

Innovation systems and policies in VET-

Discussion and reflection

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Point of departure Foray paper

Systemic innovation-:

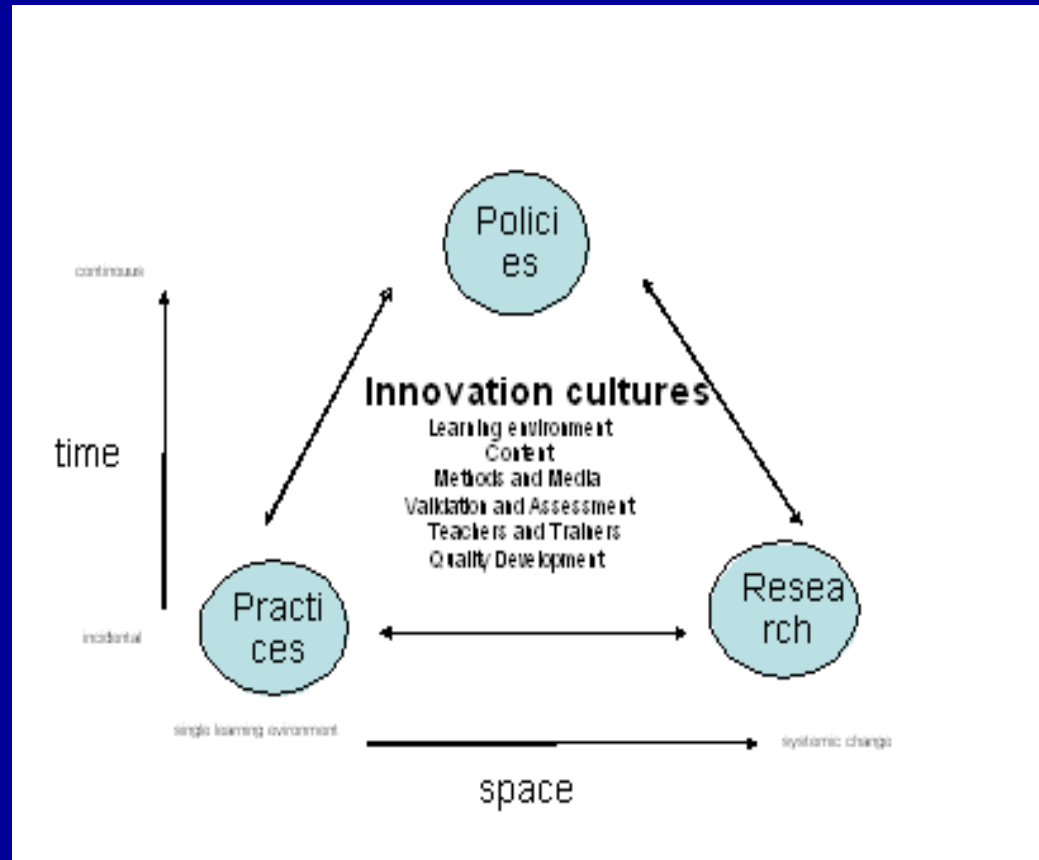
Pledges a holistic approach:

- Research
- ICT
- The Firm as the locus for acquiring competences in action
- The labour market-

What do we mean by innovation?

- Are the intensions of introducing and/or implementing significant change sufficient to talk about an innovation-?
- -System level/classroom level?
- Significant change- new to the context aimed at system improvements-
- What is the evidence base (why and how they occur – (**wider diffusion** socially desirable – Foray)

Systemic innovation environment



Systemic innovation cultures

- Innovation is being developed in the triangle between policy government), practice (teachers, learners,) and research, and needs some alignment of the agendas of those different actors;
- Innovation is spread across space (cross-institutional spill-over); mechanisms of innovation transfer have to be considered throughout levels and domains of actors;
- Innovation integrates the different aspects (changing learning environments, notion of skills, content, methods, and media; validation and assessment; teachers and trainers and quality) of teaching and learning in a coherent way.
- The Maastricht study- DG Education 2006

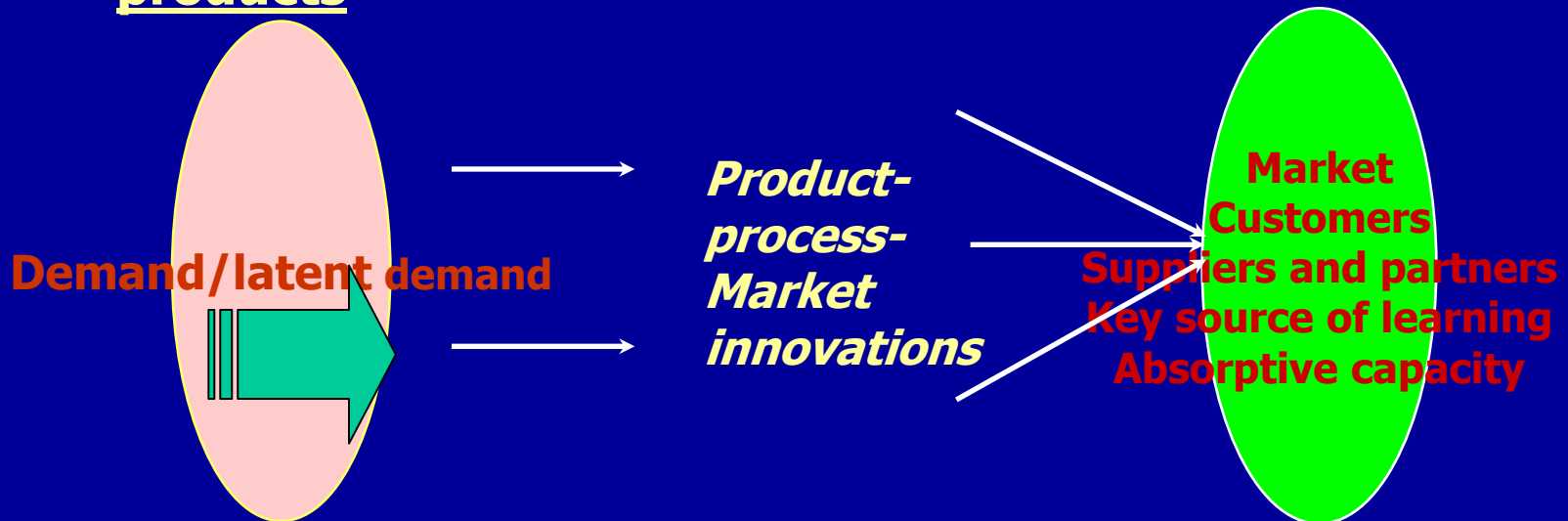
Innovation and learning/competition strategies

R&D driven innovation model- lack of critical mass/internal firm capacity → →

User-driven Innovation

Interactive model:

Re-invention of business model, services, products



The changing firm base

- Applied development projects in polytechnics and similar institutions with a view to joint development of the firm base and the educational environment.
- Link to workplaces through students' final year projects, based on the notion of cognitive apprenticeship. The objective is to integrate theoretical underpinnings of projects with the concrete practices and reflections about them.
- Use of shorter placements and internships for students is a third element. placements.
- Simulations- company games, (role of iCT)
- But employee – and lead user innovation driver of strengtehdned relationship with the VET systems

Danish Technological Institute (2006), *Uddannelsesinstitutioners samspil med erhvervslivet – fra uddannelsesudbyder til samarbejdspartner*

The skilled worker

Previously direct connect between labour market and the specific qualification



Anticipation of future skills?

Growing research field across countries



Risk of simplifying the problem-learning to learn rhetoric



- Innovation of VET in an economic context-
firm innovation agenda, composition of
labour force
- Innovation of VET in a social context
- Tension between the two