



WP3

Handbook on the Development of Transition to Autonomy Programmes



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Development of Personal Autonomy Programmes for an Effective Transition of Young Adults in Alternative Care Settings: Steps and Procedures

Learning Outcomes

Knowledge	Skills	Attitudes
Describe the key principles and approaches of personal autonomy programs	Identify the goals and objectives of personal autonomy programs for young adults in alternative care settings	Awareness of how to improve the effectiveness of personal autonomy programs for young adults in alternative care settings
Describe the steps and procedures involved in the development of personal autonomy programs for young adults in alternative care settings	Identify the key factors that influence the effectiveness of personal autonomy programs for young adults in alternative care settings	Be able to restructure and define new strategies towards the intervention with young people living in residential care and preparing for leaving care
Knowledge of principles and procedures for an effective transition of young adults	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	Organise the steps and procedures of young individuals' autonomy and well-being to promote better practices for developing autonomy skills and preparing for the transition to adult life, through the explanation of resources and structured intervention individual plans

Overview of the Module

In the transition phase from care to independent living, personal autonomy programmes provide the opportunity for young adults to get help with the necessary steps and procedures to make this phase easier. Such programmes are mainly about personal autonomy, as the name suggests. Young adults should learn about their strengths, potentials, and interests to set goals and find a direction to stick to. This is to make them independent and self-determined. In the programmes, their past, their present and their hoped-for future are brought together to be able to help and support them individually.

Personal autonomy programmes should therefore be structured in such a way that they address all aspects that young adults need to be aware of and that affect them in this phase and prepare them in such a way that they go out there empowered and independent.



Key Words

Life skills training, Autonomy development, Youth empowerment, Successful transition

Theory

For personal autonomy programmes to be successful and support young adults, they should consider certain key principles and approaches.



In personal autonomy programmes, it should always be kept in mind that young adults are in very different life situations. Although they are all about to make the transition to independence, they all bring their own stories with them. And their goals and wishes for the future also vary. Therefore, it is essential that the programme allows for **individuality** and takes this into account. They are all at an age where they also have the right to make their own decisions, and these should be taken into account while respecting all legal frameworks. It is also helpful to support young adults in knowing their rights and obligations and to support them in claiming and respecting them. While respecting their individuality, young adults can learn their autonomy.

Following the principle of individuality, the programmes should be **person-centred**. This means that the young adults are at the centre of the programme – it is all about them. It is about their current situation, their wishes, dreams, plans for the future, and how they can achieve them. And the task of the programme is to support and help them in this process.

To make autonomous decisions, young adults need to learn how to **make decisions**. Personal autonomy programmes should ensure that young adults are taught what to



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consider when making a decision. The programme should not influence their decisions but only accompany and support them in their processes. The aim is for young adults to reflect on upcoming decisions in their autonomy and then to be able to make these decisions in compliance with all aspects. The programmes should therefore also teach where they get information from and how you can filter out the right information.

The principle of **control** ties in with decision-making because it is about young adults being the ones who make the decisions for their path and therefore take control of their own lives. They need to be introduced to the fact that control is no longer taken over by their care institution or their careers, but that they alone are responsible for themselves. Here, too, the programmes should not overburden them but lead them step by step.

In personal autonomy programmes, young adults should learn about tools to learn how best to make decisions. Such support may include information about **communication** and the act of communicating, or which people can support them with certain decisions. Friends and family should also be considered as support. However, this should be taken with caution as family and friend situations are individual, and it cannot be assumed that family and friends exist per se.

Another tool in **supportive decision-making** processes is participation in **community** life. Young adults should be made aware of the many benefits of participating in community life or other groups such as clubs or churches. Not only can they be socially integrated there, but they can also ask for advice in the decision-making process. Personal autonomy programmes should show these benefits.

The principle of **legal rights** is intended to ensure that personal autonomy programmes guarantee that the rights of young adults are respected. In addition, the programmes can also help them in legal cases and, for example, get them legal aid or a lawyer if that is necessary.

Personal autonomy programmes should also have space for **educational training** to explain such things as one's rights and responsibilities and create space for questions and debate. In addition, aspects such as autonomy, self-reliance and adulthood can be theorised and discussed.

Programmes should always anticipate that young adults' situations will change. Especially in the beginning, there is a tendency to overreact, frustration or stagnation. To deal with this, it is important that the programmes can respond **flexibly** to the situations of young adults. Since they and their development are the focus, the programme should be able to flexibly adapt to them and not they to the programme.

Personal autonomy programmes follow certain **goals and objectives** to help young adults become autonomous and self-determined. The following are essential aspects that young adults should learn in the personal autonomy programmes. However, it



cannot be assumed that the list is complete, as the content is always individually adapted to the people in the programme.



One of the most important goals is to prepare young adults to **live on their own** and prevent them from homelessness. In care, they have most likely lived with other peers or caregivers. Therefore, young adults must learn everything about living alone, running a household and everything that goes with it. In addition, the programmes also offer help in finding a flat, including help in understanding the tenancy agreement and, again, one's rights and obligations as a tenant of a flat. Furthermore, the programmes also provide support after moving in and help with flat furnishings, electricity, water supply, etc. The programmes are intended to provide a stable basis for living and to ensure that the young adults have a secure start in their first own flat.

To be able to afford a flat, most will need a **job**. Here, too, the personal autonomy programmes are supposed to help. In terms of content, they should learn how to find a job, how to apply, what the application process looks like and what happens in the event of an acceptance or rejection. They can also advise on what career path suits their degrees, what opportunities are available and where they might go for further education and training.

Speaking of **education**, personal autonomy programmes also support young adults in finishing a degree, be it a school, university or training degree. They can help with applications, transition phases or further career paths. They can respond to the individual knowledge and skills of the young adults and advise them accordingly.

When it comes to the rights of young adults, it should also be taken into account that most of them are not yet aware of their rights. They should be informed about this in the personal autonomy programmes. They should be educated about what their **legal and civic rights** are, especially in the context of their current issues such as housing, employment and education.

The next goal of personal autonomy programmes is to teach young adults **financial literacy**. What many of their peers take for granted, most care leavers have yet to learn. Among other things, it is about learning budgeting, saving, understanding credit and debt, and other financial management skills to help young adults become financially self-sufficient. They have to learn to manage the money they get so that their bills are paid and they don't slip into financial misery. Especially if they go into employment earning more money than they have ever had at their disposal, they can quickly become overextended and may incur unnecessary expenses.

Another important aspect is the **health** of the care leavers. Personal autonomy programmes should provide information on what to consider in the respective country when a young adult leaves care. Applications may need to be made or re-registration may need to take place. In any case, programmes should ensure that young adults have health insurance at all times.

In connection with the aspect of health, **well-being** also goes hand in hand. Young adults in personal autonomy programmes must learn what they can do for their health and well-being. This includes a healthy lifestyle, sport and fitness, nutrition and self-care. Mental health should also not be ignored. This transitional phase can be very stressful for care leavers, so they must know who they can turn to when they are overwhelmed or simply not feeling well. Programmes could offer counselling and workshops on topics such as conflict resolution, communication, and mental health.

To properly assess their own well-being, personal autonomy programmes should teach young adults certain **life skills**. These include emotional skills they need to cope with stressful situations, for example. Other life skills are time management and organizational skills, to ensure young adults manage their daily lives. They should build self-confidence and reflective skills to be able to change situations on their own. Personal autonomy programmes could also offer counselling and workshops specifically for life skills.

In addition to life skills, young adults should develop **competencies** that are essential for their future life. These include, for example, problem-solving competencies, where they can solve problems themselves or know exactly who to contact to solve the problem. Communication competence is also needed to communicate with others, especially in education or employment. Another competence that is essential in a world as interconnected as the one we live in today is cultural competence. It enables one to perceive cultural differences, to respect them and to be able to deal with them. All other competencies should be selected by the personal autonomy



programmes, as they can adjust the selection according to the individual needs of the care leaver.

Social and communication skills go hand in hand with building up one's **network**. Personal autonomy programmes should enable people to build a network of people, organisations and communities that can serve as a safety net for young adults. They can always count on their self-created network and ask for advice. The network can accompany them on their paths and give them support and security on many levels.

Security is another keyword that is a goal of personal autonomy programmes. Of course, the programmes are serious about ensuring that their young adults are safe and on a safe path. To ensure this, they can develop individual emergency plans together with the young adults. This could keep that risk as low as possible. In this way, however, the personal autonomy programmes themselves also become a kind of safe place to which the young adults can return at any time and ask for help.

Even though the current situation of young adults, namely the transition phase from care to independent living, is currently a priority, young adults should learn how to deal with thoughts about the **future**. The personal autonomy programmes should teach them how to make plans for the future, which aspects play a role in this and how to stick to these plans. The active approach to the future should take away the young adults' fear and ensure that they are motivated and look positively towards their future.

Another important principle of personal autonomy programmes is to monitor and regularly **evaluate** the development of young adults. They can give feedback on how they find the design of the programme, what they find helpful and what they would like to see different or additional in their individual processes. Open and respectful interaction is a prerequisite in this programme so that young adults can learn to speak their minds and give feedback in a protected setting.




Case Study 1



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Case Study Title	I have found a job – what now?	
Cover Image	 <p>https://images.pexels.com/photos/3184465/pexels-photo-3184465.jpeg?auto=compress&cs=tinysrgb&w=1260&h=750&dpr=1</p>	
Duration of Activity (in minutes)	90	Learning Outcome <p><i>What is the learning outcome that will be achieved through this case study?</i></p> <p>The case study includes several key principles and approaches to personal autonomy programmes.</p> <p>The learner will...</p> <ul style="list-style-type: none"> • consider individual job situations. • know about their legal rights in the context of job acceptance. • know about their legal rights of employment law. • be aware of his/her responsibility for his/her decisions. • be able to find further employment information independently.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to complete the case study!</i></p> <p>In this case study, young adults learn what they should consider after being accepted for a job. They learn about their rights and obligations, familiarise themselves with legal texts and then know where to find important information on this topic.</p>	
Case Study	<p><i>Use this section to present the narrative of the case study.</i></p> <p>Congratulations, you've been accepted for a job you applied for! Your new employer invites you to sign your employment contract. You are very happy and would like to sign it straight away. But be careful, there are a few things you should know before you sign your employment contract.</p>	

Key Take-Aways	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults should take from this case study example.</i></p> <p>You as a community educator, social worker, or professional, should prepare young adults for working life. In doing so, the application, acceptance of a job, cancellation and the rights and obligations of all parties must be observed and passed on to young adults. They should be empowered to obtain information independently and thus be aware of their rights and obligations in a job.</p>
Reflection	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults can consider so that they can apply their learning from this case study to their contexts:</i></p> <ul style="list-style-type: none"> • Question 1: Do young adults know their rights and obligations when working? • Question 2: Do young adults know where they can find out about their rights and obligations? • Question 3: Do young adults know where they can find further information about job applications, acceptance, and termination?



Learning Activity 1

Activity Title	Get to know your working hours.		
Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this activity?</i></p> <p>The learner will...</p> <ul style="list-style-type: none"> • know how many hours s/he is legally allowed to work. • know how long a break s/he is entitled to. • be able to find this information in their employment contract.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to use this activity as part of their learning journey and should outline the benefits of this activity in their specific contexts.</i></p> <p>This learning activity enables learners to recognise the working hours in their employment contract and check that they are correct. They will then also know how long they are entitled to have a break.</p>		
Materials Required for Activity	<p><i>List here all the materials and equipment that learners will need to have to complete this activity.</i></p> <p>This learning activity requires legal texts, links to laws and an exemplary employment contract.</p>		
Step-by-Step Instructions	<p><i>Provide advice for community educators, social workers, and professionals who work with young adults on how they should complete this activity.</i></p> <p>Step 1: Start the programme session with an introduction. The introduction should get everyone on the same page. You can use games or other methods.</p> <p>Step 2: To get a transition to the topic, you can ask the learners a few introductory questions. For example: Which of you have applied for a job? Which of you have already been accepted? Which of you have already signed an employment contract? How many of you know your rights and obligations under employment law? Who has ever read a legal text?</p> <p>Step 3: Share a legal text from the labour law of your country, which states who is allowed to work how much at what age and</p>		



how long the break may be. (Alternatively, share the link to the employment law of your country.)

Step 4: Read through the legal text together and clarify any questions. Make sure that the learners have understood the legal text.

Step 5: Prepare tasks (preferably in writing) that the learners should answer independently (but can also work in pairs). These tasks could be as follows: Find out how much you are allowed to work by law. Find out how much break you are entitled to by law.

Step 6: Discuss the learners' solutions so that everyone has the correct solution.

Step 7: Hand out the case study. Prepare a sample employment contract and hand it out as well. Go through the case study and the employment contract and make sure that all comprehension issues have been clarified.

Step 8: Prepare tasks related to the sample employment contract. These could be as follows: Are the stated working hours correct according to the law? Are the specified break times correct according to the law?

Step 9: Discuss the learners' solutions so that everyone has the correct solution.

Step 10: Advise the learners to check their employment contract for these aspects, in case they have one. Offer the learners the opportunity to bring their employment contracts with them and discuss them with you.

Step 11: Introduce the final round, in which you ask the learners to reflect on the content, ask questions, comment on the content, and discuss it.

Additional Resource 1



Title of Resource	Legal text from the labour law in Germany
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>This resource is a legal text out of the German labour law stating legal regulations regarding working hours and break times.</p>
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>You can use this resource in the context of talking about legal rights and employment as stated in Step 3 of Learning Activity 1.</p>
Link to Resource	<p><i>Include here a link to the website where the learner can access the online resource.</i></p> <p><small>https://www.gesetze-im-internet.de/arbzgb/BjNR117100994.html#text=Die%20werk%20Arbeitszeit%20der%20Arbeitnehmer.Stunden%20werk%20nicht%20%20C3%8Bberschritten%20werden.</small></p>



Additional Resource 2



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Title of Resource	Sample employment contract
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>This is a sample employment contract for a mini-job in Germany. Working hours and breaks can be entered here.</p>
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>This sample employment contract gives learners a first impression of how such an employment contract might look like. They recognise important points that they need to pay attention to before signing. By talking through this contract together, learners gain confidence and can sign a contract with a feeling of safety. You can use the sample contract in Step 8 of Learning Activity 1.</p>
Link to Resource	<p><i>Include here a link to the website where the learner can access the online resource.</i></p> <p>https://www.minijob-zentrale.de/SharedDocs/Downloads/DE/Formulare/gewerblich/muster-arbeitsvertrag-gewerbe.html</p>




Case Study 2



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Case Study Title	A move brings new opportunities!		
Cover Image	 <p>https://images.pexels.com/photos/4569338/pexels-photo-4569338.jpeg?auto=compress&cs=tinysrgb&w=1260&h=750&dpr=1</p>		
Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this case study?</i></p> <p>The learner will...</p> <ul style="list-style-type: none"> • learn how to make decisions on his/her own. • know how to improve his/her health and well-being. • be able to integrate him-/herself into a community or network through social and communication skills.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to complete the case study!</i></p> <p>As soon as young adults leave care, they need to find a new place to live and therefore are about to move into a new environment. To integrate themselves, they can look out for communities, such as sports teams, religious groups, musicians, artists, etc. But before they decide on where to go, they have to learn to listen to what they want and then learn to make that decision all by themselves. Being part of a community and having a network of social contacts, will have benefits for young adults' well-being and health.</p>		

Case Study	<p><i>Use this section to present the narrative of the case study.</i></p> <p>How lovely, you have your first flat of your own - congratulations! Maybe you're now living in a new neighbourhood, maybe you've moved to another city or another part of town. A move usually brings a lot of new things with it. New surroundings, new neighbours, new shopping opportunities, new routes to familiar places, etc. A lot of new things also mean a lot of new opportunities. Maybe you've always wanted to live in a different part of town because it has your favourite café, or maybe you've always wanted to live in a bigger city because you like travelling by tram. Maybe you've chosen a flat that's closer to your gym. Whatever it is, you now have so many new options that it can be difficult to make a decision when it comes to something new.</p> <p>You are determined to find a new hobby for your free time. You know that it will not only be good for you physically, but also good for your inner health. Not only do you now have the opportunity to try out something you've wanted to do for a long time, but you'll also meet new people and make new friends.</p>
Key Take-Aways	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults should take from this case study example.</i></p> <p>In this case study, learners will be able to make decisions all by themselves. They will think about what they like, where they want to be, with whom they want to be in contact with etc. This is crucial in the case of young adults leaving care and being in their apartment for the first time. They need to find out about their new possibilities and things they would like to do.</p>
Reflection	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults can consider so that they can apply their learning from this case study to their contexts:</i></p> <ul style="list-style-type: none"> • Question 1: Are young adults prepared to make their own decisions and take responsibility for them? • Question 2: Do young adults know what is good for them and their health? • Question 3: Are young adults ready to find new people on a social and communicative level?

Learning Activity 2

Activity Title	Find your new hobby!		
Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this activity?</i></p> <p>The learners will...</p> <ul style="list-style-type: none"> • be able to find themselves a new hobby. • going through a decision-making process.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to use this activity as part of their learning journey and should outline the benefits of this activity in their specific contexts.</i></p> <p>For young adults leaving care, it is crucial to find new hobbies or other opportunities to get to know other people and create a new network. The decision to find a new hobby is not that easy, especially after moving, as everything can seem overwhelming and stressful. Thus, the idea of finding a new hobby in a new area right at the beginning can help find new people and feel comfortable as soon as possible. This case study prepares young adults for finding a new hobby after moving into a new place.</p>		
Materials Required for Activity	<p><i>List here all the materials and equipment that learners will need to have to complete this activity.</i></p> <p>Materials are required for the hobby search. You can either prepare these, or you can enable internet research and only need electronic devices.</p>		
Step-by-Step Instructions	<p><i>Provide advice for community educators, social workers, and professionals who work with young adults on how they should complete this activity.</i></p> <p>Step 1: Start the programme session with an introduction. The introduction should get everyone on the same page. You can use games or other methods.</p> <p>Step 2: To get a transition to the topic, you can ask the learners a few introductory questions. For example: Which of you are looking for a new apartment? Which of you have found a new apartment? Which of you are in the same area they used to live in? Which of you are in a new area? Which of you have hobbies? Which of you are actively involved in hobbies?</p>		

	<p>Step 3: Time for some research. Ask your learners to look for leisure activities in their neighbourhood. They should list them and then discuss them with someone else.</p> <p>Step 4: The learners should determine their top 3 activities and justify their choice.</p> <p>Step 5: Finally, learners should decide on a top activity and justify their choice.</p> <p>Step 6: Prepare a worksheet that asks the following questions:</p> <ol style="list-style-type: none"> 1. What activity would I like to do? (Physical activity, creative activity, music, etc.) 2. In which social form will the activity take place? (alone, in pairs, in a group) 3. How is this activity accessible to me? (on foot, by bike, by public transport, by car) 4. How much does this activity cost? (per day/week/month/year) 5. What conditions apply to the activity? (membership contract, fixed dates, tournaments, etc.) <p>Step 7: Let the learners reflect on their choices now that they have more information. Discuss their choices with them. If you honestly think these are good choices, be supportive and motivating. Always offer your help to support them in completing the activity (for example, with a membership contract).</p> <p>Step 8: Emphasise at this point that it is great how young adults have worked their way into the topic. Emphasise that they have just gone through a decision-making process that started with their wishes, followed by research and finally a decision.</p> <p>Step 9: Review this activity, allow questions and comments, and offer your support.</p>
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Additional Resource 3

Title of Resource	Finding new activities
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>The resource is a leisure platform which helps you to find new activities in Germany. You can sign in and find new communities which share your interests. Whether it's going out for a cosy meal, having a beer together after work, jogging</p>



	through the park together at the weekend or a relaxed evening at the cinema or a concert. You can discover all this and much more and experience it with great leisure partners. You can take part in meetings safely and easily or organise your activities.
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>This resource is one example of how to find new activities in new areas. It could help your learners to get new impressions and ideas of what they would like to do.</p>
Link to Resource	<p><i>Include here a link to the website where the learner can access the online resource.</i></p> <p>https://spontacts.com/</p>

In Summary

In summary, the principles and approaches of personal autonomy programmes focus on respecting individuality, knowing one's rights, practising decision-making processes, knowing where and from whom one can get help and constantly monitoring the development and adapting the programme to the needs if necessary.

Personal autonomy programmes should offer learning inputs about aspects from employment to health and well-being. The aspects above are all essential for young adults in the transition of leaving care and starting their own life. Depending on the people, the aspects mentioned should fit their situations and needs.



Planning and Evaluation of Personal Autonomy Programmes

Learning Outcomes

Knowledge	Skills	Attitudes
Describe the steps and procedures involved in the planning and evaluation of personal autonomy programs	Identify the key stakeholders and partners involved in the planning and evaluation of personal autonomy programs	Awareness of the key resources and supports needed to effectively plan and evaluate personal autonomy programs
Develop a plan for implementing and maintaining personal autonomy programs based on the results of the evaluation	Evaluate the impact and effectiveness of personal autonomy programs for young adults in alternative care settings	Be able to create a Personal Autonomy Programme

Overview of the Module

The module “Planning and Evaluation of Personal Autonomy Programmes” is about planning and evaluating sessions **within** Personal Autonomy Programmes. It is for young adults transitioning from care and is essential for the effective progression and growth of these individuals. The planning and evaluation of sessions play a crucial role in sustaining the program, allowing for adjustments in its methodology through the incorporation of insights gained and the integration of best practices.

Key Words

Planning, Evaluating, Personal Autonomy Programs

Theory

Planning and evaluating personal autonomy programs should consider the various systems that influence the lives of young adults leaving care, including family, community, and societal factors.

The young adults are at the centre of the planning. It is all about them and their development towards more independence and preparation for life after care. The situations in which young adults find themselves are so different that it is necessary to select the programme and content carefully. Program planning can be informed by psychological developmental stages to address the specific needs of individuals at different points in their journey. It is worth looking at the psychological literature to have an idea about what young adults are going through in this phase in their lives. The programme should not emphasise the difficult phase they are currently in but rather highlight how strong each individual is and that they should use their strengths to set off on the best path for them. Therefore, the environment in the individual sessions should always be well-protected, supportive and healing for young adults. When planning, the aim should always be to turn young adults into independent and autonomous people who can manage on their own. It should not



be forgotten that young adults can also work together to strengthen their social and communicative skills. They should get the feeling that they are not alone, that they are in a protected group that they can rely on. Here, they can build and enrich their network.

The evaluation of sessions in personal autonomy programs is crucial for optimizing effectiveness, ensuring participant satisfaction, securing support, and fostering the long-term success and sustainability of the program.

The evaluation assesses session effectiveness in achieving desired outcomes, such as increased self-sufficiency, enhanced decision-making skills, and successful transitions to independent living for young adults leaving care. Regular evaluation guides adjustments to session content, ensuring program relevance to evolving needs. It cultivates a culture of continuous improvement, enabling organizers to refine strategies and enhance overall program impact. Evaluation measures participant engagement and satisfaction, influencing motivation and commitment. It aids resource allocation by identifying effective program components and facilitating efficient use of resources. Rigorous evaluation provides evidence crucial for securing ongoing funding and support. It identifies potential challenges early, allowing proactive measures to reduce setbacks. Evaluation ensures accountability and maintains trust with participants, funders, and the community. It accommodates diverse participant needs, fostering inclusivity. Ultimately, evaluation enhances the sustainability and long-term impact of personal autonomy programs for young adults leaving care.

Case Study 1

Case Study Title	Plan a Session.
Cover Image	 <p>https://images.pexels.com/photos/18999533/pexels-photo-18999533/free-photo-of-manner-frauen-sitzung-gruppe.jpeg?auto=compress&cs=tinysrgb&w=1260&h=750&dpr=1</p>



Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this case study?</i></p> <p>The learners will...</p> <ul style="list-style-type: none"> • know the steps of planning a session. • be able to identify key stakeholders and partners involved in the planning.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to complete the case study!</i></p> <p>The activity will help you to find the most important steps for planning a session of the personal autonomy programme.</p>		
Case Study	<p><i>Use this section to present the narrative of the case study.</i></p> <p>You are a community educator, social worker, or professional and about to plan a session within the personal autonomy programme you are offering for young adults leaving care.</p>		
Key Take-Aways	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults should take from this case study example.</i></p> <p>Personal Autonomy Programmes are a crucial help for young adults leaving care because they provide them with information about important aspects they need to be aware of. The main goal is to help young adults become autonomous and self-determined, so they can care for themselves. Keep that in mind when planning a session within such programmes. Everything you tell them is of utmost importance. So is the evaluation of a session, as this helps to improve the quality of the programme.</p>		
Reflection	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults can consider so that they can apply their learning from this case study to their contexts:</i></p> <ul style="list-style-type: none"> • Question 1: Do I consider all aspects that are important when planning a session? • Question 2: Do I consider all aspects that are important when evaluating a session? 		

Learning Activity 1

Activity Title	Plan a Session
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Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this activity?</i></p> <p>The learners will...</p> <ul style="list-style-type: none"> • know the steps of planning a session. • know the steps of evaluating a session. • be able to identify key stakeholders and partners involved in the planning and evaluating.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to use this activity as part of their learning journey and should outline the benefits of this activity in their specific contexts.</i></p> <p>The activity will help you to find the most important steps for planning and evaluating a session of personal autonomy programmes.</p>		
Materials Required for Activity	<p><i>List here all the materials and equipment that learners will need to have to complete this activity.</i></p> <p>Material you need to plan and evaluate a session (depending on your personal needs)</p>		
Step-by-Step Instructions	<p><i>Provide advice for community educators, social workers, and professionals who work with young adults on how they should complete this activity.</i></p> <p>When planning a session, there are a few questions that need to be answered first. This is part of the planning process.</p> <p>Step 1: Answer the following questions concerning the time of the session: When does the session take place? How long does the session last? Is there any other person involved in this planning step?</p> <p>Step 2: Answer the following questions concerning the place of the session: Where does the session take place? In which building/room will the session take place? Does the room have enough space for the number of participants? How is the location accessible for participants? How is the venue accessible for physically impaired participants? Is there any other person involved in this planning step?</p> <p>Step 3: Answer the following questions concerning participants of the session: How many people can take part? How do I</p>		

acquire participants? Are there any requirements for participation? Do the participants have to register? If yes, where? Are there deadlines? Do the participants have to be released from other obligations for the session? Is there any other person involved in this planning step?

Step 4: Answer the following questions concerning the rules of the session: What rules apply if people can no longer take part in the session due to illness or other reasons? Is it possible to participate online? Is there any other person involved in this planning step?

Step 5: Answer the following questions concerning the finances of the session: Does participation cost anything? Who covers the costs? Are there any additional costs for catering on-site? Is there any other person involved in this planning step?

Step 6: Decide on the content of this session: The content of the session should be tailored to the needs of the participants. The sessions of the entire personal autonomy programme should be coordinated so that all essential topics are covered.

Step 7: Decide on the learning outcomes of the participants: What knowledge, skills and attitudes should the participants develop in the session?

Step 8: Decide on the procedure of the session: How should the content of the session be organised? What is the sequence? How deep do you want to go into the topic? Which methods will help you to pass on the content? Which media and materials do you want to use? Decide on the degree of autonomy of the participants (remember that this is a session in the personal autonomy programme, and it is all about autonomy and independence). Do you have a didactic reserve (additional tasks for those who are faster than others)? This should all be in the light of the learning outcomes of the session.

Step 9: It is helpful to divide the session into an introduction, a main part and a conclusion. Think about what the introduction could look like so that the participants can mentally enter into the topic of the main part. What should the main part look like in concrete terms? It is helpful to set the goal that the main part should cover the main content and that results should be visible at the end. And what are you planning for the final part of the session? A session should end with a reflection section in which the participants can share their feelings and thoughts,

	<p>questions and comments on the session if they wish. This can also be done anonymously (e.g., using online tools).</p> <p>Step 10: Assume that not every session will run exactly as you planned it. The participants are very individual and have different requirements. Don't be angry or despair if something doesn't work well. Be open to changes and requests from the participants - after all, it's about them.</p>
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Additional Resource 1

Title of Resource	Tips and tricks for the lesson plan
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>The article and the video offer an overview of the most important aspects of planning a session.</p>
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>You could read through and watch the resources to gain more clarity and confidence in planning the session.</p>
Link to Resource	<p><i>Include a link to the website where the learner can access the online resource.</i></p> <p>German: https://www.cornelsen.de/magazin/beitraege/tipps-und-tricks-fuer-den-ersten-unterrichtsentwurf</p> <p>English: https://www.youtube.com/watch?v=HizkrDVyLQ</p>

Case Study 2

Case Study Title	How to evaluate a session
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<p>Cover Image</p>	 <p>https://cdn.pixabay.com/photo/2020/10/01/08/28/smileys-5617876_1280.jpg</p>	
<p>Duration of Activity (in minutes)</p>	<p>90</p>	<p>Learning Outcome</p> <p><i>What is the learning outcome that will be achieved through this case study?</i></p> <p>The learners will...</p> <ul style="list-style-type: none"> • know the steps of evaluating a session. • be able to identify key stakeholders and partners involved in the evaluation.
<p>Aim of Activity</p>	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to complete the case study!</i></p> <p>Each session in a personal autonomy programme is essential for the development of participants' skills. For the sessions to be effective, it is necessary to ask the participants themselves about their effectiveness, i.e., to evaluate the session.</p>	
<p>Case Study</p>	<p><i>Use this section to present the narrative of the case study.</i></p> <p>You are a community educator, social worker, or professional and about to evaluate a session within the personal autonomy programme you are offering for young adults leaving care.</p>	
<p>Key Take-Aways</p>	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults should take from this case study example.</i></p> <p>Evaluation of sessions is crucial for the improvement and effectiveness of personal autonomy programmes.</p>	

Reflection	<p><i>Here, it would help if you outlined the key lessons that community educators, social workers, and professionals who work with young adults can consider so that they can apply their learning from this case study to their contexts:</i></p> <ul style="list-style-type: none"> • Question 1: How do I find out how effective the session was? • Question 2: How do I find out how I was as the trainer of the session? • Question 3: How do I find out whether the participants have developed the desired learning outcomes?
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Learning Activity 2

Activity Title	Evaluate a Session		
Duration of Activity (in minutes)	90	Learning Outcome	<p><i>What is the learning outcome that will be achieved through this activity?</i></p> <p>The learners will...</p> <ul style="list-style-type: none"> • know the steps of evaluating a session. • be able to identify key stakeholders and partners involved in the evaluation.
Aim of Activity	<p><i>Describe here the value of reading through this case study for community educators, social workers, and professionals who work with young adults – this section should motivate them to use this activity as part of their learning journey and should outline the benefits of this activity in their specific contexts.</i></p> <p>By evaluating a session, its success in terms of achieving the learning outcomes can be demonstrated. The results provide valuable information on areas for improvement so that the sessions are as beneficial as possible for the participants. The aim of the activity is for trainers to know how to evaluate a session, what aspects they can evaluate, and that regular evaluation is necessary and will improve personal autonomy programmes in the long term.</p>		
Materials Required for Activity	<p><i>List here all the materials and equipment that learners will need to have to complete this activity.</i></p> <p>For an evaluation of a session, either paper and pen are needed, or a digital alternative for the creation of a questionnaire.</p>		

Step-by-Step Instructions

Provide advice for community educators, social workers, and professionals who work with young adults on how they should complete this activity.

Step 1: The first step is to decide how to carry out an evaluation. You can either evaluate by distributing questionnaires and having the participants fill them out on-site. Or you can prepare an online survey that the participants complete within a set deadline. You could also ask a few questions at the end of the session and take notes.

Step 2: Decide on the aspects of the session which need to be evaluated. Here are a few sample questions that can help you create a questionnaire:

- How satisfied are you with the knowledge gained in the session?
- Do you feel that you have achieved your desired learning outcome?
- How would you rate the trainer's overall teaching performance?
- How much do you agree with the following statements (The trainer prepared well for the session; The trainer encouraged the participants to actively participate in the session; etc.)?
- How effective were the teaching materials used in this session?
- How effective were the learning activities used in this session?
- Did the session fulfil your expectations?
- How likely are you to recommend this session to others?

Step 3: Think about how you want to build the survey. For example, there are nominal scales, ordinal scales, interval scales, and ratio scales (Beutner, 2018¹). A simple rating scale is recommended for the evaluation of a lesson, which represents a self-grading procedure (Beutner, 2018). However, you can also use different types in one survey (see Additional Resource 3).

¹ Beutner, M. (Ed.) (2018). *Berufsbildungsevaluation: Ein Lehrbuch für Berufs- und Wirtschaftspädagogen, Studierende des Lehramts an berufsbildenden Schulen sowie Theorie und Praxis* [Vocational training evaluation: A textbook for vocational and business educators, students of the teaching profession at vocational schools as well as theory and practice] (2. Edition). Ingenious Knowledge Verlag.



	<p>Step 4: Decide when the session should be evaluated. It is advisable to evaluate every session at the end of a session.</p> <p>Step 5: Analyse the answers to the questionnaires as soon as possible and think about how you can incorporate the feedback into the next session.</p>
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Additional Resource 2

Title of Resource	Online Tools for Evaluation
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>Here are some links to free online survey tools.</p>
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>You could use these (or just one) free online survey tool for evaluating your sessions.</p>
Link to Resources	<p><i>Include a link to the website where the learner can access the online resource.</i></p> <ol style="list-style-type: none"> 1) Survey Monkey: https://www.surveymonkey.com/ 2) LimeSurvey: https://www.limesurvey.org/ 3) Surveyplanet: https://surveyplanet.com/ 4) Google Forms: https://www.google.com/forms/about/ 5) Microsoft Forms: https://forms.office.com/

Additional Resource 3

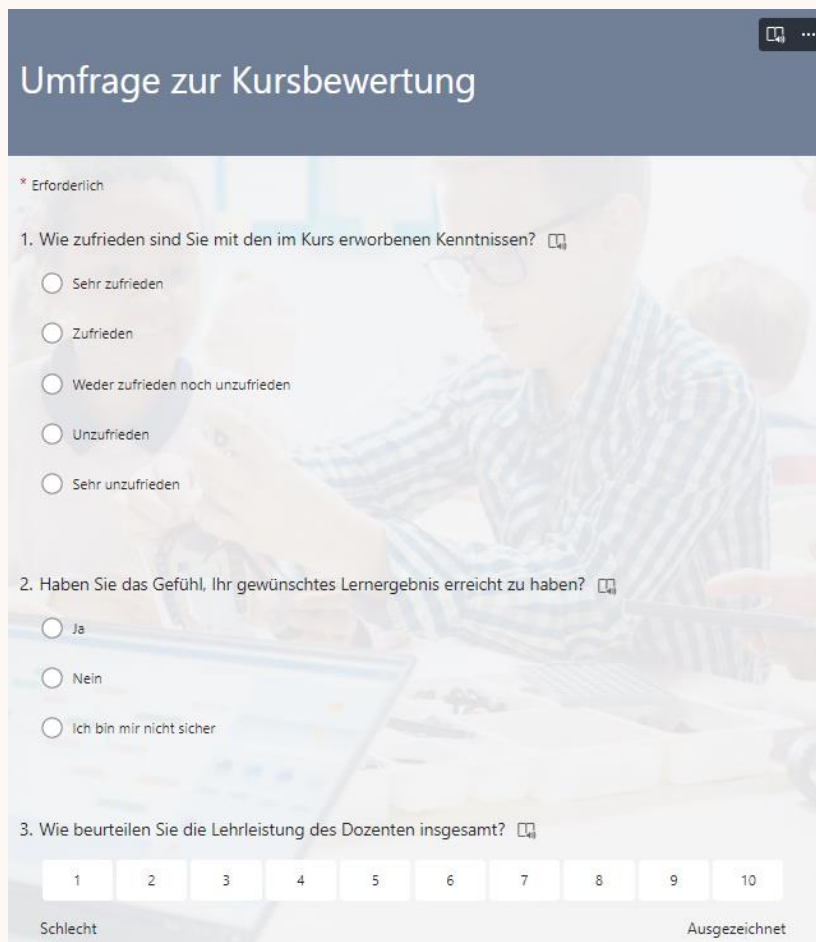
Title of Resource	Example: Microsoft Forms (German)
Introduction to the Resource	<p><i>Provide a brief introduction to the resource by stating what the resource is – a video, blog post, article, etc., and give a brief synopsis of its content.</i></p> <p>This resource is an example of a survey from Microsoft Forms.</p>
“What will I get from using this resource?”	<p><i>Describe here the value of using this resource for the community educators, social workers, and professionals who work with young adults – what will they learn through this resource, and what added value will it bring to their specific contexts?</i></p> <p>You could use this as an example and create yourself.</p>



Link to Resources

Include a link to the website where the learner can access the online resource.

Microsoft Forms: <https://forms.office.com/>



Umfrage zur Kursbewertung

* Erforderlich

1. Wie zufrieden sind Sie mit den im Kurs erworbenen Kenntnissen?

Sehr zufrieden

Zufrieden

Weder zufrieden noch unzufrieden

Unzufrieden

Sehr unzufrieden

2. Haben Sie das Gefühl, Ihr gewünschtes Lernergebnis erreicht zu haben?

Ja

Nein

Ich bin mir nicht sicher

3. Wie beurteilen Sie die Lehrleistung des Dozenten insgesamt?

1 2 3 4 5 6 7 8 9 10

Schlecht Ausgezeichnet

4. Wie sehr stimmen Sie den folgenden Aussagen zu? *

	Stimme gar nicht zu	Stimme eher nicht zu	Neutral	Stimme ein wenig zu	Stimme stark zu
Der Dozent hat sich zu Beginn jeder Stunde gut vorbereitet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hat die Kurswartungen klar kommuniziert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hat den Kurs in einem klaren und leicht verständlichen Ansatz gehalten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent ermutigte die Schüler zur Teilnahme am Unterricht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hat mein Interesse während des gesamten Kurses aufrechterhalten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hat die Fragen der Schüler gründlich beantwortet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hatte ein gutes Zeitmanagement während des Unterrichts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Der Dozent hat die Kursaufgaben klar kommuniziert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Wie effektiv waren die folgenden Aspekte in Bezug auf Ihre Erfahrungen in diesem Kurs? *

	Äußerst ineffektiv	Ein wenig ineffektiv	Neutral	Ein wenig effektiv	Äußerst effektiv
In diesem Kurs verwendete Unterrichtsmaterialien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In diesem Kurs verwendete Lernaktivitäten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verwendung von Technologien in der Klasse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nach dem Unterricht organisierte Gruppenaktivitäten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Wie effektiv waren die Unterrichtsmaterialien, die in diesem Kurs verwendet wurden?

Äußerst effektiv

Sehr effektiv

Ein wenig effektiv

Nicht so effektiv

Überhaupt nicht effektiv

7. Wie effektiv waren die in diesem Kurs verwendeten Lernaktivitäten?

Äußerst effektiv

Sehr effektiv

Ein wenig effektiv

Nicht so effektiv

Überhaupt nicht effektiv

8. Hat der Kurs Ihre Erwartungen erfüllt?

Ja

Nein

Ich bin mir nicht sicher

9. Wie wahrscheinlich ist es, dass Sie diesen Kurs einem Freund oder Klassenkameraden empfehlen?

1 2 3 4 5 6 7 8 9 10

Überhaupt nicht wahrscheinlich Äußerst wahrscheinlich

In Summary

Planning and evaluating sessions in personal autonomy programmes for young adults leaving care is crucial for the successful transition and development of these individuals. Planning and evaluating sessions contribute to the sustainability of the program, refining its approach based on lessons learned and best practices.

The planning process enables the customization of sessions, tailoring them to address the distinct needs, strengths, and challenges of each individual. This ensures that the support offered is pertinent and focused, covering key areas of personal autonomy like financial management, housing, education, and employment. Additionally, effective planning optimizes the use of available resources, both human and material, enhancing the overall impact of the program. Well-structured sessions play a pivotal role in empowering young adults, instilling in them a sense of control and confidence to navigate real-world situations. As participants overcome challenges and achieve milestones, their belief in their ability to make informed decisions and lead independent lives is strengthened.

Regular evaluations by program coordinators are highlighted as a crucial aspect of the process. These assessments allow for the tracking of participants' progress in developing essential life skills. The ongoing monitoring facilitates timely adjustments to the program, ensuring its responsiveness to the evolving needs of young adults as they face the challenges of independent living. Moreover, the evaluation process helps identify areas for improvement, guaranteeing that resources are efficiently allocated to meet the specific needs of the participants, thus contributing to the long-term sustainability and success of the program.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by the European Union