Skills 4 life

Promoting the Transition to Active Life through Gamification and Game-Based Learning

WP3 -Training Package for Adult Educators

TPM – Poland, june 12th

Overview

The main **objective** of this WP is to **design**, **develop** and **test** the SKILLS4LIFE **Training Package for Adult Educators**
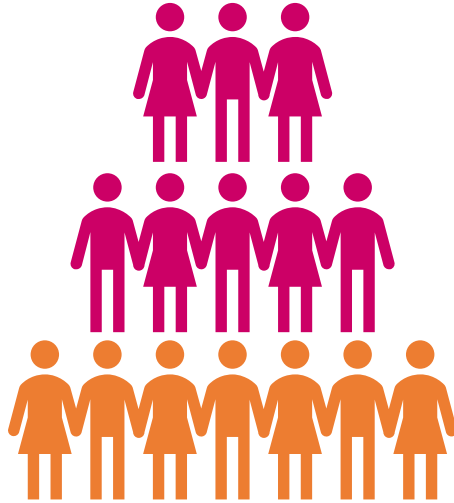
Includes:

Handbook

In-service training programme

SKILLS4LIFE short term training

Target Group

- Adult educators

- Community educators

- Social workers

Handbook on the Development of Transition to Autonomy Programmes

Aims to support

- ❖ **Community educators**
- ❖ **Social workers**
- ❖ **Professionals that work with young adults** in institutionalized and/or alternative care settings

To build

SUCCESSFUL AUTONOMY PROGRAMMES

SOCIAL

PERSONAL

EMPOWERMENT

Handbook on the Development of Transition to Autonomy Programmes

1. **Strategies** To **Build Livelihoods** Of Young Adults In Alternative Care Settings

2. **Strategies** To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**

3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures

4. **Planning** And **Evaluation** Of Personal **Autonomy Programmes**

Handbook on the Development of Transition to Autonomy Programmes

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1. Strategies to Build Livelihoods of Young Adults in Alternative Care Settings

Knowledge	Skills	Attitudes
K1- Understanding the **concept of livelihood** and its **importance** for young adults in alternative care settings	**S1- Define** the term "**livelihood**" and **explain** its **significance** for **young adults** in alternative care settings	**A1- Awareness** of the importance of children and young people in alternative care settings **being able** to **make, influence** and **participate in decisions** about their own **lives**, and other matters affecting them

	Knowledge	Skills	Attitudes
1. Strategies to Build Livelihoods of Young Adults in Alternative Care Settings	**K2-** **Describe** the **factors** that **can impact** young adults' **ability to construct a livelihood** in alternative care settings	**S2-** Identify the **various types** of **livelihoods** that may be available to young adults in alternative care settings	**A2-** Awareness of the **different types** of livelihood **construction strategies** that are available to young adults in alternative care settings

Handbook on the Development of Transition to Autonomy Programmes

	Knowledge	Skills	Attitudes
1. Strategies to Build Livelihoods of Young Adults in Alternative Care Settings	**K3 -** Describe the **pros** and **cons** of each type of **livelihood construction strategy**	**S3 - Analyse** the **suitability** of **different livelihood construction strategies** for young adults in different alternative care settings	**A3 -** Consider the **pros** and **cons** of each **type of livelihood construction strategy**

1. **Strategies** To **Build Livelihoods** Of Young Adults In Alternative Care Settings

2. **Strategies** To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**

3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures

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	Knowledge	Skills	Attitudes
2. Strategies To Help Young Adults In Alternative Care Settings **Develop Social And Human Capital**	**K1 -** Understanding the **concept of social and human capital** and its importance for young adults in alternative care settings	**S1-** **Define** the terms "**social capital**" and "**human capital**" and explain their significance for young adults in alternative care settings	**A1-** Awareness of the **term's** social capital and human capital

	Knowledge	Skills	Attitudes
2. Strategies To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**	**K2-** **Describe** the ways in which **social and human capital** can **impact** young adults' ability to construct a livelihood and achieve success in life	**S2-** **Identify the** various **forms** that **social** and **human capital** can **take**, including social networks, education and training, and work experience	**A2-** Importance of the **different forms** of social and human capital

2. **Strategies** To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**

	Knowledge	Skills	Attitudes
	K3- **Analyse** the **role** of **caregivers**, community organizations, and other **resources** in supporting young adults' development of social and human capital	**S3-** Identify the **skills** and **knowledge** that are **necessary** for **caregivers**, **community organizations**, and other resources to effectively support young adults' development of social and human capital	**A3-** Internalise the **feasibility** of **different strategies** based on the **resources** and **support available** to young adults in alternative care settings

	Knowledge	Skills	Attitudes
2. Strategies To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**	**K4-** Understand the **importance** of **networking** and **seeking support from other professionals and organizations** in the process of helping young adults develop social and human capital	**S4- Evaluating** the **effectiveness** of different **strategies** for helping young adults in alternative care settings develop social and human capital	**A4-** Assess the **strengths** and **weaknesses** of different strategies for helping young adults in alternative care settings develop social and human capital

	Knowledge	Skills	Attitudes
3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures	**K1-** Describe the **key principles** and **approaches** of personal autonomy programs	**S1-** Identify the **goals** and **objectives** of personal autonomy programs for young adults in alternative care settings	**A1-** **Awareness** of **how to improve** the **effectiveness** of **personal autonomy programs** for young adults in alternative care settings

	Knowledge	Skills	Attitudes
3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures	**K2-** Describe the **steps and procedures** involved in the development of **personal autonomy programs** for young adults in alternative care settings	**S2-** Identify the **key factors** that influence the **effectiveness** of personal autonomy programs for young adults in alternative care settings	**A2-** Be able to **restructure** and **define new strategies** towards the **intervention with young people** living in residential care and preparing for leaving care

3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures

Knowledge	Skills	Attitudes
K3- Knowledge of **principles** and **procedures** for an **effective transition** of young adults	**S3-** Develop an **action plan** for implementing a **strategy** for helping a young adult in an alternative care setting develop social and human capital, taking into consideration the unique needs and circumstances of the individual	**A3-** Organise the **steps** and **procedures** of young individuals' **autonomy** and **wellbeing** to promote better practices for developing **autonomy skills** and preparing the **transition to adult life**, through the explanation of resources and structured intervention individual plans

The Handbook will have a modular structure:

1. **Strategies** to **Build Livelihoods** of Young Adults in Alternative Care Settings

2. **Strategies** To Help Young Adults In Alternative Care Settings **Develop Social** And **Human Capital**

3. **Development** Of **Personal Autonomy Programmes** For An **Effective Transition** Of Young Adults In Alternative Care Settings: Steps And Procedures

4. **Planning** And **Evaluation** Of Personal **Autonomy Programmes**

	Knowledge	Skills	Attitudes
4. Planning And Evaluation Of Personal Autonomy Programmes	**K1-** Describe the **steps** and **procedures** involved in the **planning** and **evaluation** of **personal autonomy programs**	**S1-** Identify the **key stakeholders** and **partners** involved in the **planning** and **evaluation** of personal autonomy programs	**A1-** Awareness of the **key resources** and **supports needed** to effectively plan and evaluate personal autonomy programs

	Knowledge	Skills	Attitudes
4. Planning And **Evaluation** Of Personal **Autonomy Programmes**	**K2-** Develop a **plan** for **implementing** and **maintaining** personal autonomy programs based on the results of the evaluation	**S2-** Evaluate the **impact** and **effectiveness** of personal autonomy programs for young adults in alternative care settings	**A2-** Be able to create a **Personal Autonomy Programme**

Skills4Life In-service Training Programme

Aims to provide →

TAILOR-MADE TRAINING SCHEME
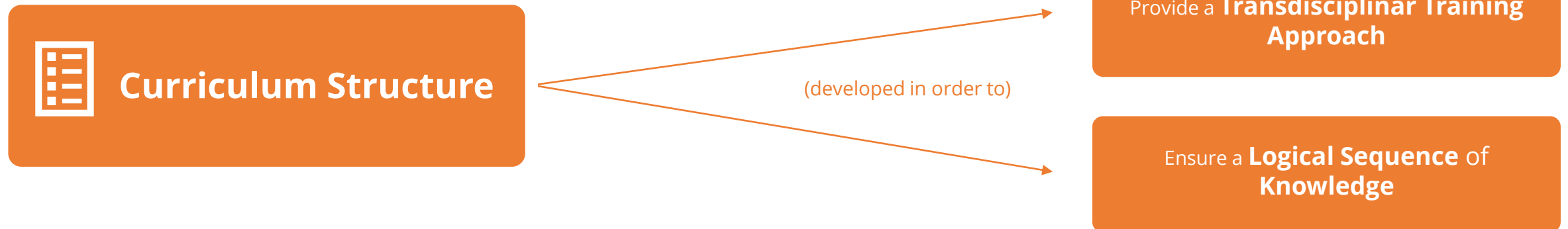
to support the implementation of the project results in a variety of contexts

Curriculum Structure

(developed in order to)

Provide a **Transdisciplinar Training Approach**

Ensure a **Logical Sequence** of **Knowledge**

The training programme has a modular structure as follows:

1. **SKILLS4LIFE SG** - Implementation and Assessment Strategies

2. **The Transition to Adulthood**: Concepts and Processes

3. **Key-Skills** for **Social**, **Personal**, and **Professional Autonomy**

4. **Technology** and **Innovation** in **Education**

Skills4Life In-service Training Programme

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4. **Technology** and I**nnovation** in **Education**

	Knowledge	Skills	Attitudes
1. **SKILLS4LIFE SG** - Implementation and Assessment Strategies	**K1-** Knowledge of **what is** the **SKILLS4LIFE SG**	**S1-** Describe the **SKILLS4LIFE SG** - implementation and assessment **strategies**	**A1-** Integrate the SKILLS4LIFE SG into the **transition to adulthood**

The training programme has a modular structure as follows:

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4. **Technology** and **Innovation** in **Education**

	Knowledge	**Skills**	**Attitudes**
2. The Transition to Adulthood: Concepts and Processes	**K1-** Define **key concepts** related to the **transition** to adulthood	**S1-** Describe the **physical, cognitive**, and **emotional changes** that occur during the transition to adulthood	**A1-** Be able of the **tasks and challenges** associated with the transition to adulthood

Knowledge	Skills	Attitudes
K2- Describe the **role of professionals** and **other support systems** in facilitating the transition to adulthood	**S2-** Describe the **impact** of **social** and **cultural context** on the transition to adulthood	**A2-** Internalising the **key factors** can **facilitate** or **hinder** the transition to adulthood

2. **The Transition to Adulthood**:

Concepts and Processes

Skills4Life In-service Training Programme

The training programme has a modular structure as follows:

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	Knowledge	**Skills**	**Attitudes**
3. Key-Skills for **Social**, **Personal**, and **Professional Autonomy**	**K1-** Describe the importance of **social, personal**, and **professional autonomy** in young **adulthood**	**S1-** Identify **key skills** related to **social, personal**, and **professional autonomy**	**A1-** Awareness of the **impact** of **key skills** on personal autonomy and success in young adulthood

	Knowledge	Skills	Attitudes
3. Key-Skills for **Social**, **Personal**, and **Professional Autonomy**	**K2-** Describe the importance of **education** and **personal development** in building personal **autonomy**	**S2-** Identify **strategies** for **building** and **maintaining** strong **relationships** and **networks**	**A2-** Recognise the **importance** of **social skills** for integration into adult life

The training programme has a modular structure as follows:

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4. **Technology** and **Innovation** in **Education**

Knowledge	Skills	Attitudes
K1- Describe the **role** of **technology** and **innovation** in supporting the transition to adulthood	**S1-** Identify **strategies** for using **technology** and **innovation** in **education** to support the development of personal autonomy	**A1-** Awareness of the **impact** of **technology** and **innovation** in **education** on the transition to adulthood

4. **Technology** and **Innovation** in **Education**

	Knowledge	Skills	Attitudes
4. Technology and **Innovation** in **Education**	**K2-** Understand the **benefits** of **interactions** between **young people** and **technology**	**S2-** Identify the **use of technology** in the transition to adulthood	**A2-** Recognise the **role of digital literacy** and digital **citizenship** in the transition to adulthood

Knowledge	Skills	Attitudes
K3- Define **key concepts** related to technology and innovation in education, such as e-learning, blended learning, and educational technology	**S3-** Identify the **benefits and challenges** of using technology and innovation in education	**A3-** Awareness of the **benefits of technology** in the lives of young people

4. Technology and **Innovation** in **Education**

Handbook

Guidelines
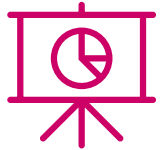
Learning Outcomes of the Module

	Knowledge	Skills	Attitudes
1. Strategies To Build Livelihoods of Young Adults In Alternative Care Settings			

Example

Mod.1 Strategies To Build Livelihoods Of Young Adults In Alternative Care Settings

Overview of the Module

Start the module with 1-2 paragraphs introducing the topic. As this will be the first opportunity for the learner to engage with the content, ensure that it is interesting and well-written to motivate the learner to continue further

Keywords

Please, provide a list of 3 or 4 keywords regarding the topic of the module

Content

Insert subunits and content. Please ensure that your content is structured and concise

Key Message

Conclude with 1 or 2 paragraphs of text – Highlight the key point that you wish the learner to take away from the unit

Useful References and Resources

Provide at least 5 useful references and units (texts/videos) with links where possible, which assist the learner in researching issues of interest in further depth – There should be a description of the useful reference or unit (more than just a link)

Bibliography

Use APA-referencing – How to Cite Sources in APA Citation Format | Mendeley

Skills4Life In-service Training Programme

Guidelines

Each **Module** will include:

❖ **PowerPoint** slides to be **delivered** with the **learning activity**

Each **Module** will include:

❖ **PowerPoint** slides to be **delivered** with the **learning activity**

Learning Activity

Module Title:		
Learning Outcome	Write here the learning outcome that you are trying to meet with this learning activity.	
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**
Workshop Opening: Activity 1: \<Insert Activity Title\>	XX minutes XX minutes	Training venue with IT equipment; Flipchart and markers; Sign-in sheet for the workshop; Pens and note-taking materials for all young learners; Projector and screen; Laptop; Copy of PowerPoint slides (if relevant) Copy of Activity Sheets (if relevant)
Activity 2: \<Insert Activity Title\>	XX minutes	
The total duration of the module		

Each **Module** will include:

❖ **Bit-sized** videos

Introduction **(50 to 80 words)**	
Key learning content 1 **(50 to 80 words)**	
Key learning content 2 **(50 to 80 words)**	
Key learning content 1 **(50 to 80 words)**	
Summary and recommendations **(50 to 80 words)**	
Congratulate and conclude **(50 words)**	

Allocations of Modules

Handbook

1. **Strategies to Build Livelihoods of Young Adults in Alternative Care Settings - MOVEO**

2. **Strategies to Help Young Adults in Alternative Care Settings Develop Social and Human Capital - MOVEO**

3. **Development of Personal Autonomy Programmes for an Effective Transition of Young Adults in Alternative Care Settings: steps and procedures - UNIVERSITAET PADERBORN**

4. **Planning and Evaluation of Personal Autonomy Programmes - UNIVERSITAET PADERBORN**

Allocations of Modules

In-Service Training

1. **SKILLS4LIFE SG - Implementation and Assessment Strategies** - **CBE SL**

2. **The Transition to Adulthood: Concepts and Processes** - **PROPORTIONAL MESSAGE**

3. **Key Skills for Social, Personal and Professional Autonomy** - **ACUMEN TRAINING**

4. **Technology and Innovation in Education** - **QMED**

NOTE: Spectrum Research Centre don't have to develop content because they will create the design of the handbook, the flipbook for the in-service training and the video lectures

Allocations of Tasks

TASK 1 - <u>Value proposition handbook and the training</u> - **Proportional Message** will draft the value proposition of WP3

TASK 2 - <u>Content Development</u> - **MOVEO** and the **Universitaet Paderborn** will develop the content for the handbook and **Proportional Message, CBE SL, Acumen Training** and **QMED** will develop the In-Service Training modules. Spectrum Research Centre will develop the design of the materials and the video lectures and the templates.

TASK 3 - <u>Pilot testing</u> - **All partners** will test the training with their Local Working Groups for further feedback and validation

TASK 4 – <u>Translation</u> - After the feedback and validation, **all partners** will translate the final version Handbook and the In-Service Training for each partner's language

NOTE: The Final version will be available in PDF and flipbook formats and the video lectures on the Skills4Life Online Platform

Timetable

Provide **feedback** on the **guidelines** for the **WP3**	June 2023
Design of Templates	July 2023
Content development – all the modules (**handbook and the in-service training**)	July 2023 - November 2024
Development of 4 bite-sized videos and the design of the **handbook** and the **flipbook**	December 2023 - February 2024
Testing with the **Local Working Groups**	March 2024 – April 2024
Changes and **improvements** in the content + **Translation**	April - May 2024
LTTA in France	May 2024