

# Green ET Africa

Individualised Learning Path



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2023-2024 GreenVETAfrica



GreenVETAfrica mission is to offer an innovative capacity building programme on Green Waste Management in Nigeria and Ghana

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01



# SEN special educational needs

# SEN: special educational needs



**THE TERM SEN COMES FROM THE CONCEPT SPECIAL EDUCATIONAL NEED: FIRST APPEARED IN A UNESCO DOCUMENT IN 1997 AND REFERS TO ANY DEVELOPMENTAL DIFFICULTY, IN EDUCATION AND LEARNING, EXPRESSED IN "PROBLEMATIC FUNCTIONING."**

The concept of SPECIAL EDUCATIONAL NEED extends beyond those who are included in the disability categories, to cover those pupils who "do poorly in school" (failing) for various reasons universally recognized as impediments to a normal learning process

# SEN: special educational needs



## THE CONCEPT OF SEN FIRST INDICATED BY UNESCO IN 1997

**1983: Standard Norms for the Achievement of Equal Opportunities for Persons with Disabilities**

**1989: Convention on the Rights of the Child**

**2006: Convention on the Rights of Persons with Disabilities**

Develops in the world due to the realization of the need to **protect the weakest people** children and in particular those **bio-psycho-socially disadvantaged**.

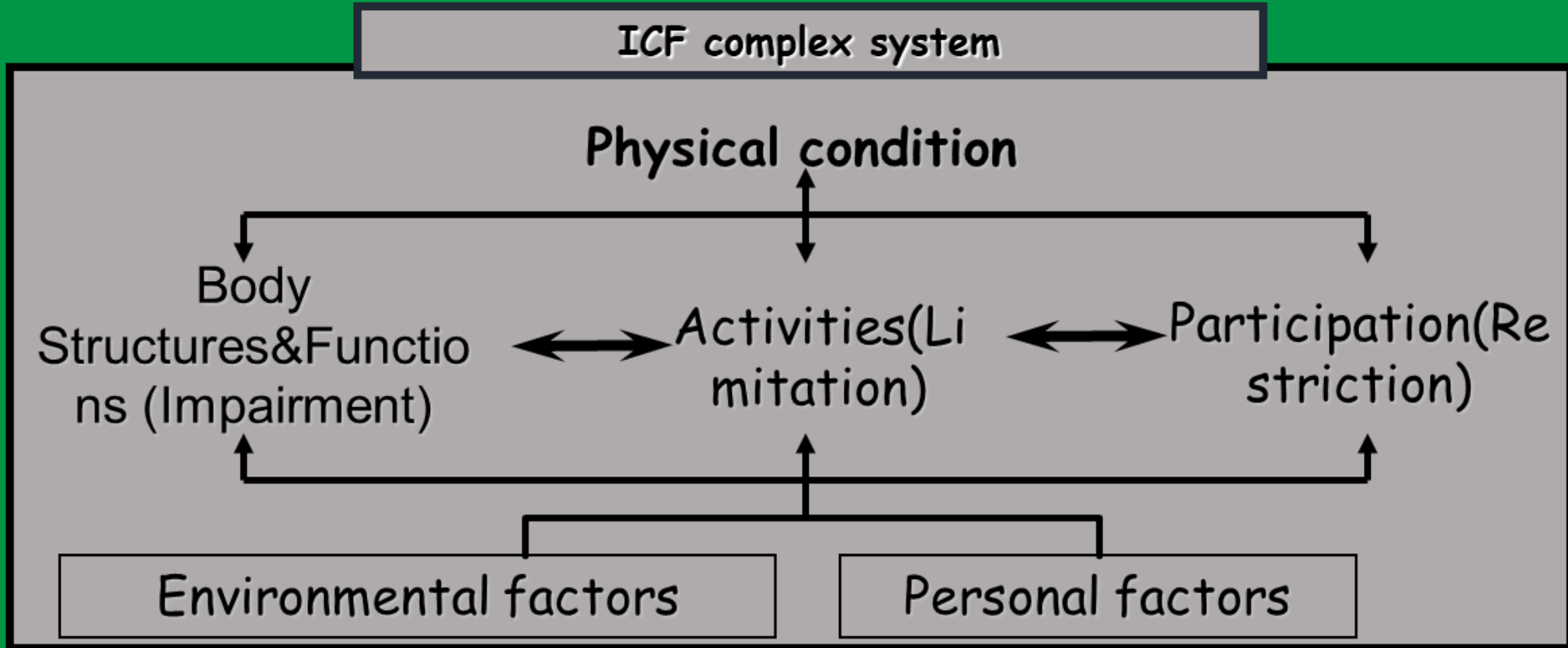
# SEN: special educational needs



**THE CONCEPT OF SEN IS ESTABLISHED ON THE BASIS OF THE EVOLUTION  
OF THE CONCEPT OF DISABILITY AND HEALTH**

**From the term HANDICAP ICIDH 1980  
To the definition of DISABILITY ICF 2001  
International Classification of Functioning, Disability and Health**

# SEN: special educational needs



International Classification of Functioning, Disability and Health (ICF)

International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)



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## THE ICF MODEL CONSIDERS THE INTERCONNECTION OF SIX PARTICULAR DOMAINS



**Physical conditions:** various diseases, acute or chronic, frailty, special chromosomal situations, injuries, etc.

**Body structures:** nervous system structures, eye, ear, structures related to speech, etc.

**Body functions:** visual deficits, motor deficits, attentional deficits, memory deficits, etc.

**Personal activities:** poor skills in learning, knowledge application, action planning, communication, metacognitive self-regulation, social interaction, autonomy, caring for one's living place, etc.

## THE ICF MODEL CONSIDERS THE INTERCONNECTION OF SIX PARTICULAR DOMAINS

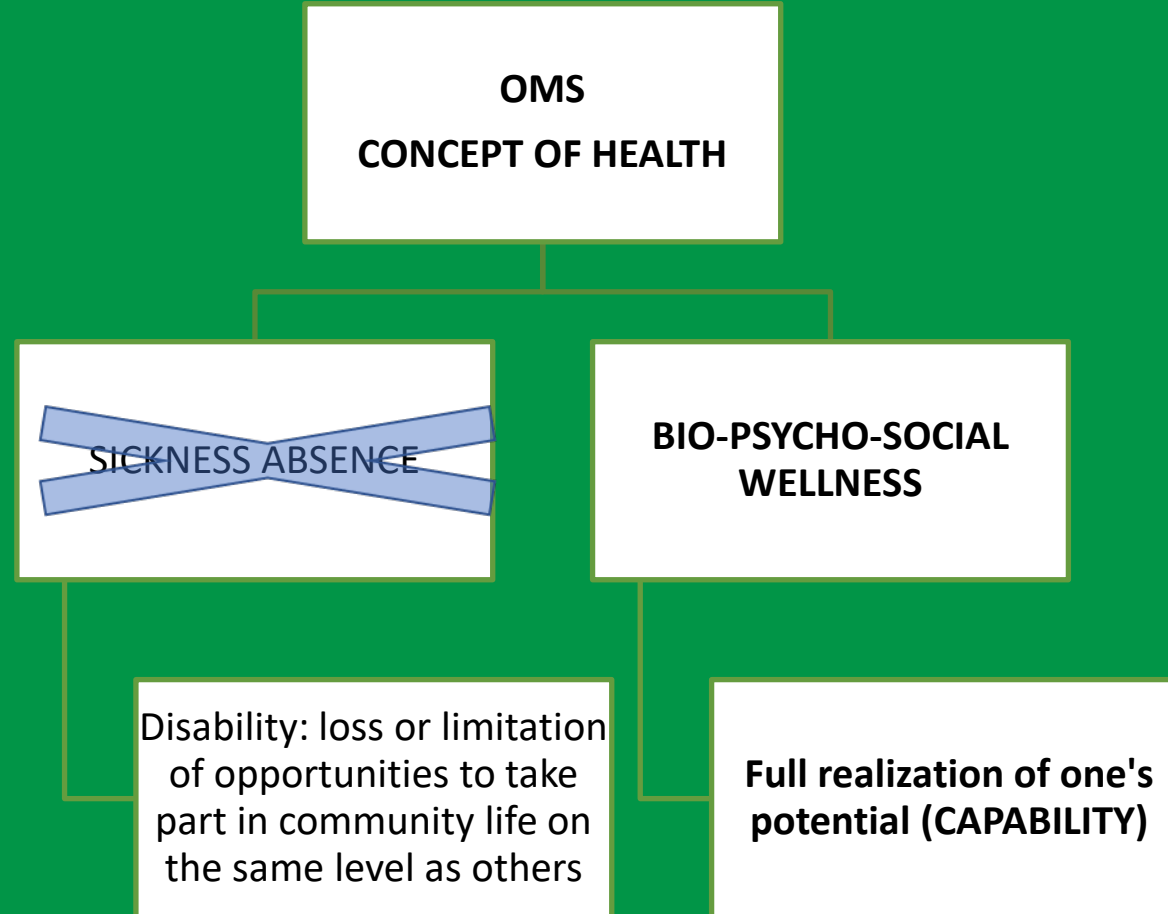


**Social participation:** difficulty in playing the social roles of pupils, participating in the most typical social situations, in various environments and contexts

**Environmental contextual factors:** problematic family, different culture, difficult social situation, hostile cultures and attitudes, scarcity of services and resources, etc.

**Personal contextual factors:** low self-esteem, emotional overreactions, low motivation, problem behaviors, etc.

# SEN AND OMS' CONCEPT OF HEALTH



## INTEGRATION

IS A SITUATION, A STATE, A CONDITION

- Takes a compensatory approach
- Refers exclusively to the educational field
- Looks at the individual.
- Intervenes first on the subject and then on the context
- Increases a specialized response

## INCLUSION

PARTICIPATION IN SCHOOL LIFE BY ALL SUBJECTS

- It refers to the totality of the educational-social and political spheres
- Looks at all pupils and their full potential
- Intervenes first on the context and then on the subject
- Turns specialized response into ordinary.



# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL

## INCLUSION

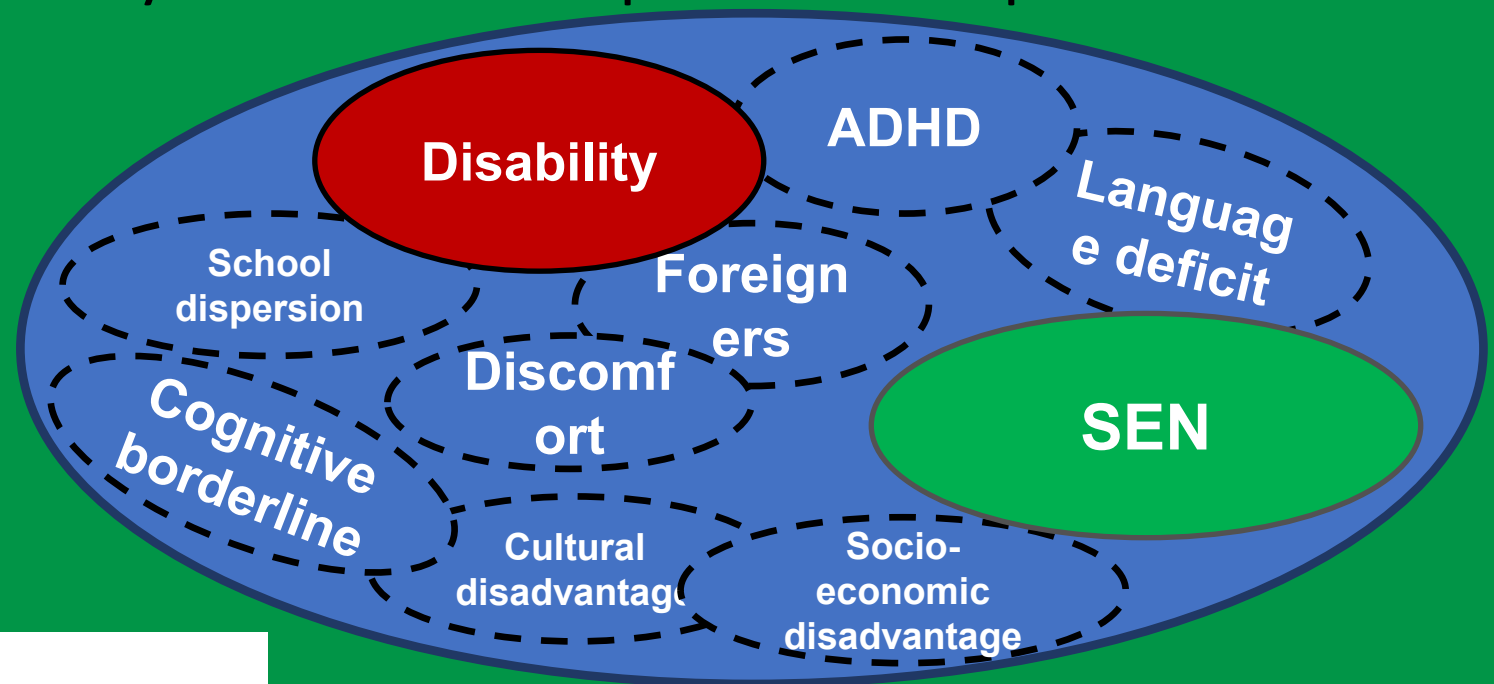
The inclusive dimension of the school welcomes all differences, not just the "certified" ones. Inclusion is a widespread and stable guarantee of achieving the maximum possible in terms of learning and participation

"...Inclusive education is not an optional extra: it is a basic necessity. We must put our most vulnerable fellow citizens at the center of our actions to enable everyone to live better lives."

Androulla Vassiliou European Commissioner for Education

# Talents and SEN: learning as an individual experience

"...every pupil, in continuity or for certain periods, may manifest Special Educational Needs: either for physical, biological, physiological reasons or also for psychological, social reasons, with respect to which it is necessary for schools to provide adequate and personalized response."



THE GALAXY OF DIFFICULTIES

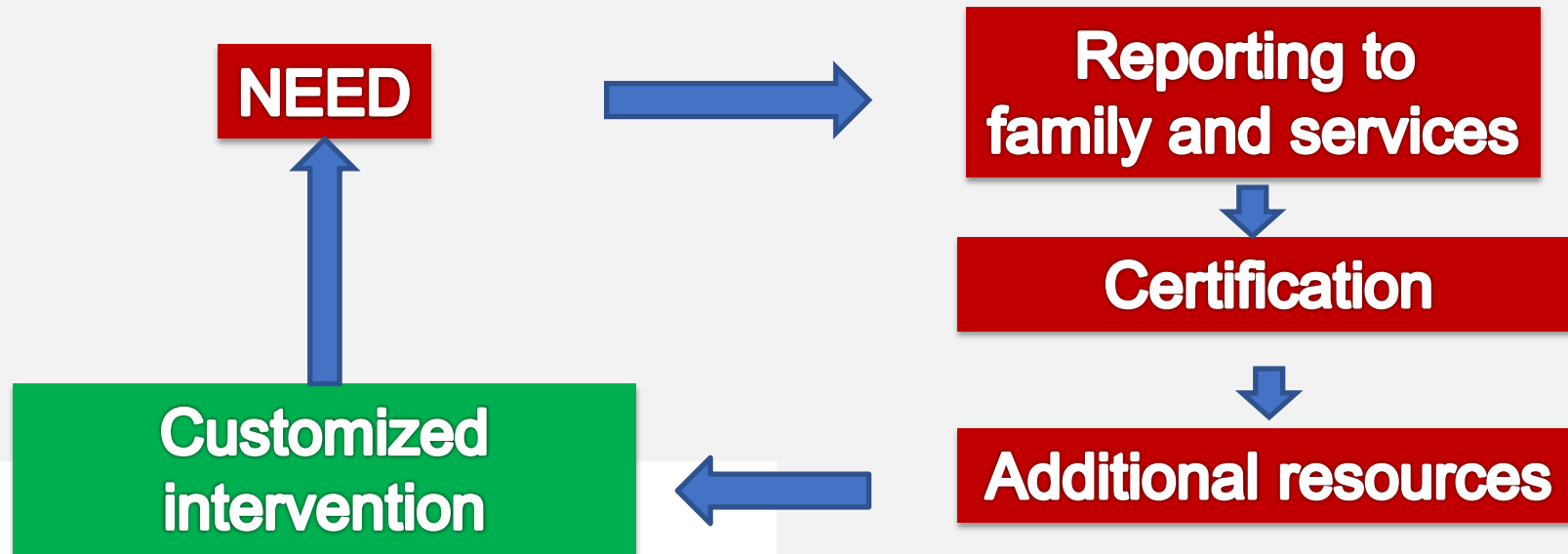
# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL



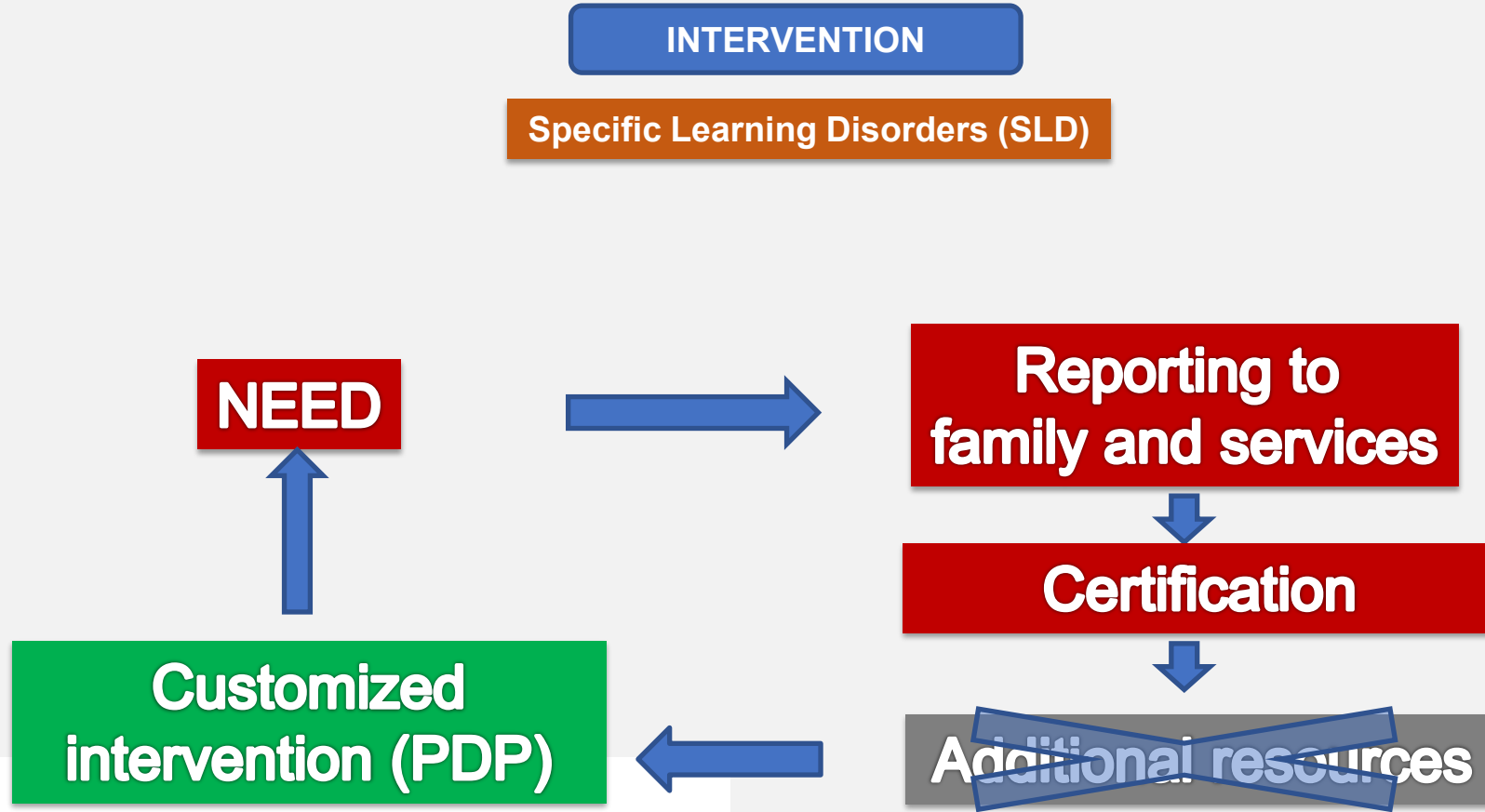
INTERVENTION

Disability

Classic scheme of support-based intervention.



# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL



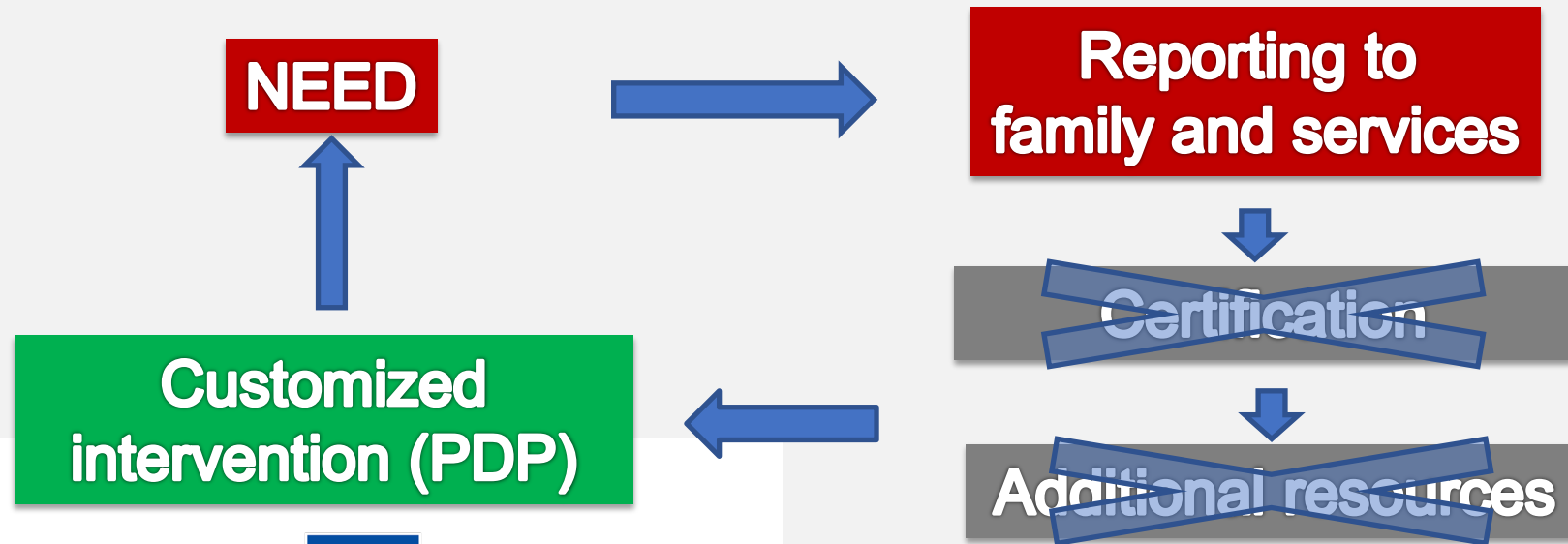


# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL



INTERVENTION

SEN – NOT CERTIFIED



# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL

EDUCATIONAL AND DIDACTIC STRATEGIES



INCLUSIVE EDUCATION

**Individualised Learning Plan**

**GreenVETAfrica**

**PDP Personalized Didactical Plan**

drawn up in the presence or absence of a health certificate



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# INDIVIDUALIZED LEARNING PLAN

The Individualized Learning Plan is the document in which are described the integrated and mutually balanced interventions prepared for the students, over a given period of time, for the **purpose of realization of the right to education and instruction.**

# TEAM FOR INCLUSION

The Team for Inclusion is composed of the **co-teaching team or class council** and **chaired by the School Director** or his or her delegate. **Support teachers**, as co-teachers, are part of the class council or teaching team. Participating are the **parents of the student** with special needs or those exercising parental responsibility, **specific professional figures**, internal and external to the educational institution, who interact with the class and the student as well as, for the purpose of necessary support, the multidisciplinary evaluation unit.

The active participation of students is ensured in accordance with the principle of self-determination

# TEAM FOR INCLUSION

The Team for inclusion's meetings are not intended to evaluate the student, but **to decide what interventions are most effective in overcoming his or her difficulties with respect to the context** in which he or she is also a part of, as well as a protagonist.

The active participation of students is ensured in accordance with the principle of self-determination

# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL

**INCLUSIVE DIDACTICS  
INDIVIDUALISED AND CUSTOMISED TEACHING**

## **PERSONALISED DIDACTICAL PLAN PDP**

**STUDENT'S PERSONAL DATA**

**EDUCATIONAL PROFILE OF THE STUDENT**

**LEVEL OF OBJECTIVES: ADAPTATION OF CURRICULAR OBJECTIVES TO MINIMUM EXPECTED OUTPUT  
LEVELS IF NECESSARY**

**INDIVIDUALISED AND CUSTOMISED TEACHING ACTIVITIES**

**COMPENSATORY TOOLS USED AND DISPENSATORY MEASURES ADOPTED**

**CUSTOMISED FORMS OF VERIFICATION AND EVALUATION**

**AGREEMENT WITH THE FAMILY**

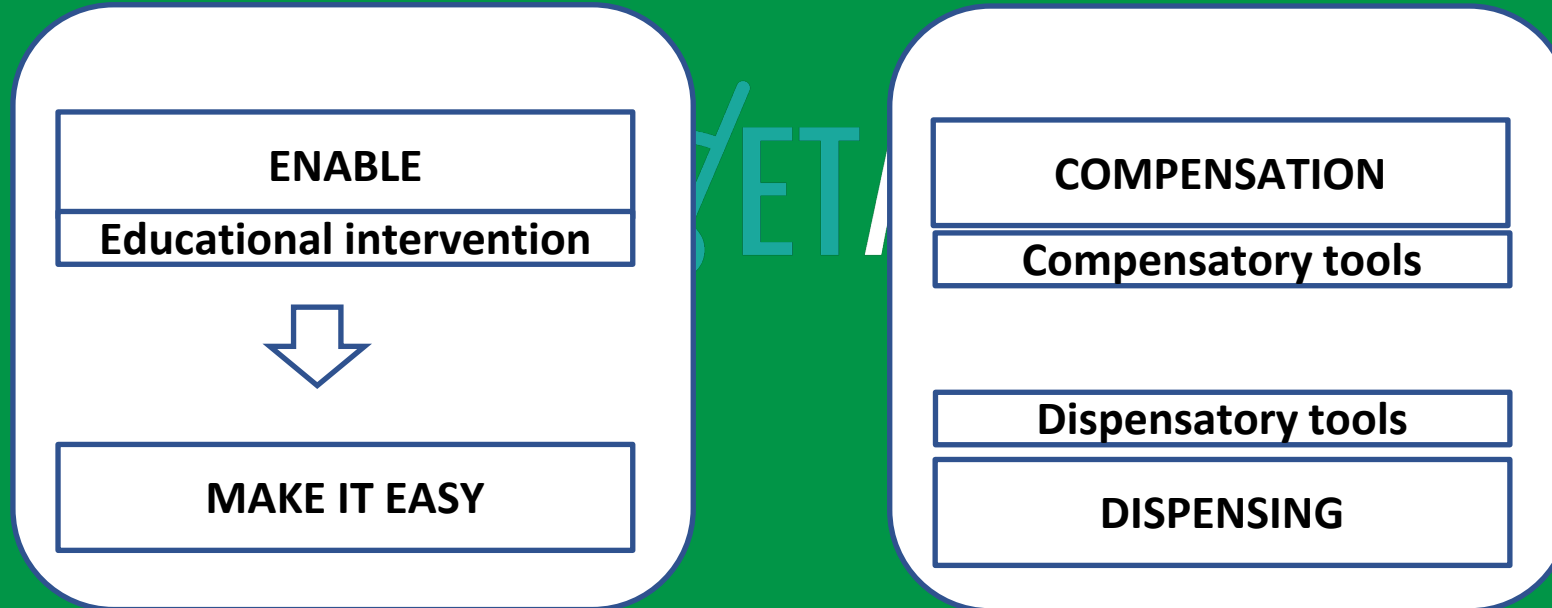


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# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL

Didactic intervention: enabling - compensatory - dispensatory



# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL

## Didactic intervention: enabling - compensatory - dispensatory

Problem: difficulty  
learning to tie shoes



**Enabling intervention**

**Compensatory  
intervention**

**Dispensational  
intervention**

**That is, aimed at providing skills,  
among which is certainly,  
although not the only teaching**

**Identifying an alternative system  
to achieve, at least partially,  
functionally equivalent results**

**Does not solve existing  
problems**



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# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL



## Facilitation

An educational strategy that makes learning, and thus educational success, possible by progressively increasing the necessary autonomy.

It is based on help, necessarily temporary, included in a process that leads to achieving objectives that the subject could never have achieved alone.

# SEN SPECIAL EDUCATIONAL NEEDS AT SCHOOL



## Facilitation

Help that is truly aimed at autonomy

- is never excessive
- is never deresponsibilising;
- is planned towards its elimination as the student enables himself to perform the task autonomously.



## Systematic observation: purpose

- To identify possible SEN risk or SEN situations at an early stage
- To apply appropriate compensatory and dispensatory measures.
- To define teaching and methodological strategies
- To draft an effective ILP and to monitor it
- To prepare appropriate testing and implement appropriate evaluation
- To reduce relational and emotional discomfort



# Definition of Individualised Learning Path

# The INDIVIDUALIZED LEARNING PATH

It is a **personalized learning and development trajectory** based on an individual talents and individual's strategy for achieving **long-term personal goals**.

# The INDIVIDUALIZED LEARNING PATH



# Personal Learning Framework

## Identity

- Who am I?
- How do I fit into the community?
- What are my principles and values?
- What are my goals?

## Growth & Reflection

- What evidence demonstrates my growth as a student, citizen, and community member?
- How can I achieve my goals?
- What habits of mind are helping me to succeed?
- How am I changing?
- How do I address my strengths and challenges?
- Growth Mindset/Brain Development

## Transformation

- Why am I ready for the next step?
- How have I transformed to succeed in my next learning or life stage?

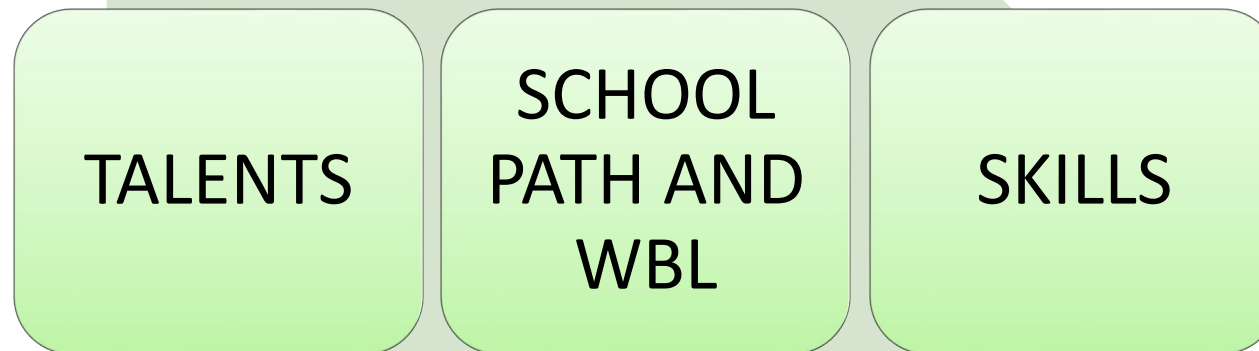
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# The INDIVIDUALIZED LEARNING PATH AT SCHOOL

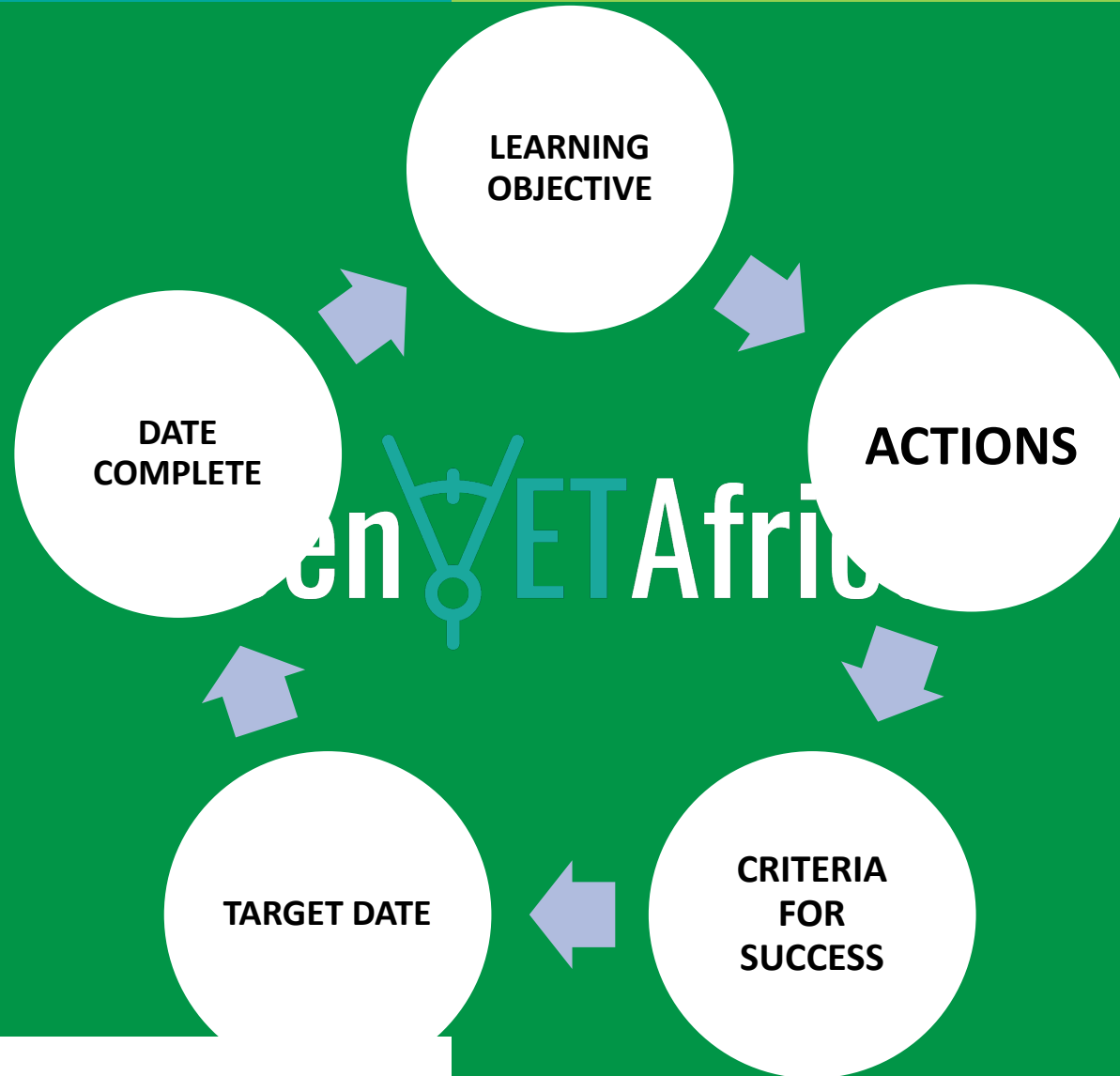


LEARNING TO BECOME





# Structures of an Individualised learning path





## Main actors in planning, writing, sharing an ILP

# CO-TEACHING TEAM OR CLASS COUNCIL

## PLANNING ROLE FOR THE DEFINITION OF THE LEARNING PATHS :

- ✓ LEARNING OBJECTIVES REFERRING TO THE SPECIFIC SUBJECTS
- ✓ LINK BETWEEN SUBJECTS
- ✓ LEARNING OUTCOMES
- ✓ STEPS OF PROGRESS
- ✓ EVALUATIONS

The co-teaching team can drive each student to achieve specific goals linking the learning outcomes starting from the student's talents

# SCHOOL COUNSELOR

## Important role in defining talents and planning goals

He/she helps students:

- ✓ Removing barriers to academic achievement.
- ✓ Supporting social/emotional development.
- ✓ Guiding school and career readiness.

He/she works with students, teachers, parents, administrators, internship companies and other stakeholders.

Each School should consider this professional as part of the team.

# WBL TRAINING PROJECT MANAGER

**WBL Training Project Manager:** in accordance with the co-teaching team, with the tutors of the school and the company, he/she **elaborates the individual training plan/project.**

The project manager defines the plan and support tutors to monitor and validate the learning acquired in the company and at school.

He has the role to customize the specific goals according to the student's talent.

# WBL TRAINING TUTOR

He/she has the task of **assisting and guiding students** throughout the entire training course.

His role is **to monitor and validate the learning acquired** in the company.

Very important role of communication and re alignment of specific goals

## COMPANY TUTOR FOR WBL

He/she is responsible for the **transmission of technical-professional skills** during the training in the company.

He/she is responsible for the planning, management and control of student training.

The active participation of students is ensured in accordance with the principle of self-determination



# STUDENT

It is very important to share the Individualized Learning Path with the student **to ensure his/her commitment.**

**Starting point:** the definition of **TALENTS**

**Goal:** the definition of **LEARNING OBJECTIVE FOR PERSONAL, SOCIAL, WORKING SKILLS**

**Instruments:** **ACADEMIC LEARNING AND WORK BASED LEARNING**

The active participation of students is ensured in accordance with the principle of self-determination



# Main methodologies of observation and verification

# BEFORE THE WBL TRAINING

By the **WBL Training Project Manager and the School Tutor**

**Individual meeting with the student to check expectations, activities during the training and goals based on WBL.**

- student commitment
- WBL comprehension
- Roles and organization

# DURING THE WBL TRAINING

**By the School tutor:** Regular monitoring of activities through company visits during working hours and contact with both the company mentor and the student

**By the Company tutor:** directions of activities to the student, verification of the work done and feedback for the improvement of the result, keeping in mind the intended objectives.

it is important to schedule  
systematic visits and audits

# AFTER THE WBL TRAINING: STUDENT FEEDBACK

By a questionnaire it is important to check:

- ✓ The **internship experience** as a whole
- ✓ The opportunity to **concretely apply the academic skills** during the internship.
- ✓ The **availability of the company and school tutors** during the internship.
- ✓ The **usefulness of the internship** in terms of usability in the world of work

useful for planning  
corrective actions for future  
traineeships

# AFTER THE WBL TRAINING: COMPANY QUESTIONNAIRE

By a questionnaire it is important to check:

- **student's soft skills** (team working, communication skills, problem solving, ..)
- **adequacy of technical skills** with respect to business needs
- **skills acquired** (soft and technical) **with reference to the objectives of the internship project**
- Student **commitment** and **responsibility** during the internship

useful for planning  
corrective actions for future  
traineeships

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Front Europe to Africa

AREA



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