

Presentation by Acumen Training



Module 3

**In-Service Training Programme:
Key Skills for Social, Personal and
Professional Autonomy**



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Introduction

The **facilitator will introduce themselves**, welcome the workshop participants and outline the content of the face-to-face training. They will also invite the participants to watch the introductory video "Key Skills for Social, Personal and Professional Autonomy".



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Context

The concept behind the project originates from a concerning statistic: in 2019, Eurostat reported that 25.1% of young people aged 16 to 29 in the European Union were at risk of poverty or social exclusion, equating to 18.6 million individuals. This risk is even higher for young people in alternative care, especially when they leave care and transition into adult life, where they are expected to demonstrate a high level of maturity and independence.

The Skills4Life project is designed to assist these young adults in institutions (such as alternative care and youth hostels) in their journey towards independence by focusing on the development of key life skills. These skills are categorized into four main areas: personal and social, autonomy and daily living, professional skills, and financial literacy. Acquiring these skills is crucial for a successful transition into adulthood, and for young people in alternative care, mastering them significantly improves their chances of achieving independence.

Objectives



A comprehensive training programme **aimed at instructing community educators, social workers, and professionals that work with young adults in the implementation of the Skills4Life project** with their clients. The programme will contain an engaging PowerPoint flipbook to be delivered alongside the training and will also feature bite-sized videos for enhanced engagement.

Learning Outcomes:

Key Skills for Social, Personal and Professional Autonomy		
Knowledge	Skills	Attitudes
Define key concepts related to social, personal, and professional autonomy.	Identify and develop critical skills for achieving social, personal, and professional autonomy, including communication, self-regulation, and adaptability.	Recognize the importance of developing social, personal, and professional autonomy and embrace the associated tasks and challenges.
Explain the importance of self-awareness, decision-making, and problem-solving as foundational elements of autonomy.	Foster self-awareness and emotional intelligence to promote personal growth and independent functioning.	Appreciate the key factors that facilitate or hinder the development of autonomy, such as resilience, self-motivation, and external support.

Lessons of the Module 3

Lesson 1

*Understanding
key concepts of
social, personal
and professional
autonomy*

Lesson 3

*Challenges and Tasks
Associated with social,
personal and
professional autonomy*

Lesson 2

*Role of Professionals
and Support Systems*

Lesson 4

*Self-awareness,
decision-making and
problem-solving*

Lesson 1

*Understanding key concepts
of social, personal and
professional autonomy*

Programme of Lesson 1

1. Explain the module and learning objectives;
2. Define the key concepts related to social, personal and professional autonomy;
3. Practical reflection exercise: experience or situation in your life where you had to exercise your autonomy experience or situation in your life where you had to exercise your autonomy;
4. Conclusion and Q&A.

Objectives of the Lesson 1

- Enable participants to identify and articulate the key challenges they face in achieving social, personal, and professional autonomy.
- Create a supportive environment where participants can recognize that others share similar challenges, fostering empathy, solidarity, and mutual support in their journey toward autonomy.
- Guide participants in categorizing their challenges into different domains (social, personal, professional), aiding them in understanding the multifaceted nature of autonomy.
- Prepare participants for future activities that will delve deeper into these identified challenges, equipping them with strategies to enhance their autonomy across various aspects of life.



Lesson Plan

Face-to-Face Instruction: Activity 1

Understanding key concepts of social, personal and professional autonomy



30 MIN.

1. Introduction:

Explain the module and learning objectives

90 MIN.

2. Reflection exercise:

Take a few minutes to think about an experience or situation in your life where you had to exercise your autonomy. This could relate to making a personal decision, managing social relationships, or handling a professional challenge. Then, anonymously, the participants will exchange their papers and read each other's experiences. Classify it as social, personal or professional autonomy. After a little reflection, keep the piece of paper for the next activity.

Lesson Plan

Face-to-Face Instruction

Discussion and Conclusion

120 MIN.

FAQ session

The facilitator will invite participants to ask questions on all topics discussed.

Lesson Plan

**Total duration time: 1440 minutes
(24 hours)**

The activities will be organised in with an average of 6 hours per day; in the morning and in the afternoon; 4 hours in the morning and 2 hours in the afternoon (with a lunch break in between, and 3 rest breaks, 2 in the morning and 1 in the afternoon), at trainer's/facilitator's decision. In case the training module will be organised in 4 days, the duration per days is as follows:

- **Day 1: Introduction (30 minutes) + Activity 1 (90 minutes) + Discussion and Conclusion (120 minutes) + Self-directed learning (120 minutes)**
- Day 2: Introduction (30 minutes) + Activity 2 - (90 minutes) + Guided Discussion (120 minutes) + FAQ (30 minutes) + Self-direted learning (120 minutes)
- Day 3: Activity 3 - (120 minutes) + Discussion and conclusion (120 minutes) + Self-directed learning (120 minutes)
- Day 4: Introduction (30 minutes) + Activity 4 - (90 minutes) + Discussion and conclusion (120 minutes) + Self-directed learning (120 minutes)

Each day the activities will include instructor-led training, problem-based learning exercises and/or reflection exercises that reinforce the stated learning outcomes.

Preparation:



- Book or source a training room with chairs and tables, computers, projector, etc. *Book it at least 2 months before the workshop so that you can promote the workshop in sufficient time.*
- Find instructors for workshop activities that you are not familiar with/comfortable delivering.
- Inform participants of the purpose of the workshop, its objectives, and the schedule to be followed.
- Provide catering for coffee and lunch breaks or provide information on nearby food options.

Resources:

- A room with sufficient space for group activities;
- Computer or tablet available to connect to the projection device;
- A projection device;
- Writing materials and paper.



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Module 3

**In-Service Training Programme:
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Lesson 2

Role of professionals and support systems

Programme of Lesson 2

1. Introduction to Professionals and Support Systems;
2. Individual Reflection;
3. Resource Analysis and Support Selection;
4. Development of a Personal Action Plan;
5. Guided Discussion;
6. Review and Feedback;
7. FAQ session.

Objectives of the Lesson 2

1. **Identify Available Resources:** Familiarize participants with the various professionals, networks, and tools that can support the development of social, personal, and professional autonomy.
2. **Evaluate Support Options:** Assess which of these resources are most effective in helping participants enhance their autonomy in the specific areas they have identified as challenges.
3. **Develop an Autonomy Plan:** Create a structured plan for how to effectively utilize the selected resources to improve participants' social, personal, and professional autonomy, ensuring a balanced and holistic approach.
4. **Promote Self-Awareness:** Encourage participants to reflect on their personal challenges related to autonomy and understand how seeking the right support can be a proactive step in enhancing their independence and self-management.



Lesson Plan

Face-to-Face Instruction: Activity 2

Role of Professionals and Support Systems



30 MIN.

1. Description of the **role of professionals** and **other support systems that can help** facilitating understanding of autonomy.

90 MIN.

2. **Reflection exercise:**

Spend time thinking about a time when you interacted with a professional (e.g., counselor, mentor, manager) or relied on a support system (e.g., family, friends, community resources) that influenced your understanding of autonomy. Write a brief description of this experience on a piece of paper. Include details on how this interaction or support impacted your sense of independence and decision-making.

Lesson Plan

Face-to-Face Instruction

Guided Discussion

120 MIN.

FAQ session

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**In-Service Training Programme:
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Professional Autonomy**

Lesson 3

*Challenges and tasks related
to social, personal and
professional autonomy*

Programme of Lesson 3

1. Identification of Challenges;
2. Strategy Development;
3. Creation of Action Plans;
4. Reflection on Skills and Resources;
5. Understanding Key Tasks and Review;
6. Review and Feedback;
7. FAQ Session.

Objectives of the Lesson 3

- **Identify Main Challenges:** Understand the primary challenges individuals face in achieving social, personal, and professional autonomy.
- **Develop Strategies:** Explore and identify effective strategies for enhancing autonomy across social, personal, and professional domains.
- **Reflect on Skills and Resources:** Reflect on the skills and resources necessary to build and sustain autonomy in various aspects of life.
- **Understand Key Tasks:** Comprehend the key tasks and responsibilities involved in developing and maintaining autonomy in adulthood.



Lesson Plan

Face-to-Face Instruction: Activity 3

120 MIN.

Challenges and Tasks Associated with social, personal and professional autonomy



1. Understand the main **challenges** related to social, personal and professional autonomy.

1.2 Identify **strategies** to deal with these challenges.

1.3 Reflect on **the skills and resources** needed for achieving autonomy on each level.

1.4 Understand the **key tasks** associated with this achievement.

Lesson Plan

Face-to-Face Instruction

Guided Discussion

120 MIN.

FAQ session

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Lesson Plan

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Lesson 4

Self-awareness, decision-making and problem-solving

Programme of Lesson 4

1. Introduction and Scenario Assignment;
2. Scenario Analysis and Problem Identification;
3. Identification of Key Success Factors;
4. Strategic Planning and Solution Development;
5. Presentation and Peer Review;
6. Reflection and Synthesis.

Objectives of the Lesson 4

- 1. Understand Real-Life Scenarios:** Participants will explore and analyze various scenarios that require self-awareness, decision-making, and problem-solving, such as starting a new job, moving to a new country, or entering college.
- 2. Identify and Explain Key Success Factors:** Participants will identify and explain the critical factors related to self-awareness, decision-making, and problem-solving that contribute to successful outcomes in these scenarios, understanding their importance and impact.
- 3. Collaborative Planning:** Through group work, participants will develop a comprehensive plan that incorporates self-awareness, effective decision-making, and problem-solving strategies for successfully navigating the provided scenarios.
- 4. Facilitate Discussion and Reflection:** The activity will conclude with a discussion where participants reflect on the importance of self-awareness, decision-making, and problem-solving in these scenarios, and how these factors contribute to making informed choices and achieving successful outcomes.

Lesson Plan

Face-to-Face Instruction: Activity 4

Self-awareness, decision-making and problem-solving



30 MIN.

1. Identify and understand the key factors necessary for self-awareness, decision-making and problem-solving
2. Explore the factors that can affect this process.

90 MIN.

1. Reflection exercise:

Take a few minutes to think about a specific situation where you had to rely on self-awareness, make a decision, or solve a problem. Consider the factors that influenced your approach and outcome. Write a brief description of this situation on a piece of paper, including the key factors that played a role in your self-awareness, decision-making, or problem-solving process.

Lesson Plan

Face-to-Face Instruction

Guided Discussion

120 MIN.

FAQ session

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