



2009 – EUROPEAN YEAR ON CREATIVITY AND INNOVATION

**Exploration and Analysis on
Creativity and Innovation
in Initial Vocational Education and Training**

**by Walter Stach / Gabriele Stöger – lege_artis
commissioned by the Austrian Federal Ministry
for Education, the Arts and Culture**

Agora conference, 16-17 March 2009, Thessaloniki

BLASMUSIK MEETS JAZZ

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das LehrlingsKulturFestival

The apprentices' brass band from MAN Steyrer Company confronted with Composers Bertl Mütter (tromb.), Christoph Cech (p.) and Christian Mühlbacher (dr.) ... breathing jazz.



Apprentices performing with the Nouvelle Cuisine Bigband, conducted by Christoph Cech and Christian Mühlbacher. Orchestral big bang!



The Useful and the Strange ...

Apprentices are trained to be *useful*.
Art may be regarded as something *strange*.
Artists could see it the other way round: apprentices
and their everyday life being something *strange*.

To get acquainted with each other can prove *useful*.

Co-operations between apprentices, artists and
cultural mediators have an impact on the promotion
of “key skills” by encouraging the ability to think
creatively and act in an *innovative* way.

Our Exploration

The European Parliament and the Council of the European Union designated the year 2009 as the “European Year of Creativity and Innovation”.

Our Exploration and Analysis on *Creativity and Innovation in Initial Vocational Education and Training* is based on the hypothesis, that creativity and innovation are strongly demanded and therefore promoted when dealing with art.

Not to address the elements *creativity* and *innovation* systematically in the current practice of initial vocational training, means to disregard the remarkably rich potentials for the creation of economic values.

Objectives

- to investigate the relevance of creativity and innovation in the present European IVET-systems.
- to describe the theoretical foundations required to encourage creativity and the potential for innovation in the context of “key skills” in initial vocational training processes.
- to collect and analyse examples of good-practice, which help visualise the impact on creativity and innovation.
- to draft recommendations by involving EU specialists in the discussion (expert’s hearing).

The investigation aims at devising strategies and relevant measures deriving from successful practice that will acknowledge the potential of creativity and innovation in initial vocational training and foster its systematic implementation.

Creativity

The term creativity incorporates the development of ideas for (re)designing habitual practices and products in order to find more satisfying solutions than those already established.

The process of creativity is characterised by the aspects of criticism, analysis and synthesis.

To act merely by routine will inhibit creativity.

Creativity can be applied to all areas of activity:

- the design and the use of products and services, sales and marketing
- working processes and production techniques
- co-operative relationships and organisation
- working conditions and social climate at the workplace

Every individual has creative potential.

Innovation

We regard as innovation proposals for solutions that emerge from creative processes and are able to change, amend or replace traditional practices.

The degree of their newness can be regarded as relative to existing reference groups, such as new in respect of the practice of a particular individual, a working group, an enterprise, an industrial sector, a market etc.

With reference to creativity the term innovation expresses whether the creation of ideas has lead to results that are practicable (which does not inevitably mean that they have to be successful on the market).

Selection of Professions

To find out about the relevance of creativity and innovation in initial vocational training 12 trades were selected for the investigation that represent all economic sectors:

- *Market Garden Expert*
- *Plastics Technology Expert*
- *Painting, Coating, and Decorating Workers*
- *Travel Agency Assistant*
- *Electrical Engineering Technician*
- *Motor Vehicle Driver (passengers or goods)*
- *Motor Vehicle Engineering*
- *Cook*
- *Masseur*
- *Office Assistant*
- *Information Technology Expert*
- *Reprocessing and Recycling Expert*

Selection of Countries

After having obtained an overview of the initial vocational training systems in the EU member states, we selected 7 countries where vocational training (on ISCED Level 3) takes place in school as well as in a company.

The countries selected are

- *Austria*
- *Denmark*
- *Hungary*
- *The Netherlands*
- *Poland*
- *Portugal*
- *United Kingdom*

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„Tell me your apprenticeship and I tell you how you sound“.

Each craftsmanship has got it's own tools and instruments and therefore a pratical sound. This was clearly perceptible during the performance of the apprentices from the vocational school of sanitary and heating engineering.



In the company of musicians Franz Hautzinger, Helge Hinteregger and Uchihashi Kazuhisa apprentices from the vocational school for manufacturing of musical instruments) took away the audience (together with their teacher) to the world of sounds from their professional life.

