



NATIONAL REPORT ABOUT “THE DEVELOPMENT OF INNOVATION COMPETENCES IN THE SPANISH LIFELONG LEARNING SYSTEM”



INDEX PROPOSAL FOR THE NATIONAL REPORTS ABOUT INNOVATION IN TRAINING & EDUCATION

- 1.- **CONCEPTUAL FRAMEWORK:** What do we understand by Innovation ability, by competence, by formal, non formal and informal learning... In all, what is our subject of study?

Introduction

It's almost ten years since the European Union in the Lisbon Council assumed the purpose of becoming Education in **the more competitive knowledge economy in the world**. This ambitious goal has driven some strategic changes in educational systems of the continent.

The improvement of the **quality** and **efficiency**, the **access** to **education** and the **opening** of the **education systems** to the outside, are the main three purposes of this idea.

All these changes have been aimed to provide a quality education. **But what do we understand when we talk about this idea?**

Quality Education is the one which achieves the highest rates in the academic success of our students, helping them **to achieve the acquisition of the basic skills** to allow them to get a satisfactory adult life.

To get this aim, one of the needed competences is **INNOVATION, from our point of view**.

What we understand about competence

Es aquello que nos permite hacer algo. El problema está en saber lo que incluye la palabra "aquello", desde el IMH hablamos de saber, desde dos puntos de vista:

Saber saber y saber hacer. Con esto nos encontramos las personas que saben hacer y las que únicamente se dedican a pensar. Por lo tanto para trabajar una competencia tendríamos que hablar del SABER en mayúsculas.

Aplicar un saber: (conceptos, procedimientos, actitudes) con éxito en un contexto determinado.

Saber = capacidad y/o conocimiento

Imh Point of view

Speaking of innovation is, firstly, the need to establish clearly the different meanings given to the term and its relationship to concepts such as change and improvement that are often used as synonyms..

Based on the etymology of the word, we can talk about innovation in the sense of the **introduction of something new and different.**

Sometimes the term **innovation** is used to designate an **improvement on methods, materials, ways of doing things, etc.**, But the improvement itself may or may not be innovative, for example, something can be improved because we know more about the subject or simply we have more experience on this subject, so in this case there is no innovation, while if the introduction of new elements, the improvement improve something, it may be associated with an innovation then.

Thus, a first approach to the concept of innovation can be the **"introduction of something new that produces improvement"** (Moreno, 1995,pg. 6).

Taking into account this idea, for IMH ,

Innovation is the competence which help us to create things that help us to improve something.

And to develop this competence, it is necessary:

1. willingness to engage positively with an open mind in teaching.
2. Team work
3. To have the necessity of innovate.

Formal non-formal and informal learning

Formal learning is typically related to education and school institutions. Formal learning can be based on National Curriculum and it is systematic and target-oriented. Normally formal learning leads up to degrees and certificates. Formal learning takes place in from basic education to higher education in universities and polytechnics.

Non-formal learning based on target-oriented education and studying also but it doesn't strive to educational degree or certification Non-formal learning takes place for example in civil training centres, in the course of training organisations and in updating courses.

Informal learning is learning by accident or you are learning just for yourself. Then learning isn't systematic and target-oriented. In addition, there is absence of formal and contents requirements. Informal learning occurs in working place, in practical or in everyday life.

2.- STARTING POINT OF THE STUDY ANALYSIS

Education system in promoting innovativeness

Nowadays, the concept of education includes not only theoretical teaching. Increasingly, There are schools, vocational training centers, polytechnics and universities that promote **innovation** in their ways of teaching, because their aim is: **to get ready their students to a satisfactory adult life.**

We are beginning to give away to the old concept of teaching. In fact, the regional innovation systems explain that in order to get innovation, there must be a combination of actors, where education is fundamental. In fact, Innovation is not possible without the support of the educational system.

Kindergarten, primary, secondary, high school education and vocational training are implementing new ways of teaching and therefore of educating their students. Each more, they work in small groups, they work by projects, this new ways of doing things promote that they develop new ideas, they develop their minds. They develop an environment of acting, where innovation is present.

This new way of working allows teachers observe and interact in a more dynamic way while teaching, leaving students work free, supporting their ideas, their contributions, etc, we are somehow helping to prepare our students to cope with today's society, a society which advocates a set of values where innovation plays a key role.

The entire education community must support our students' growth and learning in a safe and socially considerate environment. **The aim is that creativity, different talents and innovativeness will be advanced starting from early childhood education to higher education.**

That's why from the very beginning, teachers and parents must support and apply an education where thinking and acting will be the main motiv.

Learning by doing

Therefore the Spanish system tries to offer high-quality teaching for students to grow and develop. But, we must take into account, that, we are not equal, and everyone has its own way of learning and acting, that means, **innovation advancing at different times**. It's going to be impossible to get the same level of innovation at the same time, therefore teachers and parents should manage this situation and take into account this idea.

The Spanish education system should support individual development when moving up from basic education to upper secondary education, comprising vocational or general education. We should have guidance taking into account individual needs. Maybe coaching systems should be a good idea to help our students to recognize their own strengths and weaknesses and guide them to find out their ways.

Public governments, universities, polytechnics and other institutes belonging to the administrative sector of the Ministry of Education are playing a key role in implementing the National Innovation Strategy and doing things to work together in order to think as innovative people. (For instance, the Basque government is doing things to become a benchmark of innovation in 2030)

3.- THE ABILITIES AND COMPETENCES LINKED TO INNOVATION IN MY COUNTRY. State of art.

As I mentioned earlier, the Basque government wants us to be a benchmark in innovation in 2030. That's way has developed an educational innovation policy called: "Priorities for educational innovation"

These lines are divided into three strands:

1st: A school for all

2nd: a better school

3rd: A school in the XXI century society

These action lines are mainly due to the continuous changes that have occurred at work field, and cultural field as well. The continuous change of the competencial requirements in work area and the new arisen needs due to the current crisis in which we are currently involved pose a challenge to be tackled from many areas, being the education field the most important one, due to the connexion that exists between the occupational and professional field.

Acting using innovation is the result of all these needs, so the Basque government being conscious of this situation develops a strategy of action in order to reinforce this competence, working with different agencies in order to raise awareness to the population, especially to the educational one.

What are the key aspects to achieve it?

Educational innovation, improvement, teacher training, change, innovative schools.

Educational innovation

Educational innovation is the attitude and the inquiry process of new ideas, suggestions and contributions, carried out collectively, to solve problems of practical situations, which entail a change in the contexts and the *prácticainstitucional* of education. "

It is necessary to renew the concept of education in our schools.

This requires :

Promote positive attitudes throughout the educational community in terms of a standing behavior, open to the need for change and its implications, the appropriateness of the curriculum and the needs and interests of students.

Creating spaces and facilities in educational institutions to identify, evaluate systematize, standardize, implement and deliver innovative experiences that contribute to solving educational problems that are affecting the quality of student learning.

Encourage the development of valid educational proposals that respond to the reality of rescue our country and that creativity, human wealth and natural and cultural resources provided by our media.

Promote flexible curriculum changes, creative and participatory, in consistent with the needs of individuals and the community, ensuring quality education and meaningful learning.

Implement the application of theories, processes, methods and techniques

Estimulate the research as an everyday determinant training element in the continuous vocational training of the teachers from their own educational practice.

Recover and systematize the experiences of teachers, manager, consultant and supervisors.

Improvement

The act of making better or the condition of being made better . This idea includes to be alert, always thinking and looking for new ways. Desde el ámbito escolar, no caer en rutina, trabajar talleres de creatividad, trabajar desde el kaos ordenado.

Teacher training

It is essential that teachers work techniques to help them innovate and be innovative, especially at the methodological level, that's why the Basque government support through courses, seminars, lectures that teachers acquire skills that help them to be innovators, to develop a innovative spirit.

Change

Innovative schools

Every time we work more for having a modern and innovative school in terms of teaching knowledge. Work by projects, non-compulsory attendance at classes, etc are methods that are helping to build initiative in students. This initiative is an important part in generating an innovative spirit.

4.- **EXPERIENCES AND BEST PRACTICES: Experiencias y mejores prácticas.** It seeks to identify some experience that it's being developed in our country to encourage these abilities

1.) CEIN

The European Centre of Enterprises and Innovation of Navarra (CERN) is an instrument of the Government of Navarra in the service of education, SMEs and entrepreneurs, which aims to consolidate and diversify the industrial and economic fabric of the Community. Encourage entrepreneurship, identify, promote and develop business projects and drive innovation in companies in Navarre.

CERN is involved in a European philosophy, both in the methodology of work and in constant search of innovative services and in identifying new business opportunities for business or economic development projects in collaboration with other regions of the European environment.

Through different projects attempt to bring the entrepreneurial skills and initiative. Thus, through the Science and Technology are working on business skills in primary and secondary or familiar to students of Vocational Training and University courses in the world of entrepreneurship and the option to create a company as output real professional and feasible

Educate with INNOVATION in the centers.

They offer to the vocational training centers a training context in the classroom through three courses of action

Guiactivas. Teaching materials for the classroom. The Guiactivas are didactic materials that are intended to bring the entrepreneurial culture and entrepreneurship to students of higher vocational education (primarily). Also enable them to discover their entrepreneurial skills, where innovation plays an important role.

Business Ideas Competition. Through this contest, they reward initiative and the capacity of VT students to develop a business plan, from the origin of the idea to the analysis of their viability.

Simulated Enterprises. The methodology of Business Simulation consists on the implementation of a business organization which organigram is formed by the students and the teachers. To do this, we need a physical space, equipped as an office, in which students develop their actual practice in business management.

2.) TKNIKA

Urrats bat is a program promoted by the Deputy Ministry of Vocational Training Department of Education, Universities and Research of the Basque Government and coordinated by TKNIKA to assist VT students in creating their own business.

Urrats Bat chooses to convert the centers in business incubators. In each of the centers have the help of promoter properly equipped and available for free use..

Each center has a person that performs dynamic awareness and business projects. With the help of outside consultants is set as a strategic objective the creation of a company promoted by the school pupils in each school year.

It addresses to:

- The second-year students of vocational training centers and upper medium grade.
- Ex Alumnae
- Anyone who has a connection with the Centre through non-formal training courses

Educate with INNOVATION in the centers.

Learning to learn generates not only knowledge but also a motivational attitude towards life experience, higher cognitive structures integrating metacognition, or knowledge of knowledge, reflection, self-assessment of learning and the construction of it significantly.

• **Teach to think** has become one of the best thinking strategies that teachers can offer their students to achieve not only the autonomy in the implementation of homework, but also the development of a constructive, intelligent and critical thought and the personal initiative in the process of teaching and learning.

• **Strategies for Motivation:** As a West Morris said: "The example is a lesson that every man can read" and are therefore, as teachers must teach content through strategies that work the student motivation to learn and go beyond.

Motivation Strategies: As West Morris said: "The example is a lesson that every man can read" and therefore, as teachers must teach content through strategies that made students work and generate motivation to learn and go beyond.

4.- LESSONS LEARNED FROM THE ANALYZED EXPERIENCES TO REACH THE TRAINING INNOVATION OBJECTIVES:

Summary

In conclusion, to generate an innovative environment in teaching is difficult but step by step we are achieving little things in order to generate it.

Besides, it is very difficult to know which are the proper skills and abilities that are necessary to be an innovative person and the proper time to get it.

Of course, all this is a challenge to think how to generate a trustful environment where ideas, concepts, thoughts, ways of doing things can come up. How to generate an attitude to work as team, when our society promotes individuality.

However, if we realize the importance of the teachers' roles, the importance of working all together defending the same key aspects, we use ICTs, improving our learning methods and so on, it's sure we achieve an innovativeness environment., besides new technologies can help us to generate this environment.

I must say that in Basque Country we take care of the innovation concept overall in the professional field, but in the educational field, although we have improved a lot, we still have many things to do.

5.- ANNEXS

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