

NEW APPROACHES, NEW SKILLS FOR SOCIAL INCLUSION

Using social media to engage the socially excluded and encourage participation

The proposed principles and guidelines for the use of social media have been derived to support the key objective of the NANSSI project:

- *to provide a detailed review and analysis of the role and value of using social media to support awareness raising and dissemination programmes*

It also underpins all other objectives related to finding ways to improve engagement in lifelong learning.

One of the specific themes for NANSSI was to explore the use of social media not just for engagement and marketing, but for learning. To this end a set of principles and guidelines were developed arising from discussions specifically themed around social media and from inputs throughout the project.

Principles

In order to ensure that social media can be used effectively, principles were devised to support its adoption for learning, as defined below:

1. Social media and new technologies will only work if supported by excellent teaching and learning strategies which are led from the top in an institution;
2. Social media must, therefore, be complementary to other forms of learning and assessment;
3. Social media has considerable value as a learning tool provided that teachers and instructors are sufficiently trained and confident to maximise their use;
4. Use of social media alone will not encourage learning without instruction/guidance;
5. Digital technologies/smart learning can do much to engage and encourage learning, providing that time for reflection is built in;
6. Social media and digital/smart technologies can encourage learning in the global context through the development of online and cloud partnerships;
7. Social media can encourage progression through peer interaction and through supporting and reinforcing learning activity regardless of where the recipient of that learning is;
8. Social media cannot be the panacea for all forms of engagement. However, the widespread availability of smart technologies makes it increasingly accessible to most individuals and communities;

9. Social media and smart technologies can enable access to learning and development in remote, isolated and closed communities, provided that cultural and ethical sensitivities are recognised;
10. Inability to access social media, for whatever reason, must not result in learning or social exclusion;
11. Young people and adults must, as part of their learning, understand how to stay safe when using social media and other smart technologies.

The table below, which summarises guidance based on the views of delegates at all seminars, was derived in the first instance by MBO Raad.

<i>Purpose</i>	<i>What</i>	<i>Target-group</i>
<p>By using social media the respective project-teams raised awareness of the need for the development of new strategies on social inclusion for vulnerable learners.</p> <p>Since learning has been affected by cuts arising in part from the financial crisis, it has become difficult to develop innovative learning-environments. Social media affords new opportunities.</p>	<ul style="list-style-type: none"> ▪ Start up a specific LinkedIn-group for VET teachers ▪ Develop a Facebook page for VET teachers ▪ Develop a DVD demonstrating social media opportunities 	<ul style="list-style-type: none"> ▪ Policy-makers. ▪ Companies in the labour-market. ▪ Policy-makers. ▪ Ministry of Education, Culture & Sciences. (Netherlands); BIS and DfE (UK) ▪ Ministry of Social Affairs & Employment (Netherlands) ▪ DWP (UK)
<p>Not all VET-providers are active users of social media, and still have to start using social media in more attractive learning-environments based on the interests of learners .</p>	<ul style="list-style-type: none"> ▪ Develop digital learning-material – across Europe (possible follow-up project) ▪ Disseminate promo-versions among VET-providers 	<ul style="list-style-type: none"> ▪ VET-providers. ▪ Providers of digital learning-materials ▪ Social media consultants
<p>Valorisation of NANSSI outcomes among as many learning and education partners as possible across Europe using social media.</p>	<ul style="list-style-type: none"> ▪ Develop YouTube clips ▪ Develop Prezi presentations ▪ Develop a DVD ▪ Develop a Facebook page ▪ Write articles for European INFONET 	<ul style="list-style-type: none"> ▪ VET-providers ▪ Policy-makers - local, regional and national ▪ European Commission ▪ INFONET-network (circa 20 countries and 40 organisations in Europe)
<p>Interactive sessions held during</p>	<ul style="list-style-type: none"> ▪ Specific LinkedIn-group 	<ul style="list-style-type: none"> ▪ VET-providers.

<p>seminars to use social media and ultimately develop tools during at their own workplace, based on NANSSI experiences.</p>	<p>for VET teachers</p> <ul style="list-style-type: none"> ▪ Develop a Face- book page for VET teachers ▪ Develop a DVDs showing use of social media ▪ Use of Twitter in coaching and guidance ▪ Develop YouTube clips 	<ul style="list-style-type: none"> ▪ Experts and social media consultants
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This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained