

Life Skills for YOUTH



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Comparative Analysis of National Context

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IMPRESSUM

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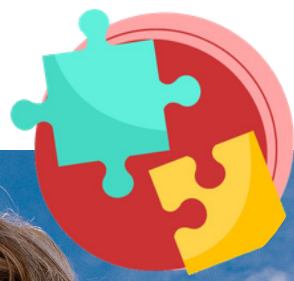


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INTRODUCTION

The LS4YOU Comparative Analysis of National Contexts provides an overview of how the LifeSkills4Youth (LS4YOU) methodology, tools, and training approaches were implemented across different partner countries and organisational settings. The document builds on practical experiences gained during the project and reflects the diversity of educational, social, and institutional environments in which life skills education was applied.



Website

www.lifeskills4youth.eu

In response to the growing need to support young people in navigating complex life transitions, LS4YOU promotes the development of key life skills such as self-awareness, communication, resilience, and financial literacy. These competences are essential not only for employability but also for active participation in society and personal well-being. The comparative analysis aims to capture how these skills can be effectively fostered through non-formal education, experiential learning, and blended approaches combining face-to-face and digital tools.

By examining the implementation of trainings for professionals and pilot workshops with young people across Spain, Slovenia, Austria, and France, the document highlights both common trends and context-specific adaptations. It provides valuable insights into how life skills education can be transferred, scaled, and integrated into different national systems and practices.





AIMS AND OBJECTIVES OF THE COMPARATIVE ANALYSIS

The main aim of this comparative analysis is to examine the integration, implementation, and added value of the LS4YOU methodology and tools across diverse national contexts and partner organisations.

More specifically, the document seeks to:



analyse how LS4YOU tools and methods were applied in different institutional and cultural environments,

identify similarities and differences in training approaches, target groups, and implementation models,

assess the effectiveness and relevance of life skills education for both professionals and young people,

highlight key achievements, challenges, and lessons learned from practical implementation,

explore the adaptability and transferability of the LS4YOU approach across different contexts,

and provide a solid evidence base for future development, policy recommendations, and wider dissemination of the methodology.

Through this analysis, the document contributes to a deeper understanding of how life skills education can be successfully implemented and scaled, while maintaining flexibility to respond to the needs of diverse target groups, particularly vulnerable youth.



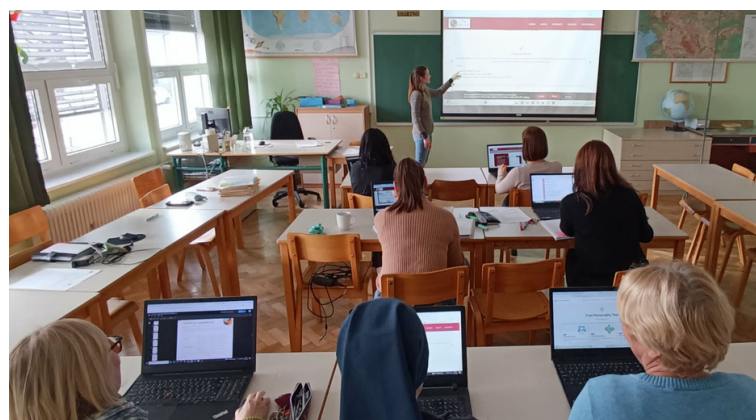


IMPLEMENTATION IN PARTNER ORGANISATIONS – NATIONAL CONTEXTS

Training of professionals

Trainers from partner organisations provided trainings for professionals/ trainers/ advisers within and beyond their organisations to train them on how to use the LS4YOU method and tools. These 2-days courses covered the content covered in the previous training of the trainers in WP3: the importance of life skills, the life skills reference framework, the LS4YOU method and the LS4YOU platform. The trainings were based on non-formal education techniques and experiential learning.

In the next part we summarize the implementation of the trainings of professionals in each partner organization (national context) and provide cross-analysis of implementation similarities and differences.





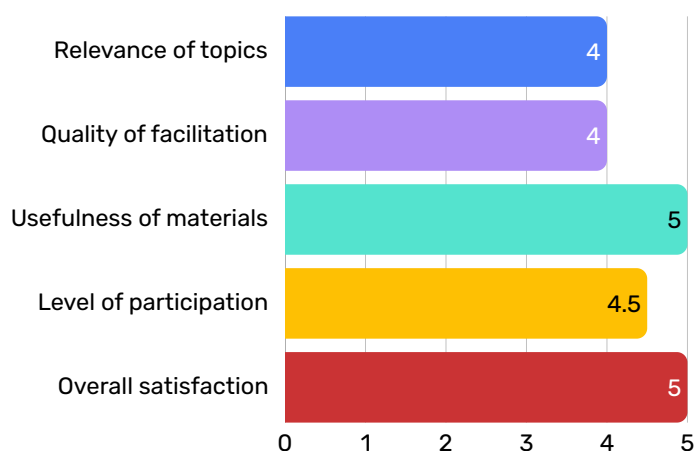
SPAIN

Asociación Caminos

Caminos conducted the training of professionals in three different groups (12.11.2025, 29.1.2025 and 4.2.2026) on three locations (one of them was held online) with three implementing organisations. In total they had 10 participants from youth counsellors and youth workers target group, 80% female and 20% men, out of them 20% were youth under 30.

Used training methods involved presentations, group discussions, practical exercises and peer learning.

Participants' feedback average rate (1-5 scale):

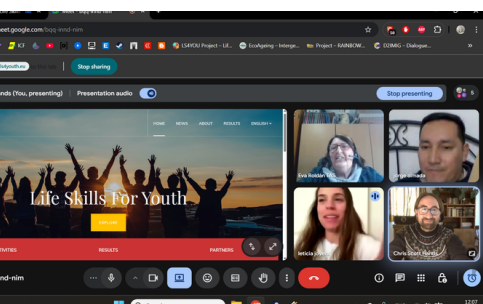


Key achievements:

- Participants learned what the LS4YOU project is and what it entails.
- Participants are able to use and apply the LS4YOU activities for young people themselves.
- Participants understand important aspects and recommendations for implementation with young people and how to adapt it for their groups.

Challenges encountered:

- Difficulty of the materials (some materials were deemed quite difficult for certain groups of young people).



LESSONS LEARNED:

- It is recommended to allow them to touch and interact with the materials right from the beginning of the training, rather than talking and showing it only at a later stage.
- It worked very well to let them immediately experience how to apply the activities with young people: learning by doing.



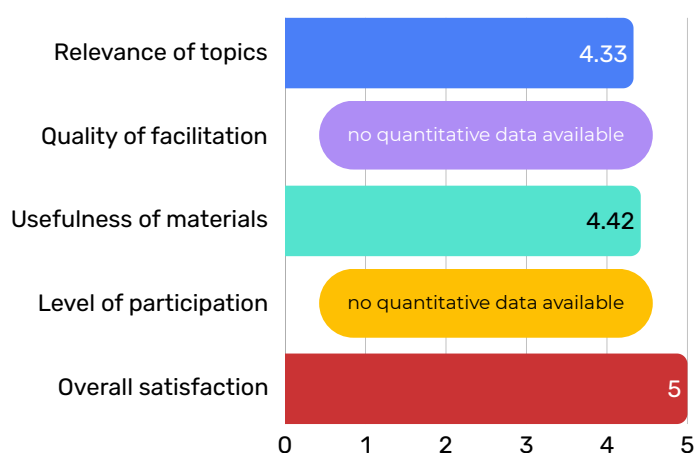
SLOVENIA

IC Geoss

IC Geoss conducted the training of professionals in two sessions (25.11.2025, 2.12.2025) on the same location (Primary school Šmartno) with one implementing organisation. In total they had 12 participants from school counsellors and special education support teachers target group, 100% female participants, 33% youth (under 30).

Used training methods involved presentations, group discussions, practical exercises, peer learning and learning with digital platform.

Participants' feedback average rate (1-5 scale):



Key achievements:

- Strengthened capacity and confidence of teachers to deliver life skills education: teachers gained practical skills and increased confidence in delivering life skills education using the LS4YOU methodology. This is reflected in the very high overall satisfaction with the training experience (average score: 5.00/5) and in qualitative feedback highlighting the clarity, structure, and applicability of the activities

- Successful testing of LS4YOU activities across all competence areas: participants actively experienced and tested activities covering all four LS4YOU competence areas, including self-marketing, personality development, physical and mental well-being, and financial and material resources. The usefulness of the training activities was rated very highly (average score: 4.42/5), confirming their effectiveness in supporting competence development.
- Shared understanding of the LS4YOU competence framework: a common understanding of the LS4YOU competence grid and its practical application in educational and counselling settings was established. High ratings for the clarity and accessibility of the guidebook and platform indicate that participants were able to clearly grasp the structure and purpose of the methodology.
- Uptake of the LS4YOU digital platform: teachers became familiar with the LS4YOU digital platform and recognised it as a valuable support tool for implementation. The platform was mentioned in feedback form as one of the most engaging elements of the training, and participants appreciated the availability of both digital and downloadable resources.



SLOVENIA

IC Geoss

- High relevance and strong potential for integration into practice: the LS4YOU method and materials were perceived as highly relevant for work with young people (average relevance score: 4.33/5). Most participants indicated their intention to integrate LS4YOU activities into their regular teaching or counselling practice, either directly or with minor adaptations, demonstrating strong transferability and sustainability.
- Strengthened peer collaboration and exchange of good practices: the training fostered meaningful peer interaction, experience sharing, and collaborative learning. Group work and peer exchange were frequently highlighted as key strengths, contributing to a supportive learning environment and the exchange of good practices among participating teachers.
- Future implementation and improvement identified: participants identified concrete pathways for integrating LS4YOU activities into regular educational settings and provided constructive feedback for further improvement, such as adapting activity length, adding more real-life examples, and expanding interactive platform features.

Challenges encountered:

- Limited time for in-depth reflection and discussion due to the challenges of organising longer training sessions for larger groups of teachers, given school schedules and their multiple responsibilities.
- Different initial levels of familiarity with life skills education and experiential learning among participants.
- Need for additional time to fully explore and practice all LS4YOU activities across the four competence areas.
- Initial hesitation of some participants about relevance for them (since they were mostly special education support teachers).

LESSONS LEARNED:

- Structured reflection and debriefing are key to translating activities into meaningful learning outcomes.
- Short, focused activities are more effective and easier to integrate into regular teaching schedules.
- Peer exchange and discussion enhance motivation and support the adaptation of activities to local contexts.
- Experiential learning significantly increases participants' understanding and confidence in using life skills activities.
- Early introduction and hands-on exploration of the digital platform reduces later implementation barriers.
- Clear, step-by-step guidance is essential for effective use of the competence grid in educational practice.





SLOVENIA

IC Geoss



RECOMMENDATIONS/NEXT STEPS:

- Integration into teaching practice - pilot at least one LS4YOU activity per competence area within regular classes or counselling sessions.
- Digital tool use - use the LS4YOU digital platform as a support tool during preparation and implementation, including downloadable materials where available.
- Peer learning - sharing session to exchange experiences, challenges, and good practices (on monthly meeting).
- Continued professional development - identify personal development needs related to life skills education and seek further training or peer support if needed.





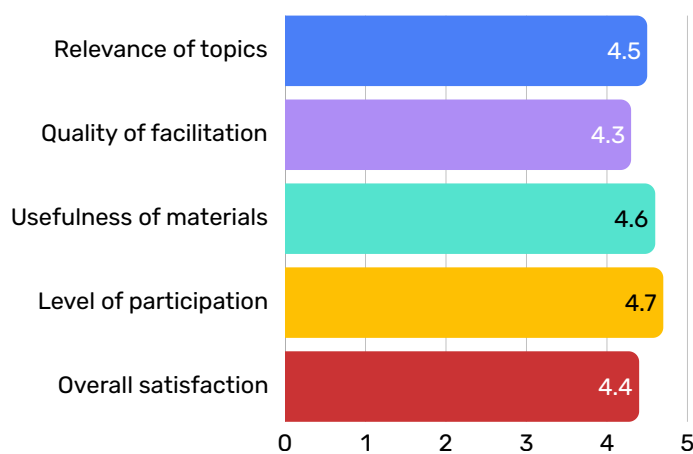
AUSTRIA

ibis acam Bildungs GmbH

Ibis conducted the training of professionals in two sessions (21.10.2025, 22.10.2025) on the same location (Ibis acam Bildungs) with one implementing organisation. In total they had 14 participants from VET educators group, 57% female and 43% men.

Used training methods involved presentations, group discussions and practical exercises.

Participants' feedback average rate (1-5 scale):



Key achievements:

- Strong engagement and satisfaction: 93 % of participants would recommend the training to colleagues, highlighting its practical relevance and interactive design.
- Capacity building: Trainers developed the ability to use and adapt the LS4YOU digital tool for various youth groups, integrating reflection, self-assessment, and coaching methods.

- High perceived usefulness of materials: Worksheets, videos, and self-reflection tools were rated as easy to use and directly transferable to participants' work settings.
- Enhanced methodological competence: Participants practiced facilitation techniques such as creative introductions, group reflections, and experiential exercises.
- Collaborative learning culture: The workshop fostered peer exchange and co-creation, strengthening transnational cooperation within the partnership network.
- Concrete implementation outcomes: Each participant developed an individual action plan for applying the tool in their daily work with young people, ensuring sustainability and multiplier effects beyond the training.

Challenges encountered:

- Technical and Access Issues - a small number of participants experienced difficulties accessing or downloading certain digital materials from the Life Skills 4YOU tool. These were mainly related to file formats or browser restrictions. This highlighted the need for clearer technical guidance and simplified access instructions.
- Clarity of Tool Purpose and Structure - some participants noted that the project's goals and application contexts of the tool were not immediately clear at the start of the training. Although this improved as sessions progressed, future trainings should place greater emphasis on introducing the project's vision, objectives, and target-group orientation early on.



AUSTRIA

ibis acam Bildungs GmbH

- Time Constraints - given the wide range of topics and interactive activities, time management was occasionally challenging. Participants suggested slightly longer sessions or more flexible pacing to allow deeper discussion and reflection, particularly during group tasks and Q&A segments.
- Differentiation for Target Groups - trainers emphasized the importance of adapting the Life Skills 4YOU content to specific youth profiles (e.g., NEETs, school leavers, young migrants). While the materials are flexible, more examples of contextualized application could strengthen the transferability of the tool.
- Follow-up Support - participants expressed interest in continued peer exchange and post-training mentoring to support the implementation phase. This points to the need for an ongoing community of practice or short refresher sessions to ensure sustained use of the tool.

LESSONS LEARNED:

- Practical, experiential learning is essential - hands-on methods—such as creative self-reflection, physical activation, and peer exchange—proved most effective for adult learning. Participants appreciated exercises that connected directly to their work with young people and emphasized learning by doing rather than theoretical input.
- Clearer communication of purpose strengthens engagement - early clarification of the project's objectives, structure, and expected outcomes helps participants understand how the tool fits within broader educational frameworks. Future sessions should start with a concise orientation to align understanding from the outset.
- Blended formats enhance accessibility and impact - combining digital tools with face-to-face facilitation increased flexibility and supported diverse learning styles. Providing short technical tutorials or pre-session guidance could further reduce access barriers.
- Peer learning fosters sustainability - collaborative exercises and group reflection created a strong sense of community. Establishing a peer-support network or online platform would help maintain momentum, enable exchange of good practices, and reinforce long-term use of the Life Skills 4YOU methodology.
- Context adaptation is key - participants emphasized the need to tailor materials to different target groups and national contexts. Future iterations should include localized examples, case studies, and flexible facilitation guidelines to enhance relevance and transferability.
- Continuous feedback drives improvement - regular feedback rounds during and after the workshop provided valuable insights. Integrating short evaluation moments within each training block ensures ongoing responsiveness to participants' needs.



AUSTRIA

ibis acam Bildungs GmbH



RECOMMENDATIONS/NEXT STEPS:

- Establish a follow-up peer learning and mentoring network for trained facilitators to exchange experiences, share adaptations of the Life Skills 4YOU tool, and co-develop new materials.





FRANCE

Mission Locale Pays Basque

MLPB conducted the training of professionals in several sessions over the course of the project (2023 - 2025) on the same location (Local Mission Basque Country) with one implementing organisation. In total they had approximately 60+8 participants from employment counselors and support professionals as well as ADVP specialisation group, most of them were female.

Used training methods involved presentations, group discussions, practical exercises, peer learning and co-facilitating workshops for young people. The training took place in several progressive stages: a presentation to all employees during the annual seminar of the MLPB, a dedicated session with the ADVP specialisation group and co-facilitation sessions for workshops with young people.

Key achievements:

- Gradual integration of Life Skills into the group workshop offerings of the Local Mission
- Development of support practices centered on the self-assessment of young people's skills and resources
- Deployment of workshops for young people, with additional sessions planned
- Contribution to a methodological reflection on an in-depth diagnostic tool based on life skills
- Identifying concrete ways to improve the accessibility and inclusiveness of tools

Challenges encountered:

- Limited availability of professionals due to organizational constraints within the context of structural changes to the human resources of the MLPB.
- The need to significantly adapt tools for NEET audiences with the lowest qualification levels.
- The complexity of certain digital media, particularly the platform, requires simplification to be truly inclusive.
- Some young people have difficulty expressing themselves on personal and non-professional topics.
- Resistance to change in professional practices.
- Digital barriers for some young people (equipment, connectivity, digital skills).

LESSONS LEARNED:

- The Life Skills approach addresses a real and growing need in the field of support, particularly for young people with complex and non-linear career paths.
- Simplifying and contextualizing tools are essential prerequisites for effective deployment among NEET audiences.
- Inclusive design must be placed at the heart of development: reduction of written content, integration of audio and video formats, increased use of visual aids (pictograms, illustrated sheets).



FRANCE

Mission Locale Pays Basque

LESSONS LEARNED:

- The tools must be coordinated with existing practices and instruments to ensure sustainable integration, which requires a long-term effort.
- Co-facilitation is a powerful teaching method: advisors benefit from direct experience with young people in real-life situations.
- Peer learning strengthens professionals' engagement and their confidence in using the tools.



RECOMMENDATIONS/NEXT STEPS:

- Continue and expand the Life Skills workshops for young people.
- Reduce the text content of the platform; develop audio and visual alternatives.
- Incorporate audio recordings, pictograms, and illustrated formats to reach young people who are less comfortable with written language.
- Integrate LS4YOU tools with existing diagnostic and guidance instruments.
- Exploring the development of a structured diagnostic tool based on Life Skills.





CROSS-ANALYSIS OF NATIONAL IMPLEMENTATIONS

The cross-analysis of national implementations of LS4YOU trainings for professionals across Spain (CAMINOS), Slovenia (IC GEOSS), Austria (ibis acam), and France (MLPB) reveals a strong common foundation in pedagogical approach and objectives, alongside notable differences in scale, target groups, and levels of system integration.

TRAINING METHODOLOGY

Across all partners, a clear convergence is visible in the **training methodology**. Experiential learning, combining presentations, group discussions, practical exercises, and peer learning, was consistently applied. This reflects a shared understanding that life skills education is most effectively transmitted through “learning by doing.” Both CAMINOS and IC GEOSS explicitly highlight the importance of hands-on engagement from the outset, while ibis and MLPB further reinforce the value of peer exchange and co-creation. Slovenia and Austria additionally emphasize structured reflection as a key component, whereas France uniquely extends experiential learning into co-facilitation with young people, bridging training and real-life practice more directly.

OUTCOMES AND ACHIEVEMENTS

In terms of **training outcomes and achievements**, all partners report increased capacity and confidence among professionals to apply LS4YOU tools. High satisfaction levels are consistent (overall scores reaching up to 5/5 in Spain and Slovenia, and slightly lower but still strong in Austria). A shared achievement is the successful transferability of materials into practice. However, differences emerge in depth and scope: Slovenia demonstrates a strong focus on comprehensive understanding of the LS4YOU competence framework and digital platform uptake, while Austria emphasizes individual action planning and methodological competence. France stands out with systemic impact, showing gradual institutional integration of life skills into organizational practices and workshop delivery, rather than focusing solely on individual learning outcomes.

TARGET GROUPS AND SCALE

The **target groups and scale of implementation** vary significantly. Spain and Austria engaged relatively small, mixed professional groups (10–14 participants), Slovenia worked with a homogeneous group of teachers (12 participants), while France reached a much larger and more diverse audience (over 60 professionals) over a longer timeframe. This extended and phased approach in France enabled deeper institutional embedding but also introduced challenges related to consistency and staff availability. In contrast, shorter and more concentrated trainings in other countries allowed for clearer structure and evaluation but less systemic follow-up.



CHALLENGES

Regarding **challenges**, several common themes emerge. Time constraints are reported in Slovenia and Austria, highlighting the difficulty of balancing comprehensive content with limited training duration. The need for adaptation to different target groups, especially vulnerable youth (e.g., NEETs), is emphasized in Austria and strongly in France. Complexity of materials and digital tools appears across all contexts: Spain notes difficulty of some materials for certain youth groups, Austria and France point to technical and accessibility issues, and Slovenia highlights varying initial competence levels among participants. France, however, presents additional structural challenges, including resistance to change and organizational constraints, reflecting its broader systemic implementation.

LESSONS LEARNED

The **lessons learned** show strong alignment in key pedagogical insights. Experiential learning, early hands-on engagement, and peer exchange are universally recognized as critical success factors. At the same time, all partners stress the importance of simplification, clarity, and contextualization of tools. Slovenia and Austria emphasize structured guidance and clear communication of objectives, while France highlights inclusive design (e.g., visual and audio formats) as essential for reaching disadvantaged groups. A notable difference is that France and Austria explicitly identify the need for ongoing support mechanisms (peer networks, mentoring), whereas Spain and Slovenia focus more on improving training design itself.

SUSTAINABILITY

Finally, in terms of **sustainability and future steps**, all partners point toward continued use and adaptation of LS4YOU tools. Slovenia and Austria propose structured follow-up activities such as peer learning sessions and mentoring networks. France prioritizes further integration into existing systems and continued development of inclusive tools, indicating a more long-term, systemic perspective. Spain's recommendations remain more focused on improving training delivery.



In conclusion, while all implementations share a common pedagogical core and demonstrate strong relevance and impact, they differ in scale, depth of integration, and target group adaptation. The most advanced systemic approach is observed in France, whereas Slovenia and Austria provide strong models of structured, high-quality training with clear transfer to practice. Spain contributes valuable insights into engagement and learning design. Together, these experiences highlight the flexibility of the LS4YOU methodology and underline the importance of balancing standardization with contextual adaptation.





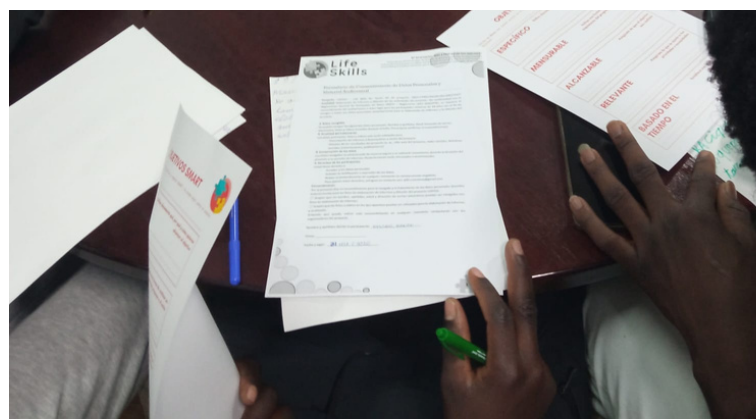
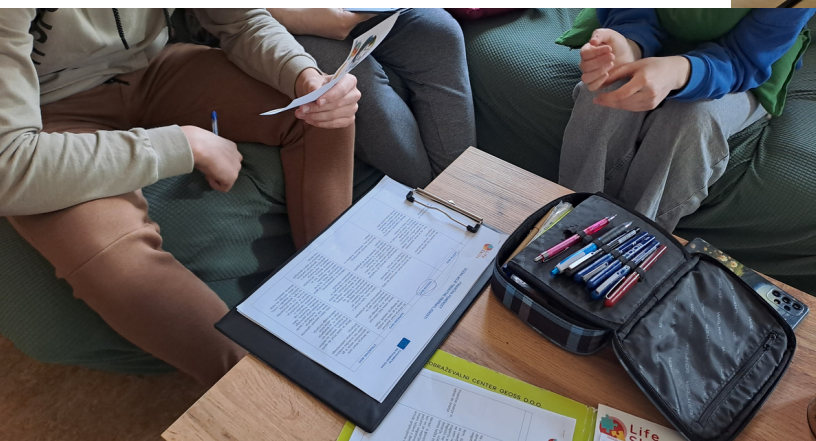
IMPLEMENTATION

IN PARTNER ORGANISATIONS – NATIONAL CONTEXTS

Piloting of the tools and method with young people

Internally and externally, the professionals trained within four partner organisations as described in previous chapter or, if needed, partner's trained staff directly, participated in piloting and implementing LS4YOU tools with their young people. Each partner organisation was expected to involve minimum 25 young participants in these pilotings, a total of minimum 100 people. It involved the full and autonomous implementation of LS4YOU with their audience. Support was provided according to the working methods of each organisation, while complying with the framework of the method.

In the next part we summarize the implementation of the piloting with young people in each partner organization (national context) and provide cross-analysis of implementation similarities and differences.





SPAIN

Asociación Caminos

CAMINOS conducted piloting workshops in cooperation with another organisation Centro de ocio juvenil - Villanueva de Algaidas (youth centre, NGO working with youth) in two locations as multiple individual group sessions (24.10.2025, 29.1.2026, 19.2.2026). In total they had 39 youth participants and 3 professionals. The youth in the first group were students aged 20-28, in the second group unemployed and rural youth aged 15-18 and in the third group migrant and unemployed youth aged 10-19.

All 3 workshops were conducted with a short introduction of the project, its goals and benefits and the topics of its activities. Followed by a short information that they could also do the activities online later on, on the LS4YOU platform. Afterwards, participants did 2 practical activities, followed by a third one, if the time allowed for it. After each activity there was a short session of feedback and reflection, followed by a longer reflection round at the end of the activities. They were reminded in the end to do the evaluation. In the 2 sessions with the youth centre, we were also supported by the professionals who also helped the young people as they knew more about their personal situations. They implemented the following activities: Personal Goal Setting in topic Personality, Me at my best in topic Self-marketing and Stop wishing, start achieving in topic Financial & material resources.

EVALUATION – FEEDBACK FROM YOUNG PEOPLE

What did participants like about the workshop?

The materials looked nice, the activities were interesting and they hadn't done such activities before, the trainers listened to their stories and worries, it was fun to do the activities, the materials exist in other languages.

What did they learn?

Most chosen by participants: Communicating my strengths and understanding my personality.

Which parts or activities did they find most useful?

The participants liked especially the activities where they could think about their own goals and strengths (Me at my best, Stop wishing, start achieving) as it was something where they could be reflective about themselves.

What did they suggest improving?

Some would have liked more time for the activities.



SPAIN

Asociación Caminos

EVALUATION – FEEDBACK FROM FACILITATORS/TRAINERS

What went well during the workshop?

While reluctant at first, participants soon got invested in the activities and enjoyed reflecting upon themselves and their ideas and goals. Older participants also helped out younger participants when needed.

What challenges did you experience?

Some of the participants were very young which made it more difficult for them to understand the exercises but with the help of the youth centre employees and the other young people they completed the activities, partly verbally instead of writing to make it easier for them.

What would you change or adjust in future sessions?

Plan more time for the activities.

EVALUATION – FEEDBACK ON THE DIGITAL PLATFORM

Was the platform easy for participants to use?

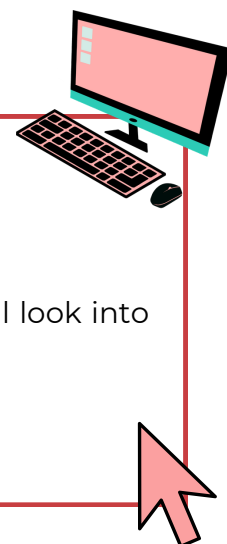
All participants either chose Very easy or Easy.

Did the digital tools support the learning process?

The workshops promoted the digital platform and gave the participants a small look into it but it was not used during the workshops itself.

Were there any difficulties, technical issues, or unclear elements?

No issues.





SLOVENIA

IC Geoss

IC GEOSS implemented piloting workshops in two different organisations. On 3.3.2026 it was implemented in Regional development center - RCR in Zagorje ob Savi, which is organisation working with disadvantaged or NEET youth and regional development centre. The trainer implementing the workshop was staff from IC Geoss with 14 youth participants aged 15-23 (NEETs, unemployed) and 3 youth mentors.

The second implementing organisation was Familija, educational and therapeutic center in Škofja Loka, which is organisation working with disadvantaged or NEET youth and educational centre. The piloting workshop took place on 24.3.2026 with a trainer from IC Geoss staff with 11 youth participants aged 15-26 (NEETs, unemployed) and 1 youth mentor. In total, piloting involved 2 workshops, 1 facilitator and 25 youth participants.

Both piloting workshops had similar structure of the agenda but different leading topic, according to the needs and preferences of each youth groups. After brief presenting of the workshop facilitator, we started with short ice-breaking activity with cards with the aim to create trusting atmosphere and to learn something about each other. Then the participants individually observed the self-assessment grid (either on self-promotion or financial literacy topic) and marked their current levels, followed by short reflection in a group. After this introductory part, the facilitator presented the LS4YOU project and planned steps of the workshop. The main part of the first workshop in PUM-O Zagorje was the activity Me at my best from the Self-marketing topic where the participants were divided in 3 groups and implemented the activity according to planned steps. The group in PUM-O Škofja Loka took part in the activity Case studies from the Financial literacy topic and implemented it in 3 groups. Both activities finished with presentations of the results/reflections by each group. In the second part after a short break, the participants explored the LS4YOU platform individually, in pairs or small groups and tested the activities that they found most interesting. They were encouraged to test at least one or two activities in each topic. They were invited to give a short reflection on the platform. The final part was completing the evaluation questionnaires distributed to participants in printed format.

EVALUATION – FEEDBACK FROM YOUNG PEOPLE

What did participants like about the workshop?

Good presentation, interesting, instructive, everything was excellent, concrete, great, very good, they liked that it wasn't just a lecture, but that they worked in groups, did exercises on the computer.





SLOVENIA

IC Geoss

What did they learn?

PUM-O Zagorje: the highest rated topics were I feel more capable of managing my physical and mental well-being, including stress and energy levels and equally I feel better equipped to present myself effectively in personal and professional settings (average rate 3,5). The second rated topic was I feel I have gained insights into how my personality affects my relationships and future goals (average rate 3,4), followed by I feel having a better understanding of my personality, traits, and how they influence my decisions and equally I feel more confident in communicating my strengths, values, and goals to others (average rate 3,1). On the question Which area do you feel you improved the most in, the most responses received Understanding my personality, followed by Managing my well-being and Communicating my strengths.

PUM-o Škofja Loka: the highest rated topics were I feel more confident in understanding and managing my finances and everyday spending habits and I feel I have gained insights into how my personality affects my relationships and future goals (average rate 3,7). The second highest rated were I feel having a better understanding of my personality, traits, and how they influence my decisions and I feel more confident in communicating my strengths, values, and goals to others (average rate 3,0). The third was I feel more capable of managing my physical and mental well-being, including stress and energy levels (2,9) and lowest rated I feel better equipped to present myself effectively in personal and professional settings (2,4). On the question Which area do you feel you improved the most in, the most responses received Managing my finances, followed by Understanding my personality and Managing my well-being.

Which parts or activities did they find most useful?

Solving crossword puzzle, memory activities, matching values with images, the map, personality traits, money games, personality, physical and mental wellbeing, activity on budgeting - case studies, listening to sounds, finances.

EVALUATION – FEEDBACK FROM FACILITATORS/TRAINERS

What went well during the workshop?

Facilitator: respective atmosphere among the participants and with the facilitator, group work with engagement of all participants, individual/in pairs exploring of the platform. Mentors: the workshop was interesting and informative. Mentors liked the topic, the participants worked in groups and tested the new online tool with the help of the lecturer's instructions.



SLOVENIA

IC Geoss

What challenges did you experience?

Facilitator: nothing particular, it was good to have an ice-breaking activity at the beginning to break the ice and get to know each other. Mentors: mentors often conduct positive self-image workshops for participants in the PUM-O+ program, so it is difficult for them to comment on the question. As a challenge, we could highlight the maximum use of the presented online tool.

What would you change or adjust in future sessions?

Even more interactive workshops where participants can be as involved as possible in individual activities.

EVALUATION – FEEDBACK ON THE DIGITAL PLATFORM

Was the platform easy for participants to use?

The vast majority of participants replied that it was very easy or easy to navigate the platform, only few replied it was neutral. Most of the participants who answered this question replied that they would definitely recommend the LS4YOU platform to other young people, only few were not sure.

Did the digital tools support the learning process?

Yes, it was very valuable that the platform offers so many diverse activities to choose from in the learning process.

Were there any difficulties, technical issues, or unclear elements?

Nothing major, only some terminology issues that needed to be explained.





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Austrian partner implemented piloting workshops at their own institution Ibis acam Bildungs which is educational institution which also offers career guidance /employment and youth focused services. They had a series of shorter workshops from 24th -27th of February 2026 with total 24 participants aged 18-25 (unemployed youth and migrants) and two staff trainers.

The pilot workshop was conducted as a test session to trial selected activities from the LS4YOU Guide and the LS4YOU platform with young people in a real learning setting. It started with a digital self-assessment on the platform, followed by interactive, face-to-face activities covering all four life-skills areas (personality, self-marketing, wellbeing, and financial skills). The workshop was facilitated in a participatory and flexible way, combining reflection, group work, and practical exercises. At the end, participants provided structured feedback via an online questionnaire to support further refinement of the methodology and tools. Implemented activities were Digital self-assessment (LS4YOU platform), Strengths & values reflection, Peer exchange on personal traits in topic Personality, Personal strengths communication exercise, short presentation / peer introduction activity in topic Self-marketing, Wellbeing self-check, Stress awareness and emotional regulation exercise in topic Physical and mental fitness, Financial self-reflection, discussion on daily expenses and responsible resource use in topic Financial and material resources.

EVALUATION – FEEDBACK FROM YOUNG PEOPLE

What did participants like about the workshop?

Many participants described the workshop as useful, supportive, and engaging, especially when activities were clear and practical. Several comments highlighted appreciation for the trainers' commitment and the opportunity to reflect on oneself in a group setting.

What did they learn?

Participants reported increased awareness of their personality, strengths, and values. Several felt more confident in communicating their strengths and reflecting on how their personality influences decisions and relationships. Some participants noted learning more about stress, wellbeing, and personal balance.

Which parts or activities did they find most useful?

Personality-related activities (self-reflection, personality insights, discovering personal traits) were mentioned most frequently as useful or interesting. Activities related to wellbeing, stress, and fitness were also highlighted positively. Peer-based activities (e.g. introducing another participant, seeing different perspectives) were perceived as valuable by some participants.





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What did they suggest improving?

A few participants found parts of the workshop too complicated, boring, or difficult to follow, especially when explanations were unclear.

Some as neutral or difficult perceived navigation on the digital platform, suggesting a need for clearer guidance. Isolated feedback suggested simplifying tasks and avoiding unnecessary complexity in activities.

EVALUATION – FEEDBACK FROM FACILITATORS/TRAINERS

What went well during the workshop?

Trainers observed that several activities were perceived by participants as practical, calm, well explained, and relevant, especially when they were interactive and discussion-based. The mentally and physically focused units (especially Part 2) were described as engaging, informative, and more enjoyable than previous modules when writing was reduced and interaction increased. Some exercises supported self-reflection and openness, helping participants express their thoughts and experiences.

What challenges did you experience?

Language complexity was a key challenge: several learners struggled with specific terms and abstract wording used in the materials and on the platform. Trainers noted that participants often needed more time for exercises and simpler explanations. Writing-intensive tasks were tiring or demotivating for some participants. Inconsistency in communication style across materials caused confusion. Engagement varied strongly depending on prior knowledge and personal interest in the topic.

What would you change or adjust in future sessions?

Simplify language in materials and platform content and explain key terms more clearly. Reduce the amount of writing and replace it with more interactive, discussion-based, or digital activities.

Plan more time for exercises or reduce the number of activities per session. Work with smaller groups (recommended maximum: around 10 participants) to allow deeper exchange. Increase opportunities for peer discussion, personal experiences, and interactive elements such as games.



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EVALUATION – FEEDBACK ON THE DIGITAL PLATFORM



Was the platform easy for participants to use?

Feedback was mixed. Several participants described navigation as “easy” or “very easy”, while others rated it as neutral or difficult. A small number of participants explicitly reported that using the platform was “very difficult”, indicating varying digital confidence levels among learners.

Did the digital tools support the learning process?

For many participants, the digital tools supported self-reflection and awareness, particularly in relation to personality, strengths, wellbeing, and stress. Trainers observed that digital tools were useful when combined with discussion and interactive elements, rather than as stand-alone writing tasks.

Were there any difficulties, technical issues, or unclear elements?

Language and wording were a key challenge: several terms used on the platform were difficult to understand for some participants. Trainers reported that too much writing in certain digital exercises was demotivating, especially for participants with lower literacy or concentration levels. Inconsistencies in addressing users (“Du” / “Sie”) across the platform and materials caused confusion. While no major technical failures were reported, clarity of instructions and task simplicity were identified as improvement areas.





FRANCE

Mission Locale Pays Basque

MLPB implemented piloting workshops at their own organisation Local Mission Basque Country which provides career guidance or employment service and organisation working with disadvantaged or NEET youth as a series of 3 shorter workshops and multiple individual group sessions during the project implementation period. The trainers implementing the workshops were MLPB counsellors with 35 youth participants aged 16-25 (NEETs, unemployed, rural youth) and 8 professionals.

Three workshops were implemented: two smaller sessions with 6 young participants each, and one main workshop with 23 young people and 6 professionals. Sessions allowed practical testing of LS4YOU tools in an employability context, both with professionals and young people. Implemented activities were My values – Personality – SMART goals in topic Personality, Personal branding in topic Self-marketing, Three good things – Emotional journey in Physical and mental fitness, From salary to living budget in topic Financial and material resources.

EVALUATION – FEEDBACK FROM YOUNG PEOPLE

What did participants like about the workshop?

Interactive and practical nature of the activities, especially those helping them express themselves and build confidence.

What did they learn?

They developed a better understanding of themselves, their skills and personal resources, including non professional competencies.

Which parts or activities did they find most useful?

Activities related to self awareness, emotions and personal development were considered the most useful.

What did they suggest improving?

They suggested making activities simpler, more concrete and easier to understand.



FRANCE

Mission Locale Pays Basque

EVALUATION – FEEDBACK FROM FACILITATORS/TRAINERS

What went well during the workshop?

The tools helped introduce new ways of working on life skills and supported young people in identifying their competencies.

What challenges did you experience?

The main challenge was adapting content to NEET youth with different levels of understanding and difficulties expressing themselves on personal topics such as values or emotions.

What would you change or adjust in future sessions?

Further simplify and contextualise the tools, and strengthen the link with real-life situations (employment, training, daily life).

EVALUATION – FEEDBACK ON THE DIGITAL PLATFORM

Was the platform easy for participants to use?

The platform was considered interesting but not always intuitive. Participants required support to navigate it effectively.

Did the digital tools support the learning process?

Yes, but they require facilitation support and contextual adaptation to be fully effective with NEET youth.

Were there any difficulties, technical issues, or unclear elements?

Navigation can be complex. Integration into daily counselling practices remains a challenge and requires dedicated time for trainers.





CROSS-ANALYSIS OF NATIONAL IMPLEMENTATIONS

The cross-analysis of pilot workshop implementations with young people in Spain (CAMINOS), Slovenia (IC GEOSS), Austria (ibis acam), and France (MLPB) demonstrates a strong alignment in pedagogical approach and learning objectives, while also revealing important differences in target group adaptation, use of digital tools, and levels of complexity in delivery.

A key similarity across all countries is the learner-centred, experiential approach. All partners implemented workshops combining practical activities, group work, reflection, and discussion, moving away from purely lecture-based formats. Young participants consistently valued interactive elements, particularly those enabling self-reflection on personality, strengths, and goals. This is evident across all contexts: Spain highlights goal-setting and strengths-based activities, Slovenia reports strong engagement with personality and financial literacy exercises, Austria emphasizes reflection on strengths and wellbeing, and France underlines self-awareness and emotional expression. This convergence suggests that LS4YOU effectively addresses a shared need among young people for structured self-exploration and personal development.

Another strong commonality lies in the positive reception of workshops. Across all implementations, participants described activities as interesting, useful, and engaging. Facilitators also observed that initial reluctance (especially among vulnerable groups) often shifted into active participation once activities began. Peer interaction emerges as a critical success factor in all countries, supporting engagement, mutual learning, and confidence building.



However, differences in target groups and implementation contexts significantly shaped delivery. Spain worked with highly diverse groups (students, rural youth, migrants, very young participants aged 10+), requiring flexible facilitation and support from youth workers. Slovenia and France focused primarily on NEET and disadvantaged youth, while Austria worked with unemployed youth and migrants in a structured institutional setting. France stands out for embedding workshops within an employability and counselling context, linking life skills directly to career guidance. Slovenia similarly adapted workshop topics to group needs (e.g., self-marketing vs. financial literacy), demonstrating a high level of contextual flexibility.

The structure and intensity of workshops also varied. Slovenia and Austria implemented more structured sessions combining self-assessment, guided activities, and platform exploration. Austria covered all four competence areas systematically within a series of sessions, while Slovenia balanced guided group work with autonomous exploration of the platform.



CROSS-ANALYSIS

OF NATIONAL IMPLEMENTATIONS

Spain implemented shorter sessions with fewer activities and stronger reliance on reflection, while France adopted a progressive and iterative approach with multiple sessions over time, allowing gradual integration into practice.

A major point of divergence is the use and perception of the LS4YOU digital platform. Slovenia and Austria integrated the platform directly into the workshops, with Slovenia reporting very positive usability and Austria noting mixed feedback depending on participants' digital and literacy skills. Spain used the platform only as a follow-up tool, not during sessions, but still reported high perceived accessibility. France presents the most critical perspective: while the platform is seen as valuable, it is not always intuitive and requires significant facilitation support. Across all countries, a shared challenge emerges—the need to simplify digital content, reduce text, and provide clearer guidance, particularly for vulnerable youth with lower literacy or digital skills.

Common challenges across implementations include:



Complexity of language and materials, especially for younger or disadvantaged participants (Spain, Austria, France).

Need for simplification and adaptation, particularly for NEET groups (all countries, most strongly France and Austria).



Time constraints, with participants often needing more time for reflection and activities (Spain, Austria).

Diverse participant abilities, requiring flexible facilitation and sometimes peer or mentor support (Spain, Slovenia, France).



France and Austria additionally highlight deeper structural challenges, such as difficulties in expressing personal topics (France) and varying engagement levels depending on prior knowledge (Austria).

LESSONS LEARNED:

The lessons learned are highly consistent across partners. All emphasize the importance of:

- simplifying content and language,
- reducing writing-heavy tasks in favour of interactive methods,
- allowing sufficient time for activities and reflection,
- strengthening links to real-life contexts (especially employment and daily life),
- and increasing peer-based and discussion-driven learning.



CROSS-ANALYSIS OF NATIONAL IMPLEMENTATIONS

France places particular emphasis on inclusiveness and contextualization, advocating for visual, audio, and concrete tools, while Austria highlights the need for clearer instructions and smaller group sizes. Slovenia contributes insights into the value of combining guided facilitation with independent digital exploration, and Spain underlines the importance of supportive environments and facilitator involvement, especially for younger participants.



In conclusion, while all pilot workshops successfully demonstrate the relevance and adaptability of the LS4YOU methodology, their effectiveness depends heavily on context-sensitive implementation. The strongest common denominator is the impact of experiential, reflective learning on young people's self-awareness and confidence. At the same time, the findings clearly show that simplification, flexibility, and facilitation support—especially in digital environments—are critical for ensuring accessibility and impact across diverse youth groups.





CONCLUSION

The comparative analysis confirms that the LS4YOU methodology is both highly relevant and adaptable across different national contexts, target groups, and institutional settings. Despite differences in implementation models, a strong common foundation emerges: experiential, learner-centred approaches and a focus on self-reflection, personal development, and real-life application consistently lead to positive outcomes for both young people and professionals.

Across all partner countries, LS4YOU contributed to increased self-awareness, confidence, and engagement among young people, while strengthening the capacity of professionals to deliver life skills education effectively. At the same time, the analysis highlights the importance of context-sensitive adaptation, particularly in addressing the needs of vulnerable groups such as NEETs, migrants, and youth with lower literacy or digital skills.



Key challenges—such as complexity of materials, time constraints, and digital accessibility—underline the need for simplification, flexibility, and strong facilitation support. The findings also emphasise the importance of integrating life skills into broader systems of education, training, and employment support, rather than treating them as standalone interventions.



Overall, the LS4YOU project demonstrates that life skills education can serve as a powerful tool for fostering resilience, autonomy, and social inclusion. Its success lies in balancing a structured methodological framework with the flexibility to adapt to diverse local realities, offering a scalable and sustainable approach for supporting young people across Europe.





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