

Communiqué on NANSSI

The aim of the NANSSI project was to build an understanding between the partners, the Association of Colleges in the UK and MBO Raad in the Netherlands to develop a framework for future cooperation that can be rolled out across Europe to address issues of social inclusion and mobility. It was based on concern in Europe about the lack of a skilled labour force to meet future global competition, especially from the BRICS, and poor responsiveness of VET systems to meet the constantly changing needs of the labour market.

The NANSSI project was developed against the backdrop of changing labour markets and the demand for new competences from future employees. On a European level this is defined in the policy of 'New Skills for New Jobs'. NANSSI was therefore targeted at policy makers at national level and decision makers at local level who are in a position to address the European skills agenda. Indirectly, the beneficiaries of NANSSI are individuals, who through implementation of the outcomes should have more opportunities to be skilled to meet future needs and employers, who should be able to benefit from a focus on the skills that they need for future growth of their businesses.

The consortium comprised representatives of VET membership organisations, senior project managers, policy and strategy experts and VET principals. It reached out to senior policy makers in the UK and the Netherlands, and to senior international and curriculum managers in VET institutions. It also took advice from learner focus groups. It has significant spins off in that it groups developing national initiatives to benefit from transnational learning – for example the Netherlands benefitted from UK experts in skills for life.

The approach used was primarily to develop ideas and collaborative relationships through two high profile launches, one in each of the partner nations, and a series of seminars based on the underlying NANSSI themes – engagement and participation. This culminated in a plenary session at which future developments and sustainability were discussed. It was agreed that activity building on NANSSI should focus on rolling out pan-European schemes based on the very best evidence available for dealing with the socially excluded and economically isolated young people in particular. At the same time NANSSI proposed encouraging the development of a pan-European curriculum for the low skilled. These outcomes are different to what was originally envisaged – but would have greater impact with ever increasing youth unemployment and the risk of a 'lost generation'.

At part of NANSSI, a number of good practice principles and guidelines were developed for those involved in VET cooperation, for the use of social media for engagement and participation and to link quality frameworks and the European Qualifications framework. In addition, a model for social inclusion to realise engagement and participation was devised. It was concluded that to address social exclusion in the future the emphasis will need to be on localism, flexibility, scalability and accountability related to public benefit. All outcomes are available on the project website <http://www.euprovet.eu/nanssi.html> and described in the end of project DVD.

The DVD includes filmed sequences from the launches and the plenary, relevant comments project participants and from learners as well as the final project report. In addition, a policy paper, describing the European and national strategies informing the thinking behind NANSSI was produced and was widely distributed.



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