

Life Skills for YOUTH



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Edited by Izobraževalni center Geoss d.o.o.
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IMPRESSUM

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INTRODUCTION



Website
www.lifeskills4youth.eu

LifeSkills4Youth (LS4YOU) is a European project designed to support the social and professional integration of young people by strengthening their personal, social, and practical life skills. These skills include self-awareness, communication, emotional regulation, stress management, teamwork, financial literacy, and the ability to project into the future. LS4YOU is rooted in LifeDesign, design thinking, and positive psychology, helping young people identify their strengths, measure their competences, and implement them in real-life situations. The project addresses the growing need for resilience, adaptability, and autonomy among youth, especially those navigating challenging transitions or unstable life contexts.

The last two decades have seen the emergence of a global movement calling for learners to be equipped with new skills and know-how to deal with the complexity of the world. As part of the LSCE (Lifeskills and Citizenship Education) initiative, Unicef defines life skills as "transferable skills that enable people to cope with everyday life, to progress and to succeed at school, at work and in their social lives".

LSCE (Lifeskills and Citizenship Education)



With the 2018 Council Recommendation on key competences for lifelong learning, "personal and social competences and the ability to learn how to learn" have been recognised by the European Union as one of the eight key competences for lifelong learning. To this end, the Joint Research Centre has developed the LifeComp conceptual reference framework, which can be used as a basis for developing learning programmes and activities.

LifeComp conceptual reference framework





The LS4YOU project fits in with these priorities and this movement to develop and/or strengthen young people's ability to lead their own lives, i.e. to get to know themselves, understand what they aspire to, help them to plan and design their life path, a prerequisite for sustainable professional integration. The aim of LS4YOU is to equip young people with the skills they need to choose, design and build their life path.

Based on the concepts of design thinking and positive psychology, the LS4YOU method directly enhances the employability of young people and the employability of professionals in their work of supporting young people towards employability. It's not just about getting young people into work, it's also about getting them into society. The LS4YOU method makes it possible to identify and place the real aspirations of young people at the centre of their integration, to get to know themselves and to become capable of making conscious choices in line with their aspirations and desires.



Backed up by other techniques and methods for supporting young people in careers and training, LS4YOU responds to the needs of young people and professionals involved in support/career integration by offering an approach in which young people are able to express their desires and find themselves in a position to make the choices that are relevant to them, in line with their professional and personal aspirations, and to activate or identify the skills needed for their life project – and acquire them.



AIMS AND OBJECTIVES OF THE GUIDANCE AND POLICY DOCUMENT

Based on the experience gained during the project implementation, this guidance and policy document aims to help improve young people's employability and broaden their perspectives. Firstly, it presents the developed tools and methods to show how and in what way they can be useful to youth workers and trainers in different contexts and be adapted to different target groups of young people. The core aim, however, is to produce meaningful recommendations for decision-makers at different levels (local, national, EU and transnational). In addition, a supporting document to this Guidance and Policy Document, the Comparative Analysis, aims to analyse the integration and/or implementation and added value of the method and tools in the partner organisations in diverse national contexts.

The guidance and policy document serves as a practical roadmap for youth workers and trainers, policymakers, and other stakeholders to support the social and professional integration of young people by strengthening their personal, social, and practical life skills.



This Guidance and Policy Document, jointly with the LS4YOU Guide and LS4YOU Tool (in a form of a digital platform), through a comprehensive framework grounded in LifeDesign, design thinking, and positive psychology, aims to:

- Equip youth workers, educators and trainers with practical guide to support young people, particularly those facing any difficulty with their integration, whether NEETs or not.
- Strengthen collaboration among key stakeholders, including youth workers, trainers, adult educators, administrators in educational institutions, families, and the wider community, to build resilient support networks.
- Inform and influence youth educational policy at local, national, and European levels by providing targeted recommendations that promote systemic change.

TARGET GROUPS

Youth workers, trainers, counsellors and other educators who work with young people facing difficulties;

Educational staff in training establishments (adult education and VET);

Policy-makers at the local, regional, national and EU level.



LS4YOU TOOLS AND METHODS

LS4YOU project developed several materials and tools that serve as a quality educational resource for youth workers and other trainers at their work with young people. In the next part we present innovation of the LS4YOU methodology and an overview of key developed resources, tools and methods.

Innovativeness of the LS4YOU methodology

The LS4YOU methodology and tools are innovative because they move beyond traditional life skills education models that often focus primarily on isolated soft skills or employability training. Instead, LS4YOU offers a **holistic, learner-centred, and highly experiential approach** that combines LifeDesign methodology, design thinking, positive psychology, and blended learning into one integrated framework.

One of the key innovations of LS4YOU is its structured **three-phase learning journey: Identify → Measure → Implement**. Unlike many existing approaches that focus mainly on knowledge transfer, LS4YOU supports young people through a continuous process of self-discovery, self-assessment, and practical application in real-life contexts. Young people first identify their strengths, aspirations, and challenges, then evaluate their competences through self-reflection and peer feedback, and finally apply them through interactive tasks, role plays, gamified exercises, and real-life problem solving.

IDENTIFY

MEASURE

IMPLEMENT

Another important innovation is the strong emphasis on **LifeDesign principles**, which place young people's aspirations, identities, and personal narratives at the centre of the learning process. Rather than preparing youth only for employment, LS4YOU supports them in designing meaningful life pathways and making conscious decisions aligned with their values, motivations, and future goals. This approach is particularly relevant for vulnerable youth, NEETs, migrants, and young people facing uncertainty or social exclusion.

LS4YOU is also innovative because of its **hybrid and flexible methodology**, combining face-to-face workshops with an interactive digital platform. The platform enables self-assessment, autonomous learning, gamified activities, and blended learning pathways without requiring registration, making it accessible and adaptable to diverse contexts and learning styles. This combination of digital and non-formal learning creates continuity between guided support and independent learning, which is often missing in conventional youth work approaches.



A further added value is the integration of four interconnected competence areas: **personality development, self-marketing, physical and mental well-being, and financial literacy**. Existing programmes often address these topics separately, while LS4YOU recognises that successful social and professional integration requires a balanced development of personal, emotional, social, and practical competences.

Finally, LS4YOU stands out through its strong focus on **adaptability and inclusiveness**. The methodology includes practical tools, personas, reflective exercises, and interactive activities that can be tailored to different groups of young people and local contexts. It supports professionals not only with theoretical guidance, but also with concrete methods for facilitating engagement, reflection, peer learning, and empowerment. In this way, LS4YOU represents an innovative shift from traditional instruction-based models toward participatory, personalised, and sustainable life skills development.

Collection of good practices

Partner organisations, following a joint guide and template, identified, collected and described in total 10 good practices (2 per partner organisation) in their local, regional or national contexts to capitalise on the so called »available knowledge« that served as a foundation for creating a framework of life skills in the next step. Relevant good practices that were mapped and described were focused on the topic of developing life skills or how to identify/evaluate these life skills.

Orientation for collecting good practices was set in the guide document stating that a good practice is not only a practice that is good, but also a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it. A good practice must meet a set of criteria such as to be effective and successful, sustainable, gender sensitive, technically feasible, inherently participatory, replicable and adaptable.

SPAIN

Asociación Caminos

SHANARANI YOUTH TRAINING

The Shanarani Youth training is a training approach developed by Asociación Caminos to work with young people on the topic of gender stereotyping and to help teach young people critical media literacy skills. The method works by analysing with young people the popular media they are exposed to, taking examples right out of their life, to establish a connection and allow to make the insights as relatable as possible to them. The method has been developed into a training course, as well as into online gamified elements for self-reflection by young people.





SPAIN

Asociación Caminos

SYMFOS – SYMBOLWORK

Symbolwork is a method developed by Wilfried Schneider in Germany as a therapeutic tool to work with people in clarifying and analysing their problems. As part of the SymfoS (Symbols for Success) project, the SymfoS for Youthcare project and the EJO4Youth projects the approach has been adapted to different contexts as a tool to work with different target groups on a variety of matters. The method uses the arrangement of symbols by the client as a means to visualise and present a situation that they seek clarity for and has a wide array of exercises that were developed for it, as well as great potential for improvisation to develop new methods following the basic approach.

SLOVENIA

IC Geoss

THE PROJECT LEARNING FOR YOUNG ADULTS (PUM-O)

PUM-O is a national educational and social program in Slovenia specifically designed for NEETs who have dropped out of formal education or are at risk of social exclusion. The program is implemented across many Slovenian cities by various educational organizations, aiming to develop life skills, improve social inclusion, enhance employability through a non-formal learning environment where young adults engage in projects, receive mentorship, and gain practical skills. Supported by the Slovenian Ministry of Education, Science, and Sport, PUM-O ensures broad reach and sustainability across the country. By involving different educational organizations, the program adapts to meet the specific needs of NEETs in different regions, making it a highly effective and versatile tool for youth development in Slovenia.

LOCAL STUDENT CLUBS NETWORK IN SLOVENIA

Local student clubs in Slovenia, coordinated under the umbrella of the Union of Student Clubs of Slovenia (ŠKIS), are the driving force behind a wide range of activities that support the personal and professional development of students. These clubs, established and run by students themselves, organize educational workshops, cultural events, social initiatives, and networking opportunities, directly engaging their peers and fostering a strong sense of community. By enhancing life skills and improving employability, these student-led clubs play a vital role in enriching student life across Slovenia, while ŠKIS provides coordination and support to ensure the network's overall effectiveness.





FRANCE

Pistes-Solidaires

COMP-PASS – THE REAL-E METHOD (COLLECTIVE USE)

This good practice is a training module that aims at integrating the results of the storytelling in an educational pathway for youngsters not in education, employment or training (NEETs), to support their empowerment and employability. Like any educational approach, REAL-E (BBALE in English) is based on principles: Benchmarks (bearings), Balance (stability), Adaptation, Limits, Exchanges, The principles of the approach are: the use of non-formal methods (experiential learning when possible), the work in small groups to create confidence and benefit from the group (the group as a resource for each individual), a working approach directly connected to their reality.

COMP-PASS (INDIVIDUAL USE)

COMP-PASS is an e-portfolio to present someone's experiences like a CV but highlighting above all the soft skills of the users. It can be used in many contexts to analyse the experience, set learning objectives and much more. This document presents the way it can be used at individual level, especially within the frame of mobility projects, in the way it has been mainly used since its creation.

FRANCE

Mission Locale Pays Basque

ADVP/ LET'S TAKE STOCK

This role-playing activity invites people to identify and express themselves on the different aspects of their life and environment that have or could have an influence on their future decisions. This activity is offered as part of the ADVP method "Activation du Développement Vocationnel et Personne"l is a psychoeducational methodology designed for use with groups, which was conceptualised in Quebec in the early 1970s by Denis PELLETIER, Charles BUJOLD and Gilles NOISEUX. This approach enables professionals to help people to develop their own social and professional integration project, to give meaning to their lives, while adapting to the specific reality of their socio-economic context.





FRANCE

Mission Locale Pays Basque

REAL LIFE, REAL CHALLENGES (VRAI VIE, VRAI DÉFIS)

Real Life Real Challenges is a role-playing game designed for students, schoolchildren, young people and people in work integration schemes, to experience the life of a young adult, with the advantages and requirements of his or her profession. Its aim is to help you get to know yourself and make the choices that will help you matching your dreams and reality, while expressing your personality and interests. In short, it's about taking on life's challenges while playing, and realising that your career plan is directly linked to your life plan.

AUSTRIA

Ibis acam Bildungs GmbH

FUTURE SKILLS COCKPIT VET

The Future Skills Cockpit (FSC VET) project aimed to equip young professionals across Europe with the essential skills needed for the evolving labour market. Led by ibis acam Bildungs GmbH, and involving partners from Austria, Italy, Hungary, and Lithuania, the project developed the FSC Tool—a digital platform designed to help users assess their competencies and guide their skill development. The project included transnational workshops, collaborative development, and a Train-the-Trainer module to ensure effective implementation and broad accessibility. The FSC VET project addressed the need for modern, adaptable skill development tools, contributing to the future employability of Europe's youth.

LIFE DESIGN SKILLS – LDSKILLS4YOU

The LDSkills4YOU project aimed to equip marginalized European youth, such as NEETs, youth with disabilities, and those with low educational attainment or migration backgrounds, with essential life skills. These skills included personality development, self-marketing, physical and mental fitness, and financial/material management. The project developed an interactive online tool, structured around these four modules, to enhance employability and foster social inclusion.





LIFE SKILLS FRAMEWORK

The skills framework presents and explains life skills in an accessible way for young people as well as youth workers and advisers, based on the four key skills within LS4YOU, as well as a tool for self-evaluation. It helps to harmonize knowledge within the consortium as well as to measure possible re-uses, possible links, complementarities, and gaps. It also helps to clarify and disseminate the life skills externally, which is essential step in ensuring that they are appropriated in the future.

Below is a summary of the life skills competence grid for all four life skills that each involve different competence areas that are in detail described in the full competence grid with different possible levels obtained by the young people: beginner, intermediate, advanced and expert.

SELF-MARKETING	PHYSICAL AND MENTAL FITNESS	PERSONALITY	FINANCIAL AND MATERIAL RESOURCES
My self-image and the one the others have about me	Mental resilience	Knowing myself	Positive money mind set and knowledge
Create my personal branding	Life balance	Be aware of the image the others can have of me and communication	Keep track of the finances
Sell my personal brand	Stress management	Receiving feedback	Protect myself financially
Use storytelling to convince the others		Personal goal-setting	
		Self-motivation	



LS4YOU METHOD AND GUIDE

The LS4YOU Guide, available here:



The LS4YOU Guide is a practical resource developed for youth workers, educators, trainers, and professionals who accompany young people in their learning and career journeys. It functions both as a methodological framework and a hands-on toolbox, offering clear instructions, exercises, reflection methods, and digital tools.

The Guide supports professionals in applying the LS4YOU approach through three structured phases Identify → Measure → Implement while ensuring activities are engaging, participatory, and adaptable to diverse contexts.

Identify

Measure

Implement

The LS4YOU learning approach is rooted in LifeDesign, drawing from design thinking and positive psychology, and it is structured around a three-step journey: Identify → Measure → Implement. Young people first identify their strengths, passions, and challenges and then measure their skills through self-assessments, peer feedback, and digital tools. Finally implement them in real-life contexts through role plays, projects, and gamified activities. The process is designed to be highly experiential and participatory, empowering participants to learn by doing, reflecting, and co-creating solutions.

Alongside the written guide, a digital LS4YOU platform (described further in the next chapter) complements the methodology with interactive self-assessments, blended learning pathways, and gamified exercises. This hybrid approach ensures that learning is accessible, flexible, and sustainable, allowing young people to develop life skills both online and in face-to-face settings. The LS4YOU Guide therefore not only explains what life skills are but also provides educators with the how-to for embedding them into everyday youth work, career guidance, and educational practices.

The four key LifeDesign skills addressed in the LS4YOU Guide are:



Personality

EMPOWERING IDENTITY, SELF-ASSURANCE, INTROSPECTION

Learning objective: Support young people in recognizing their personal strengths and values, developing self-confidence, and reflecting on their own aspirations and growth pathways.

Self-marketing

SHOWCASING YOUR UNIQUE STRENGTHS, HONING YOUR SKILLS, CULTIVATING YOUR ONLINE PRESENCE

Learning objective: Enable participants to present themselves authentically and effectively, practice communication and self-promotion, and build a responsible and consistent digital identity.

Physical & mental fitness

STRENGTH, EMOTIONAL AWARENESS, STRESS MASTERY

Learning objective: Equip young people with tools to enhance resilience, manage stress and emotions, and promote overall well-being for a healthier balance between personal and professional life.

Financial & material resources

STRATEGIC BUDGETING, ECO-FRIENDLY LIFESTYLE, PERSONAL MANAGEMENT

Learning objective: Strengthen financial literacy, encourage sustainable and mindful resource management, and support young people in developing skills for independent and responsible living.

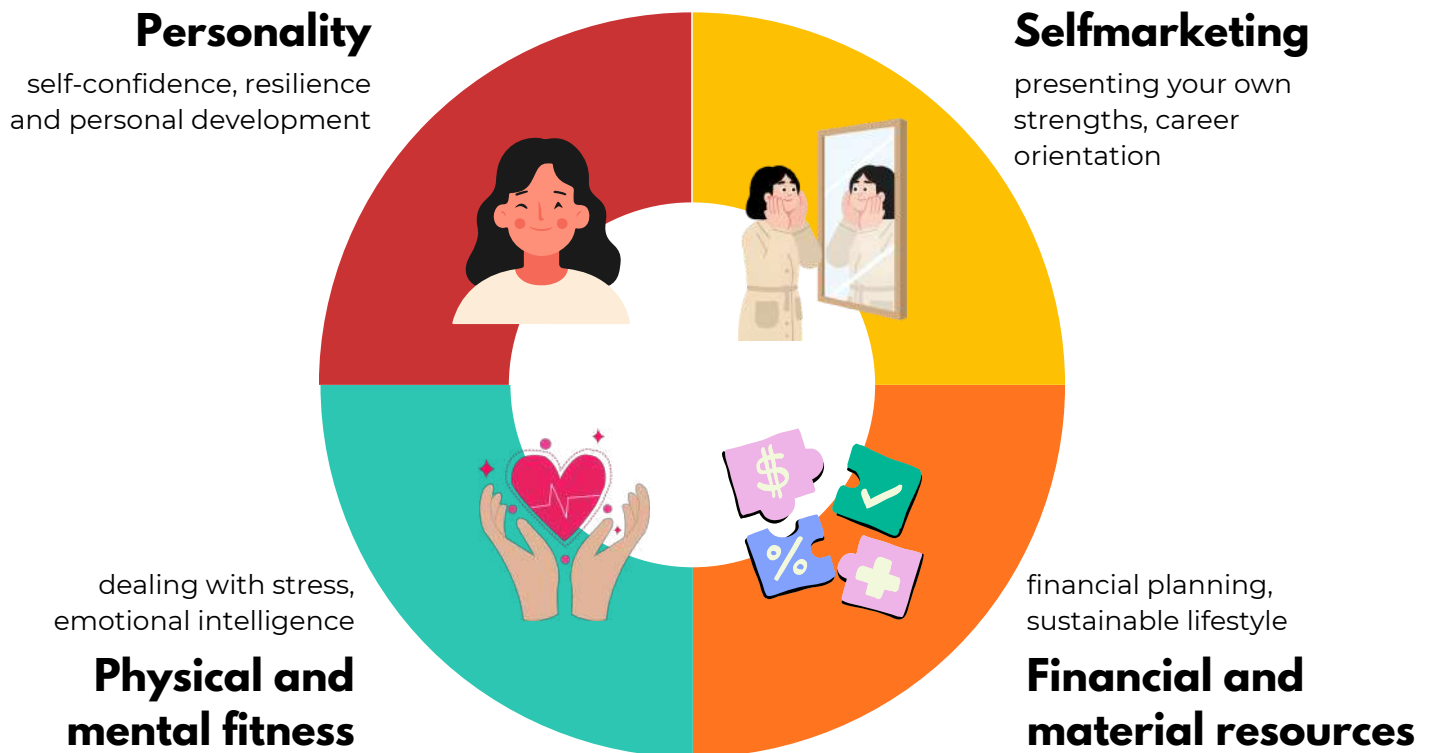


A defining feature is the strong hybrid approach: the LS4YOU digital platform complements face-to-face workshops with interactive resources, self-tests, and blended learning pathways. This ensures continuity, flexibility, and accessibility, allowing young people to progress at their own pace while remaining guided and supported by professionals. The integration of both digital and in-person elements creates a holistic and sustainable learning journey that strengthens autonomy, self-confidence, and social competences, while also making learning playful, motivating, and impactful.





The Life Skills 4 Youth method box is the central tool of the LS4YOU method. It contains a wide selection of practical and interactive methods aimed at strengthening young people in four key skills:



The method box is structured in such a way that it can be used flexibly. The activities are structured according to the four core competencies and enable professionals and young people to work specifically on certain areas. Each method includes clear instructions, objectives, materials and reflection questions. Many methods are also integrated into the LS4YOU platform, which provides interactive self-tests, learning paths and reflection tools. Professionals can select or adapt the methods as required - young people can work on their life skills independently or with support.



LS4YOU TOOLBOX AND PLATFORM

The developed learning platform and the content (toolbox) are the two interrelated outcomes of the main outcome, the LS4YOU tool.

With the toolbox, the aim was to create e-learning and micro-learning for young people, in total 32 activities that help them to define their life path and to become aware of, identify and measure their lifeskills. There are two types of activities available:



those which intend to provide direct support for the work of youth workers and counsellors

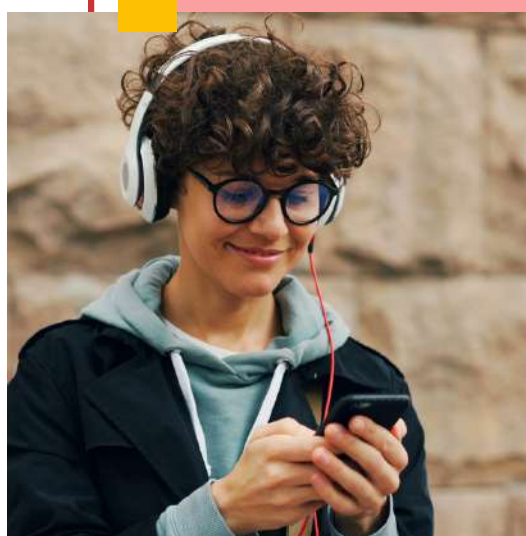


those which allow young people to learn on their own and to use them after they have been accompanied by a youth professional (in addition to, but also afterwards).



The platform, available here:

The platform which is intuitive and interactive, makes learning enjoyable and user-friendly, and is fully integrated into the tutoring and training activities carried out by youth workers, while meeting the expectations and aspirations of young people, who also use it independently. Generally speaking, whether for young people or professionals, it offers a user-centred service.





RECOMMENDATIONS FOR DECISION-MAKERS

Building on the LS4YOU project experience, tools, and national implementations, described in the supporting Comparative Analysis, the following recommendations aim to support decision-makers at local/regional, national, and European/international levels in strengthening life skills education as a key driver of youth employability, inclusion, and well-being. These recommendations are grounded in evidence from pilot workshops, professional trainings, and cross-national analysis, highlighting both the effectiveness of the LS4YOU approach and the conditions required for its successful implementation.

Cross-cutting recommendations

Recognise life skills as a core component of youth policy and education systems

Life skills—such as self-awareness, communication, resilience, and financial literacy—are essential for young people's successful transition into employment and society. Decision-makers should formally integrate life skills into education, training, and employment policies, aligning with frameworks such as LifeComp and lifelong learning strategies.

Promote experiential and learner-centred approaches

Evidence from all partner countries shows that participatory, experiential learning ("learning by doing") significantly increases engagement, understanding, and confidence among young people. Policies and funding mechanisms should prioritise non-formal, interactive methods over purely theoretical instruction.

Ensure accessibility and inclusiveness of tools and methodologies

A recurring challenge across implementations is the complexity of language, content, and digital tools, particularly for NEETs and vulnerable youth. Decision-makers should support simplification of materials and language, use of visual, audio, and interactive formats, adaptation to different literacy and digital skill levels.

Strengthen the link between life skills and real-life contexts

Life skills learning is most effective when connected to real-life situations (employment, daily life, personal challenges). Policies should encourage integration of life skills into career guidance, counselling, and work-based learning.

Invest in capacity-building of professionals

The success of LS4YOU strongly depends on well-trained facilitators. Continuous professional development, peer learning, and mentoring systems should be supported to ensure quality and sustainability.



RECOMMENDATIONS FOR DECISION-MAKERS



Recommendations for local and regional authorities

Integrate life skills programmes into local youth services and education ecosystems

Municipalities, regional development centres, and local education providers should embed life skills programmes into existing services (youth centres, schools, employment services). The LS4YOU experience shows that local partnerships (e.g., youth centres, NGOs, counselling services) significantly enhance outreach and impact.

Foster multi-stakeholder collaboration

Local authorities should actively connect schools, youth organisations, employment services, and social services to create integrated support systems for young people. Collaboration ensures continuity between learning, counselling, and real-life application.

Provide flexible and safe learning environments

Workshops demonstrated that young people engage more when they feel safe, respected, and actively involved. Local actors should support small-group formats, mentoring approaches, and inclusive spaces that encourage participation and self-expression.

Support digital inclusion at local level

Digital tools are valuable but require adequate infrastructure and support. Local authorities should ensure: access to devices and connectivity, basic digital skills training, facilitation support when using digital platforms.

Encourage pilot testing and adaptation

Local contexts vary significantly. Authorities should allow flexibility for organisations to adapt tools and methodologies to the needs of specific target groups (e.g., migrants, rural youth, early school leavers).





RECOMMENDATIONS FOR DECISION-MAKERS

Recommendations for national policymakers

Embed life skills into formal education and VET curricula

National education systems should integrate life skills across curricula, not as standalone topics but as transversal competences. This includes:

- incorporating life skills into learning outcomes,
- promoting interdisciplinary approaches,
- linking life skills to career guidance and employability strategies.

Develop national frameworks and quality standards

To ensure consistency and quality, national authorities should establish frameworks for life skills education, including:

- competence frameworks aligned with EU standards (e.g., LifeComp),
- guidelines for implementation in different sectors (education, youth work, employment services),
- monitoring and evaluation mechanisms.

Invest in teacher and youth worker training

Scaling life skills education requires systematic investment in training professionals. National policies should:

- include life skills methodologies in teacher education and VET training,
- support continuous professional development,
- create communities of practice and peer learning networks.

Address inequalities and target vulnerable youth

Special attention should be given to NEETs, migrants, and young people with low qualifications. National programmes should:

- prioritise inclusive and adapted approaches,
- reduce administrative and structural barriers to participation,
- ensure coordination between education, employment, and social policies.





Recommendations for national policymakers

Support digital innovation while ensuring usability

While digital tools offer strong potential, findings highlight the need for user-friendly design. National strategies should promote:

- development of intuitive and accessible platforms,
- blended learning approaches combining digital and face-to-face methods,
- user testing with target groups during development.

Recommendations for European and international level

Strengthen policy alignment and strategic frameworks

The LS4YOU project aligns with EU priorities on key competences and lifelong learning. European institutions should continue to:

- promote life skills within EU education and youth policies,
- integrate life skills into employment and social inclusion strategies,
- strengthen links between frameworks such as LifeComp and practical implementation tools.

Support transnational cooperation and knowledge exchange

The project demonstrates the value of cross-country learning. EU programmes (e.g., Erasmus+) should continue to:

- fund collaborative projects on life skills,
- support exchange of good practices,
- encourage adaptation and transfer of innovative methodologies.

Invest in scalable and sustainable solutions

European funding should prioritise projects that demonstrate:

- scalability across different contexts,
- long-term sustainability beyond project duration,
- integration into existing systems and policies.

Promote inclusive digital transformation

At EU level, there is a need to ensure that digitalisation does not increase inequalities. Policies should:

- support inclusive digital learning tools,
- encourage development of multilingual, accessible content,
- address digital divides across regions and populations.



Recommendations for European and international level

Encourage evidence-based policymaking

European institutions should support research, evaluation, and data collection on life skills programmes to better understand their impact on employability, well-being, and social inclusion.

Towards systemic impact

The LS4YOU experience demonstrates that life skills education is not a standalone intervention, but a systemic approach requiring coordination across sectors, levels, and stakeholders. To maximise impact, decision-makers should move beyond pilot initiatives and support long-term integration of life skills into education, employment, and social systems.

A key success factor is balancing standardisation (common frameworks, tools) with flexibility (adaptation to local contexts and target groups). By investing in inclusive, experiential, and well-supported life skills education, decision-makers can contribute significantly to empowering young people to navigate complex life transitions, build resilience, and actively participate in society.





CONCLUSION

The LS4YOU project demonstrates that life skills education is a powerful and necessary approach to supporting young people in navigating increasingly complex personal, social, and professional realities. By combining LifeDesign principles, experiential learning, and a structured yet flexible methodology, LS4YOU successfully equips young people with the competences needed to better understand themselves, make informed decisions, and actively shape their life paths.

The implementation across different national contexts, detailed described in the Comparative Analysis document, confirms both the relevance and adaptability of the LS4YOU tools and methods. Despite variations in target groups, institutional settings, and delivery formats, a consistent impact is observed: increased self-awareness, confidence, and engagement among young people, as well as strengthened capacity of professionals to facilitate meaningful learning processes. At the same time, the findings highlight the importance of context-sensitive adaptation, particularly when working with vulnerable groups, and the need to ensure accessibility, simplicity, and inclusiveness of both content and digital tools.



A key takeaway is that life skills development cannot be treated as an isolated intervention. It requires a systemic and collaborative approach, involving educators, youth workers, policymakers, and communities. The LS4YOU methodology provides a practical and scalable framework that can be integrated into education, training, and employment support systems, contributing to more inclusive and effective youth policies.

Ultimately, investing in life skills means investing in young people's ability to lead autonomous, resilient, and meaningful lives. The LS4YOU project offers not only tested tools and methods, but also a clear direction for future action—towards more holistic, learner-centred, and sustainable approaches to youth development across Europe and beyond.



pistes solidaires



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