



Systemic Innovation in Education: A Preliminary Model

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Innovation

- “the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations”
 - » Oslo manual (2005, OECD/Eurostat)

Innovation in education

- Challenges:
 - Definitions
 - SYSTEMIC
 - Focus on process rather than outcomes
 - For VET in particular: role of private sector

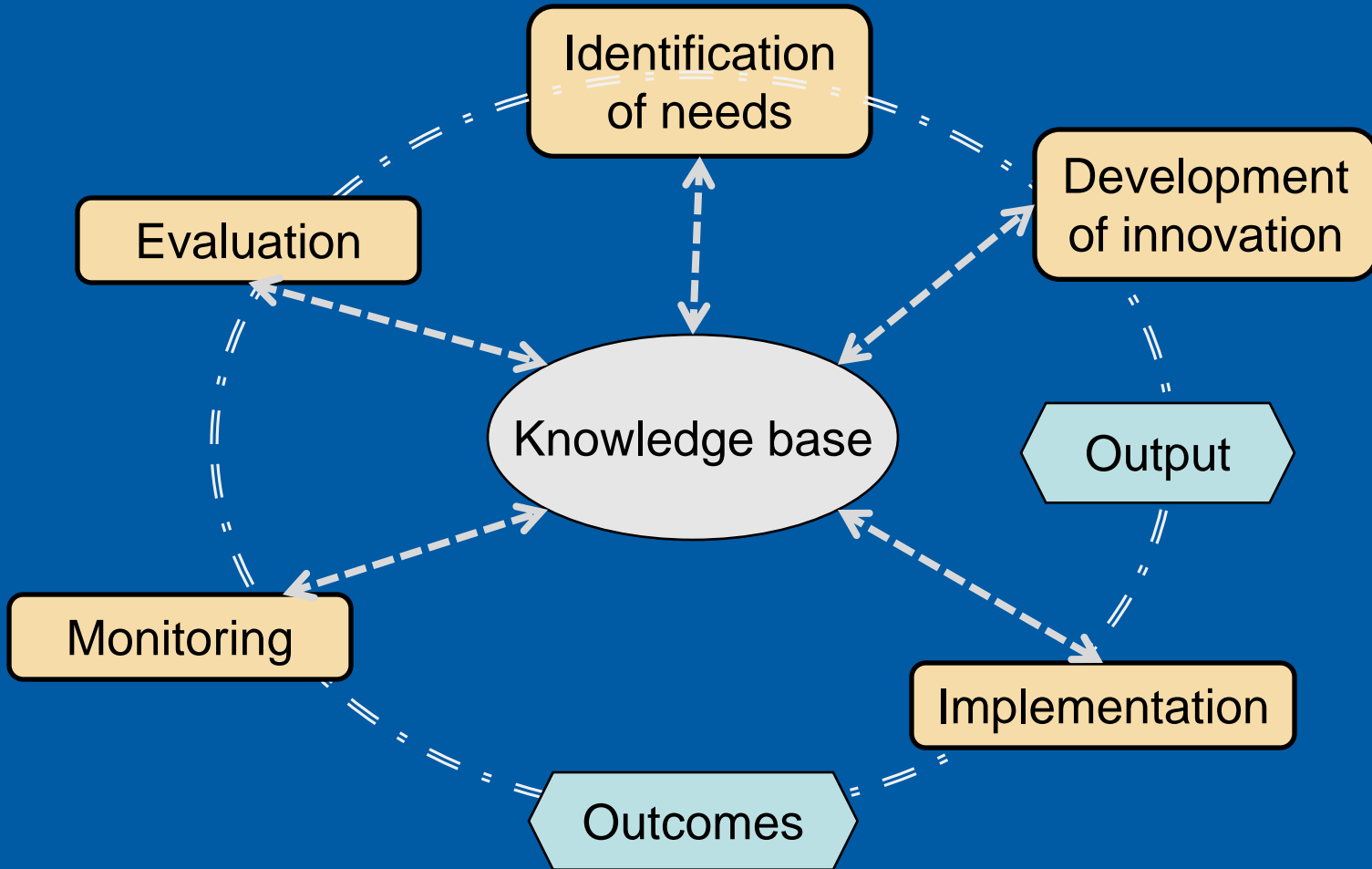
Focus of the analysis

- **profile** of innovation
- use of an **evidence base** to support innovation
- **process** and **dynamics** of innovation
- role of **evaluation** in innovation

Case studies

- **Australia:** Increasing the status of VET; FLAG; Evidence base for VET
- **Denmark:** Globalisation Council; Practical training
- **Hungary:** Modular National Qualification Register; Step one forward
- **Germany:** Innovation Circle; SKOLA
- **Mexico:** Tech Bac Reform; Linking public and private resources
- **Switzerland:** Case Management; Leading Houses

Preliminary model of innovation



Identification of needs

- What are the drivers of change?
- Which stakeholders are involved?

Content of the innovation

... bottom-up approach

Innovation

Evaluation

= judgement of

- How and when is evaluation conducted?
- What criteria are used?
- What are the findings?

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→ How is monitoring

What knowledge sources?

→ What criteria are used?

→ Summative or formative purpose?

→ What are the findings?

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Challenges

- How to capture a dynamic *process*?
- How to capture the policy environment?
- Drivers/stakeholders: cross several categories
- New innovations: lack of evaluation/scaling up

Next step:

- Development of typology
 - Profile of innovation (incl policy context)
 - Use of evidence base
 - Process and dynamics of the innovation
 - Evaluation