New Approaches, New Skills for Social Inclusion (NANSSI)

PLENARY SESSION

25TH January 2012
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

1. Activation
2. Internalisation
3. Connection
4. Participation

Individual

Functional

Emotional

Environment
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 cooperation and mobility

Economic productivity and social inclusion

Labour market

Qualifications aligned to EQF/international standards

Learner

(Community) access

Engagement through bite sized qualifications

Quality assurance

Progression
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