Life skills are increasingly becoming the key skills to be learned both at school and in the society to equip students with the appropriate mind- set and capacities to flourish in the future as citizens, professionals and lifelong learners. Many studies have shown that life skills, also to be considered transversal skills, are the enablers of learning and fully acquiring technical and professional skills to succeed in profession and the labour market.

Programme below:

1. Identification of the purposes and benefits of transversal skills’ assessment and examination of the research state of the art in this field.;

2. Analysis of cases and models, as well as approaches to “measure” and assess life skills according to innovative tools and methods of identification, assessment and valuing within school competence frameworks;

3. Self-reflection activity: do I already use these skills in my work? Which ones do I know/use? Which ones do I not know/use? Which ones do I need to practice/learn more? Am I able to teach them to students?

4. Evaluation of the training by trainees, also with the aim to compare the actual impacts of the Training Units against the expected learning outcomes. Collection of feedback/inputs on how trainees think to organize the national training as trainers;

5. The importance of partnering with the different stakeholders along the education-training-labour market chain where life skills are identified, taught, learned, assessed, recognised and validated. How to make effective the mutual cooperation with the different stakeholders involved in the identification, assessment and validation process of transversal skills.