

Facilitadores e Barreiras

Para implementar uma abordagem personalizada de



Resultado do projeto 2 do programa Erasmus+ Palsen

Abordagem personalizada da aprendizagem para alunos com necessidades especiais

2021-1-NL01-KA220-VET-000025686



Apresentação

Este documento apresenta um dos 4 resultados do projeto Erasmus+ Palsen:
Abordagem da aprendizagem para alunos com necessidades especiais

Este estudo aborda a viabilidade de implementação de uma Abordagem de Aprendizagem Mais Personalizada para Alunos com Necessidades Educacionais Especiais no Ensino e Formação Profissional (EFP), identificando barreiras e facilidades (incluindo recomendações) na implementação da metodologia de Abordagem de Aprendizagem Personalizada nos países dos parceiros do projecto Palsen.

Abordagem Personalizada de Aprendizagem é o conceito abrangente de um método orientado ao aluno para criar uma forma de aprendizagem mais personalizada para alunos com Necessidades Educacionais Especiais (por exemplo, pessoas com deficiência). Com base nas necessidades de um aluno, a metodologia implica o ajuste do percurso de aprendizagem do aluno, avaliando as necessidades, expectativas e exigências individuais, implementando um processo de Planeamento Centrado nas Pessoas, ajustando os sistemas de apoio na organização dos prestadores de EFP, e desenvolver competências de professores, treinadores e outros funcionários (por exemplo, 'Instrução Diferenciada' (DI) e apoio individual e coaching para alunos e professores).

Os parceiros do projeto realizaram um estudo específico sobre facilitadores e barreiras para a implementação de uma abordagem de aprendizagem mais personalizada para alunos com necessidades educativas especiais no ensino e formação profissional na sua organização/país. Facilitadores e barreiras são classificados como facilitadores e barreiras internas e externas.

A parceria analisa e discute as oportunidades para influenciar as barreiras identificadas com a questão chave: Até que ponto as barreiras podem ser influenciadas pelos parceiros do projecto? Para a análise, a parceria utilizou o modelo do Círculo de Influência de Stephen Covey: concentrar sua energia naquelas coisas que você pode influenciar. As discussões conduzem a recomendações sobre como influenciar as barreiras à implementação de uma abordagem de aprendizagem mais personalizada para alunos com necessidades educativas especiais no ensino e formação profissionais.

Equidade, não Igualdade

Acreditamos que a chave para o Ensino e Formação Profissionais Inclusivos reside na aceitação e no apoio para assegurar que as instituições de ensino e formação sejam acessíveis a todos os alunos. A Agência Europeia para as Necessidades Especiais e a Educação Inclusiva afirma que “a visão final dos sistemas de educação inclusiva é assegurar que todos os alunos de qualquer idade tenham oportunidades educativas significativas e de alta qualidade na sua comunidade local, juntamente com os seus amigos e pares.” Tal visão requer uma mudança no ensino e no apoio ao processo de aprendizagem dos alunos com necessidades educativas especiais. Requer também que se afaste de um modelo de ensino e formação de “tamanho único”, em direção a uma abordagem mais centrada na pessoa e feita à medida. Para implementar uma abordagem mais personalizada da aprendizagem para estudantes com necessidades educativas especiais, os professores devem adquirir competências que lhes permitam identificar e satisfazer as necessidades desses alunos. O objetivo final do projeto PALSSSEN é que os alunos com NEE possam receber uma educação e formação profissional relevantes de elevada qualidade, juntamente com os seus colegas, em instituições prestadoras de EFP no ensino regular. Por conseguinte, os alunos com NEE trabalharão de acordo com um plano de aprendizagem

individual que reflita as suas necessidades, talentos e oportunidades individuais. Esta nova forma de trabalhar tem como objetivo a obtenção de uma qualificação formal no sistema regular de Ensino e Formação Profissionais. A chave para se alcançar a igualdade de oportunidades reside na equidade e não na igualdade de tratamento. Só é possível atingir este objetivo através de programas feitos à medida baseados na avaliação das necessidades.

Impacto

O programa Erasmus+ dá grande atenção ao impacto. Por impacto entende-se a mudança que é alcançada (em parte) graças a um projeto para um indivíduo, para uma organização e para a sociedade. Um dos indicadores para se avaliar o projeto consiste na mudança fundamental para a qual o projeto pretende contribuir.

Impacto pretendido para as organizações parceiras:

- Que sejam consideradas boas práticas de execução da política nacional de ensino e formação profissionais inclusivos
- Que sejam consideradas boas práticas de execução da política europeia de ensino e formação profissionais inclusivos
- Que tenham uma maior sensibilização em relação às oportunidades de promoção de EFP inclusivos
- Que aumentem as ações concretas que visem a eliminação de barreiras
- Que aumentem as ações concretas que visem promover o EFP inclusivos

Impacto pretendido para os alunos com NEE (grupo-alvo):

- Que frequentem programas de ensino e formação profissionais no sistema de ensino regular com os seus pares.
- Que disponham de um Plano de Aprendizagem Centrado no Aluno que reflita as suas necessidades e oportunidades individuais.
- Que disponham de mais oportunidades para obter uma qualificação profissional no sistema regular de ensino e formação profissionais.

Objetivos

O projeto Palssen visa reforçar a eficácia do Ensino e Formação Profissionais (EFP) para alunos com Necessidades Educativas Especiais. O projeto contribuirá para aumentar as competências específicas dos professores e do pessoal de apoio destas instituições de EFP, proporcionando uma Abordagem Centrada no Aluno para cada aluno na sua própria organização, para que estes profissionais possam aumentar os resultados dos seus esforços educacionais, de formação e de apoio.



Mais especificamente, os objetivos do projeto incluem:

- Compreender o conceito de Abordagem Centrada no Aluno (ACA), os aspetos fundamentais da ACA e as características e os elementos de um Plano De aprendizagem individual
- Identificar e descrever métodos, técnicas e materiais didáticos inovadores que contribuam para uma abordagem centrada no aluno
- Identificar e definir critérios para o desenvolvimento de currículos individualizados e flexíveis
- Adquirir e melhorar a competência dos professores no desenvolvimento de um plano de aprendizagem individual para cada aluno com base no conceito de abordagem centrada no aluno
- Testar e implementar (pôr em prática) a Abordagem Centrada no Aluno e o Planeamento Individual na prática pedagógica diária dos professores do projeto

Resultados do projeto

No decurso do projeto, desenvolvemos 4 resultados do projeto:

Resultado do projeto 1: Abordagem Centrada no Aluno e Planeamento Centrado na Pessoa

Descrição do conceito, dos métodos e das técnicas

Este resultado descreve vários conceitos de “Aprendizagem Centrada no Aluno” (ACA) e de “Planeamento de Aprendizagem Individual” (PIA): antecedentes, aplicação, desafios na execução, métodos específicos, técnicas e exemplos de Planeamento de Aprendizagem Individual. Fornece métodos, técnicas, práticas e exemplos de ACA no EFP e dá aos professores mais confiança para criarem um EFP que tenha em consideração a diversidade dos alunos.

Resultado do projeto 2: Facilitadores, barreiras e recomendações

Descrição dos facilitadores, das barreiras e das recomendações para a implementação da Abordagem Centrada no Aluno e do Plano Individual de Aprendizagem no EFP

Este resultado dá uma visão global dos facilitadores, das barreiras e recomendações para a implementação da ACA, incluindo as principais diferenças dos sistemas de EFP nacionais nos países parceiros. As barreiras são classificadas em duas categorias: dentro do âmbito de aplicação e fora do âmbito de influência.

Resultado do projeto 3: Instrumento de autoavaliação para uma abordagem centrada no aluno

Este instrumento ajuda os prestadores de EFP a avaliar o seu desempenho atual na aplicação de uma Abordagem Centrada no Aluno e de um Plano Individual de Aprendizagem. Através deste processo de autoavaliação, os prestadores de EFP podem identificar prioridades para melhorar o seu desempenho. O instrumento fornece feedback sobre o desempenho atual e apoia o processo de definição de prioridades. O instrumento de autoavaliação pode ser aplicado a nível individual, de departamento e de organização, podendo o resultado do processo de autoavaliação ser acedido diretamente. O instrumento é fácil de utilizar em qualquer ambiente Excel e também pode ser utilizado para monitorizar os resultados das ações de melhoria.



Resultado do projeto 4: Manual do Planeamento Centrado no Aluno

O resultado consiste num manual para a aplicação do conceito de Planeamento De aprendizagem individual, que é acompanhado de uma ferramenta digital flexível (ficheiro Excel). O manual pode ser aplicado a nível individual, de departamento e de organização, é adaptado às necessidades individuais dos alunos, do professor, do formador e da organização e pode ser facilmente utilizado na comunicação sobre os alunos entre professores, formadores e a direção das instituições. O manual pode ser utilizado por outros prestadores de EFP e ainda ser facilmente adaptado ao contexto específico e/ou às necessidades de aprendizagem com o prestador de ensino NEE e de EFP.

Entidades participantes

Países Baixos:

REA College Pluryn

ROC RijnIJssel

All about Quality Consultancy

Eslovénia:

Biotehniski izobraževalni Center Ljubljana

Portugal:

CFAE CENTRO-OESTE

Itália:

Forbusiness Lifeskills S.r.l.t Results

Facilitators and Barriers of implementing Personalised Approach of Learning for Students with Special Educational Needs

Summary

This study addresses the feasibility of implementing a more Personalised Approach of Learning for Students with Special Educational Need in Vocational Education and Training (VET), by identifying barriers and facilities (including recommendations) in implementing the Personalised Approach of Learning methodology in the countries of the partners of the Palsen-project.

Personalised Approach of Learning is the comprehensive concept for a student-oriented method to create a more tailor-made way of learning for students with Special Educational Needs (e.g., persons with disabilities). Based on the needs of a student, the methodology implies the adjustment of the learning path of the student by assessing individual needs, expectations and demands, by implementing a Persons Centred Planning process, adjusting supportive systems in the organisation of the VET-providers, and building up competences of teachers, coaches, and other staff (e.g., 'Differentiated Instruction' (DI) and individual support and coaching to students and teachers).

The project partners carried out specific study on facilitators and barriers for implementing a more Personalised Approach of Learning for Students with Special Educational Needs in Vocational Education and Training in their organisation / country. Facilitators and barriers are classified as internal and external facilitators and barriers.

The partnership has analysed and discusses the opportunities to influence the identified barriers with the key question: Into what extent can the barriers be influenced by the partners of the project? For the analysis, the partnership used the model of Stephen Covey's Circle of Influence¹: to focus your energy on those things that you can influence. The discussions lead to recommendations how to influence the barriers of implementing a more Personalised Approach of Learning for Students with Special Educational Needs in Vocational Education and Training.

Introduction

Our society is composed by individuals and groups with diverse ways of functioning. Having a disability is part of everyone's life cycle and it can appear in different moments of life. In general, learners with SEN face disabling conditions in organisations providing Vocational Education and Training. In other words, VET-providers are insufficiently prepared on the diversity of learners. The key to Inclusive Education is the acceptance and the support that ensure Education facilities are accessible for all. All European countries are committed to working towards ensuring more inclusive educational systems. Inclusive educational systems are seen as a vital component within the wider aspiration of more socially inclusive societies. The European Agency of Special Needs and Inclusive Education states that 'the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers' (European Agency, 2017). Such vision requires a change in teaching and in supporting the learning process of the students with SEN. It also requires moving away from the approach a 'one-size-fits-all' education and training, towards a more person-centred and

¹ 7 Habits of Highly Effective People, Steven Covey, 1989

tailored-made approach to education and training that aims to respond to individual needs of learners. In the research report “Inclusive Education and classroom Practice”² (European Agency, 2003), the researchers stated the following conclusion: “... **dealing with diversity in the classroom forms one of the biggest problems within classrooms** ... “and “ ... **what is good for students with Special Educational Needs is good for all students** ...”.

Ensuring diversity of learners in the classrooms requires a personalised approach to learning that engage all learners, various learning strategies and support the active participation of the learner in his/her learning process.³ (European Agency, 2013) This involves the development of Learner-Centred Curriculum that responds to the individual needs of the learners. In order to implement learner-centred approaches, educational staff should gain specific competences to enable them in identifying and in meeting the needs of the learners.

Learner-centred approaches with regard to planning, goal setting and curriculum design need to be used in the VET learning process, so that the curriculum, pedagogical methods and materials and assessment methods and goals are tailored to individual needs.

With regard to assessing needs, planning, goal setting, tailoring the learning program and monitoring, a Learner-Centred-Approach requires an Individual Plan for each learner. It is an easy-to-use document that is regularly reviewed and further developed by all who are involved or have interest. Learners are actively involved from the beginning of the individual planning process and their voices are heard throughout.

In the project “Personalised Approach to Learning for Students with Special Educational Needs”, partners worked together to explore, to identify, to exchange current practice and they built up competences with the aim of implementing Individual Plans that facilitates Learner-Centred-Approaches for each individual student in their own organisations.

Personalised Approach of Learning

The following description of Personalised Approach of Learning (PAL) in Vocational Education and Training (VET) is considered as a definition: *“The term Personalised Approach of Learning in Vocational Education and Training refers to a diverse variety of educational training programs, learning experiences, instructional practices, that are intended to address the learning needs, interests, aspirations, or cultural backgrounds of individual learner/students.”.*

A concise summary is given by Kennisnet who states that Personalised Approach of Learning means “... *meeting individual differences between learners with a rich variety of learning situations*”.⁴ This indicates that student and teacher, each with their own role, are jointly responsible for the learning process.⁵ The learning environment allows for a learner demand management, considering the learner's needs, expectations and interests. *“Personalised Approach of Learning in VET is the alignment of didactics, pedagogy, curriculum and the learning environment, for students and by students, in order to meet their different learning needs and aspirations”.*⁶

² European Agency for Development in Special Needs Education: “Inclusive Education and Classroom Practice”, 2003

³ European Agency of Special Needs and Inclusive Education: “European Patterns to successful practice in Vocational Education and Training” Participation of Learners with SEN/Disabilities in VET, 2013

⁴ From: “Scholen om van te leren”, Kennisnet (2015)

⁵ From: “Personalising learning 6: the final gateway: school design and organisation”, Hargreaves (2006)

⁶ From: “Personalising learning 6: the final gateway: school design and organisation”, Hargreaves, (2006)



In a Personalised Approach of Learning environment, students are co-owners of their own learning process. Therefore, instructions to students should be responsive to students' needs, abilities and interests.⁷ Education and training are designed more on the basis of learner involvement and independence, offering more variety in learning objectives and/or learning routes. Personalised Approach of Learning in VET presupposes a VET-organisation that focuses on the diverse needs of the individual learners rather than a 'one size fits all' model for learners.⁸

Learning in VET is personalised when it meets the individual learning needs of the students. However, this does not mean that the learning itself is also an individual matter. The learning of students in VET takes place in interaction with peers, teachers, praxis and the learning environment. Learning of students requires also participation in joint activities.⁹

Dimensions for the degree of Personalised Approach of Learning in VET

Personalised Approach of Learning (PAL) in VET can take shape in various ways at school. In this context, we talked about various constellations of PAL, in which there is congruence between the operationalisation in the primary process and in the VET-organisation. The various constellations are based on 4 dimensions. The choice regarding a dimension determines how the degree of Personalised Approach of Learning at the VET-organisation may look like. To explain the variation in constellations, the dimensions on which these constellations differ, are explained in more detail.

Two dimensions are distinguished, namely:

- A: External direction versus self-governance;
- B: Collective interest versus individual interest.

Ad A: External Direction versus Self-Governance

The first dimension is that of directing the learning of the student. That is, the influence on and responsibility for the learning process in terms of what, when, where, how, why, with whom and at what pace the students learn. At one end of the dimension, the direction lies entirely with the teacher, a programme or the method. The teacher, a programme or the method indicates what students learn, where, when with whom and how long it takes them to complete the learning process. The learner/student is more considered as a receiver and not an active player and developer of his learning process (OECD, 2013).

On the otherside of the dimension is the learner who is in full control of his/her own learning process. In a Personalised Approach of Learning in VET, students must actively participate in education. They formulate their learning goals, they reflect on their learning process and learning outcomes and they participate in thinking about the next step in their individual development. This requires the development of self-regulating skills of students¹⁰ in which co-regulation of the learning process by the teacher is important¹¹.

Ad B: Collective interest / individual interest

In the education system, choices are made as to what needs to be taught. This involves weighing up individual and collective interests. VET does not only serve the interests of the individual, but also the interests of the society. This involves socialisation, that is, the ways in which we become part of traditions and practices

⁷ From: "Personalised learning: an overview", Bartle (2015).

⁸ From: "Personalised learning: Implications for curricula, staff and students", Bates et al., (2014)

⁹ From: "Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy", Moje, (2007)

¹⁰ (Boekaerts & Corno, 2005; Butler & Winne, 1995)

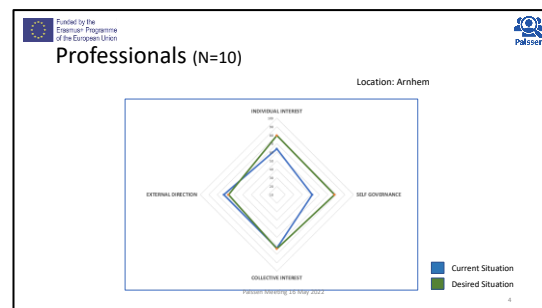
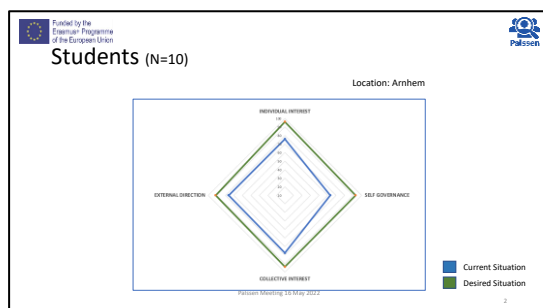
¹¹ (Zimmerman, 2008).

through education¹². Socialisation is related to things such as being able to communicate with each other, to organise events, to make and to observe rules¹³. The formation of an individual into a reflective and critical human being is also important in this context. In this process of formation, emancipation, freedom and responsibility play an important role while the educational system qualifies the outcome of this process¹⁴. In the VET-organisation, it equips students for work, and it provides diplomas.

This includes both cognitive and non-cognitive knowledge, skills and competences¹⁵. There is also an economic importance of Vocational Education and Training, where Vocational Education and Training is considered an investment in human capital¹⁶. But VET also serves individual interests: the development of the talents of students and responding to the individual wishes, needs and expectations.

In a Personalised Approach of Learning the balance between individualisation and collectivisation will shift.¹⁷ As the collective interest weighs more heavily, there will be far-reaching form of collectivisation and standardisation in the provision of VET, in which there is little or no Personalised Approach of Learning and all students receive the same education (one-size-fits-all). The more that is laid down at the collective level, the less scope remains for making individual choices.¹⁸ As individual interests become more important and Vocational Education and Training matches individual goals and learning needs, there is individualisation and differentiation, with students following highly personalised learning pathways or designing their own learning pathway (one-size-fits-one).

In the Palsen-project, project partners carried out small research collecting the views of students and teachers / trainers concerning Vocational Education and Training on the two dimensions.¹⁹ These views are expressed in the diagrams as shown below.



Example: View of students (May 2022)

Example: View of professional (May 2022)

This assessment has been the start of a further examining and analysing facilitators and barriers which support the direction of change into a more Personalised Approach of Learning for Students with Special Educational Needs in Vocational Education and Training.

¹² (Biesta, 2015).

¹³ (In 't Veld, 2015).

¹⁴ (Biesta, 2015; In 't Veld, 2015).

¹⁵ (Gabrieli, Ansel & Bartolino Krachman, 2015)

¹⁶ (In 't Veld, 2015)

¹⁷ . (OECD (2013

¹⁸ (In 't Veld, 2015).

¹⁹ The assessment of view on the two dimensions has been carried out with the Instrument: "Analysing desired direction of change" (excel file). This instrument is available on the website of the project Palsen.

Facilitators and barriers to implement Personalised Approach Of Learning in VET

In this project, facilitators are defined as: “People, measures, elements, structures etc. that **contribute** to successful implementation of a more Personalised Approach of Learning in Education and Training.”

Barriers are defined as: “People, measures, elements, structures etc. that **hinder** successful implementation a more Personalised Approach of Learning in Education and Training”.

Facilitators and barriers can be classified as **Internal facilitators** and barriers and **external** facilitators and barriers. (Internal: those barriers and facilitators which are within the organisation and therefore directly has impact on the implementation of *a more Personalised Approach of Learning*. External: those factors which can be considered as pre-conditions for successful implementation)

Identifying the facilitators

The project partners have identified the facilitators for implementing a more Personalised Approach of Learning in their VET-organisation. The facilitators are categorised in the following categories

1. Internal facilitators within the VET-organisation: these facilitators are directly responsible for successfully implementing a more Personalised Approach of Learning.
2. Internal facilitators within the Employees / Staff: These facilitators that are directly responsible for successfully practicing a more Personalised Approach of Learning.
3. External facilitators of society (e.g., legislation, systems, culture): these indicators can be seen as pre-conditions for successful usage and implementation of a more Personalised Approach of Learning.

The facilitators are elaborated / illustrated with **specific information** that is **relevant for project partner**.

Ad 1: Internal Facilitators within the VET-organisation

VET-provider organisation		
Nr.	Facilitator	Specific Information
1	Spatial arrangements	Elevator, access with a wheelchair
2	Different additional trainings for working with SEN students	Various training providers specializing in individual fields
3	Supervision	Supervision for teachers and other professional staff
4	Technology and equipment for inovative approach	Clevertouch, laptops
5	Continuous student assessment	Annual evaluation
6	Regular meetings	Pedagogical conferences, student community
7	Student and staff mobility	Learning new skills, metods, approaches
8	Workshops for teachers	Supporting teachers, new methods
9	School fund for students with low economic status	Flora fund
10	School inclusion policy and culture	

Figure: Example facilitators VET-provider organisation



Employees / staff		
Nr.	Facilitator	Specific Information
1	Student Affairs; a multi-disciplinary team	Qualitative objective and quantitative (Function structure Rijn IJssel)
2	Traject-coaches for student with SEN	Qualitative and objective (Function structure RijnIJssel)
3	SEN- coaches	Qualitative and objective (Function structure RijnIJssel)
4	Mentors	Qualitative and objective (Function structure RijnIJssel)
5	The various staff services of RijnIJssel work closely together for an optimal educational climate.	Qualitative and objective
6	We work with peer consultation regarding to SEN students	Qualitative and objective

Figure: Example Internal facilitators within the Employees / Staff

Society		
Nr.	Facilitator	Specific Information
1	Rijn IJssel has a corporation with external partners in our own area; social work, local government	Qualitative and objective and subjective (Partnership agreements with external partners. BV KAIRO, Pactum, local area coaches etc)
2	There is legislation national government about SEN students	Qualitative, objective and quantitative (Recorded in the Law of inclusive education)
3	All schools of Rijn IJssel are accessible for people with disabilities. This is determined by national legislation	Qualitative and objective (Recorded in the Law of inclusive education))
4	Within the education, citizenship is an integral part of the curriculum.	Qualitative and objective (Recorded in the curriculum)

Figure: Examples External facilitators of society

Identifying the barriers

The methodology

The methodology to identify barriers has been identified and derived from the method of Risk Analysis and Risk Management and the method presented in ‘The Circle of Influence’²⁰. Both methods are combined into one methodology which follows the following steps:

Step 1: Be aware of the potential barrier

Step 2: Be aware of the impact of the potential barrier

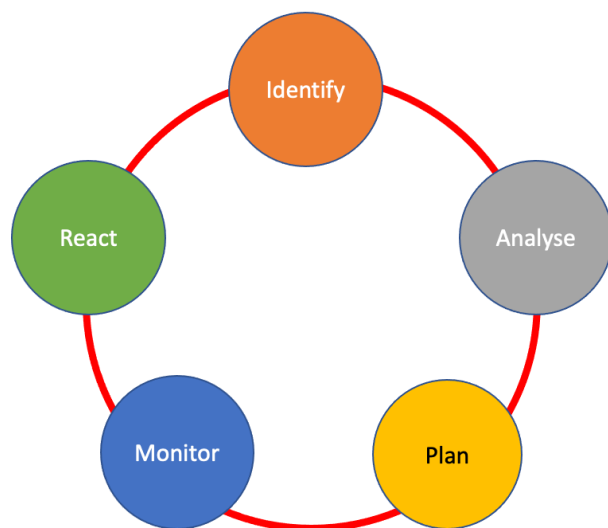
Step 3: Be prepared for the unexpected and maximize your outcomes.

Step 4: Barrier Management

The barrier Management Cycle

Barriers are like risks. They are uncertainties that affect the achievement of objectives of the project, so they cannot fully be identified if these objectives and the way of working are unclear. The scope should be determined within the context of the purpose of the project. Your work should be driven by the objectives of the project and by an evaluation of the external and internal factors that may currently impact your work.

The elements of the Barrier Management Cycle are:



1. Barrier identification.

Action: Locate barriers and then identify the barriers.

2. Barrier analysis.

Action: Prioritize barrier based on severity and determine which barriers are important to anticipate on.

3. Barrier response planning

Action: Plan Barrier response only for top barriers.

Action: Define strategies and plans to deal with those barriers.

4. Barrier monitoring

Action: Monitor project for occurring those barriers.

5. Barrier reaction

Action: Implement the identified action plan in response when barrier occur.

6. External and Internal factors

Barriers can arise due to External or Internal factors:

External Barriers are exposures that come from environmental conditions that you cannot influence.

Internal Barriers are exposures that derive from decision-making and the use of internal and external resources, including the competences of staff, organisation’s culture (ways of thinking, behaving and working).

²⁰ 7 Habits of Highly Effective People, Steven Covey, 1989

7. Describing the potential barriers

Please, describe the barrier in qualitative terms, if it were to occur. It should describe an outcome such as: "Failure to...", "Inconsistent...", "Loss of..." "Lack of etc. etc.

The Circle of Influence and Concern

The circle of Influence and Concern is a model created by Stephen Covey. In his book *7 Habits of Highly Effective People (1989)* Covey distinguishes between proactive people (persons who focus on what they can do and can influence) and reactive people (persons who focus their energy on things beyond their control). In his model he claimed that reactive people maintain an attitude of victimisation and blame and find their circle of influence shrinking, while proactive people find it increasing.

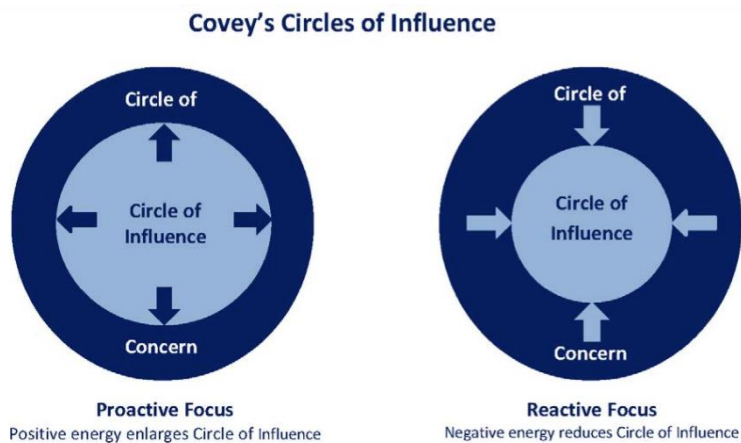


Figure 6: Stephen Covey's Circles of Influence

The model is based on two circles. The first is our circle of concern. This includes a whole range of things: e.g., global warming, the state of the economy, the clothes your children want to wear, attitudes in society, the organisation you work for, the things your colleagues do, the way people drive their cars etc. The actual list will depend on the individual, but the important thing to understand is that there may be little you can do about many of these things since they are outside your influence. Devoting energy on them may be a waste of time, may create frustration and time and energy once spent cannot be reused. The circle of influence will be much smaller. It includes the things on which we can do something about. The extent of this will obviously be related to your power. Some of us may have far more power and therefore more influence to change.

A key of Steven Covey's message in *7 Habits of Highly Effective People (1989)* is to focus your energy on those things that you can influence. This will enable you to make effective changes. If you do this, you will find your circle of influence starts to increase. Others will see you as an effective person and this will increase your power. Conversely, if all your energy goes into those things you cannot change your circle of influence will shrink. Not only will you drain your energy, but other people may also start to see you as unduly negative and critical.

Knowing how far your circle of influence extends is an important aspect of personal effectiveness.

You may not have any direct influence over something in your Circle of Concern, but you may know other people who do. Therefore, creating partnerships, alliances and teams can have a wider circle of influence than an individual. The awareness of your Circle of Influence may contribute to do the rights things in implementation the methodology of Inclusive Job Design and to find the rights alliances.

For following the steps as described above, the project developed an instrument (Excel file) to facilitate the process of the methodology. This instrument has been applied by the project partners:

- to identify potential barrier in their project activities (Step 1)
- to assess this barrier on Likelihood, Consequences (Impact) and Scope of Influencing (Step 2)
- to analyse these barriers and to decide which barriers, need to be controlled, managed and/or monitored. (Step 3)
- to develop a Risk Management Plan for controlling, managing and monitoring potential risks. (Step 4)

In the annex 2 you will find the results of the process identifying barriers for implementing a more Personalised Approach of Learning of students with SEN in the VET organisations of the project partners.

These results also reflect the outcomes of the assessment of the barriers on Likelihood, Consequences (Impact) and Scope of Influencing.

The outcomes of the assessment are visualized as follows:

- The outcome of the assessment on Likelihood, Consequences (Impact) is expressed in the 7-point scale.
- The outcome of the assessment on Scope of Influencing is expressed in the green, yellow and red dots.
 1. The **green** dot: The barriers is in your circle of control. Please take some preventive actions.
 2. The **yellow** dot: The issue is your circle of influence. Be pro-active to manage the barrier
 3. The **red** dot: The issue is your circle of concern. Please monitor the barrier / risks.

POTENTIAL BARRIERS / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	Lack of motivation (students)						X	
2	Loss of motivation (professionals)							X
3	Low cooperation (professionals)				X			
4	Low cooperation (students)					X		
5	Failure to understand the self governance methodologies							X
6	Absence of staff engagement						X	
7	Inconsistent Coordination (School administration/intermediate leaders/staff)						X	
8	Unclear communication			X				
9	Unstable staff availability (changing school/assignment to different courses...)							X
10	Bounderies of Legislation				X			
11	Funding limitations						X	
12								



Figure: Example Analysis Barriers

The Barrier Management Plan

After identifying barriers and the outcomes of the assessment of the barriers on Likelihood, Consequences (Impact) and Scope of Influencing, project partner evaluated the results with the following steps:

1. Review the results of your assessment and answer the questions:
2. What barriers have the highest impact?
3. Which barriers could be accepted? (In general, the barrier that have been assessed as high and very high are barriers that should be addressed in a Barrier Management Plan. All other barriers can be monitored and treated when they occur.
4. Review which barrier are in the Circle of Concern? (These barriers cannot be influenced by project partners and therefore it is important to be aware of them but energy to manage might be a waste of energy / time)

In the Barrier Management Plan, the following questions are answered:

1. Why is the recommended action important? (Blue column)
2. What activities must be carried out? (Yellow Column)
3. How the activities are carried out? (Orange Column)
4. Who will carry out the activities? (Gray Column)
5. When must the activities been finalized (=Deadline)? (Red Column)

The Barrier Management Plans of the project partners are attached in annex 3 in this document.

POTENTIAL BARRIERS / RISKS	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1 Lack of motivation (students)	Enlarge your influence to manage control.	To promote the success of the project.	Student motivation and involvement programs	Activities to promote motivation and personal involvement in learning.	School Psychology and Guidance Service	During the school year
2 Loss of motivation (professionals)	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
3 Low cooperation (professionals)	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
4 Low cooperation (students)	Enlarge your influence to manage control.	To promote the success of the project.	Student motivation and involvement programs	Activities to promote motivation and personal involvement in learning.	School Psychology and Guidance Service	During the school year
5 Failure to understand the self governance methodologies	Manage the risk.	To promote the success of the project.	Continuous teacher training.	Attending training on active methodologies, pedagogical differentiation, assessment for	GAE Centro-Ceste e Direção do Agrupamento	During the school year
6 Absence of staff engagement	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
7 Inconsistent Coordination (School administration/Intermediate leaders/staff)	Enlarge your influence to manage control.	To promote the success of the project.	Meetings between project coordination and the Director of the School	Structured and regular meetings.	Project coordination and the School Board	Monthly
8 Unclear communication	Manage the risk.	To promote the success of the project.	Monitoring of learning and evaluation processes.	Analysis of the answers to a survey on the functioning of the project and the difficulties	Project coordination	During the school year (each quarter)
9 Unstable staff availability (changing school/assignment to different courses...)	Monitor the risk.	To promote the success of the project.	Choose the teachers from the school's professional staff.	Management's knowledge of their staff (profile and personal skills).	School Board	At the beginning of the school year
10 Boundaries of Legislation	Monitor the risk.	To promote the success of the project.	Interpreting the subjectivity of the law.	Analyze possible adjustments, within the limits of legislative interpretation.	School Headmaster and Vocational Courses Coordinator	At the beginning of the school year
11 Funding limitations	Monitor the risk.	To promote the success of the project.	Supplementary revenue from the sales of products and services or financing of	Protocols for the provision of services or financing to companies	School Headmaster and Vocational Courses Coordinator	At the beginning of the school year
12						

Figure: Example Barrier Management Plan



Annex 1: Facilitators for implementing Personalised Approach of Learning

Figure: Facilitators for implementing in ROC RijnIjssel (Department: Education) (NL)

The VET-organisation		
Nr.	Facilitator	Specific Information
1	Mission: Student known, seen, heard and well-guided	Qualitative and objective because it is documented and starting point of education given by Rijn Ijssel. (Source: intranet RijnIjssel)
2	Rijk education: the student learns in his own way and in his own path	Qualitative and objective because it is documented and starting point of education given by Rijn Ijssel (Source: intranet RijnIjssel)
3	There is a policy for students with SEN	Qualitative and objective because it is documented (Source: intranet RijnIjssel)
4	Rijn Ijssel has a guidance structure. This structure is communicated at the start of the course.	Qualitative and objective because it is documented (Source: intranet RijnIjssel)
5	Rijn Ijssel has an academic for professionalising staff. There are several courses for professionalize guiding students with SEN	Qualitative and objective because it is documented (Source: intranet RijnIjssel)
6	Vulnerable students are giving priority in the quality agenda of Rijn Ijssel	Qualitative and objective because it is documented as one of the main spearheads of Rijn Ijssel (Source: intranet RijnIjssel)
7	ICT structure is providing differentiation in education	Qualitative and objective (Source: intranet RijnIjssel)
8	Our VET is partner of a national and regional Platform SEN	Qualitative and objective because it is documented by national VET Staff. And subjective because many VET share good practises.
9	RijnIjssel has a strong cooperation with the supplying schools from secondary education. In the field of information transfer (warm transfer)	Qualitative and objective because it is documented in the documents of de LRA, learning region of Arnhem.
10	Within the school there is a class for students who choose to do their homework at school and possibly get an explanation.	Qualitative and objective because it is documented (Source: intranet RijnIjssel)

Employees / staff		
Nr.	Facilitator	Specific Information
1	Student Affairs; a multi-disciplinary team	Qualitative objective and quantitative (Function structure Rijn Ijssel)
2	Traject-coaches for student with SEN	Qualitative and objective (Function structure RijnIjssel)
3	SEN- coaches	Qualitative and objective (Function structure



		RijnIjssel)
4	Mentors	Qualitative and objective (Fuction structure RijnIjssel)
5	The various staff services of RijnIjssel work closely together for an optimal educational climate.	Qualitative and objective
6	We work with peer consultation regarding to SEN students	Qualitative and objective

Society		
Nr.	Facilitator	Specific Information
1	Rijn Ijssel has a corporation with external partners in our own area; social work, local government	Qualitative and objective and subjective (Partnership agreements with external partners. BV KAIRO, Pactum, local area coaches etc)
2	There is legislation national government about SEN students	Qualitative, objective and quantitative (Recorded in the Law of inclusive education)
3	All schools of Rijn Ijssel are accessible for people with disabilities. This is determined by national legislation	Qualitative and objective (Recorded in the Law of inclusive education))
4	Within the education, citizenship is an integral part of the curriculum.	Qualitative and objective (Recorded in the curriculum)

Figure: Facilitators for implementing in Pluryn REA College (NL

The VET-organisation		
Nr.	Facilitator	Specific Information
1	The entire target group are students with SEN.	
2	Execute the ESB legislation, which means a centered approach.	Handreiking Subsidieregeling ernstige scholingsbelemmeringen VNG
3	The recruitment policy focuses on motivated employees with a social education background.	
4	Provide more than just what is necessary (job coaching, outsourcing, training, etc.)	
5	The organization facilitates employees in the field of knowledge about student problems.	
6	Giving employees the freedom to design programs according to the student's needs.	
7	Small scale and therefore students are really seen.	110 students per year in education, on 3 main locations.



Employees / Staff		
Nr.	Facilitator	Specific Information
1	Employees consciously choose to work with the SEN target group.	
2	Competences of staff.	VrijBaan license, regular professional development, SRA Licensed, NOLOC licensed
3	Accessible contact between student and teacher.	
4	Every employee has various specialisms, multi-disciplinary teams.	Employment mediator, trainer, job coach, psychologist, training coach, etc.
5	Employees think in possibilities.	

Society		
Nr.	Facilitator	Specific Information
1	National legislation educational barriers.	Handreiking Subsidieregeling ernstige scholingsbelemmeringen VNG
2	Participation legislation	Participatiewet Rijksoverheid.nl
3	Social norm is based on the completion of education.	
4	Legislation suitable education	Wet passend onderwijs en verbinding onderwijs en jeugdhulp Nederlands Jeugdinstituut (nji.nl)
5	Target group register; no risk polis.	Doelgroepregister UWV Particulieren
6	Support system of the student.	
7	Cooperate with partners to demonstrate that ESB is necessary.	Regioplan

Figure: Facilitators for implementing in CFAE CENTRO-OESTE (PT)

The VET-organisation		
Nr.	Facilitator	Specific Information
1	Stability of the teaching staff	Staff service distribution
2	CFAE's training offer	Training plans
3	Teaching methodologies and Support measures	Documents
4	On job training of staff	Number of training hours
5	Regular meetings	Documents
6	Support technologies	Inventory
7	Equipment	Inventory
8	Multidisciplinary team	Organisation structure
9	Continuous student assessment (feedback)	Documents



Employees / Staff		
Nr.	Facilitator	Specific Information
1	Staff profile (skills, abilities, attitudes)	Interview
2	Staff training programmes	Portfolio
3	Staff qualifications	Portfolio/CV

Society		
Nr.	Facilitator	Specific Information
1	Legislation	Law Decree 54/2018; Law Decree 55/2018
2	School inclusion policy and culture	Educational School Project and Headmaster's mission letter
3	Family (involvement and support)	Socio-economic and cultural background
4	Partnerships with external entities	Number of partnerships

Figure: Facilitators for implementing in Biotehniški Izobraževalni Center (SLO)

The VET-organisation		
Nr.	Facilitator	Specific Information
1	Special arrangements	Elevator, access with a wheelchair
2	Different additional trainings for working with SEN students	Various training providers specializing in individual fields
3	Supervision	Supervision for teachers and other professional staff
4	Technology and equipment for innovative approach	Clevertouch, laptops
5	Continuous student assessment	Annual evaluation
6	Regular meetings	Pedagogical conferences, student community
7	Student and staff mobility	Learning new skills, methods, approaches
8	Workshops for teachers	Supporting teachers, new methods
9	School fund for students with low economic status	Flora fund
10	School inclusion policy and culture	

Employees / Staff		
Nr.	Facilitator	Specific Information
1	Interdisciplinary cooperation	Cooperation between the teacher, Connecting practice and theory
2	Visible, available and accessible school counsellors and teachers	Personalized approach is in the mindset of teachers/school counsellor
3	Creative employees	Looking for new approaches of teaching
4	Regular meetings	Asset meetings
5	Continuous assessment	Annual evaluation



Society		
Nr.	Facilitator	Specific Information
1	Legalisation	Zakon o usmerjanju otrok s posebnimi potrebami (Placement of Children with Special Needs Act) - individual plan for students with SEN; Zakon o poklicnem in strokovnem izobraževanju (Vocational Education Act) – personal plan for vulnerable group
2	Ministry support and cooperation	Two additional employments for BIC Ljubljana for supporting teachers for more individual approach
3	Partnership/cooperation with external organisation	Projekt Prehod, CJL, CSD



Annex 2: Analysis Barriers

Figure: Analysis Barriers ROC RijnIJsel (Department: Education) (NL)

POTENTIAL BARRIERES / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	Students are not used to taking control from previous education systems				X			
2	Teachers failure to focus enough on solution-oriented coaching towards the students		X					
3	Inconsistency in vision about what and how to learn, and to embed in VETprogram			X				
4	Restistance among student with SEN to take responsibility				X			
5	The resistance of colleagues to innovation and to involve the students in their learning process		X					
6	Faillure in placing students with SEN for internship			X				
7	Resistance from the labor market to employ students with SEN			X				
8	Lack of time of the coordinators of the VET			X				
9								

Figure: Analysis Barriers ROC RijnIJsel (Department: Students Support) (NL)

POTENTIAL BARRIERES / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	students feel more conservative than professionals in the feeld of ind.interest							X
2	Slow decision making in team 'Student Support'							X
3	Colleagues feel not competent in coaching teachers and teams							X
4	Limited coordination between the teams "'tudent Support' and "Education'.							X
5	Limited exchange about vision on education between the teams 'Student Support' and "Education'							X
6	Lack of common vision within the team 'Student Support'.							X
7	Extended infrastrucur and complicated organisation (many Educational clusters)		X					
8								

Figure: Analysis Barriers Pluryn REA College (NL)

POTENTIAL BARRIERES / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	Resistence from teachers to change						X	
2	Smugness from teachers "we are doing well now"				X			
3	Teachers are now not enthusiastic to change (during to Covid)						X	
4	A change of the type of students (more special needs)					X		
5	Under staffing					X		
6	Resistence from students to change			X				
7	Students don't have the required skills for a more Personalised Approach of Learning				X			
8	Teachers don't have the skills facilitating a more Personalised Approach of Learning				X			
9	Teachers dont have the time to implement a more Personalised Approach of Learning				X			
10	Teachers don't understand the why of Personalised Approach of Learning				X			
11	Students and professionals disagree on the direction of change				X			
12								



Figure: Analysis Barriers CFAE CENTRO-OESTE (PT)

POTENTIAL BARRIERS / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	Lack of motivation (students)						X	
2	Loss of motivation (professionals)							X
3	Low cooperation (professionals)				X			
4	Low cooperation (students)					X		
5	Failure to understand the self governance methodologies							X
6	Absence of staff engagement						X	
7	Inconsistent Coordination (School administration/intermediate leaders/staff)						X	
8	Unclear communication			X				
9	Unstable staff availability (changing school/assignment to different courses...)							X
10	Bounderies of Legislation				X			
11	Funding limitations						X	
12								



Figure: Analysis Barriers Biotehniški Izobraževalni Center (SLO)

POTENTIAL BARRIERS / RISKS		No Risk	Very Low	Low	Tolarble	Real	High	Very high
1	Resistence of teachers							X
2	Time management (not enough time, end of school year, additional work)							X
3	Lack of motivation of teachers and students					X		
4	Lack of understanding the objectives of the project (lack of knowledge)			X				
5	Poor involvement and participation (not enough dedication, deficiency of support and involvement of management, different					X		
6	Lack of staff for implementing more Personalised Approach of Learning						X	
7	Students do not taking enough responsibility					X		
8	Fear of change						X	
9	Not having the ability to adjust the system						X	
10	Having different expectations						X	
11								





Annex 3: Barrier Management Plans

Barrier Management Plan ROC RijnIJsel (Department: Education) (NL)

	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1	Enlarge your influence to manage control.	Taking responsibility for your own learning process ensures motivation and involvement.	Encourage the student to increase their empowerment	By increasing the student self-confidence	Vet Teachers and Trainers/coaches	At the start of the education in the VET school
2	Enlarge your influence to manage control.	Because it hinders the student in their development to take control themselves	Convince teachers of the importance	Training the teachers, communicate of the importance of solution-oriented work and	Experts and train the trainer. Taskholder Sen students together with student services.	After consultation with supervisors and student affairs
3	Monitor the risk.	Because it's important to connect with the development of the individual student	Gain more insight into the current situation within the cluster and the organisation.	To start the conversation about this subject with the managers. Interviewing education	Make it a topic by quality assurance employee at the direction of the project employees.	After consultation with supervisors.
4	Enlarge your influence to manage control.	Because students need to increase their understanding of the importance of this	Talk to the students about what drives them and how to achieve their goals	Interview the students and talk to the teachers and managers.	Make it a topic in the teams	After consultation with supervisors.
5	Monitor the risk.	Because it hinders the student and their development. And it can be a barrier in a	Find out where the resistance is and where it comes from	Talk to teachers, managers and student services	Make it a topic in the teams, with the managers by the project employees.	After consultation with student services and supervisors.
6	Monitor the risk.	Because we want to increase the chances in open labour market for SEN students. And we	Talk to the task holders internship placements and with the work field.	Project employees start the conversation with these colleagues.	Project employees start the conversation with these colleagues.	After consultation with task holders internship placement.
7	Monitor the risk.	Because we want to increase the chances in open labour market for SEN students. And we	We need to map out where the resistance lies from the field.	Task holders internship in consultation with the project employees.	Task holders internship placement discuss this with the work field.	After consultation with task holders, project employees and
8	Enlarge your influence to manage control.	If there is time, one can focus on the goals so that they can be achieved	That it is important to facilitate the employees so they can achieve their goals	Talk to the manager	The VET coordinators who are responsible for the project	After the feedback on the risk analysis
9						

Barrier Management Plan ROC RijnIJsel (Department: Student Support) (NL)

	POTENTIAL BARRIERS / RISKS	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1	Students are more conservative than professionals in the field of interest	Enlarge your influence to manage control.	Student approach by teacher is important	Instruction for colleagues student affairs and education team	Teaching colleagues student affairs and education teams	Initiative by Linda en Lisa Hire experts or teach the teacher	Initiative september 2022
2	Slow decision making in team 'Student Support'	Monitor the risk.	It stops development	Adapt the culture of salutation	To take the responsibility	Linda is initiator Lisa will support Linda in this	on-going
3	Colleagues feel not competent in coaching teachers and teams	Enlarge your influence to manage control.	It stops development	Ask the colleagues what they need and about their qualities	Study meetings	Linda and teamleader will take initiative	Start next school year
4	Limited coordination between the teams 'Student Support' and 'Education'.	Monitor the risk.	To explore the needs of the educational teams	Teamleader and colleagues pick up the needs	By meetings with teams and during individual guidance	Linda and teamleader will take initiative	Start next school year
5	Limited exchange about vision on education between the teams 'Student Support' and 'Education'	Enlarge your influence to manage control.	To know each other better, what and why do we what we do	exchange and carry out vision	By meetings with teams and during individual guidance	Linda and teamleader will take initiative	Start next school year
6	Lack of common vision within the team 'Student Support'.	Enlarge your influence to manage control.	It stops development of the individual student approach	Exchange and carry out vision in the team student affairs	Study meetings	Linda and teamleader will take initiative Lisa supports Linda in this	Start next school year
7	Extended infrastructure and complicated organisation (many Educational clusters)	Monitor the risk.	limited possibilities for meetings	Structural meetings team Student Affairs	This discuss in MT meeting	Linda takes initiative	28 juni 2022 during MT meeting
8							



Barrier Management Plan Pluryn REA College (NL)

	POTENTIAL BARRIERS / RISKS	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1	Resistance from teachers to change	Enlarge your influence to manage control.	Teachers need to make changes. They must be able to design/adjust and offer education to the talents, interests, knowledge and level of the individual student	Investing time in explaining the importance of PAL.	Keep the teachers informed about the project. Have one-on-one conversations about the importance. Provide a follow-up.	Maartje, Jan Thijs, responsible staff, management	After each meeting. Continuous.
2	Smugness from teachers "we are doing well now"	Enlarge your influence to manage control.	Teachers need to make changes. They must be able to design/adjust and offer education to the talents, interests, knowledge and level of the individual student	Investing time in explaining the importance of PAL.	Keep the teachers informed about the project. Have one-on-one conversations about the importance. Provide a follow-up.	Jan Thijs, Maartje, responsible staff, management	After each meeting. Continuous.
3	Teachers are now not enthusiastic to change (during to Covid)	Enlarge your influence to manage control.	Teachers need to make changes. They must be able to design/adjust and offer education to the talents, interests, knowledge and level of the individual student	Investing time in explaining the importance of PAL.	Keep the teachers informed about the project. Have one-on-one conversations about the importance. Provide a follow-up.	Jan Thijs, Maartje, responsible staff, management	After each meeting. Continuous.
4	A change of the type of students (more special needs)	Manage the risk.	A different type of student requires a different approach, new skills, more knowledge	Create awareness and evaluate continue.	Investigate what teachers need to be able to continue to perform their work properly and facilitate this.	responsible staff, management	Continuous.
5	Under staffing	Monitor the risk.	To implement, sufficient staff and time is needed.	Monitoring	Continue to check what the current state of affairs is	Managers of the locations	Continuous.
6	Resistance from students to change	Enlarge your influence to manage control.	In the end is the education meant for the students.	Investing time in explaining the importance of PAL	Explaining what it can bring the students, making it more concrete for them	Jan Thijs, Maartje and responsible staff	After each meeting. Continuous
7	Students don't have the required skills for a more Personalised Approach of Learning	Enlarge your influence to manage control.	When they can't do things that we expect from them, we over-ask them.	Creating insight into what they can do and adapt the training program on that	Continue evaluate and adapt to the students	Jan Thijs and Maartje	Every 3 months after implementing
8	Teachers don't have the skills facilitating a more Personalised Approach of Learning	Enlarge your influence to manage control.	The teachers need to make te changes.	Support the teachers in what they find difficult and offer them help and training	Continue to evaluate and adapt to the teachers	Jan Thijs and Maartje	Every 3 months after implementing
9	Teachers don't have the time to implement a more Personalised Approach of Learning	Enlarge your influence to manage control.	The teachers need to make the changes.	Planning margin days and facilitating content for teachers	Continuous and according to schedule	responsible staff and management	fixed moments and in consultation
10	Teachers don't understand the why of Personalised Approach of Learning	Enlarge your influence to manage control.	The teachers need to make te changes.	Investing time in explaining the importance of PAL	Keep the teachers informed about the project and have one-on-one conversations about the importance	Jan Thijs and Maartje	After each meeting
11	Students and professionals disagree on the direction of change	Enlarge your influence to manage control.	In the end the education is meant for the students.	Further investigating the needs of students/the individual student	Discussing wishes in the student council meeting and in individual (progress) conversations	Maartje, Jan Thijs and responsible staff	At the student council meetings and continuous
12							



Figure: Barrier Management Plan CFAE CENTRO-OESTE (PT)

	POTENTIAL BARRIERS / RISKS	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1	Lack of motivation (students)	Enlarge your influence to manage control.	To promote the success of the project.	Student motivation and involvement programme.	Activities to promote motivation and personal involvement in learning	School Psychology and Guidance Service	During the school year
2	Loss of motivation (professionals)	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
3	Low cooperation (professionals)	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
4	Low cooperation (students)	Enlarge your influence to manage control.	To promote the success of the project.	Student motivation and involvement programme.	Activities to promote motivation and personal involvement in learning	School Psychology and Guidance Service	During the school year
5	Failure to understand the self governance methodologies	Manage the risk.	To promote the success of the project.	Continuous teacher training.	Attending training on active methodologies, pedagogical differentiation, assessment for	CFAE Centro-Oeste e Direção do Agrupamento	During the school year
6	Absence of staff engagement	Enlarge your influence to manage control.	To promote the success of the project.	Involve staff in all project decision making.	Structured and regular meetings.	Project coordination	Every two weeks
7	Inconsistent Coordination (School administration/intermediate leaders/staff)	Enlarge your influence to manage control.	To promote the success of the project.	Meetings between project coordination and the Director of the School.	Structured and regular meetings.	Project coordination and the School Board	Monthly
8	Unclear communication	Manage the risk.	To promote the success of the project.	Monitoring of learning and evaluation processes.	Analysis of the answers to a survey on the functioning of the project and the difficulties	Project coordination	During the school year (each quarter)
9	Unstable staff availability (changing school/assignment to different courses...)	Monitor the risk.	To promote the success of the project.	Choose the teachers from the school's professional staff.	Management's knowledge of their staff (profile and personal skills).	School Board	At the beginning of the school year
10	Boundaries of Legislation	Monitor the risk.	To promote the success of the project.	Interpreting the subjectivity of the law.	Analyse possible adjustments, within the limits of legislative interpretation.	School Headmaster and Vocational Courses Coordinator	At the beginning of the school year
11	Funding limitations	Monitor the risk.	To promote the success of the project.	Supplementary revenue from the sales of products and services or financing of	Protocols for the provision of services or financing to companies	School Headmaster and Vocational Courses Coordinator	At the beginning of the school year
12							

Figure: Barrier Management Plan Biotehniški Izobraževalni Center (SLO)

	POTENTIAL BARRIERS / RISKS	Recommended actions	WHY is this important?	WHAT activities must be carried out?	HOW to carry out the activities?	WHO will carry out the activities?	WHEN
1	Resistance of teachers	Enlarge your influence to manage control.	not able to achieve the objectives of the project, contra effect, influence on organizational	Individual approach	Individual interviews	Project team	Before the start of implementation
2	Time management (not enough time, end of school year, additional work)	Enlarge your influence to manage control.	for quality project preparation and implementation	Distribution of tasks, cooperation, good organization	Distribution of tasks, cooperation, good organization	Project team	All the time during the project
3	Lack of motivation of teachers and students	Enlarge your influence to manage control.	to get the job done	Regular meetings with teachers and students	Organization of short meetings at least once a month	Project team	All the time during the project
4	Lack of understanding the objectives of the project (lack of knowledge)	Manage the risk.	to go to the right direction, to have common goals	Workshops	Organization of workshops	Project team	Periodic (after every transnational and on-line
5	Poor involvement and participation (not enough dedication, deficiency of support and involvement of management, different levels of enthusiasm)	Enlarge your influence to manage control.	for quality process of the project	Regular meetings with teachers and students	Organization of short meetings at least once a month	Project team	All the time during the project
6	Lack of staff for implementing more Personalised Approach of Learning	Enlarge your influence to manage control.	to get the job done	Promoting the project to get more people involved	At a pedagogical conferences	Project team	Before the start of implementation and
7	Students do not taking enough responsibility	Enlarge your influence to manage control.	to achieve more involvement	Presentation of the benefits of the project	Workshops	Project team	Before the start of implementation
8	Fear of change	Enlarge your influence to manage control.	to be prepared to accept new, better and more effective approaches	Individual approach	Individual interviews	Project team	Before the start of implementation
9	Not having the ability to adjust the system	Monitor the risk.	to have fundamental base to work towards further goals	Involvement of management and system regulation	Invite competent people who have an impact on systemic arrangements	Project team and management	At the end and after the project
10	Having different expectations	Manage the risk.	to go to the right direction, to have common goals	Workshops and individual approach	Workshops and individual interviews	Project team	Before the start of implementation and
11							