been used for a while
 - Parents – pre and post-recruitment
 - Study skills/updates on ongoing basis
 - Serious games turned into learning resources
 - i-pads for assessment
- Technology/media based solutions will not encourage learning on their own and can become repetitive and sterile
- Principles of use are important

Review of social media

- Are the principles correct?
- What can we do to use social media and digital learning to encourage and support learning?
- What are the challenges we face and how do we overcome them?

VET mobility

- Schemes such as Leonardo have always helped VET mobility – but is this enough?
- What else do we need to do at European, national and local/institutional level?
- Is a VET cooperation framework needed and if so are the principles the right ones?

VET mobility

- Alumni schemes: keep in touch with successful students/employees, encourage them back for various purposes (courses, jobs, marketing, fund raising) and a useful way of extending a brand
- VET alumni scheme:
 - Open to everybody who has gained at least a one VET qualification/certification at any level
 - Full alumni benefits for those who have achieved a level 2 or above
 - Available to anybody who has at least one Europass certificate

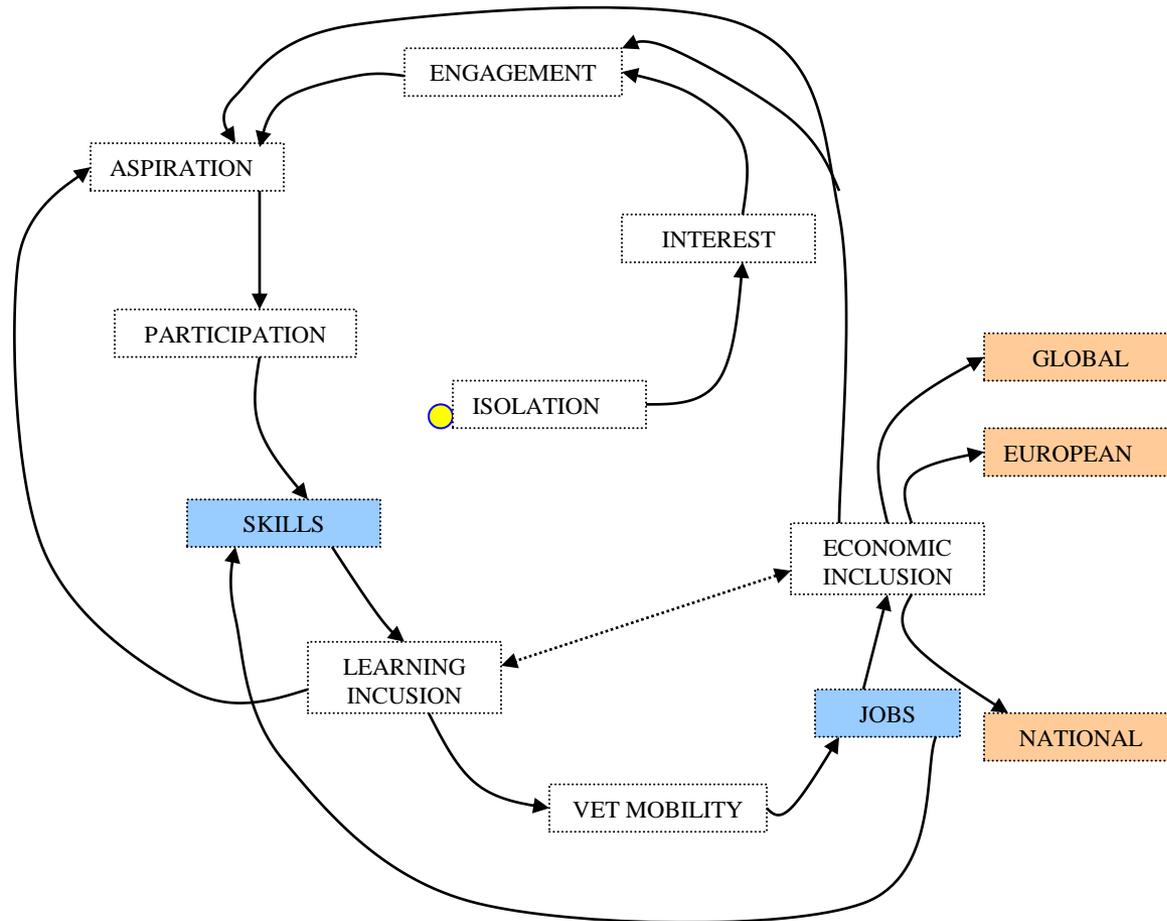
What we need to tell the policy makers

- Think about when and how choices are made – Dutch chose at age 12 academic or vocational; they have limited choices until they complete the school leaving certificate at Level 2
- Dutch also deliver basic skills through youth work rather than in formal education – so requiring less focus on intensive basic skills in isolation before raising aspirations
- Consider ‘guiding’ people back to school/formal learning once their confidence and basic level of skills is improved
- Cross agency development and integration with each doing what they are good at in partnership with others is essential – eg link learning to Ministries promoting, for example, social affairs/employment
- Learning environments need to be developed at a national and international level

Policy making – what do we tell them about.....?

- ...how government ministries work together?
- ...current ways of funding learning?
- ...current approaches to qualifications?
- ...learning in informal/non-formal settings?
- ...learning environments?
- ---training of teachers, trainers & instructors?

From isolation to economic inclusion



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Ideas for future work

- Ideas for collaborative projects based on any/some of the strands?
- Ideas to take back to own institution?
- Priority areas for future work?

Lessons for future projects to address social mobility

- Expectation management – small is beautiful
- Senior manager vision – essential organisation and policy making commitment
- Cross-agency development and integration essential
- Use digital technologies/smart learning to engage and encourage learning, but include time for reflection
- Balance needed between educational and fun elements
- Use youth activities to develop basic skills
- Focus more on the new skills that Europe needs to be competitive globally when considering how to engage the hardest to reach
- European projects should focus on getting partners and collaboration; as funding can come from current streams