



# ***LEADERS for the XXI CENTURY VET***

Promoting a new vision and action for VET centres

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# A SCHOOL TO FOSTER LEARNERS



COMETA



Membre du Réseau  
Miembro de la Red  
مembre du Réseau  
نحو بيته اليوبيون  
网络成员

# FROM CONTROL TO RELATIONSHIP

*An approach to Management and Entrepreneurship*

Reality is more and more **complex**

Today, change happens **exponentially**

In human relations (**education!**) complexity is even bigger.

There are two possible **approaches**:

- **Fixed** Mindset or
- **Growth** Mindset

# FROM CONTROL TO RELATIONSHIP

## *A balance to Management and Entrepreneurship*

- **Fixed mindset:** I already know, I need to control complexity. This position leads to no personal change, thus no development
- **Growth mindset:** To be open and to foster the «*unforeseen*». Living in a constant *relationship* with reality and people.  
This attitude is crucial to *generate creativity* and to *thrive entrepreneurship and leadership*

# GROWTH MINDSET: *from execution to vision*

## LEADERSHIP: from directors to leaders

- What is the role, competences and goals of the leaders of a training centre?
- How can this change be implemented?

## ENTREPRENEURSHIP: developing an organization around the student

- The pathway from a standard training centre to a pro-active organization
- Actors, facilities, tools and actions enabling this transformation



# LEADERSHIP

## *Building a new commitment*

Being a leader implies:

### **1) BE ACCOUNTABLE**

- A director should be RESPONSIBLE for the professional and human development of the students
- Being ACCOUNTABLE means taking CARE

### **2) INSPIRE people**

- The key to accountability is promoting students' and colleagues' commitment inspiring them living the vision

### **3) DESIGN the way to the future**

- Leading the change implies a clear vision of the training centre



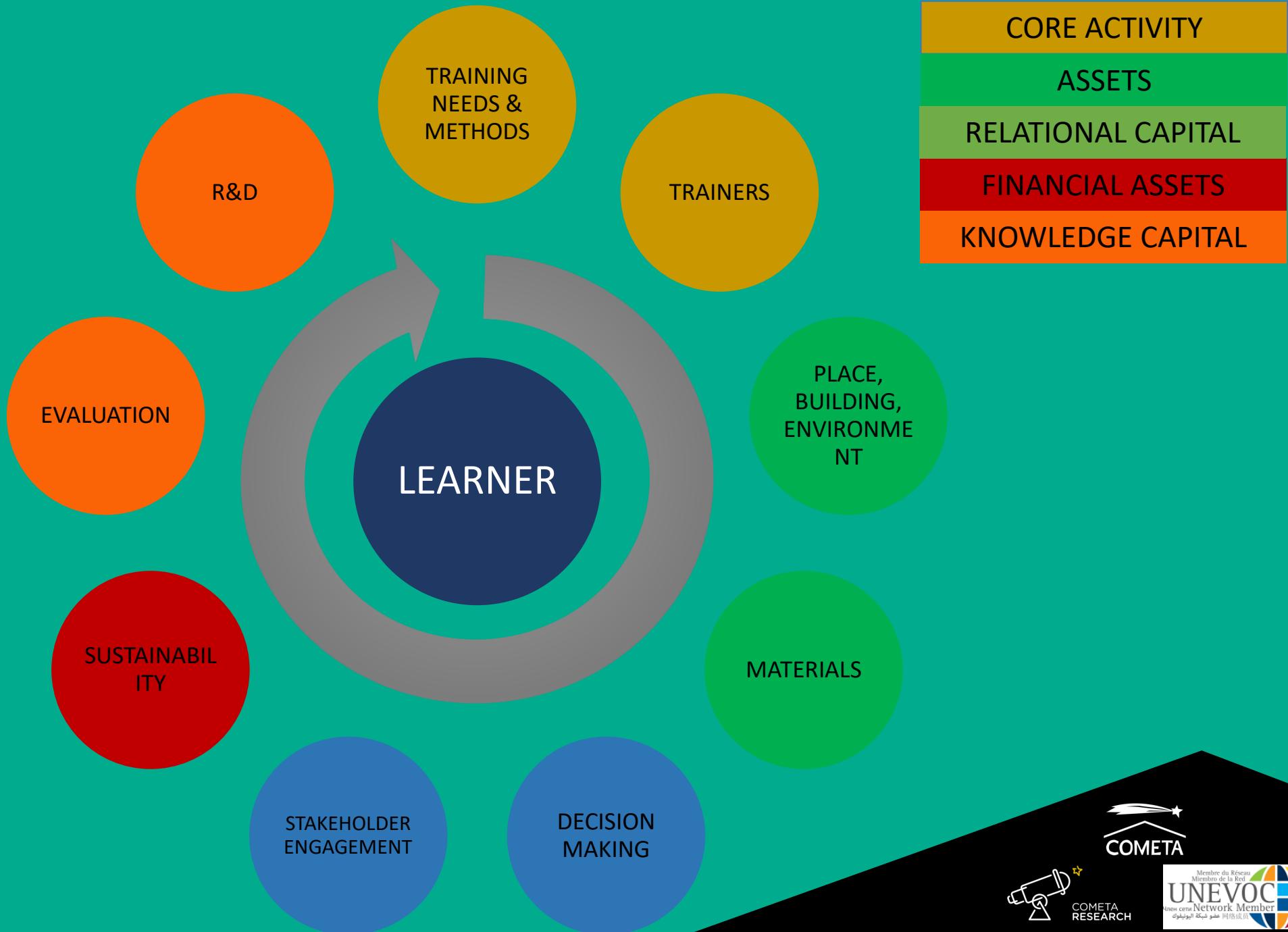
# ENTREPRENEURSHIP

*Developing around the student*

Being open to learners' needs is the road to an entrepreneurial business model

- 1) WHO ARE THE “CLIENTS”? WHAT DO THEY NEED?**
- 2) WHICH ASSETS I NEED?**
- 3) WHAT IS THE CONTEXT?**
- 4) HOW TO MAKE YOUR MODEL SUSTAINABLE?**
- 5) WHICH ARE THE DRIVERS OF CHANGE & DEVELOPMENT?**

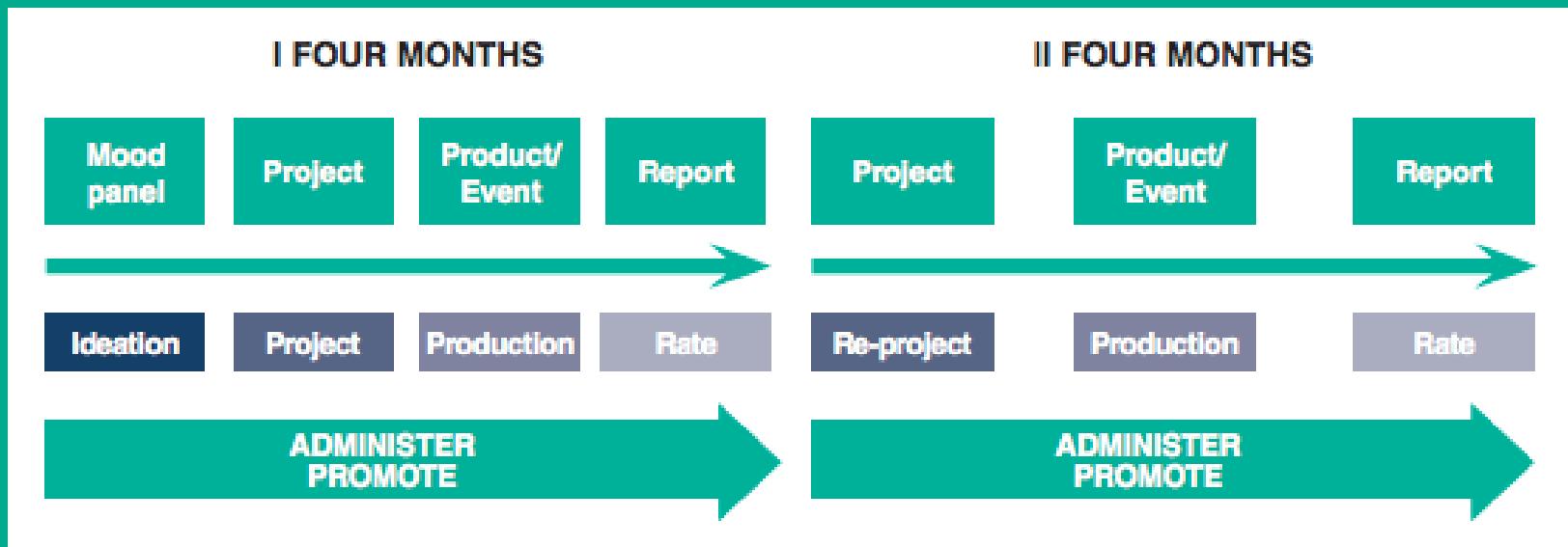




# TRAINING NEEDS & METHOD

## TRAINING NEEDS & METHODS

# *Discovering the need of protagonism: The School-Enterprise approach*





TRAINERS

# TRAINERS

*Educating by life*

**Training in the School-Enterprise (reality-based approach) requires:**

1. A **shared vision** of education as a process of reciprocal discovery and learning between trainer and learner
2. **High motivation:** rediscovering the native value of disciplines (answer to needs)
3. Supporting the **human development:** the role of tutors
4. A **community of practice:** Educational practices and Working in team
5. **Continuous training:** Campus and training activities



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# PLACE, BUILDING, ENVIRONMENT

## *Educating by beauty*

PLACE,  
BUILDING,  
ENVIRONME  
NT

### 1) The place

- School as a home. Giving trainers and learners the opportunity to live the place, make them feeling the VET centre as theirs home

### 2) The building

- The **importance of beauty** in education has been confirmed by scholars. Experiencing a beautiful context educates to preserve the spaces where education happens and generates an attitude to take care

### 3) The environment

- Learning is an osmotic process. The atmosphere plays a role in promoting a cultural approach and a shared culture, rather than rules



## MATERIALS

# TOOLS

### *The real world at school*

- Every classroom as a workshop: trainers can manage and organize their spaces as they think it may better enhance learning
- Digital tools: Moodle, Google form, notebook, softwares
- Collaboration with companies for sharing machineries and spaces. VET centre and companies as training partners



# DECISION MAKING

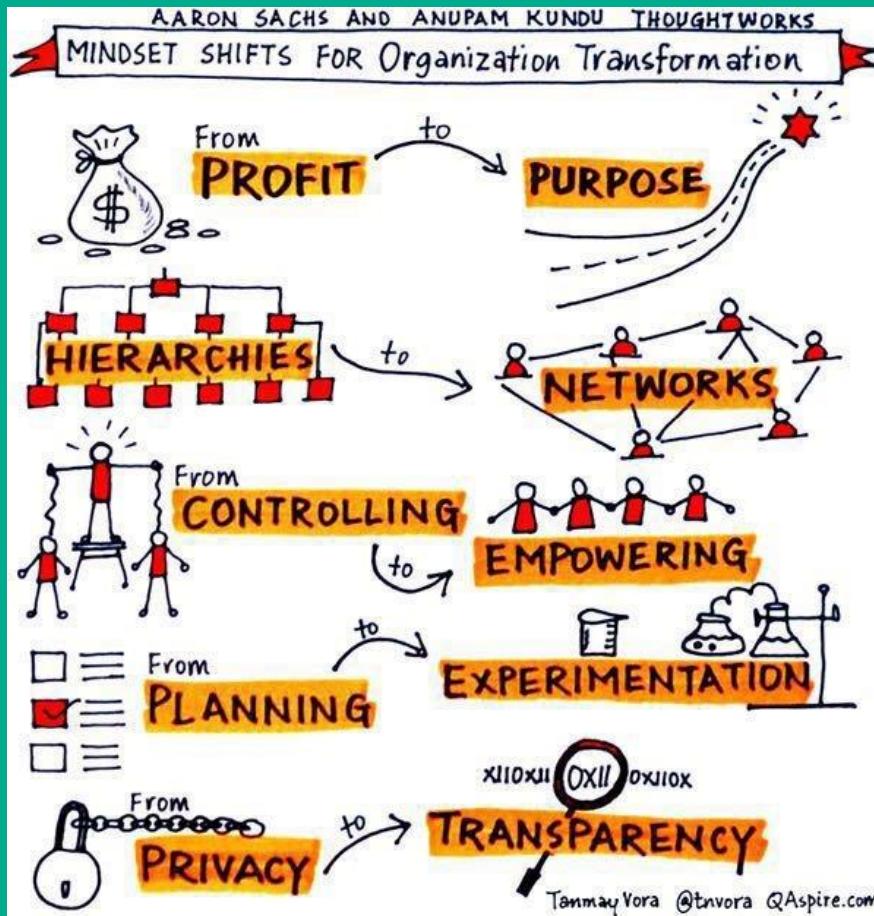
## *Networks rather than hierarchies*

### The power of a relational approach

- Cometa decision making model is based on horizontal rather than hierarchical processes. It replicates the educational approach between trainer and learner.
- Care of human relations is more important than quick solutions: this approach, although more complex than others, enhances people commitment and accountability, deepens brand awareness and stimulates intrapreneurship.
- The relation becomes the basic unit of decision, at every level: from the single business unit to the board.

# DECISION MAKING

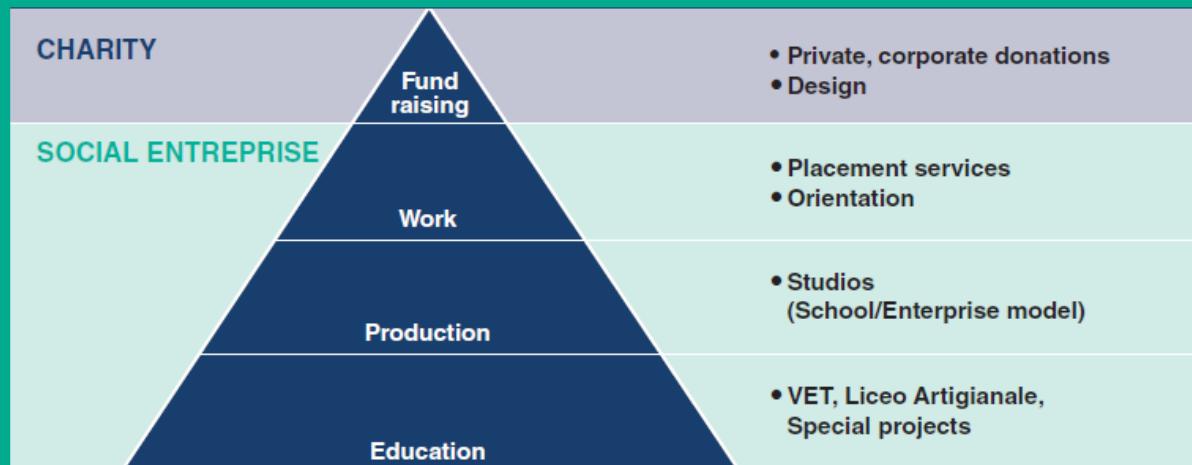
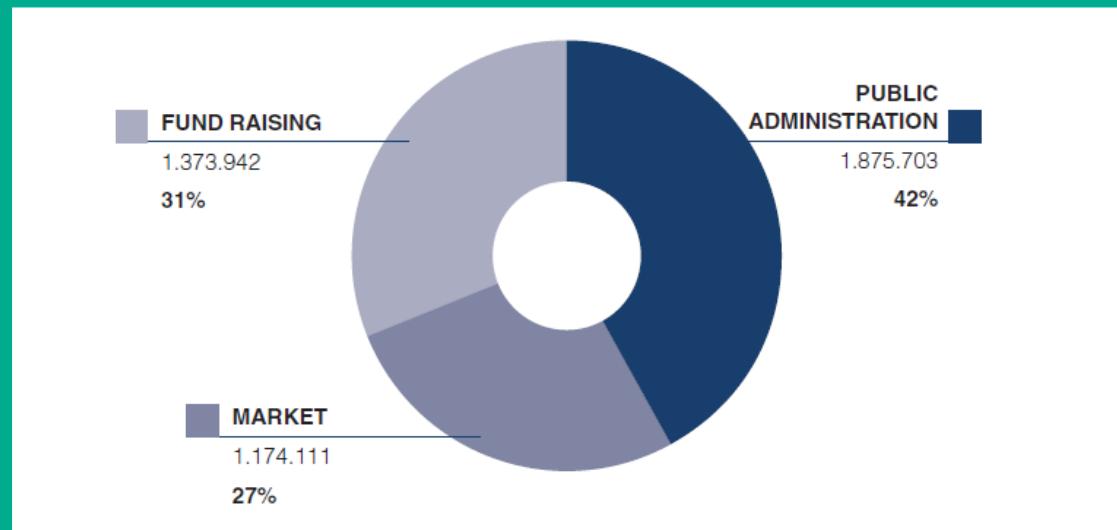
## *Networks rather than hierarchies*



# SUSTAINABILITY

## *A hybrid model*

SUSTAINABILITY



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عضو شبكة المؤهلين



R&D

## RESEARCH & DEVELOPMENT

*Practice-led research for quality enhancement*

The goal is to change the mindset: the challenge is to educate adults passionate about learning with the students while they teach.

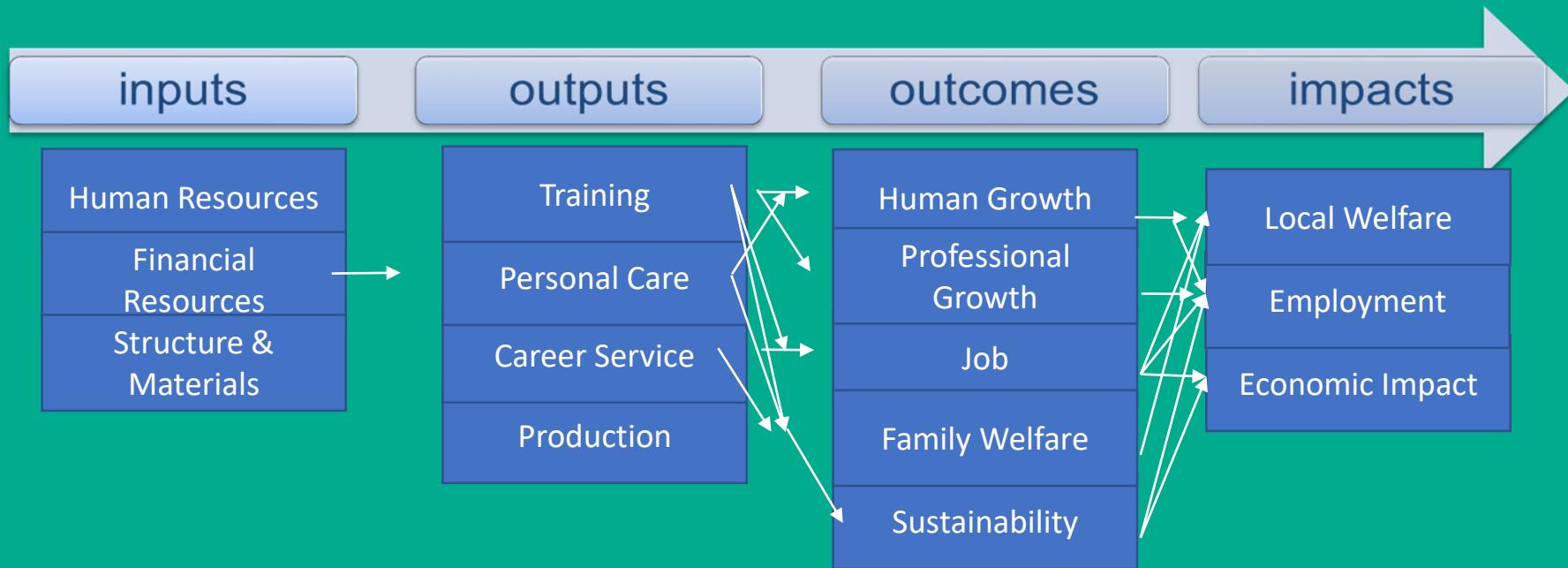
- PhD program for teachers, tutors and staff
- Cometa Research: the first research centre based in a VET centre and led by teachers-researchers <http://cometaresearch.org/>
- VET NET, the network of researchers in VET <https://vetnetsite.org/>



# EVALUATION

## *From output to social impact*

EVALUATION



# ENGAGEMENT

*Enabling the existing ecosystem*

## 1) Building the map of stakeholders

- Policy-makers; Companies; Staff; Researchers; Donors; Peers; Students; Families; International actors

## 2) Drivers for stakeholders' engagement

- Goals
- Tools



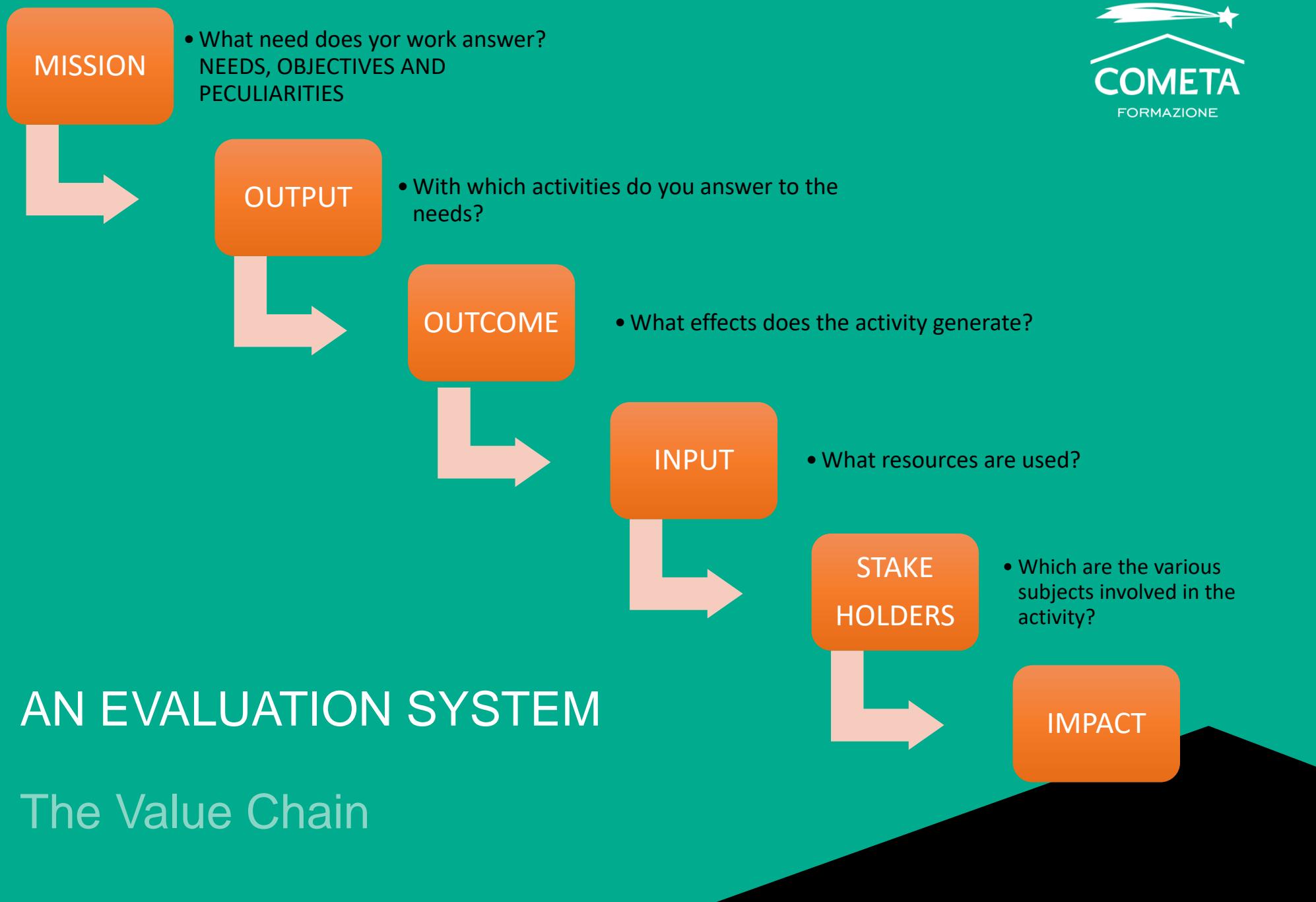
# *The Stakeholders*

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# WE TAKE CARE OF...

MISSION

NEEDS	OBJECTIVES AND PECULIARITIES
Existence of <b>disadvantaged</b> guys	Creation of a <b>place</b> supportive of self growth, that makes the person feel <b>welcomed</b> and that develops personalized activities
High rate of <b>early school leaving</b> and exclusion (and self-exclusion) from the education system	Creation of a <b>school ad hoc</b> which is inclusive, built according to the needs of guys and attentive to the valorization of each
Existence of guys with <b>learning disabilities</b> and traditional school system that is not always able to respond to the need	Creation of a <b>ad hoc vocational school</b> with many practical activities <b>based on experience</b>
High <b>unemployment</b> rate, especially among <b>young</b> people	Job creation and <b>job integration</b> increasing developing guys' skills
<b>Gap</b> between <b>school</b> and <b>enterprise/labour</b> market	Creation of a <b>strong link with the territory</b> through practical teaching of traditional trades and already aimed at the production of products sold on the market

# TO CATALOGUE THE STAKEHOLDERS

## *Looking into...*

- Allows to quantify/identify “**groups**” relevant of interest **and** quantify/identify **individual** subjects (companies, foundations, people)
- A further distinction should be made between “**internal**” and “**external**”. It requires careful and not brief reflection.
- In addition to categorisation, an order of **importance** should be given
- For each group it's necessary to define **interests** and **information needs**
- Cometa an example

# THE COMETA STAKEHOLDERS

INTERNAL	
COLLABORATORS	Teachers
	Tutors
	Educators
	Master Artisans
	Food Managers
	Textile Managers
	Lawyers
	Professionals in Legal field
	Staff
	Board of Directors
MANAGEMENT	Partners
	Cometa Association
COMETA WORLD	Il Manto scs
	Cometa Sport Association
	Cometa Foundation
	Contrada degli Artigiani
	Amici di Cometa Association
	Cometa Founders

EXTERNAL	
BENEFICIARIES	Guys
	Adults
	Families
	Local Public Authorities
	Local Community
	Enterprises
	Buyers
	Raw materials
	Services
	Public Authorities
CLIENTS	Grant making Foundations
	Enterprises
	Privates
	Enterprises
	IATH (Community College)
SUPPLIERS	Unions
	Educational Agencies
	3rd Sector Authorities
	Public Authorities
	Enterprises
DONORS	Media
	Schools
	Food Enterprises
	Competitors
	Partners
NETWORKS	Partners
	Unions
	Educational Agencies
	3rd Sector Authorities
	Public Authorities
COMPETITORS	Enterprises
	Media
	Schools
	Food Enterprises



# S.W.O.T. ANALYSIS

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# TOWARDS A STRATEGY

*All companies have a strategy, but not all manage it*

Pre-conditions for the formulation of the strategy:

- a) analysis of the mission;
- b) analysis of the external environment (in terms of opportunities and risks);
- c) analysis of the internal situation (in terms of strengths and weaknesses)

a SWOT ANALYSIS



# TOWARDS A STRATEGY

## *From the details to the big picture*

Strategy is the ultimate determinant of business success in the medium and long term.

Strategic decisions:

- a) are important
- b) they are often undervalued (difference between evolved and non-evolved organization)
- c) involve a significant use of resources
- d) they are not easily reversible
- e) are systemic
- f) are more or less of quality

The strategy in a «educational enterprises» is the positioning model of the identity and the system of activities in the environments in which the company operates.



# THE STRATEGY ALWAYS EXISTS

*The strategic combination*

Niche / large scale  
Public market / private market  
Individual market / business market  
Alone / in alliance  
Physical market / virtual market  
Territory / outside the territory  
Institutional market / commercial market  
Low profitability / high profitability



# S.W.O.T. ANALYSIS

## *A strategic plan instrument*

	Usefull to achieve the goal	Dangerous to achieve the goal
internal origin	<b>Strengths</b>	<b>Weaknesses</b>
external origin	<b>Opportunities</b>	<b>Threats</b>



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# ENTREPRENEURSHIP and care

## *To go deeply inside*

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>S-O Strategies</b>  Develop projects that exploit the strengths of the institution	<b>W-O Strategies</b>  Eliminate weaknesses to develop new ones opportunity
<b>Threats</b>	<b>S-T Strategies</b>  Take advantage of internal strengths to prevent and defend against external threats	<b>W-T Strategies</b>  Develop plans to avoid that external threats increase numbers and severity of the point of weakens

# SWOT as a tool *To define strategies*

SWOT analysis must not make the structure of a model rigid but must be a tool for defining creative strategies

- how can we make the most of our **strengths**?
- how to stem and correct our **weaknesses**?
- how to benefit from every **opportunity**?
- how to eliminate **threats** or reduce the impact?

*“The mind is like a parachute, it works only if it opens”*  
A. Einstein



# HOW TO BUILD A SWOT

## *The factors*

### **Internal Factors**

- People
- Production capacity
- Finance
- Instruments
- Know-how

### **External Factors**

- Macroeconomics
- Technology
- Cultural environment
- Market
- Social environment
- Law

# External factors

## *Some examples*

ESTERNAL FACTORS ANALYSIS	
Political factors	Labor law, fiscal policy, trade restrictions, political stability
Economic factors	Growth rates, inflation rates, exchange rates (export/import costs), interest rates (cost of capital)
Social factors	Culture, education, education, health, population growth rate, immigration, population aging
Environmental factors	Climate and climate change, territory, pollution
Technological factors	Available technologies and their evolution rate (entrance barriers in the market), security





# TOOL FOR ENTREPRENEURSHIP

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# ENTREPRENEURSHIP and care PROCESS START LESSON

With the aim of embodying the mission of Cometa: "welcoming to educate" from the A.F. 2016-17 start-up lessons have been created.

Welcoming in the morning, which is the first moment of the day's meeting, is crucial for everyone's daily life; for this reason every morning we will welcome our students together, each with a specific task, in order to foster a climate of expectation and positive tension to relaunch the educational and formative proposal that each of us wishes for ourselves and for others.

## START OF THE DAY

date	_____	SI	NO						
Observer				8.20 classroom is clean					
				8.20 do now ready, mobile box and locker key ready					
				8.20 the teacher greet the students coming in the classroom					
				8.20 - 8.30 teacher collect mobile and put them inside the box					
				8.20 - 8.30 teacher hands keys to the students					
				8.20 - 8.30 students go to the locker and come back before 8.30					

## START LESSON

		SI	NO						
				Students come in the classroom neatly and start the do now					
				Teacher check the presence and sign on the register					
name teacher				after 5 minutes the teacher start the lesson					
				all the students make the do now					