

OECD/CERI study on Systemic Innovation in VET

Participants' briefing

This note is intended to provide background and guidance for people participating in this study. Contact details for further inquiries can be found at the foot of the note.

The OECD's Centre for Educational Research and Innovation

The Organisation for Economic Co-operation and Development (OECD) is a group of 30 member countries committed to democracy and the market economy working together to address the economic, social and environmental challenges of globalisation. The OECD aims to help member governments to compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies.

The Centre for Educational Research and Innovation (CERI) of the OECD forms part of the OECD's Directorate of Education. The Centre carries out research and analysis on education and learning throughout the lifespan, with a particular focus on emerging trends and issues and futures thinking. More information on CERI's work, including information on reports and publications, can be found on the website: www.oecd.org/edu/ceri.

This project is carried out in collaboration with another EDU division, the Education and Training Policy division. While the CERI activity focuses on *innovation* in VET, the ETP activity deals with VET *policy*.

General information about the study

The study's overall aim is to examine systemic innovation in Vocational Education and Training (VET). The definition of systemic innovation adopted here is: *any kind of dynamic, system-wide change that is intended to add value to the educational processes and outcomes*. The aim is to analyse innovation systems and strategies in VET by bringing together evidence of the drivers for systemic innovation in six different countries¹. All countries taking part in the project have put forward two or three 'case studies' of recently implemented systemic innovations in the area of VET.

Particular attention will be given to:

- how countries go about initiating innovation,
- the processes involved and the relationships between the main actors
- the knowledge base which is drawn on, and
- the procedures and criteria for assessing progress and outcomes.

¹ Australia, Denmark, Germany, Hungary, Mexico, and Switzerland.

Organisation of the country visits

CERI will be visiting all countries participating in the project in order to collect information directly from the people involved. The expert team participating in the visits will be seeking to meet and talk with a number of people directly involved in each case study. The aim is to collect information from as wide a range of stakeholders as possible, including public sector officials and policy makers, representatives from business and industry, trade union representatives, VET teachers and students and independent experts and researchers with an interest in innovation and VET. Background material, such as relevant reports and publications, on each case study will provide supplementary information.

A team of three experts, consisting of two independent experts and one member of the OECD Secretariat, will be visiting the country for a few days in order to meet and discuss with relevant stakeholders as outlined above. The team will be interested in finding out more about each case study and each individual participant's views on it. Specifically, they will be asking questions on issues such as:

- how specific areas for innovation were identified
- who was involved in the process
- how any initiatives were implemented and evaluated.

Questions will of course be tailored to suit individual participants' experience and role in the innovation process.

The CERI team will meet participants individually or in small groups. Most of the meetings will last approximately one hour. Reports on the study will never attribute views or comments to specific individuals, although all participants will be acknowledged in the final report(s).

Outcomes and dissemination

The expert team will write up a report on each of the countries involved in the project; these country reports will become available as web publications. A comparative report drawing together the findings and conclusions from all six countries will also be produced at the end of the project and is expected to be published in early 2009. Findings and conclusions from the study will also be disseminated through other media, such as national newspapers and magazines and academic and practitioner journals.

To sign up for news on this and other CERI work, go to www.oecd.org/edu/ceri/update

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