INNOVATION MANAGEMENT AS "DRIVER" OF THE SCHOOL SYSTEM DEVELOPMENT STRATEGY OF THE REFORMED CHURCH IN HUNGARY

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SUMMARY

The innovation could be not only the engine of the industry and economy, but it is also a tool of development of the non-government sector of a certain country, and of other communities and organisations of the society. The innovation strategy and innovation management in certain circumstances are used in a planned way, and wittingly, but some elements of the innovation strategy and innovation management may occur even in those situation, when the organisation hasn't got a well-defined innovation strategy, or the innovation management of a certain process or activity is not wittingly planned.
In the first part of this paper we will give an example how the innovation strategy and innovation management was present in the life and activity of the Reformed Church in Hungary in its early time (16th-18th century) first of all in its service toward the larger society building up a strong educational system. In the second part of this paper we will present, how the innovation strategy and innovation management plays a significant role in the planning and implementing a coherent strategy of school system development of the educational institutions maintained by the Reformed Church in Hungary and in a wider sense in Carpathian Basin.

THE INNOVATION AS A "DRIVER"

The innovation occurs when there is a "driver" in the economy, in the industry or in a larger sense in the society forcing the participants to improvetheir products, to produce more vendiblegoods, and to make planning and developing, the production and the marketing processes more efficient.
"Knowledge is considered as an economic driver in today's economy, it has become a commodity that can be packed, bought and sold."(Innovation Management and the Knowledge - Driven Economy, 2004).
The fact that we are moving from the knowledge-based economy (and society) to a knowledge-driven economy (and society) underlines the crucial importance of those parts of the society in which the basic knowledge-system, and the ability to manage knowledge is being developed, the system of public education, as a basic system of the formal education.
The countries recognising this process made a significant effort of school-system improvement, which can be considered as structural innovation, process innovation, content innovation, and marketing innovation.
Since the traditional idea that innovation is mostly based upon research (technology-push theory) and mutual interaction between firms and other actors of the "market" is replacedby the current social network theory of innovation, where knowledge plays acrucial role in

fostering innovation the concept of the efficient school system is underlined, with a high focus on those students whose abilities are above average or outstanding.
Thomas W. Valente (University of Southern California) and other authors made significant research, and agreed that there could be four models of social network theory in promoting innovation: the first of structural diffusional networks which points on the importance in promoting innovation of those people, who have a wide personal network, the second one the contact diffusional networks which points to the fact that the speed of diffusion of the innovation depends on the social network of the opinion leaders, the third one the threshold modeland the forth one the critical mass model. (Valente, 2005)
The question how the school-system of the Reformed Church in Hungary through its country-wide school-system – congregation network, and Carpathian Region-wide school and congregation network can contribute in an efficient way to the knowledge management of the young generation is a live issue of the school-system development strategy of the church.

THE AIM OF THE STUDY

The main aim of the study is to show how a certain innovation strategy, some aspect of the innovation management, and some aspects of the innovation management techniques could be identified in the school system of the Reformed Church in Hungary concerning the protection of the learning path of the talented and gifted students in early time and to confirm in the decision-taking bodies of the church the importance of the strategy, and of the school-system improvement innovation strategy, innovation management and finding the right innovation management techniques even nowadays.The present paper doesn't tends to give a general view of this topic, it is rather focusing on a very special but significant area of the strategy of the church concerning the management of the learning path of the gifted and talented children and student in the early time and nowadays. The study also aims to give a working model on the background of the heritage of the protestant reformation for the TÁMOP-3.1.17. project of the Reformed Churchin Hungary for "Developing the church school system" concerning the social network and institutional network (primary, secondary and tertiary education) in educating the gifted and talented, and on the strategy of protecting the learning path of the gifted and talented. The study presents the innovation from the Tiszáninneni Reformed Church District as a social network model of the development of learning path protection of the gifted students, being developed and introduced during the mentioned project.

THE PROTESTANT REFORMATION AS INNOVATION

The Reformed Church in Hungary itself is a result of innovation.The Protestant Reformation from the 16th century could be understood as a strong innovation process. The main innovation concept of the Protestant Reformation could be summarized in the "Five Solas". The Five Solas are five Latin phrases which aim to give the core principles and the Reformers' basic theological principles of the Protestant Reformation. "Sola" meaning "only" or "alone" and the corresponding phrases are: *Sola Fide*, by faith alone; *Sola Scriptura*, by Scripture

alone; *Solus Christus*, through Christ alone; *Sola Gratia*, by grace alone;*Soli Deo Gloria*, glory to God alone. (Montgomery Boice, 2001)

The Protestant Reformation launced by Martin Luther in 31st October 1517was spread in Hungary very quickly. The first "wave" of the "Lutheran" reformation was followed by the second one the "Calvinist" reformation being stronger in Hungary as the first one. (MacCulloch, 2004)

Already in the early time of the Protestant Reformation in Hungary the new congregations and communities understood the importance of the personal, interiorised faith of the individual, and understood the importance of the public education in this process. In the early time any well-defined church structure and hierarchy missing the local congregation started schools, and opened its doors for the wide society, thereby laying the foundations of the Hungarian public education system. The first schools ("colleges") were founded in 1530 (Mezőtúr), 1531 (Sárospatak and Pápa), 1538 (Debrecen – called "the school of the poors"), 1545 (Kolozsvár – Cluj (actually Romania)). The first wave of the school openings from the 1530-1540th was followed by another from 1560-1570th, and by others during the 17-18th centuries.

The reflection on the cultural responsibility of the Reformed Church in Hungary and the dedication to the institutional education of the wider society resulted in a growing school system already at the end of the 18th century.

ASPECTS OF INNOVATION STRATEGY AND INNOVATION MANAGEMENT OF THE CHURCH SCHOOL SYSTEM CONCERNING THE PROTECTION OF LEARNING PATH OF THE GIFTED AND TALENTED STUDENTS

The structural network model of the learning path protection of the gifted and talented students in the early time – The model of the "particulas" – a genuine innovation of the Reformed Church

At the early time the schools were started, or founded primarily in such places where a wealthy promoter and sponsor could help the church to establish a larger school building. Those schools could develop both in their infrastructure, and both academically, were not only primary education and secondary level education was promoted, but even some sort of tertiary education (theological training, teacher training, law, or other). Those schools were named "colleges" and they became the spiritual, cultural and educational centre of a region. The smaller schools being started in villages they offered only primary education, but this for a larger population.

At the beginning in many villages the pastor of the local reformed church was even the teacher in the school owned by the church, or the church could hire a person being the organist or cantor in the local church and the teacher of the school. The so called cantor-teacher position was very frequent, and a well-respected position in the local society. Some other churches, mainly in bigger schools could hire an independent teacher, being the "rector or the preaceptor" of the school, or a second teacher.

The small schools with only a teacher were requesting professional and academic support from the colleges, which relation was even a formal one. The teachers in many cases were sent by the regional centre school, the so-called "mother school", and they provided even the curriculum, the school rules and regulations for the smaller school, ensuring even a certain professional control of the school. So the small schools became the "particulas" of the regional centre school.
One of the most important regional school centre was the Reformed College in Debrecen.
The database of the "particulas" by Dankó Imre from the end of the 18th century enumerates 584 schools being in some instance the "particulas" of the Debrecen College, mentioning even the type of connection with the mother school. (Dankó, 1988)
From this register it becomes clear that a well-functioning social network system was functioning among those schools, promoting the quick and uniform spread of the professional innovation in the school system. We will return to this topic later.
There were different type of "particulas". The direct relation among the "mother school" and its "particulas" manifested in the following: the student records and the registration of the final examinations were kept (even) by the mother school. The mother school regularly sent teachers to the "particulas", the curriculum and the school policies were given by the mother school. The second type is rather an indirect relation. Some particular schools of the mother school have been developing during a certain period so well that they even became local centre for some smaller school from the micro-region (e.g. Debrecen as mother school Kiskunhalas, Nagykőrös, Kecskemét, Komárom, Losoncwere functioning as local centres). In this case the influence of the former mother school became indirect, but still with a significant degree.

The process-innovation model of the learning path protection of the gifted and talented in the early time

There was a wittingly planned process of identification, mentoring the gifted and talented students, and protecting their learning path. This process was widely used in all school system, and it consisted of three phases.

From the smallest village to the largest college

The gifted and talented students from the small village primary schools were systematically sent to the "mother school" for high school education. There was a strong social network among the teachers of the "particulas", and the teachers of the mother school not least because the teachers of the small schools were sent by the mother school, being former student of the regional centre.
In some cases it was not easy to convince the parents of the students to send their children for further education, because many families looked on their children as valuable workforce in their farming activities. The prestige in the local community of the pastor and teacher helped to convince the parents.

The students were sent with a letter of recommendation, and the teacher receiving theletter had even the responsibility to be the mentor of the students, advising him even for further studies.

From the largest college to peregrination

After graduating from the high school there were three typical career the students could follow: the most possible, entering the work market, finding a job with this education, the second one, continuing their studies in the local tertiary education, or going abroad for further studies sponsored by local patrons.. The systematic delegation of young people to different universities of Europe was called the "peregrination", being a way to gain a higher education, with the responsibility to return home, and to exploit the knowledge gained abroad for the benefit of their native local community.

From peregrination back home

The students studying abroad had not only the responsibility to return home but even the unwritten expectation that they had to bring the newest books/science books from abroad and to donate to their former schools. Some students had even the vision to bring home not only books but even printing houses establishing them in Hungary and making it a printing house great power in the 17^{th}-18^{th} century. The students studying abroad after their homecoming became mostly school teachers at different school levels. Even the smallest schools from the villages could have teacher with such an experience although the majority of the became a high school teacher or professor at the tertiary educational part of a college.

The innovation of curriculum-content management

The school system belonging to the Reformed Church in Hungary for a longer time didn't accepted the central regulation of the curriculum, so they were challenged for a continuous curriculum innovation and development. This innovation had three coherent engines. The first one the well-qualified teachers studying at the most frequented universities of Europe(Wittemberg, Geneva, Heidelberg, Basel, Jena, Göttingen, Halle, Franeker, Groningen, Utrecht, etc) coming home they not only applied in their teaching the newest knowledge, but even became the authors of textbooks used widely in the school system. Taking as example the textbooks of physics, the science developing in a rapid way in the 17^{th}-18^{th} century we can find that the author of the first Hungarian physics textbook Szilágyi Tönkő Márton the former student and later teacher of the Debrecen College, edited in 1678 in Heidelberg. The book has three parts, an introductory philosophical one, the second one Physica generalisand the third one Physica specialis. The book was widely used not only in Debrecen but even in its "particulas" until in Debrecen another famous science teacher Maróthi György began his teaching activity writing a newer textbook. (Radnóti, 1995)
The third engine of the curriculum and teaching method development was the invitation of well-known teachers from abroad to teach at reformed colleges. The best example is that of Iohan-Amos Comenius one of the teachers with the most powerful didactic influence of the

17th century. In 1650 Zsuzsanna Loránffy widow of György I Rákóczi prince of Transylvania invited him to Sárospatak to teach at one of the first and most famous Hungarian Protestant College. Comenius remained there until 1654 as a professor. He wrote some of his most important works there.
All the innovations of the school system even through mother school and "particulas", of the structure of protection of the learning path of the gifted and talented student, even bringing them back after the peregrination and using them as well qualified teachers of the school system, paying a big attention to the curriculum development and on the introduction of the newest didactical methods in the education resulted in a prospering and mainly high standard school system of the reformed church.

STRUCTURE AND CONTENT INNOVATION MANAGEMENT -THE ELEMENTS OF THE STRATEGY OF THE REFORMED CHURCH IN HUNGARY IN THE PROJECT TÁMOP-3.1.17 IN LEARNING PATH PROTECTION OF THE GIFTED AND TALENTED STUDENTS

The Reformed Church in Hungary has been successfully applied to the TÁMOP-3.1.17. tenderof the EU for "Developing the church school system". The implementation of the projecthas nine professional pillars. Five of them are compulsory requirements of the tender, two are compulsory eligible elements, and two are free eligible professional activities. One of the optional elements is the "Education of the gifted and talented students".
In Hungary and in Hungarian state school system there is a well-developed network and a system of professionally developed curricular and extracurricular activities, projects and programs for identification, development and follow-up of the gifted and talented students.
Rather a significant part of the schools belonging to the Reformed Church are part of this national program functioning as "Talent Points" or being the member of "Talent Support Councils", but there isn't a structured network, and a coherent professional coordination among their activities.
The strategy of implementation of this pillar has three dimensions, which requires a complex innovation strategy and management. All three itself could be considered as innovation process which has to be coherent and synergic.
The *first dimension is a theoretical dimension*, which aims to develop the "Strategy of the Reformed Church in Hungary educating the gifted and talented students". This strategy gives the theoretical background of the professional activities and of the structure of the system dealing with talented students. This strategy has to be coherent with the National Talent Development Strategy.

The *second dimensionis a structural innovation*, which aims to establish the social network of the school system with a focus on educating the gifted and talented students. In the frame of the project the schools are invited to become "Talent Points" schools recognised by the National Talent Support Council as schools with special programs for gifted and talented students. The project will establish four Regional Talent Support Councils, and a National Talent Support Council for the schools of the Reformed Church. Both the regional and

national councils will have connection to other similar organisations and will have connection with the Hungarian speaking schools of the neighbouring countries.
The basic innovation was the establishment of a "Workshop for teachers from the reformed schools from Northern Hungary" as a professional foundation and frame of cooperation among the teachers in 2012. This network was incorporating the teachers from the 22 institutions from the Tiszáninneni Reformed Church District and the teachers from 7 Hungarian speaking institutions from Slovakia. Meeting two times a year this workshop was focusing on major areas, and problems of the Christian education, offering an efficient platform for networking and cooperation. After one and half year based on this workshop cooperation which is a non-institutional form of cooperation, the Talent Support Council of the Reformed Schools from Northern Hungary has been created (figure 1.). This structure was the model in the project mentioned below, challenging the schools from the other three church districts to create their talent support council, and a central council to coordinate nation-wide the development of gifted students.

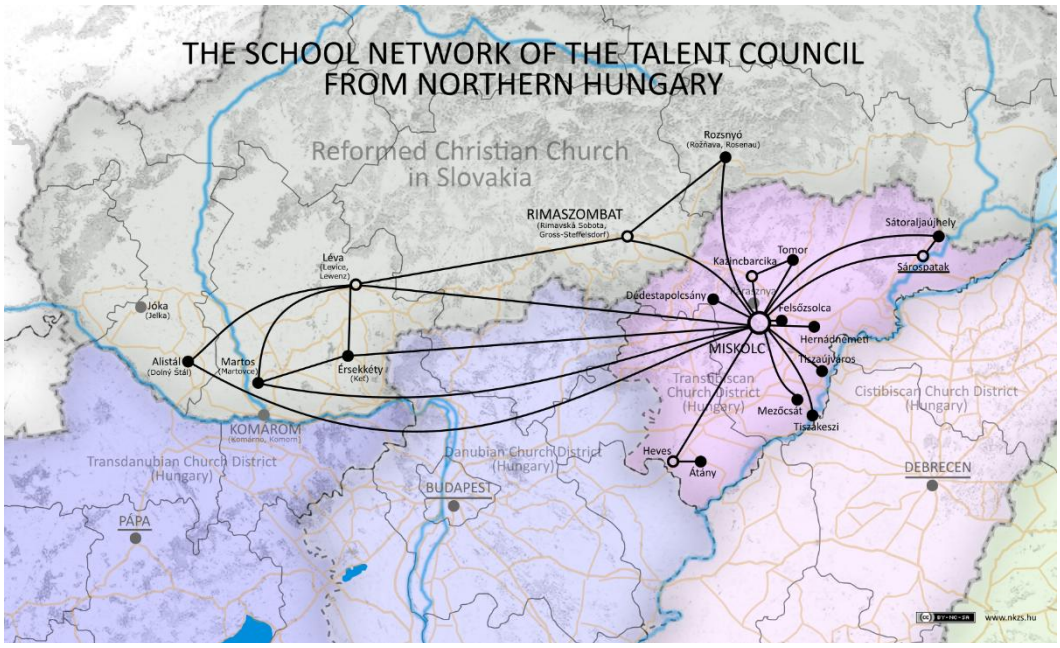

Figure 1. The school network and member schools of Talent Support Council from Northern Hungary

Source: Dr. Nagy Károly Zsolt (2015)

The *third dimension is a content innovation* and development. Because of the short time of implementation of the project there must be applied a triple segmentation of the content innovation. A time segmentation, a subject segmentation and a school type segmentation.
The project aims to develop enrichmentprogramsfor gifted for all school level (primary upper and secondary) both curricular enrichment programs bound to certain subjects and noncurricular enrichment programs. In the frame of the actually project in five subjects and in two different grade levels has been started curricular enrichment programs to be developed, only for one grade level in the primary and one in the high school. The program will be extended during the years covering all the school types of the school system, all the grades in which a certain subject is taught, and the majority of curricular and extracurricular activities.

The time frame of the project is 4-5 years, during this time based on the Strategy developed earlier a coherent structural innovation and content innovation will serve in the schools of the Reformed Church the identification, the development, the monitoring and the protection of learning path of the gifted and talented students.
These activities of the school system are not self-serving and self-interested, but they come from that biblical principle that everyone is responsible for the spiritual, intellectual and physical gifts, and is liable to use them for the benefit of the larger community.

CONCLUSION

The modern social network theory of innovation management has been compared with the practice of the reformed school system from the 17th century promoting structural and content innovation and protecting the learning path of the gifted and talented students in the education system, finding real similarities. A proper innovation strategy and management has been developed in the frame of the project to serve the school network in managing and protecting the learning path of the talented students. Based on this model three other regional councils were created in Tiszántúli Reformed Church District, Dunamelléki Reformed Church District and Dunántúli Reformed Church District. The nation-wide council is planned to be created in the near future.
The new concept of strategy development, of structural innovation, content innovation and segmentation has been presented in the frame of TÁMOP-3.1.17.tender of the EU for "Developing the church school system".

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