

COMMON  
APPROACHES

# LIFE SKILLS FOR SUCCESS

SUPPORTING  
YOUNG  
PEOPLE TO  
SUCCEED  
IN WORK AND  
LIFE

**145 million**  
adolescents live in  
extreme poor households.

It is the poorest and most  
deprived young people  
who often lack the  
needed life skills to  
positively transition to  
adulthood and secure  
decent work.



## THE APPROACH

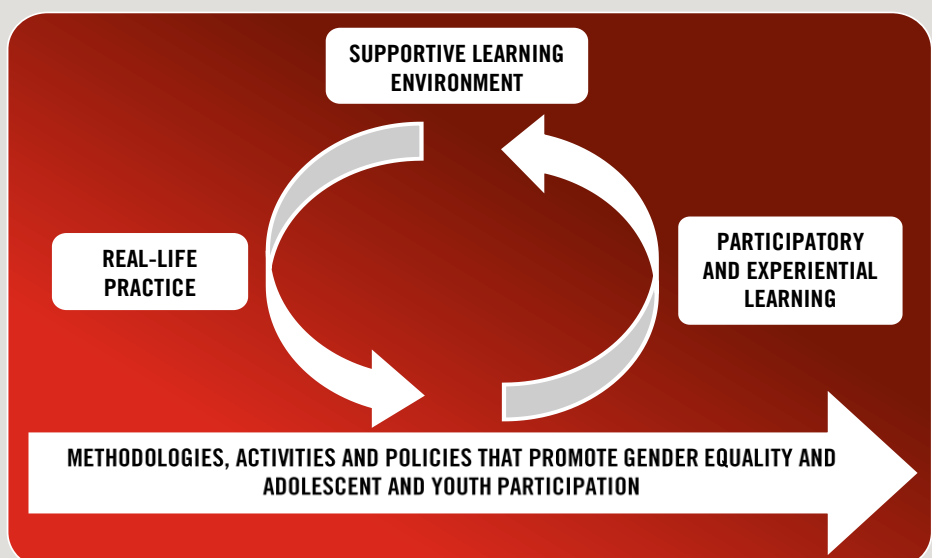
*Life Skills for Success* is Save the Children's approach to the development of a set of foundational skills, competencies, behaviours, attitudes, and personal qualities which enable young people to effectively navigate their environment, work well with others, perform well, and achieve their goals.

These are referred to as "transferable life skills" as they can be used across many different domains of a young person's life. The approach focuses on the categories of skills global research has found is most associated with workforce success and other positive development outcomes.

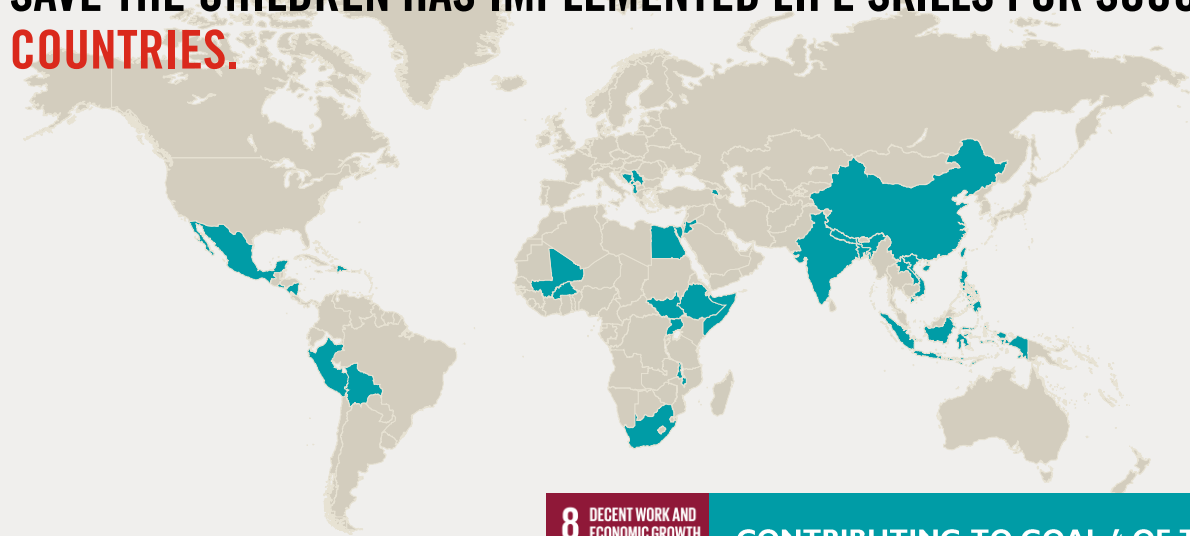
## THE 5 SETS OF TRANSFERABLE LIFE SKILLS:

1. **Communication Skills:** To actively listen and effectively express ideas and ambitions to different audiences and for different purposes
2. **Higher-Order Thinking Skills:** Ability to problem solve, think creatively and make objective decisions in both personal and work environments
3. **Positive Self-Concept:** Emotional, social and cognitive awareness and positive valuation of oneself
4. **Self-Control:** Effectively regulate and manage behaviour and emotions, control impulses and delay gratification to achieve personal goals
5. **Social Skills:** Ability to collaborate, resolve conflict, build respect and empathy for others, and behave in contextually appropriate ways

## THE 3 CORE PILLARS OF THE APPROACH:



# SAVE THE CHILDREN HAS IMPLEMENTED LIFE SKILLS FOR SUCCESS IN 32 COUNTRIES.



## RESILIENCE IN HUMANITARIAN CONTEXTS

In the context of humanitarian interventions which build resilience on multiple levels - including support to systems, communities, families and individual children and youth, our approach can promote young people's ability to respond to crisis, by building their capacity for critical analysis and decision making, their self-confidence and ability to recognize their own potential thereby promoting their ability to recover from disruptive life events.

## GENDER EQUALITY

The approach is gender-sensitive and works to ensure both girls and boys are equally able to access and meaningfully participate in program activities. The *Life Skills for Success* approach can also be a key component of gender-transformative programming for young people, with curriculum that specifically supports discussion with girls and boys on gender topics and works with families and communities to address discriminatory norms and build a supportive learning environment.



8 DECENT WORK AND ECONOMIC GROWTH



### CONTRIBUTING TO GOAL 4 OF THE SDG'S:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4 QUALITY EDUCATION



### CONTRIBUTING TO GOAL 8 OF THE SDG'S:

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

## ADVOCATING FOR CHANGE

Governments, employers and partners around the world must invest in Life Skills for Success interventions if we are to break the cycle of poverty and help young people succeed in life and work.

We advocate to governments to invest, and develop policies and interventions to enable young people to build the required skills and access decent economic opportunities.

We work with the private sector to develop market-relevant life skills programs which match market needs and promote equitable and inclusive practices to support young people's practice-based learning of life skills through decent work opportunities.

For example, in Bangladesh we engage the private sector in vocational education and apprenticeships or employment for young people and work to ensure the approval and implementation of a National Corporate Social Responsibility Policy for Children by the Government of Bangladesh.

## EVIDENCE AND IMPACT

There is a growing body of evidence demonstrating that transferable life skills can support young people in building healthy, safe and productive lives. We continue to build on this evidence base with a common learning agenda.

In Asia, we trained over 77,000 youth. Of the youth we interviewed, 60% showed improvements in their life skills as measured by our Employability Assessment Tool. In Africa, outcome studies from a large scale youth livelihood program, featuring a core life skills component, found uniformly higher levels in: work readiness outcomes, social and personal developmental assets, self-employment skills, workplace teamwork and drive, and gains in socioeconomic outcomes.

The implementation of *Life Skills for Success* as a core component of empowerment programming for girls has also shown positive impacts. A program in Uganda offered a combination of life and vocational skills to adolescent girls in safe spaces and led to a 35% increase in the likelihood of their engagement in income generating activities. It also delayed marriage and childbirth and improved HIV and pregnancy related knowledge.

## KEY CONTACTS

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