



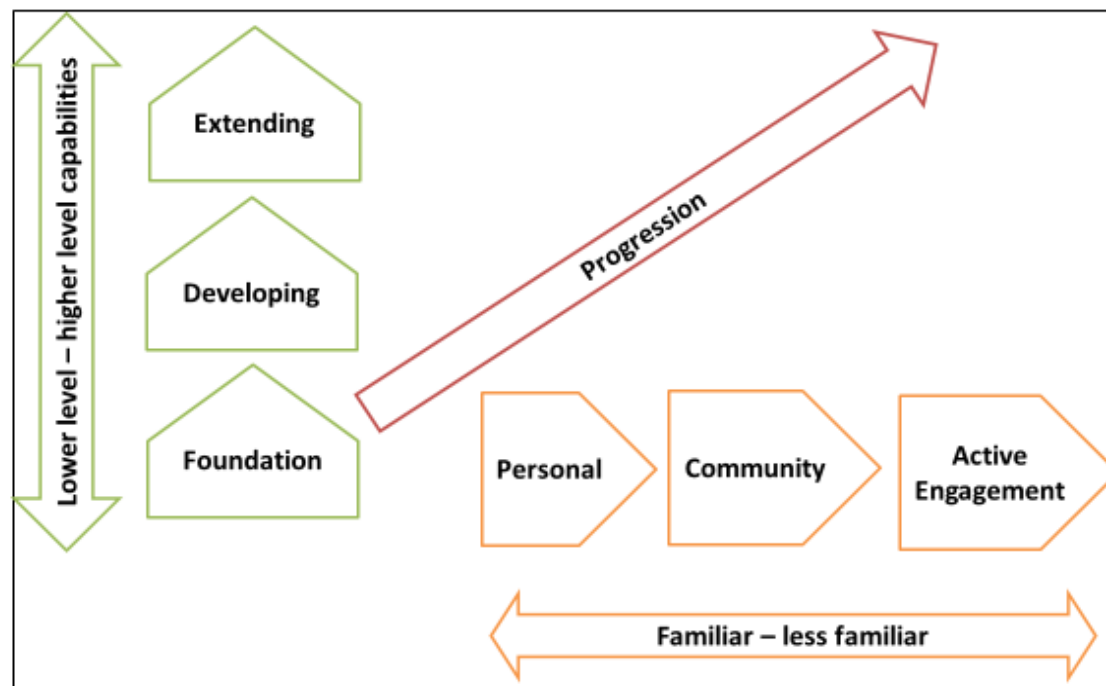
# Life Skills For Europe Learning Framework

## Introduction

The Life Skills for Europe (LSE) Framework offers an overarching framework for life skills learning that is applicable across Europe. The framework aims to establish a common understanding of life skills by defining eight key types of capabilities necessary to be an active participant in life and work. For each capability there are two aspects, *difficulty of skill/capability level* and *familiarity of context*, which allow for a range of starting points and support the recognition of learners' progression.

The diagram below shows how learners may be supported to develop their capability at different levels, from basic understanding at 'foundation' level through to increasingly complex learning at the 'extending' level and at the same time, develop these skills for different purposes and in different contexts - in relation to their own personal empowerment; in their relationships with others, including family, friends and their local community; and through wider engagement as an active citizen.

### Progression Aspects of LSE Framework



The knowledge, skills and attitudes described in the Framework take account of a range of international and European national competence frameworks and build on the European Reference Framework of Key Competences for Lifelong Learning<sup>1</sup>, which supports learners of all ages in developing key competences and basic skills for learning. The capabilities included in the Framework also reflect LSE partner input on national and local content, for example, existing curricula and other relevant resources relating to specific capabilities and are influenced by LSE project research on good practice and tools. The Framework offers links to these resources for each capability area.

There is an acknowledged overlap between some capabilities, for example numeracy and financial. This reflects the real-world interrelatedness of life skills. The Framework begins with the personal/interpersonal capability as this describes the skills, knowledge and attitudes which underpin all the capabilities. The Framework is not intended to be exhaustive or prescriptive. Rather, it is presented as a starting point which can be added to and adapted to address the needs and requirements of different groups of learners. Equally, it is not presented as a programme of learning that learners work through from start to finish; learning should be prioritised so that the capabilities selected, reflect learners' needs.

### Teaching and learning principles

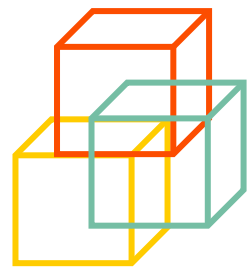
Life Skills for Europe promotes learning that;

- responds to identified needs of learners
- is designed, delivered and evaluated with the active participation of learners
- incorporates facilitative approaches which encourage self-reflection and critical thinking, help learners to take charge of their own learning and problem-solve for themselves
- acknowledges differences in learners and supports the inclusion of marginalised groups<sup>2</sup>

1. European Commission, 2018, Annex to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning
2. These teaching and learning principles have been compiled with reference to Outreach, Empowerment and Diversity (OED) guidelines for trainers in adult education, the Citizens Curriculum Coaching Guide and the ArbetSam project on workplace learning.  
[https://www.oed-network.eu/wp-content/uploads/2018/04/guidelines-for-trainers\\_en.pdf](https://www.oed-network.eu/wp-content/uploads/2018/04/guidelines-for-trainers_en.pdf)  
<http://www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf>  
<http://languageforwork.ecml.at/Portals/48/HtmlTagFiles/e6490928-33cf-4450-8ffe-062758d51644.pdf>

# The Framework

# Personal and Interpersonal Capability



## Description

- Self-management, self-esteem and empathy
- Being able to make decisions and solve problems
- Being able to communicate with others in a respectful way, to manage conflicts and collaborate with others across differences

## Skill Level



	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Understand what is meant by self-management and self-esteem.</p> <p>Identify solutions to problems</p> <p>Know when it is appropriate to listen and when to speak</p> <p>Give information clearly</p>	<p>Manage emotions effectively</p> <p>Effectively express feelings</p> <p>Understand how and when to use different communication skills</p> <p>Critically reflect and make decisions</p>	<p>Be aware of own personal strengths and weaknesses.</p> <p>Know how to use strengths and seek opportunities and support to learn and develop</p> <p>Be aware of own values and act in accordance with this in a way that is respectful to others</p>
<b>Relationships with others &amp; local community</b>	<p>Understand appropriate interpersonal skills to build positive relationships</p>	<p>Recognise and respect different ideas, values and cultures</p> <p>Express and summarise different viewpoints.</p> <p>Work with others</p>	<p>Communicate empathetically</p> <p>Encourage and support others to express views and ideas</p> <p>Give constructive feedback</p>
<b>Active engagement</b>	<p>Put across a point of view or opinion appropriately</p>	<p>Communicate constructively in different environments</p>	<p>Proactively take a lead in working with others to solve problems</p> <p>Collaborate with others including ability to negotiate and compromise</p>

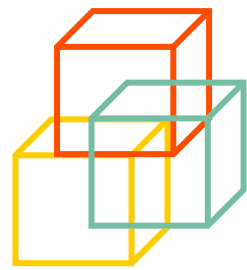
## Useful Links

[European Commission Key Competences for Lifelong Learning](#) : The Commission's adopted proposal for a new Recommendation on Key

Competences for Lifelong learning (2018) |

[Ofqual Register of Regulated Qualifications](#) :A site that shows the qualifications and awarding organisations regulated by Ofqual and CCEA Regulation.

# Literacy and Language Capability

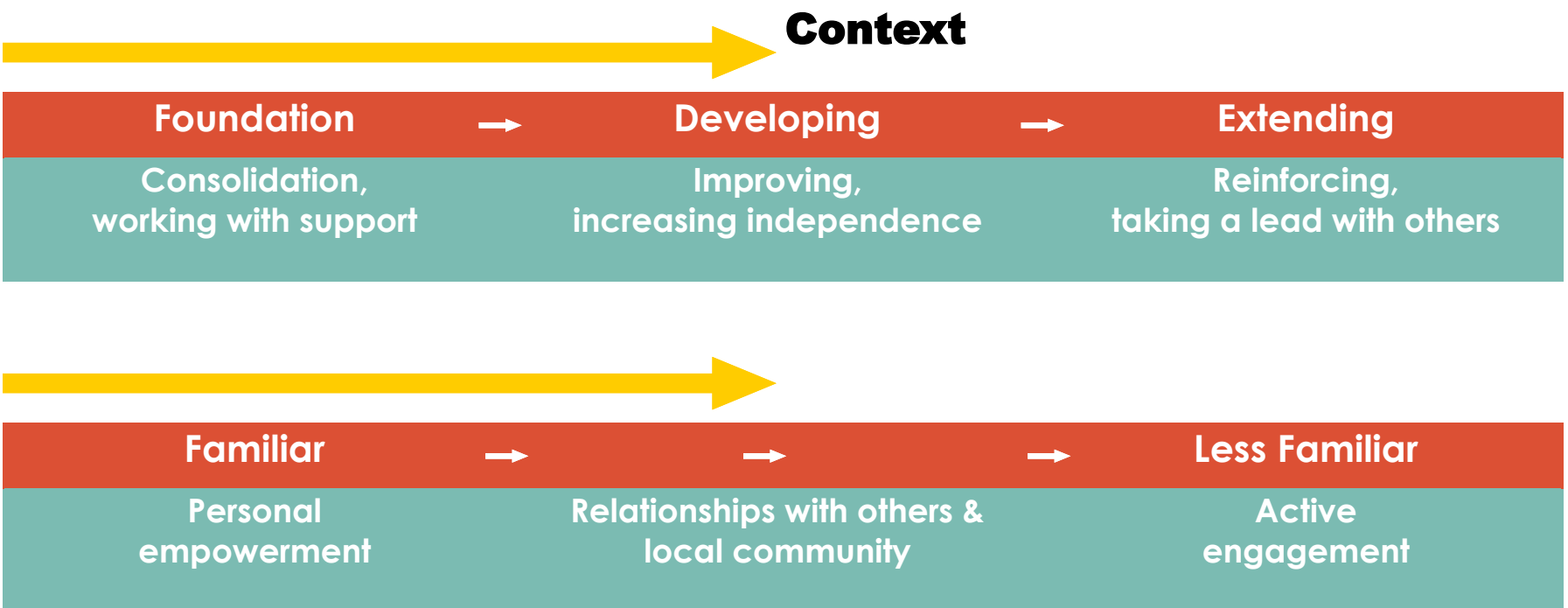


## Description

- The ability to communicate effectively including the development of skills in speaking and listening, reading and writing
- Being able to use these skills in daily life, at home, work and through participation in civic life.

This can include communication in an additional language/s

## Skill Level



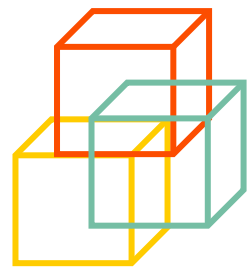
	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Seek information through reading and understand the main points of text</p> <p>Use basic spelling and grammar correctly</p> <p>Use questions to clarify understanding</p>	<p>Identify main points and ideas in a range of texts</p> <p>Organise own points and ideas</p> <p>Identify points of personal agreement or disagreement in literature or media</p> <p>Write, clearly, coherently and logically, using correct spelling, punctuation and grammar.</p>	<p>Consider complex information and respond appropriately and coherently</p> <p>Know how to summarise a diverse range of written texts</p> <p>Use a range of writing styles for different purposes</p> <p>Use a range of sentence structures and paragraphs to organise writing.</p>
<b>Relationships with others &amp; local community</b>	<p>Engage with groups in the local community and follow the main points of discussions</p> <p>Give own point of view and respond appropriately to others</p> <p>Communicate with local services</p>	<p>Adapt interactions with people, depending on the audience, “feel the room”.</p> <p>Present own opinions clearly, with confidence and courtesy</p> <p>Make different kinds of spoken contributions with confidence and courtesy</p> <p>Communicate issues to support family and friends</p>	<p>Seek interaction with larger groups of People and Consider complex information and respond appropriately</p> <p>Present ideas persuasively to the local community</p> <p>Know how to appropriately summarise opinions and feedback from others</p> <p>Express arguments and ideas concisely, both orally and in writing.</p>
<b>Active engagement</b>	<p>Continually seek ways to interact with your surroundings orally and in writing in order to defend your rights.</p>	<p>Communicate issues in order to support others in a variety of fields, e.g. health and finance</p> <p>Use language, format and structure of writing for different purposes and audience</p>	<p>Pursue equality and diversity in rhetoric and action</p> <p>Detect opinion, bias and discrimination in the way others talk, write or act</p>

## Useful Links

[European Commission Key Competences for Lifelong Learning](#) | [L& W Institute Citizens Curriculum – Literacy Capability](#) :A table overleaf that shows how providers may support a learner to develop their literacy and language capabilities | [Descriptors of key competence communication in mother tongue](#) : booklet with descriptors of key competence on mother tongue (in Slovene language only)



# Numeracy Capability



## Description

- Recognising, engaging with and using numerical information in everyday life
- Using mathematics to solve problems, describe, explain and predict what will happen

## Skill Level



## Context



	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Read, write and recognise numbers and understand metric units</p> <p>Be familiar with and able to describe 2D and 3D shapes.</p> <p>Add and subtract three-digit numbers   Multiply and divide by 2,3,4,5 and 10.</p> <p>Know how to calculate percentages</p>	<p>Understand and use whole numbers and negative numbers/ Add, subtract, multiply and divide whole numbers</p> <p>Know how to do basic mathematical operations using a calculator, on various devices.</p> <p>Conceive more advanced numerical uses e.g. time, length, distance, weight, capacity, temperature measures and money.</p>	<p>Know how to convert between fractions, decimals and percentages</p> <p>Understand the concept of shape creation (e.g. area, perimeter, volume) and know how and when to use it.</p> <p>Understand ratios and how to combine quantities in a given ratio</p> <p>Understand formulas and equations and their interpretation in own life.</p> <p>Understand financial terminology</p>
<b>Relationships with others &amp; local community</b>	<p>Solve problems of everyday life using the basic mathematical functions (e.g. adding, subtracting dividing and multiplying)</p> <p>Understand numbers in the community and the media</p>	<p>Work with equivalences between fractions, decimals and percentages to understand and organise your own and others' financial data, developing awareness of proportion.</p> <p>Understand the measurement of shape in a large scale e.g. the square meters of a house or plot/holding.</p>	<p>Understand the concept of probability and uncertainty and critically reflect on how it affects present and future actions of self and others.</p> <p>Use experiences and data from surroundings to calculate the probability of the outcome of actions.</p>
<b>Active engagement</b>	<p>Understand and extract useful information from lists and statistical tables.</p> <p>Identify and understand graphs and charts / Create lists</p>	<p>Compare and use information from graphs, charts and tables</p> <p>Use statistical measures e.g. mean and mode</p> <p>Collect and record data.</p>	<p>Collect and represent data to communicate information, using ICT when appropriate and in household economy</p> <p>Interpret statistical measures</p> <p>Use numerical knowledge to help others</p>

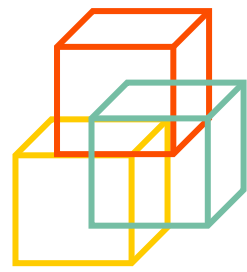
## Useful Links

[Citizen Maths](#) : A free course based on solving problems that come up at work and in life. | [EUCommission Key Competences for Lifelong Learning](#) | [L&W Institute Citizens Curriculum - Numeracy Capability](#) A table overleaf for the support of learners on developing their numeracy skills | [Descriptors of mathematical competences and competences in science and technology](#) A booklet with descriptors of key competence in mathematics, science and technology (in Slovene language only)

**Numeracy Capability**



# Financial Capability



## Description

Having the skills, knowledge and understanding enabling the individual to manage money and to use the information and advice services that are required to effectively manage one's own finances.

## Skill Level

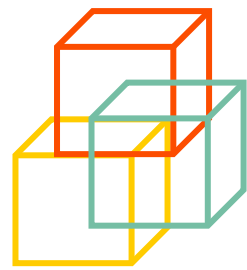


	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Be familiar with different ways of paying for things e.g. cash, credit, coupons</p> <p>Read and understand statements and bills</p> <p>Understand the importance of keeping records - Identify sources of income - Recognise the importance of savings</p> <p>Plan and manage a personal budget</p>	<p>Balance income and expenditure</p> <p>Manage utility accounts online and on paper - Understand principles of banking</p> <p>Understand different methods of payment e.g. up-front, in arrears, on account</p> <p>Actively save - Manage credit</p> <p>Recognise and understand own rights as consumer</p>	<p>Undertake effective financial planning, using credit, savings and pensions to achieve long term goals.</p> <p>Understand and put in practice the concept of investment</p> <p>Know how to challenge financial services providers and exercise consumer rights when things go wrong.</p>
<b>Relationships with others &amp; local community</b>	<p>Identify local goods and services that can be purchased - local financial advice and guidance</p> <p>Understand different housing costs and obligations e.g. rental agreements and mortgages</p> <p>Be aware of the advantages and disadvantages of insurance</p>	<p>Compare deals and offers e.g. select 'best buys</p> <p>Understand risk and reward</p> <p>Plan and manage a family/group budget</p> <p>Actively select appropriate insurance products and manage payments</p>	<p>Use financial advice and guidance services with a critical mindset.</p> <p>Understand and manage loans</p> <p>Plan ahead financially for future housing requirements.</p> <p>Plan ahead for old age (and possible need to insure for social care support)</p>
<b>Active engagement</b>	<p>Understand different forms of credit and credit agreement - know what interest is, recognise differences between credit deals</p>	<p>Know the advantages and disadvantages of credit and debt</p> <p>Understand and know how to manage credit scores</p>	<p>Understand the relationship between public policy and personal finance e.g. wages and the economy, income tax contributions.</p>

## Useful Links

[Financial Capability Strategy for the UK Adult Outcomes Framework](#): A Framework describing the key elements of financial capability for people from 18 years old on through. | [Citizens Advice Bureau Consumer Education Resources](#) : A set of activities designed to raise awareness of consumer rights and responsibilities and develop the skills and confidence on consumer issues. | [Citizens Advice Bureau Financial Capability Resources](#) : An on-line library including resources for supporting networks and clients on financial issues. | [L&W Institute Citizens Curriculum - Financial Capability](#) : A table overleaf for the support of learners' on developing their financial capability

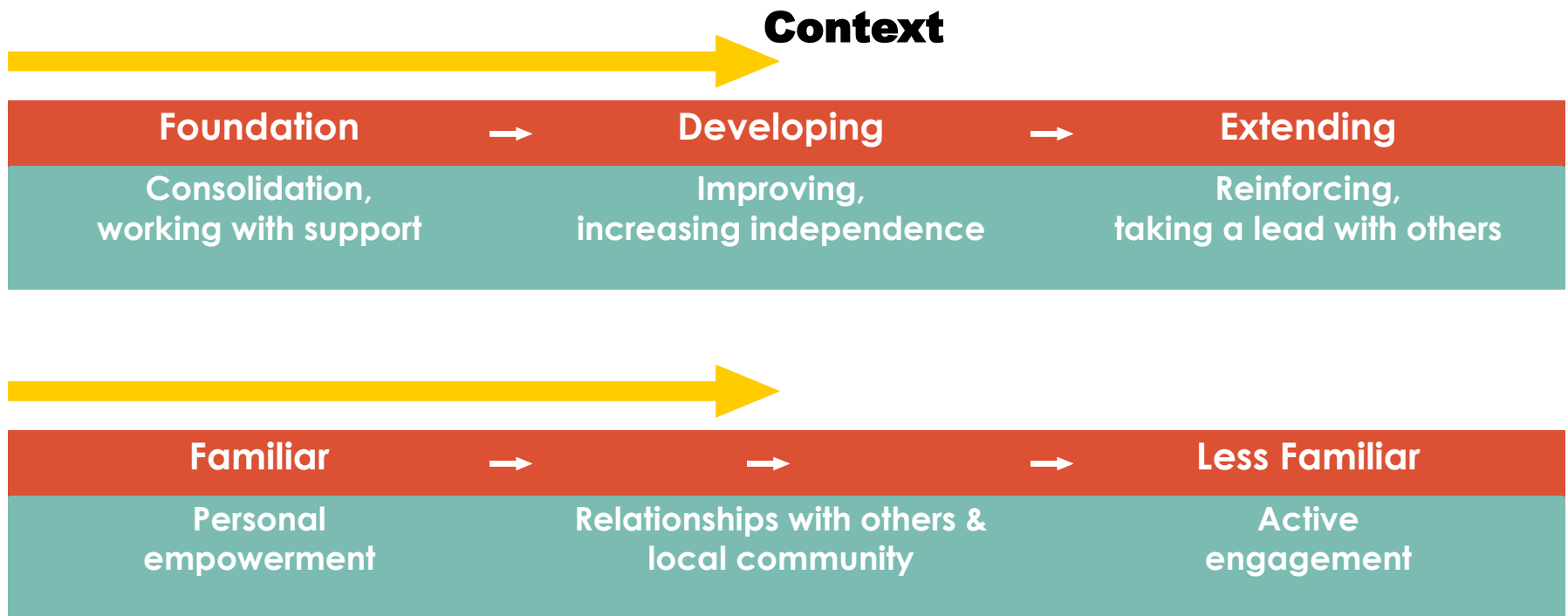
# Digital and Media Literacy Capability



## Description

- Being familiar with a computer supported and web-based environment and able to use digital tools, media and resources, for example to find information, solve practical tasks, create digital content and products and manage data
- Having a critical understanding of the nature, techniques and impact of media messages.

## Skill Level

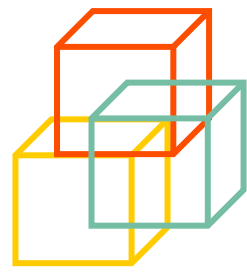


	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Recognise the importance of digital technologies and technology itself e.g. make use of gadgets, navigate the world wide web</p> <p>Browse, search and filter data, information and digital content</p> <p>Be aware of dangers in using digital technologies</p> <p>Identify own digital competence needs and gaps</p>	<p>Critically evaluate data, information and digital content on media platforms both online and offline Use digital technologies creatively</p> <p>Know how to protect personal data and privacy</p> <p>Understand copyright and licences</p> <p>Explain and respond to own information needs</p>	<p>Develop and manage data, information and digital content</p> <p>Solve technical problems related to browsing, searching and filtering of data, information and digital content</p> <p>Demonstrate programming and research skills</p> <p>Protect physical and psychological health and become aware of digital technologies for well-being and social inclusion</p>
<b>Relationships with others &amp; local community</b>	<p>Understand social media</p> <p>Interact through digital technologies</p> <p>Manage own digital identity and reputation</p>	<p>Interact, communicate and collaborate while being aware of cultural and generational diversity Accept and take responsibility for own actions and show good judgement in online interactions</p> <p>Contribute to online resources and communities</p>	<p>Develop solutions for digital inclusion</p> <p>Seek and enable access to technology in local community</p> <p>Encourage and support others to develop digital skills and confidence</p> <p>Integrate own knowledge to guide others to develop digital skills and confidence</p>
<b>Active engagement</b>	<p>Participate in society using public and private digital services.</p>	<p>Seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.</p>	<p>Exemplify the concept of digital citizenship by being active and in the digital society</p> <p>Create solutions to complex problems (with limited definition) that are related to engaging in citizenship through digital technologies</p>

## Useful Links

[Learning & Work Institute Citizens Curriculum – Digital Capability](#): A table overleaf showing how providers may develop a learners' digital capability | [Media and Digital Literacy – Media Literacy Council](#) : Definition of a digital and media literate person in Singapore's context. | [The Digital Competence Framework for Citizens 2.1](#) : A tool to improve citizens' digital competence with eight proficiency levels and examples of use. | [EU Commission Key Competences for Lifelong Learning](#)

# Health Capability



## Description

- Having the necessary knowledge and competences to take care of one's own physical and mental well-being and care for others
- Knowing how to access and make use of healthcare services
- Understanding basic health information (e.g. medication, food packaging)

## Skill Level



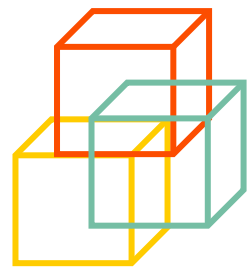
	Foundation	→	Developing	→	Extending
<b>Personal empowerment</b>	<p>Recognise the importance of good health linking to e.g. diet, exercise, sexual health</p> <p>Recognise the importance of personal fitness</p> <p>Understand importance of mental health and wellbeing and identify own needs</p>		<p>Select and manage appropriate medications</p> <p>Manage emotions effectively</p> <p>Make choices to develop and maintain a healthy lifestyle</p>		<p>Make and break habits</p> <p>Recognise own physical or mental ill-health</p> <p>Know where, when and how to get health-related advice</p> <p>Understand health terminology</p>
<b>Relationships with others &amp; local community</b>	<p>Understand the importance of family (and other close relationships) health</p> <p>Recognise and understand the impact of being a carer</p> <p>Identify services or agencies that offer healthcare services</p>		<p>Develop childcare knowledge and skills e.g. diet and exercise, recognising and treating illness, responsibilities as a parent</p> <p>Build lasting relationships in the family with others close to, with family professionals e.g. doctors</p> <p>Be aware of seen and unseen disabilities</p>		<p>Recognise the wider effects of ill-health, substance misuse and unhealthy lifestyles</p> <p>Know the effects of drugs and alcohol on individuals, families and communities</p> <p>Recognise disabilities in the family and community</p>
<b>Active engagement</b>	<p>Take a step forward for your health in favour of yourself and others around you.</p> <p>Claim your and your family's right to health provision.</p>		<p>Consider the physical and mental health needs of others</p> <p>Access groups or clubs for health and wellbeing support e.g. carers services</p>		<p>Engage appropriately with local and national health services</p> <p>Support others to find help and advice</p> <p>Share knowledge with others where appropriate</p>

## Useful Links

[Learning & Work Institute Citizens Curriculum – Health Capability](#) : A table overleaf that shows how providers may support learners to develop their health capability



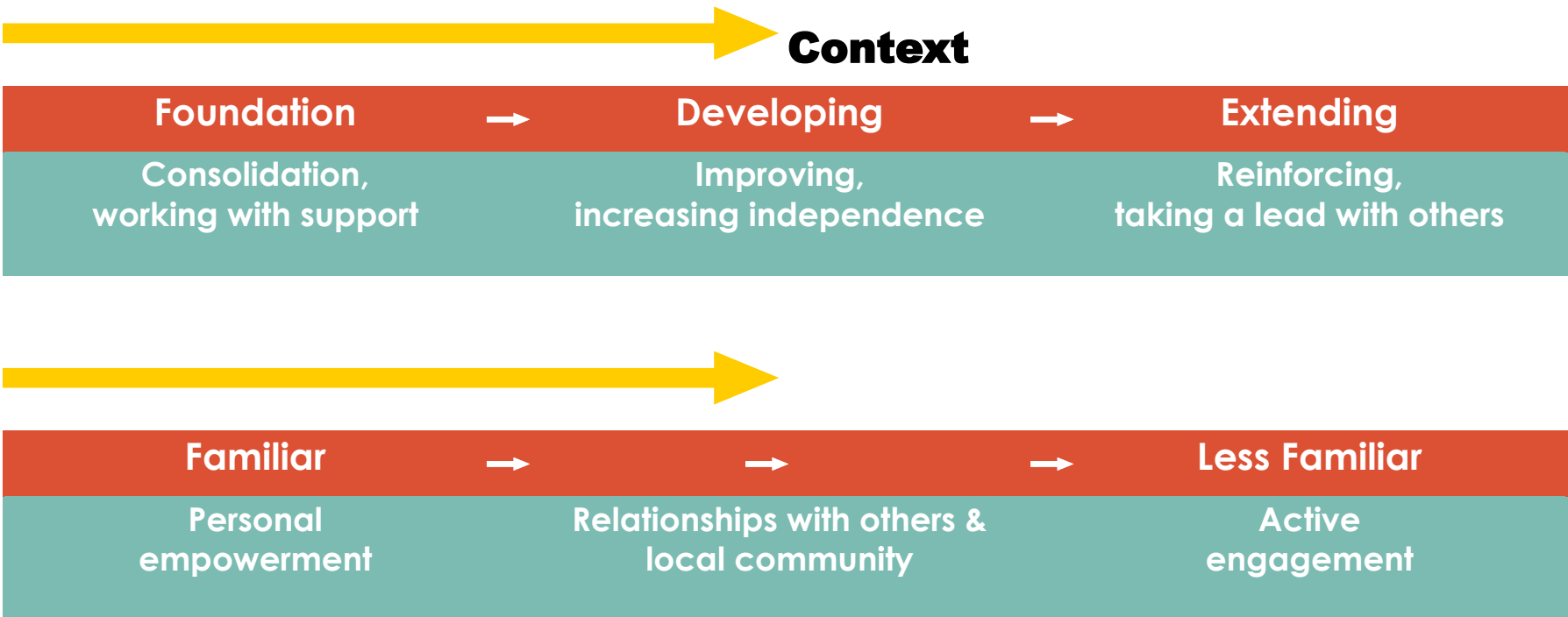
# Environmental Capability



## Description

- Understanding the impact of daily actions on the environment, for example understand ways food is produced and consumed, energy, recycling, waste reduction
- Understanding the concept of sustainable development and how it connects environmental, social and economic elements

## Skill Level



	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Be aware of the issue of sustainability</p> <p>Understand what is meant by a sustainable lifestyle/sustainable consumption</p> <p>Recognise the importance of pro-environmental behaviour linking to water use, energy use, food waste, transport etc</p>	<p>Recognise own responsibility to adopt environmentally friendly behaviour</p> <p>Analyse capability to do as much as possible to make socially and environmentally friendly lifestyle choices and identify specific actions that can be taken</p> <p>Develop own sustainable lifestyle skills e.g growing own food</p>	<p>Understand how global environmental issues link with economic and social dimensions of sustainable development</p> <p>Participation in actions to move towards a 'greener' lifestyle e.g. energy saving practices, reducing water consumption, reducing plastic use, adopting 'repair, re-use, recycle' mindset.</p>
<b>Relationships with others &amp; local community</b>	<p>Know about local environmental initiatives e.g. conservation groups</p> <p>Understand the links and consequences between personal behaviours and impact on the natural environment (e.g. climate change, effects on biodiversity)</p> <p>Understand the physical and mental health and social benefits of contact with the natural world</p>	<p>Recognise individual and collective responsibility for the protection and restoration of the local environment</p> <p>Participate in activities to improve the local environment e.g. volunteering with a local group on environmental projects , community 'swap' events</p> <p>Cook and manage a sustainable diet e.g. eat local/ seasonal food as far as possible, waste less food</p>	<p>Encourage individuals, friends, family and local community to do more for the environment and conserve natural resources (locally and globally)</p> <p>Be a role model for environmentally friendly behaviour.</p> <p>Advocate for balanced cohabitation of people and ecosystems in the local area and motivate others to participate in environmental activism/advocacy</p>
<b>Active engagement</b>	<p>Be aware of local environmental issues</p> <p>Understand the links between clean air, water and food, and a healthy natural environment</p>	<p>Participate in decision-making about local environmental issues - Join a local environmental campaign/ awareness raising group.</p> <p>Participate in local discussions on environmental issues</p>	<p>Know about the interaction between individual and societal behaviour and the social, economic and ecological costs both locally and globally</p> <p>Actively participate in political processes to position and maintain environmental issues on the political agenda</p> <p>Actively engage in building sustainable communities</p>

## Useful Links

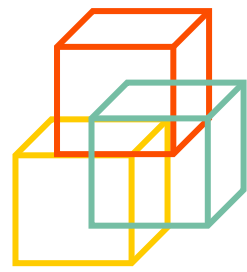
[A Framework for pro-environmental behaviours - Defra](#): A report of policy interventions aimed at helping individuals and communities live more environmentally sustainable lifestyles. |

[Know Your Lifestyle project Friends of the Earth](#): A project engaged in development education, in topics of sustainable consumption.

**Environmental Capability**



# Civic Capability



## Description

- Understanding how democracy works in practice
- How to participate in democratic processes and be engaged in communities
- Understanding and respecting religious and cultural differences

## Skill Level



	Foundation	→ Developing	→ Extending
<b>Personal empowerment</b>	<p>Recognise and appreciate personal attributes e.g. skills, strengths, ambitions, rights, responsibilities</p> <p>Communicate clearly</p> <p>Assert oneself</p> <p>Manage time effectively - Plan daily and weekly activities</p>	<p>Action plan for learning or work</p> <p>Demonstrate scheduling skills</p> <p>Demonstrate critical thinking skills</p> <p>Be aware of own values and ethical/legal standards when engaging in society and political issues</p>	<p>Using own values and ethical/legal standards when engaging in society and political issues</p> <p>Know and respect principles of democracy e.g. freedom of speech</p>
<b>Relationships with others &amp; local community</b>	<p>Attend clubs or courses</p> <p>Attend sporting, cultural or community events</p> <p>Identify and know how to use local services - Follow up appointments or meetings</p> <p>Recognise issues of equality and apply in interactions with others</p> <p>Know how to vote</p>	<p>Develop networks - Form and exchange opinions - Negotiate and influence others</p> <p>Access local services- Volunteer in the community</p> <p>Understand and respect diversity - Respect different ways of living/ cultural differences</p> <p>Understand the needs of others - Work with others including team working</p>	<p>Organise self and others to participate in community, associations, cultural or sporting events</p> <p>Recognise and understand the benefits of diversity in the community</p> <p>Demonstrate and encourage equality in the community</p> <p>Proactively develop community relations</p>
<b>Active engagement</b>	<p>Be aware of local developments</p>	<p>Identify local government representatives and structures</p> <p>Actively participate in community activities – planning, organising or reviewing</p> <p>Take an interest in solving problems in the local and wider community</p>	<p>Engage appropriately with government services, including feedback and review.</p> <p>Take organising role in community action</p> <p>Understand discrimination in the social and legal context</p> <p>Develop partnerships with others in common or public interest</p>

## Useful Links

[L& W Institute Citizens Curriculum - Civic Capability](#): A table overleaf that shows how providers may support learners to develop their civic capability |

[EU Commission Key Competences for Lifelong Learning](#)

Civic Capability



# Life Skills For Europe Learning Framework



Life Skills for Europe, 2018

## Project Partners

