

Strategy 1 | Individual planning or personalised plans in VET

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TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
- ☐ Social relations
 - ☐ Difficult relationships at the VET centre (with tutors, teachers, peers, etc.)
- ☐ Institutional factors
 - ☐ The educational management of the behaviour of VET students
 - ☐ Absenteeism/Exclusion from classes
 - ☐ Lack of trust and support from the institution

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Provide young people at risk of premature abandonment with **individualised educational responses** (individual support) to have the opportunity to direct their own educational path and increase their commitment and motivation.

DESCRIPTION OF THE STRATEGY

Young people at risk of dropping out prematurely need individualised educational responses. Individual planning refers to the idea of a teaching tutor who facilitates the development of an individual learning, and an academic career plan that responds to their specific needs and clearly establishes learning objectives related to these. Individual planning should provide the young person with tools to improve their well-being and to develop positive attitudes towards learning, education, and training, leading to a better understanding of education options, lower absenteeism, better educational outcomes, to name a few. The specific barriers they face and the strategies they need are also identified, as the young person is encouraged to have a sense of mastery over their future plans and to feel more in control of the actions needed to get them.

Therefore, the individual planning strategy must ensure benefits based on the needs of this young person and must respond to their additional support needs in order to break barriers towards learning.

The individual planning strategy requires the active involvement of young people in the development of their individual plan. If they are actively involved in their development, it will give them skills to continue planning and manage their academic and/or training trajectories in the future and will contribute to increasing their motivation, attendance and ultimately their academic achievements.

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BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Between and
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

An individualised approach can be achieved through the establishment of individual learning or career plans; ensure that needs-based learning support is provided; establish individual student health or wellness plans when necessary; and implement an effective case management approach to support student needs.

The individual planning strategy requires the implementation of activities aimed at:

1. Develop individual learning or career plans: *Roadmap, as a tool that orders processes that facilitate student action and monitoring.*
2. Assess the individual's existing skills and knowledge base: *individual balance (to help the student identify existing skills and competencies and possibly how they relate to the curriculum. This can help increase the student's self-awareness, confidence and self-esteem).*
3. Adapt the plan to the youth and ensure that they are committed to it: *Contract (contracts can also be used as a way to establish an individualised learning path and support plan that formalises the young person's commitment).*
4. Conduct regular reviews of the plan progress: *Follow-up sessions, case study approach (there should be regular reviews for each, to provide individual feedback on progress about/of the plan and, if necessary, revise the plan in line with that progress. These regular reviews help ensure that the young person is committed to the plan).*
5. Address other learning support needs: *Work with support staff, teaching staff and external experts when necessary.*

These activities must be developed within the framework of **individual tutoring sessions**. Accordingly, these require not only the active role of the young person, but also the active role of the VT tutor who must guide, help, and support the student throughout the process by means of active tutoring sessions, including adequate planning throughout the academic year. In other words, the individual planning strategy must be incorporated into the curriculum development as another academic activity.

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RESOURCES *(What is needed?)*

- ☐ **Figure of the tutor / counsellor**
- ☐ Adequate and comfortable space.
- ☐ Schedule.
- ☐ Materials/One:
 - ☐ Interview script.
 - ☐ Tracking sheets.
 - ☐ **Contract.**
 - ☐ Case study sheet.
 - ☐ Evaluation tools (self-evaluation).
- ☐ Other (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Educational achievement and attendance.
 - Inclusive environment.
 - Positive view of education.
- Essential for personal challenges and compensatory factors.
- Support the young person with the personal challenges they face. They need help building a solid foundation of emotional well-being. With this, it becomes most likely for them to become more resilient, as well as strengthen their self-esteem and self-confidence.
- Foster emotional well-being by allowing the young person to have control and autonomy over what they do and how they do it.
- Doing all this, together with specific support mechanisms (linked to each person's individual needs and challenges) should raise young people's aspirations (as they will have greater self-esteem and self-confidence) while they are helped to develop a more positive learning identity (which fosters the young person's ability to appreciate learning as useful, even if it is hard work and full of difficulties).

REFERENCES *(Related resources)*

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