



## Goals of Life Skills Curriculum in Primary Education of Canada, Finland and Iran

Batool Sabzeh<sup>1</sup> (Corresponding author)  
Arezoo Bakhshi<sup>2</sup>

ARTICLE INFO	ABSTRACT
<p>Received: 29 November 2023 Revised: 24 February 2024 Accepted: 01 July 2024 Online: 02 July 2025</p>	<p>Life skills encompass a broad range of practical and essential abilities necessary for success in both current and future life. This study aims to conduct a comparative analysis of the objectives of life skills education curricula at the primary schools of Canada, Finland and Iran. This is a qualitatively comparative research using Bereday's four-stage approach. The strategy for selecting countries was "different social systems, similar educational outcomes." Data were collected through document analysis, using both primary sources (national curricula, upstream policy documents) and secondary sources (articles and books). The analysis was conducted using John Stuart Mill's method of agreements and differences. The findings revealed that life skills are emphasized in the upstream policy and national curricula documents of three countries, although Canada and Finland, unlike Iran, have aligned their goals with a global vision of lifelong learning. In Canada and Finland, life skills programs are directly integrated into the formal curriculum, whereas in Iran, they are mainly addressed implicitly, through integration with formal subjects or extracurricular activities. All three countries focus on cognitive, personal, and interpersonal life skills, but in Iran, there is an imbalance among these domains. Furthermore, there are significant gaps in Iran in terms of operationalizing life skills objectives in the real life of students. Therefore, it is recommended that Iranian educational planners focus on comprehensive, balanced, and practical life skills goals in the formal curriculum.</p>
<p>KEYWORDS</p> <p>Curriculum Formal Education Life Skills Primary Education</p>	

<sup>1</sup> Associate Professor, Department of Educational Sciences, Farhangian University, Tehran, Iran. E-mail: b.sabzeh@cfu.ac.ir

<sup>2</sup> M.A. Department of Educational Sciences, Farhangian University, Tehran, Iran. E-mail: arezoobakhshi1995@gmail.com

## 1. Introduction

A rising life skills are psycho-social and interpersonal competencies that help individuals make informed decisions, solve problems, think critically and creatively, communicate effectively, establish healthy relationships, and manage their lives in a healthy and constructive manner (Nagaraju, 2016). Various definitions and classifications of life skills have been provided, but according to the latest definition from UNICEF (2019 a), life skills include those that children and adolescents must acquire throughout their lives. These skills encompass digital skills, entrepreneurship, and core (life) skills. Core life skills, which serve as the central, linking, and reinforcing elements of other skills, are also referred to as 21st-century skills. These skills help children and adolescents become resilient and lifelong learners, capable of overcoming adversities in the face of various life challenges and during crises (UNICEF, 2019 a, as cited in Livingston et al 2021). Core life skills are categorized into three groups: cognitive, social, and personal skills. Cognitive skills relate to "thinking" and include decision-making, creative thinking, critical thinking, and problem-solving (UNICEF, 2019 b). Social skills pertain to interacting and communicating with others, encompassing effective communication, interpersonal relationships, and empathy (SeEVERS, & Jones-Blank, 2008). Personal skills focus on self-development and self-awareness, which are the first steps toward understanding and accepting others (Angeles, 2012).

In addition to core life skills, digital and entrepreneurial skills are also emphasized. The International Telecommunication Union (ITU) defines digital skills as the ability to use Information and Communication Technology (ICT) in a way that helps individuals achieve beneficial and quality outcomes in their daily lives and those of others while mitigating the risks associated with the negative aspects of digital participation (Union, 2001). Entrepreneurial skills involve the knowledge, attitudes, and abilities that enable individuals to transform creative ideas into entrepreneurial actions, contributing to personal and social development and becoming active citizens. In the European Union, the objectives of life skills curricula are mostly derived from the European Parliament's program on acquiring competencies for lifelong learning or the 21st-century life skills program (OECD, 2006). Comparative analysis of curricula provides the opportunity to identify their strengths and weaknesses, thereby aiding educational policymakers in recognizing and addressing curriculum issues. Proper planning and goal-setting in life skills education can enhance the objectives of the elementary school curriculum, offering the opportunity to learn essential life skills from early childhood. This can lead to the institutionalization of these skills, ensuring personal and social well-being (Abbasi et al., 2022), and fostering the development of

students' academic and practical abilities (Akbarnejad, 2023). Therefore, life skills encompass a wide range of practical and essential abilities that are crucial for children's success in both their current and future lives. Given the rapid advancement of modern technologies and the swift changes in societies, today's generation needs to acquire various skills to cope with issues, challenges, and stressors. It is essential that these skills be taught from an early age (Saravanakumar & Kalaiselvi, 2019). As such, the inclusion of life skills education in the elementary school curriculum holds significant importance (Yildirim, 2019). Experiences from different countries highlight the importance of life skills education in the curriculum. Many countries have incorporated life skills education into their official curricula. These programs are often included under various course titles such as "Life Skills Education," "Civic Education," "Personal Development," and "Entrepreneurial Training." For instance, in Finland, life skills education is a formal subject in secondary education and is taught in all schools (Griffin & Care, 2015). In Canada, the life skills education curriculum is integrated at all educational levels under the name "Applied Education." Overall, the objectives of life skills curricula vary in each country, reflecting their specific policies and visions. For example, in Iran's national curriculum, life skills are recognized as one of the main areas of learning in elementary school subjects (Supreme Council of the Cultural Revolution, 2011).

Given that curriculum planning is a structured process in which content, objectives, methods, and educational activities are determined for students, integrating life skills education as a vital part of this process can be tailored to meet the educational needs and goals of society and students. By incorporating life skills education into the curriculum, students have a better opportunity to acquire these skills, leading to improved mental and social well-being (Abbasi et al., 2022). These skills not only contribute to academic achievement (Hesari & Tafreshi, 2017; Melo, Nguyen & Ramón, 2020; Zanoobi, 2023) but also help students make independent decisions, cope with daily stresses and pressures, interact successfully with others, and understand responsibility (Poursahebi, 2021). Certainly, the absence of a suitable life skills education curriculum in elementary school can result in a lack of ability to manage personal and social life both now and in the future (Karimzadeh et al. 2019).

Research on life skills education for children and adolescents indicates that the goal-setting and implementation of life skills programs face several gaps. These include insufficient attention to all essential skills such as thinking, creativity, decision-making, and metacognition, as well as neglect of contemporary needs (Prasetyo et al., 2021). Furthermore, systematic reviews reveal significant differences between life skills programs in developed and developing countries

(Nasheeda et al., 2018). Systematic reviews of life skills education show that most programs focus on emotional skills in the early years of primary education, with a shift toward social and cultural skills as students advance into adolescence (Kirchhoff & Keller, 2021). Additionally, education in these skills contributes to the development of self-regulation and improved health among children and adolescents (Kirchhoff & Keller, 2021), enhancement of personal and social skills, and increased ability to cope with problems such as addiction and reduction of risky behaviors, reduction of violence and increased self-control (Lee et al., 2022), and promotion of healthy behaviors (Velasco et al., 2021) among students.

Research conducted in Iran indicates that some scholars have focused on designing and presenting curriculum models for life skills in primary education (Azizi Farsan et al., 2022; Jabbari Zahirabadi et al., 2022; Ghabakhlou, et al, 2021; Karimzadeh, et al., 2019; Sadr & Adibmanesh, 2021), presenting models for managing the implementation of life skills education (Jabbari Zahirabadi, et al., 2022), and defining the characteristics of life skills-based curricula (Abbasi et al., 2022). They have emphasized integrating these programs into the national curriculum. Numerous studies have also analyzed the content of textbooks from the perspective of life skills education (Asadollahi et al., 2016; Karimi, 2024; Saffarieh & Rezaei, 2020) and the impact of life skills education on social skills (Sabzmanesh et al., 2018), mental health (Rahbarinejad, 2018), motivation and academic achievement (Radmanesh & SaadiPour, 2017), social adequacy (Mahmodi et al. 2016), academic self-efficacy (Bandak et al., 2015), and social adjustment (Sobhi Gharamaleki et al, 2016). Their findings demonstrate the effectiveness of life skills education across various aspects. Additionally, some studies have shown that as students advance to higher educational levels, their life skills do not change, highlighting the need for planning and needs assessment in this area (Javadi Pour et al., 2014). Shafaei (2019), by examining the gaps in the field of life skills education for students, demonstrated that the average growth of life skills in areas such as problem-solving, decision-making, communication, global citizenship, participation and collaboration, and technology is below the average level. Similarly, Karimi (2013) reported that students lack decision-making, problem-solving, critical thinking, interpersonal relationships, and creative thinking skills. Additionally, Rashidi and Javdan (2022) and Tork Ladani et al. (2008) found that primary school students face many emotional and behavioral problems, which often lead to verbal and physical aggression, ineffective communication with peers, and failure to acquire other social skills. Teachers have also reported that the status of life skills among primary school students is inadequate (Adibmansh, 2021).

In addition to the issues and gaps mentioned in previous research, the rapid changes in societies today have made it increasingly essential for students to acquire various life skills. In Iran, there are approximately 9 million primary school students at a critical age for learning, practicing, and deepening the skills needed for their current and future lives, making research and planning in this area imperative. As emphasized by UNICEF (2019 a), besides life skills education, it is crucial for schools to determine which skills should be developed and promoted in primary education and what objectives should be pursued for the next generation concerning these skills. The experiences of successful and progressive countries in this field will undoubtedly be insightful and effective. Therefore, this study aims to conduct a comparative examination of the life skills education curriculum objectives in three countries: Canada, Finland, and Iran. It seeks to answer the question of what differences and similarities exist in the life skills curriculum objectives among these three selected countries, and what insights or lessons can be drawn for Iran.

## **2. Research Method**

This study is a qualitative comparative research conducted using the *Brody's method* in four stages: description, interpretation, juxtaposition, and comparison. The selection of countries was based on the strategy of "different social systems, similar educational outcomes." Data collection was carried out through document analysis by reviewing primary sources (upstream documents of selected countries) and secondary sources (including books and articles from national and international scientific databases such as Google Scholar, ERIC, ScienceDirect, and IranDoc). To ensure the validity of the data, the researcher employed self-checking capabilities (verifying raw data during collection and analysis). For the final analysis, the method of agreement or disagreement as proposed by John Stuart Mill was used. The presentation of findings was based on the four-stage Bereday's method and utilized MAXQDA software.

## **3. Findings**

### *Description and Interpretation*

#### *Canada*

In Canada, the responsibility for teaching life skills primarily falls to the Ministry of Education of each province, which is responsible for setting objectives, planning, and implementing them for the schools under its jurisdiction. However, the overall framework for education is outlined and announced by the Council of Ministers of Education, Canada. This council, in its program titled

"Learn Canada 2020," has specified the general framework for education, with the main vision being to ensure that all Canadian students achieve high-quality lifelong learning (CMEC, 2015). Under this framework, the life skills program across Canada since 2014 includes responsibility, adaptability and flexibility, analytical skills, personal and character development, citizenship and civic skills, collaboration and teamwork, communication, creativity and innovation, critical thinking, cultural awareness, decision-making, entrepreneurship, entrepreneurial mindset, environmental responsibility, ethics, financial literacy, global perspective, information literacy, interpersonal and social skills, leadership, lifelong learning, personal organization, management, problem-solving, risk-taking, self-awareness, self-confidence, technological and digital skills, health, resilience, and more (Phillips, 2014). According to the recommendations of the Council of Ministers of Education, Canada (CMEC, 2015), the life skills that are addressed across the provinces are categorized into the following six groups:

**Critical Thinking and Problem-Solving Skills:**

- Solving meaningful real-world and complex problems
- Designing and managing projects
- Taking specific steps to address issues
- Analyzing and interpreting information for informed decision-making
- Participating in problem-solving
- Applying learned knowledge in real situations

**Innovation, Creativity, and Entrepreneurship Skills:**

- Proposing innovative ideas or products
- Taking risks in thinking and engaging in new activities
- Exploring through new research
- Offering new ideas for community problems

**Learning to Learn, Self-Awareness, and Self-Directed Learning Skills:**

- Metacognitive skills
- Self-regulation and self-management in various aspects of life
- Emotional, social, and psychological self-awareness
- Adapting to changes and flexibility
- Understanding one's own and others' emotions and feelings
- Overcoming challenges to achieve goals

### **Collaboration Skills:**

- Team participation
- Building positive relationships with others
- Learning ways to collaborate and learn from others
- Contributing to the creation of knowledge, concepts, and content
- Taking on different roles within a group
- Networking with various groups
- Respecting diverse viewpoints

### **Communication Skills:**

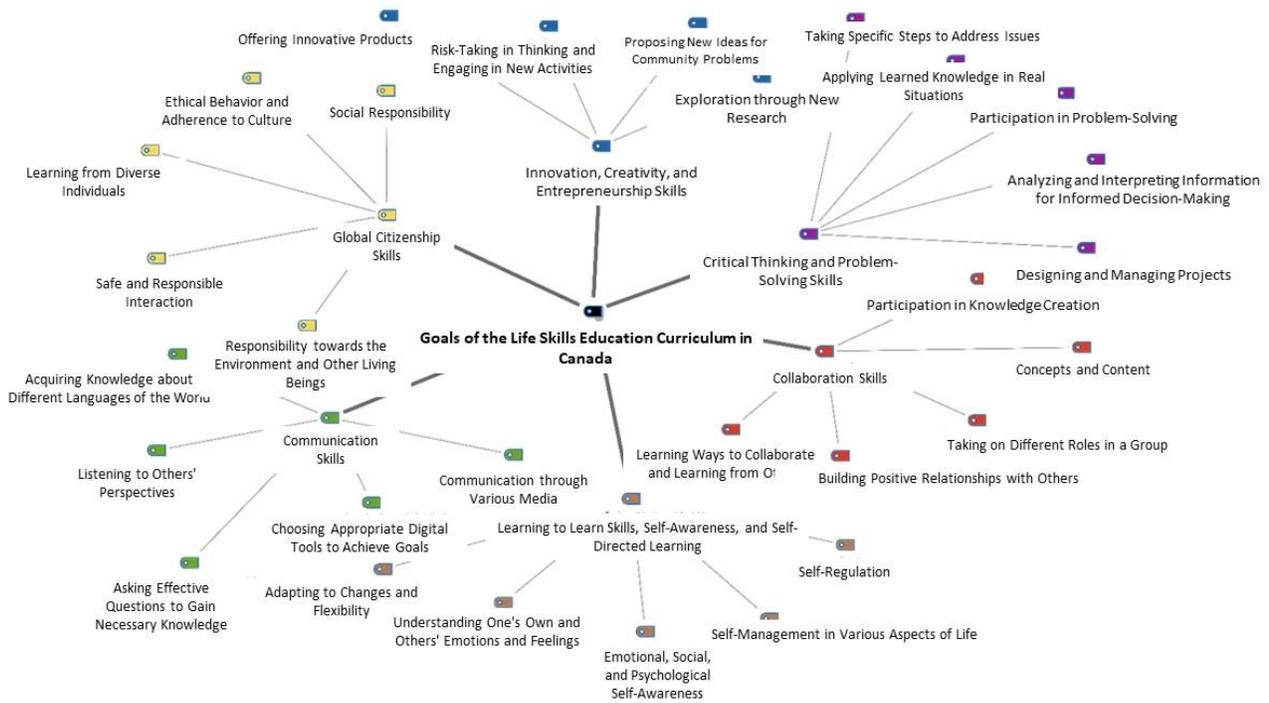
- Effective communication in various contexts, both written and oral
- Asking effective questions to gain necessary knowledge
- Communicating through different media
- Choosing appropriate digital tools to achieve goals
- Listening to others' perspectives
- Gaining knowledge about different languages
- Hearing others' opinions to present ideas

### **Global Citizenship Skills:**

- Participating in local and global communities
- Social responsibility
- Ethical behavior and adherence to culture
- Learning from diverse individuals
- Safe and responsible interaction
- Responsibility towards the environment and other living being

Accordingly, each province in Canada strengthens life skills within its curriculum to achieve the vision of lifelong learning. The life skills program in Canada is considered one of the key features of the curriculum alongside foundational literacy and numeracy (British Columbia Ministry of Education, 2013). The goal is for students to achieve deep and lifelong learning by acquiring a set of thinking, personal, social, and communication skills. Given Canada's multicultural nature, one of the core life skills addressed as a common and unified subject across all provinces is the issue of equality, educational justice, and support for cultural diversity and differences (Peterson-Badali et al., 2023). The main objectives of life skills education are to achieve excellence, establish justice, promote well-being, enhance public trust, and cultivate active citizens for successful living in a

technology-driven and changing world (Ontario Ministry of Education, 2015; Ontario Institute for Studies in Education, 2014). The output of MAXQDA for the objectives of life skills education in Canada's curriculum is presented in Figure 1.



**Figure 1: Objectives of the Life Skills Education Curriculum in Canada**

### *Finland*

According to the Finnish National Curriculum for Primary Education (1998), the goal of life skills education is "to support the growth of students as morally committed individuals responsible for societal issues, and to acquire the knowledge and skills necessary for life" (Ministry of Education, Finland, 2015). In other words, the objectives of the Ministry of Education explicitly emphasize the promotion of lifelong learning, holistic development, and the enhancement of students' skills for sustainable living (Ministry of Primary Education Finland, 2020). In line with this goal, it is emphasized that "life skills education in primary education should be provided according to the age and abilities of the students and aimed at their holistic growth and development" (Finnish National Board of Education, 2016: 9). Therefore, the objectives of the Finnish curriculum, like other European countries, have been influenced by the decisions of the European Council (OECD, 2002 ;

2006) regarding key competencies for lifelong learning (Søby, 2015: 64) and are presented in the reformed national curriculum of this country (from 2014 to 2017) as seven key competencies in the national curriculum for primary education as its central core. These are:

- *Thinking and Learning to Learn Skills*
- *Skills Related to Cultural Literacy, Interaction, and Self-Expression*
- *Skills for Self-Care, Safety, and Daily Life*
- *Multiliteracy Skills*
- *Digital Skills*
- *Entrepreneurial and Business Skills*
- *Skills for Participation and Responsibility in Building a Sustainable Future* (Ministry of Education, Finland, 2015).

In all these skills, transversal competencies are also emphasized, which include knowledge, skills, values, and attitudes, as well as the ability to apply them in various contexts (Ministry of Education, Finland, 2015). These skills are integrated into all primary education curricula to bridge the necessary and acquired knowledge and skills (Federick, 2020; Halinen, 2018). Moreover, the general and more specific objectives of these skills are tailored to each grade level in the national curriculum distribution (Ministry of Primary Education Finland, 2020).

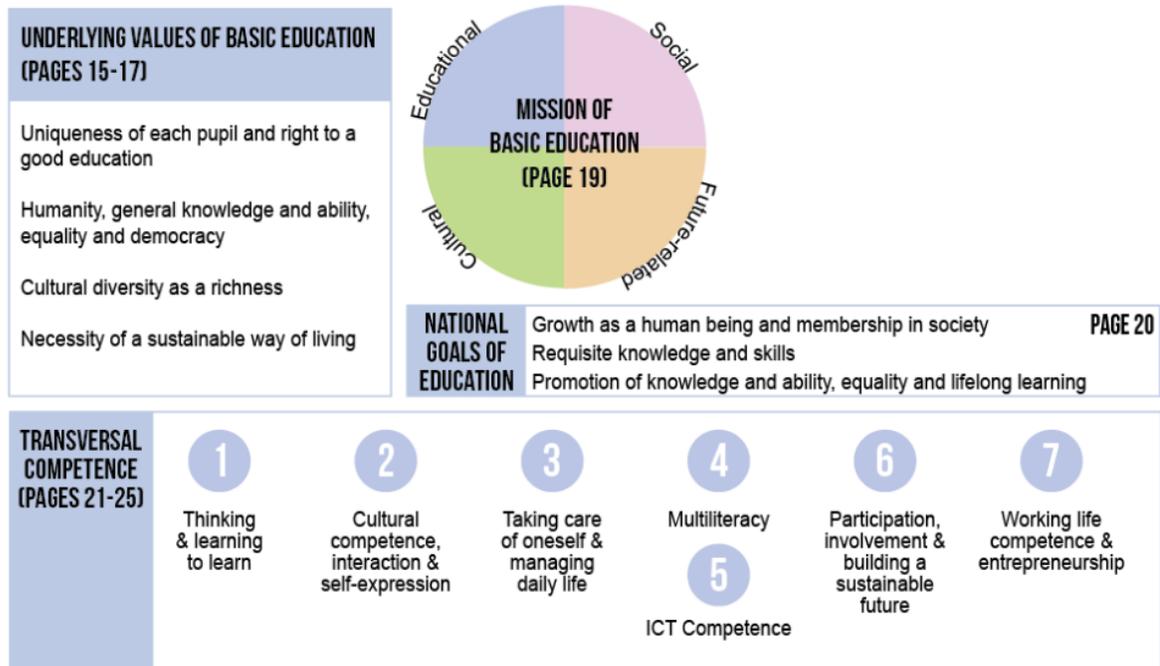


Figure 2: Key Life Skills in the Finnish Primary Education Curriculum  
Source: Ministry of Education, Finland, 2016

As shown in the figure above, the Finnish curriculum places significant emphasis on life skills. The teaching of cognitive skills, or "learning to learn," is considered foundational for goal-oriented and lifelong learning. These skills include thinking, planning, analysis, decision-making, as well as critical thinking and the ability to use technology effectively, as mentioned in the curriculum (Ministry of Education, Finland, 2016: 16). Personal life skills, the second emphasized area, are aimed at the personal development of students, including self-awareness, positive self-concept, self-efficacy, self-esteem, and more (Ministry of Education, Finland, 2016). Additionally, interpersonal life skills, covering the importance of human relationships, teamwork, adherence to rules, negotiation skills, problem-solving, conflict resolution, and similar aspects, are also included in the curriculum (Ministry of Education, Finland, 2016). Life skills are also emphasized in the context of religion and ethics (Ministry of Education, Finland, 2016: 333). The goal of addressing this area of skills is to foster critical thinking, build and evaluate personal identity, shape attitudes toward life, develop a worldview, cultivate global citizenship, self-appreciation, and more (Burg, 2018; Tan, 2018). Therefore, life skills in the revised Finnish curriculum (which spanned from 2014 to 2017) have been seriously considered to ensure the well-being and enjoyment of students in learning (Finnish National Board of Education, 2016: 14-15). According to Nyberg (2019), this is the



social life (Ministry of Education, Iran, 2012). These skills are addressed in four domains: communication with oneself, God, others, and creation. The aim is to integrate learning and organize human relationships, extending them to new situations. According to this document, life skills education is considered in the following learning areas:

Skills related to etiquette and family foundation: These include social etiquette, livelihood etiquette, time management, family roles and responsibilities, preparation for starting a family and parental roles, emotional regulation and emotional education, leisure management, self-awareness, academic and study skills; virtual life etiquette, identity formation, effective communication, environmental care, crisis and risk management, teamwork skills, and non-military defense and readiness skills. These skills should be developed through opportunities such as scientific and cultural camps, simulation of reference situations, and attention to individual and indirect teaching methods (Ministry of Education, Iran, 2012: 39).

Skills related to work and technology: These include practical life skills, technology-related competencies, healthy online living, and career preparation. In grades one to three, these skills are integrated with subject content, while in later grades, they are addressed through projects (Ministry of Education, Iran, 2012: 29).

Social and economic skills: These encompass skills in group activities, human relations development, tolerance, consensus, empathy, peacefulness, altruism, respecting rights, and fulfilling duties, as well as economic skills such as economic literacy, cost-effectiveness, trade, production, distribution, consumption, and contentment (Ministry of Education, Iran, 2012: 31).

Skills related to language, culture, and art: In the language domain, these skills include the ability to influence others' thoughts and behaviors, create understanding in social relationships, familiarize oneself with cultural background, preserve local and ethnic customs, develop a sense of belonging and national identity, express personal opinions, receive ideas and thoughts, and articulate imagination and creativity. In the cultural and artistic domain, skills include creativity, aesthetics, appreciation of beauty, coping with problems, understanding events and phenomena with an emotional focus, expressing emotions and ideas, and employing the senses in various artistic forms. These skills are considered as part of the broader curriculum through indirect and direct activities (Ministry of Education, Iran, 2012: 27).

Health-related skills: These encompass physical and mental health, including responsibility for personal health, motor skills and physical fitness, healthy recreation, principles of proper nutrition, safety and prevention of personal and collective injuries, biological skills, personal and public hygiene, care for physical and mental health, puberty hygiene, and overall wellness (Ministry

of Education, Iran,, 2012: 28) . Scientific skills:These include process-oriented scientific skills such as observation, data collection, measurement, interpretation of findings, hypothesis and modeling, prediction, research design, and communication; critical thinking skills, self-directed learning, and analysis of daily life issues, among others (Ministry of Education, Iran, 2012: 35).

The mentioned skills are considered as integrated and implicit learning areas within the primary school curricula but are not included as separate subjects in the official curriculum (Rahbarinejad, 2018: 91). Moreover, life skills education is also addressed in the Fundamental Transformation Document of Education under eight domains titled "Educational and Pedagogical Domains," which detail the general goals of education in terms of religious and moral aspects, scientific and technological advancements, cultural and artistic values, aesthetic appreciation, social and political engagement, biological and physical development, and economic and professional skills (Supreme Council of the Cultural Revolution, 2011). This underscores the special attention given to the development and enhancement of life skills in primary education in Iran. To summarize, some of these goals have been extracted using MaxQDA software and are presented in the following figure:

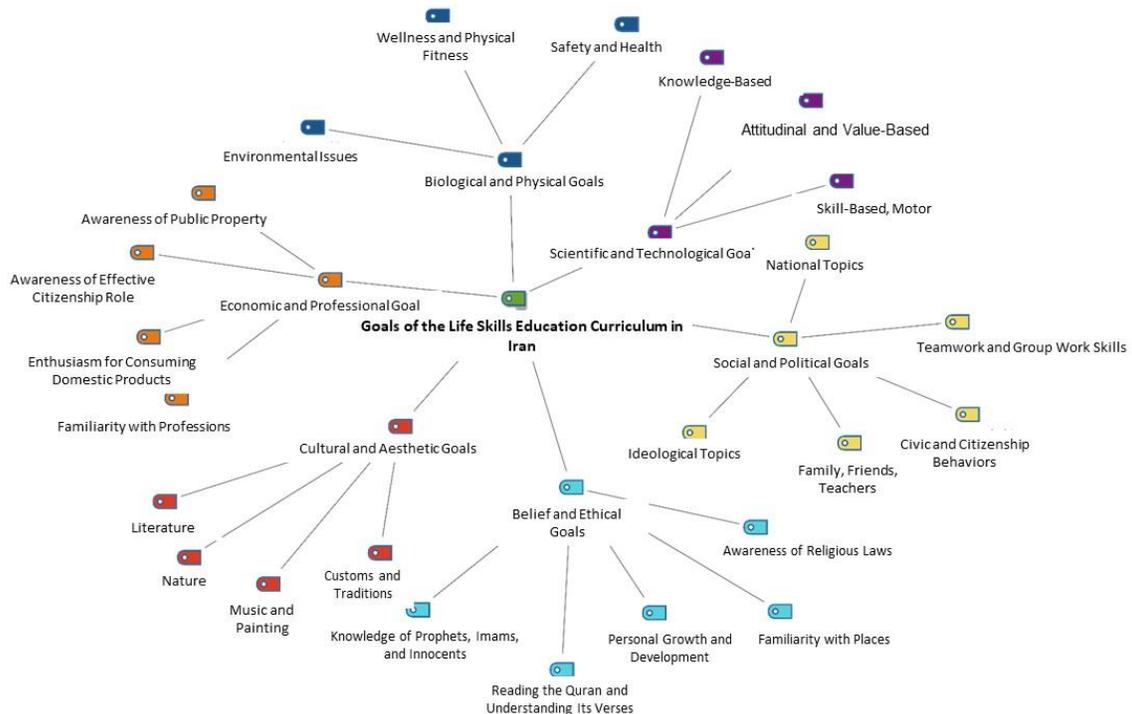


Figure 4: Objectives of the Life Skills Education Curriculum in Iran

### *Interpretation*

#### *Canada*

Life skills education in Canada began in the 1970s when attention shifted towards holistic development beyond academic education (Government of Canada, 2020). In the 1980s and 1990s, life skills education was incorporated into the formal education system and became an integral part of the curriculum across all provinces. Various factors, including historical background, immigration, and racial diversity, have contributed to Canada being a "multicultural society" (Brosseau & Dewing, 2018). This multicultural aspect has influenced both sociological and ideological perspectives, as well as policy-making decisions at the federal, provincial, and regional levels. Multicultural life skills education and citizenship training are emphasized in the country's educational policies as a reflection of its sociological reality. In the meeting of the Council for Ministers of Education Canada (2018), the primary goal of the life skills education program was communicated to all provinces to support the existing cultural diversity and to achieve justice, welfare, public trust, and the development of active citizens in a growing society. As a result, most Canadian provinces incorporated life skills education into their curricula by 2010 under the banner of life skills and health education. Objectives such as enhancing decision-making skills, problem-solving, and empathy (Ontario Ministry of Education, 2019), stress management and safety skills (British Columbia Ministry of Education, 2022), development of critical thinking and self-management (Alberta Ministry of Education, 2021), increasing self-awareness and emotional regulation (Saskatchewan Ministry of Education, 2020), and self-regulation and responsibility (Nova Scotia Department of Education and Early Childhood Development, 2021) are specifically pursued in each province's program. At the heart of Canada's life skills education curriculum is a focus on personal growth and development (Butterwick & Benjamin, 2006), aiming to not only equip students with life skills in a multicultural society (James, 2011) but also to provide them with the skills necessary for employability.

#### *Finland*

Life skills education has a long history in Finland. It was systematically introduced into schools in the early 1980s, when the Finnish Ministry of Education revised its inefficient educational system and undertook a curriculum overhaul for primary education (Hautamäki et al., 2002). In this revision, life skills were recognized as a crucial and fundamental component of the curriculum and

were regularly incorporated across all grades from first to sixth (Sahlberg, 2011). Finnish laws and policies support the role of the education system in strengthening and developing the country's economy and society, and they emphasize the development of life skills education in line with these policies. This commitment was demonstrated when, in 2014 and 2015, the Finnish Ministry of Education, in collaboration with the Organisation for Economic Co-operation and Development (OECD), implemented the "Defining and Selecting Competencies" project. The results, which led to the identification of "key competencies for a successful life and a good society," were integrated into their educational programs, enhancing the quality of life skills education in their educational system. In the Finnish curriculum, these skills are categorized into four main areas:

- *Thinking Skills: Critical thinking, creativity, and learning to learn.*
- *Business Skills: Inquiry skills, problem-solving, communication, and collaboration.*
- *Communication Skills: Information literacy, media literacy, and technology skills.*
- *Global Participation Skills: Local and global citizenship, cultural awareness, and social*

Additionally, Finland, like other European countries, has been influenced by the Key Competencies for Lifelong Learning framework (Søby, 2015). In response to societal needs, Finland has developed and implemented various extensive and targeted programs for life skills education. These include:

- *Emotional and Social Skills (SEL):* Aimed at developing self-awareness, self-regulation, social awareness, communication skills, and responsible decision-making, in collaboration with the CASEL organization (Finnish Creative Education Council).
- *Entrepreneurship and Social Entrepreneurship Education:* Aligned with the EU's Intercampus project since 2016, this initiative focuses on developing entrepreneurial competencies such as opportunity recognition, creativity, foresight, idea evaluation, self-awareness and self-efficacy, financial and economic literacy, initiative, planning and management, and experiential learning (Opetushallitus, 2016). This program is designed to foster entrepreneurial skills, creativity, and innovation in students to prepare them for the labor market (Seikkula-Leino et al., 2021).

Among the reasons for the development of life skills education programs in Finland are the enhancement of individual and social competencies, better preparedness for life, prevention of social harm, and the promotion of mental health and well-being. These objectives are emphasized

in the Finnish National Curriculum Framework. Additionally, political and legislative support has been such that it has heavily involved parents, local communities, and teachers. Despite the establishment of a general framework for life skills education, there has been a strong emphasis on flexibility and personalization of programs to meet students' needs. This approach ensures that the educational system can address the challenges posed by rapid societal changes and foster lifelong learning, comprehensive growth, and the improvement of skills for sustainable living (Halinen, 2018).

### *Iran*

In Iran, according to the ultimate goals of the education system of the Islamic Republic, which were approved by the Supreme Council of the Revolution in 1998, attention to life skills education was emphasized. With the approval of the Fundamental Transformation Document of Education in Iran in 2011 (1390 AH), the importance of education and training across eight areas religious, worshipful, and ethical; social and political; biological and physical; aesthetic and artistic; economic and professional; and scientific and technological was highlighted (Supreme Council of the Cultural Revolution, 2011).

Ministry of Education Iran (2012) specifically addresses life skills education in primary education under the domains of education and learning. This process indicates the significance of life skills education from the perspective of the Iranian political and educational system. In the formal education system, life skills education objectives are integrated with other subjects, but it has not been directly addressed (Rahbarinejad, 2018). Therefore, these programs are often informally addressed through extracurricular activities or are implemented in the form of broad national or regional plans based on specific conditions. For example, the "Boom" plan (Special School Program) is one such initiative that emphasizes skills-based education and the expansion of developmental activities according to students' needs and interests. It was introduced in 2015 by the Supreme Council of Education, requiring schools to allocate 50 to 100 hours annually to project-based learning and skills education tailored to local and regional needs (Educational Research and Planning Organization, 2018). Additionally, the "Healthy Child/Adolescent and Prevention of Risk Behaviors" plan provides skill-building in five categories: personal skills, effective coping skills, social skills, and risk awareness, with the goal of developing self-care skills across different educational levels. According to the plan's guidelines, these skills are taught through peer education, integrative activities, promotional efforts, and supplementary curriculum (Ministry of Education, Iran, 2023). Another example is the "Digital Literacy" program, which was established to promote effective use of digital space for success in personal, educational, and professional life. It

aims to enhance programming skills and digital competencies among primary school students (Ministry of Education, Iran, 2023). However, research indicates that despite the impact of political and social changes, knowledge growth, rapid technological developments, and emerging new needs for students in today's evolving society (Karimzadeh et al, 2019), these programs have not been significantly emphasized or successful in practice (Owhadi & Mazāheri, 2019).

### Comparison

In this stage, the curriculum goals for life skills education in the educational systems of the three selected countries are aligned and classified based on the data collected from Stages One and Two.

**Table 1: Comparison of Life Skills Education Objectives in the Curricula of Selected Countries**

	Iran	Finland	Canada
Objectives of Life Skills Education in National Documents of Each Country	Setting goals for life skills education in accordance with the Fundamental Transformation Document across eight main domains; Including life skills education in the national curriculum of the country as one of the eleven key learning areas under the title "Etiquette and Life Skills and Foundations of the Family."	The setting of life skills education objectives in Finland's elementary school national curriculum aims to equip students with the skills necessary for lifelong learning.	The objectives of life skills education established by the Council of Ministers of Education in Canada focus on developing lifelong learning skills through the Learn Canada 2020 program.
General and specific objectives of life skills education mentioned in the documents and curricula of each country	Considering skills across four domains related to oneself, God, creation, and the universe; Teaching manners and life skills to develop students' self-management competencies for handling daily life tasks; Skills for entering the labor market, social and cultural skills, creativity, strengthening religious and ethical values, skills related to mental health care, digital literacy, as well as critical thinking, soft skills, and entrepreneurship; Achieving levels of a virtuous life through education related to manners, life skills, and family.	Life skills encompass three dimensions: knowledge, skills, values, and attitudes. Key lifelong learning competencies include thinking and learning to learn; cultural literacy, interaction, and self-expression; self-care, safety, and daily life skills; multiliteracies; digital literacy; business and entrepreneurial skills; and participation and responsibility for building a sustainable future. The life skills curriculum is organized into three main categories: cognitive, personal, and interpersonal skills. In the context of religion and ethics, life skills involve fostering critical thinking and evaluating personal identity.	According to Canada's lifelong learning vision document, life skills across all provinces include: critical thinking and problem-solving skills; innovation, creativity, and entrepreneurial skills; learning-to-learn, self-awareness, and self-directed learning; collaboration skills; communication skills; and global citizenship skills. The core life skills for social cohesion in all provinces emphasize equality, educational justice, and support for cultural diversity.

The Role of Objectives in Official and Unofficial Curricula	Incorporating life skills education objectives both in the content of textbooks and in informal and extracurricular programs, such as implementing various life skills-related initiatives	Incorporating life skills education comprehensively in the core curriculum of Finland, including general and specific objectives suited to each elementary grade and distributing them across various subjects	Considering life skills education as one of the key elements of the curriculum, on par with foundational literacies and mathematics, in both the official and extracurricular curricula of most provinces
---	--	--	---

With the above table, the classification and juxtaposition of life skills education objectives were carried out from three perspectives:

- Determining the objectives of life skills education at the level of each country's documents.
- Examining the general and specific objectives of life skills education mentioned in the documents and curricula of each country.
- Finally, the placement of these objectives within the official curriculum, textbooks, and informal programs was assessed.

### *Comparison*

In this stage, the life skills education objectives from the curricula of the three selected countries are compared, and their differences and similarities are outlined in the following tables.

Table 2: Comparison of Life Skills Education Objectives at the National Document Level for Selected Countries

Criteria for Comparison	Iran	Finland	Canada
Determining Life Skills Education Goals According to Global Documents	-	*	*
Considering Life Skills in the Higher-Level Documents of Each Country	*	*	*
Considering Life Skills in the National Curriculum Objectives	*	*	*
Distribution of Life Skills Education Objectives According to Educational Levels and Official Curriculum	-	*	*
Pursuing Life Skills Program Objectives Through Informal/Curricular Activities	*	*	*

As shown in the table, all three selected countries have addressed life skills education in their higher-level documents and national curriculum documents. However, unlike Finland and Canada,

which have formally integrated life skills education into the primary education curriculum, in Iran, life skills education is presented as one of the learning areas and is covered implicitly and indirectly within various subjects in textbooks. It is more prominently addressed through short-term projects within informal or extracurricular curriculum activities.

Table 3: Comparison of Life Skills Education Objectives in Selected Countries

Objectives	Dimensions	Iran	Finland	Canada
Objectives of Life Skills Education in Various Dimensions	Knowledge Dimension of Life Skills	*	*	*
	Attitudinal Dimension of Life Skills	*	*	*
	Practical Dimension of Life Skills	-	*	*
Cognitive Skills	Problem-solving and critical thinking skills	-	*	*
	Planning skills	-	*	*
	Analytical skills	-	*	*
	Decision-making skills	-	*	*
	Critical Thinking and problem-solving	*	*	*
Personal Skills	Self-awareness skills	*	*	*
	Positive self-Concept skills	-	*	*
	Self-Efficacy and Self-Esteem skills	-	*	*
	Responsibility Skills	*	*	*
	Self-Control and self-Regulation Skills	-	*	*
Interpersonal Skills	Effective Communication skills	*	*	*
	Collaboration, Teamwork, and Group work Skills	*	*	*
	Negotiation Skills	*	*	*
	Conflict Resolution Skills	-	*	-
	Accountability Skills	*	*	*
	Adaptability and Flexibility	-	-	*
	Civic Competence and Citizenship Skills	*	*	*
Key Skills	Learning to learn / Self-Directed learning	-	*	*
	Cultural literacy, Interaction, and Self-Expression	-	*	*
	Self-Care, Safety, and Life Skills	*	*	*
	Multiliteracy Skills	-	*	-
	Digital Literacy and Technological Skills	-	*	*
	Innovation, Creativity, and Entrepreneurial Skills	*	*	*
	Participation and Responsibility for Sustainable and Future Challenges	-	*	*
Global Citizenship Skills	Community Engagement	*	*	*
	Global community omunity Engagement	-	*	*
	Social Responsibility	*	*	*

	Ethical Behavior and Cultural Awareness	*	*	*
	Safe and responsible interaction with the environment and living beings	*	*	*
Multicultural life skills	Promoting Excellence, Educational Equity, Diversity, and Well-Being	-	*	*
Life skills in religion and ethics	Critical thinking on Religion and Ethics	*	*	-
	Personal Identity Formation and Evaluation	*	*	-
	worldview Development	*	*	-
Sustainable life goals	-	*	*	

Based on the table, all selected countries in the life skills program have addressed various aspects of cognitive, personal, and interpersonal skills. Among these, Iran has focused more on life skills related to family and social life, while less emphasis has been placed on personal skills (such as personal growth and development, understanding and managing emotions and feelings), cognitive and metacognitive skills like learning to learn, self-regulation, self-awareness, etc. Both Finland and Canada, in their curriculum goals for life skills education, directly consider the global perspective of lifelong learning. However, in Iran, this global perspective is not directly referenced; instead, different dimensions of education are addressed in the Fundamental Transformation Document. In Iran and Finland, there is an emphasis on life skills related to religion and ethics, while Canada has not focused on this area. Due to its multicultural nature, Canada places greater emphasis on multicultural and citizenship life skills, whereas, in Iran, despite having various cultures and ethnicities, there is no specific reference to these skills. Additionally, all three countries address life skills related to technology, digital literacy, entrepreneurship, and similar areas. However, in Iran, this is covered in a limited manner through informal programs such as digital literacy initiatives. The differences in how selected countries address life skills goals in terms of knowledge, attitudes, and application are also significant, with Iran showing notable differences in skill application and real-life situations compared to the other two countries.

#### 4. Conclusion

Based on the research findings, it is evident that Iran, in terms of goal-setting within fundamental documents and considering the dimensions of education in six main categories, addresses all aspects needed for the comprehensive development of students similarly to advanced countries. However, a noticeable difference lies in the formulation, valuation, and implementation of these goals. Although there has been an effort to design life skills for primary school students

based on the teachings of Islam, aiming to assist students in achieving higher levels of a virtuous life, this goal-setting is limited to the cognitive or value-based and ethical dimensions. There is a significant difference in the practical implementation and application of skills compared to countries like Finland and Canada.

In the comparison between the three countries, it was found that the lifelong learning perspective (OECD, 2002) and 21st-century life skills education are thoroughly addressed in the curricula of Finland and Canada. However, in Iran, goals are framed more idealistically with a focus on virtuous life and the hereafter. However, in Iran, goals are framed more ideally with a focus on virtuous life and the hereafter. Additionally, the idealism and generalism in goal-setting and the imbalance in the cognitive, attitudinal, and practical dimensions of life skills programs in Iran reflect a lack of balance in cognitive, personal, and interpersonal skills as well. For instance, there is an emphasis on social life skills and family life skills, with insufficient attention to personal skills such as personal growth and development, empathy, understanding and managing emotions and feelings, recognizing emotions, stress management, conflict resolution, and others. There are also significant gaps in cognitive and metacognitive skills like learning to learn, self-regulation, self-awareness, etc. These findings are consistent with the research by Akbarnejad (2023), Ebrahimi Moghaddam and Dorani (2018), and Esmaeilzadeh et al. (2011), Mahmoudpour Jaski and Jadidi Mohammadi (2020), , Shafaei (2019). These studies highlight not only the mentioned skills but also emphasize the existing gaps in teaching entrepreneurial and digital skills in Iran.

Additionally, compared to Finland and Canada, Iran pays significantly less attention to global citizenship skills, multicultural education, and goal-setting for achieving sustainable living. Despite Iran's diverse cultural makeup due to its immigrant population and ethnic variety, multicultural skills are increasingly necessary. Furthermore, to keep pace with global changes and thrive in a digital world, students need global interaction skills, technological proficiency for using various media, and the ability to maintain their personal and cultural identity for sustainable living.

Based on the results of this study, it is recommended that the curriculum framework be reviewed to enhance goal-setting and attention to comprehensive life skills. Additionally, to operationalize life skills education similarly to leading countries, the curriculum should reduce theoretical content in textbooks and allocate a larger portion of the official curriculum for primary students to practical and skills-based programs that address their needs and interests. Instead of implementing isolated and limited life skills programs, continuous and sustained programs should be considered throughout the school year, particularly during the summer. The Ministry of Education, as the primary body responsible for the education and upbringing of children, should

prevent students from being left without educational engagement during the summer and use this time to develop and strengthen life skills.

## References

- Abbasi, F., Motamed, H. R., & Ghasemi Zadeh, A. (2022). Clarifying the characteristics of a life skills-based curriculum for elementary education in the Iranian education system. *Quarterly Journal of Educational Leadership and Management*, 16(1), 57–88. Available at : [https://edu.garmsar.iau.ir/article\\_690385\\_3c54471487e858ca975b8568c8a51f61.pdf](https://edu.garmsar.iau.ir/article_690385_3c54471487e858ca975b8568c8a51f61.pdf), [in Persian]
- Adibmanesh, M. (2021). A study of the status of life skills of primary school students from the perspective of teachers and principals in Kermanshah City. *Pooyesh in Humanities Education, Farhangian University*, 24, 57–74. Available at : 20.1001.1.27172260.1400.7.24.5.7. [in Persian]
- Ahmadzadeh, S., & Salehi, K. (2016). Analysis of the role of life skills development in the curriculum of Iran's preschool education: A study based on multiple approaches. *International Conference on the Third Millennium and Humanities*. Available at : <https://sid.ir/paper/827289/en>. [in Persian]
- Akbarnejad, G. (2023). A comparative study of the goals of primary education in Iran and Finland based on the ten life skills of the World Health Organization. *Comparative Teacher Education Studies*, 113–146. Available at : <https://ensani.ir/file/download/article/65a79fda22a40-10643-1402-1-5.pdf>. [in Persian]
- Alberta Ministry of Education. (2021). *Kindergarten to grade 6 health and life skills*. Available at : <https://www.alberta.ca/k-to-6-health-and-life-skills-program-of-studies.aspx>
- Angeles, M. P. (2012). Teaching efficacy, interpersonal, intrapersonal skills and teaching performance in the tertiary school. *IAMURE International Journal of Social Sciences*, 2. Available at : <https://doi.org/10.7718/ijss.v2i1.8>
- Asadollahi, F., Ghasemizad, A., & Dehghani, Y. (2016). Content analysis of the sixth grade social studies textbook based on the components of the fundamental transformation document (national identity, ethics, etiquette, and life skills). *Research in Curriculum Planning*, 13(23), 79–88. Available at : <https://sid.ir/paper/516442/en>. [in Persian]
- Azizi, M., & Mokhtari, N. (2018). Entrepreneurship education for knowing, doing, and being in elementary education with an integrated approach. *Quarterly Journal of Entrepreneurial Development*, 10(4), 635–654. <https://doi.org/10.22059/jed.2018.239884.652291>. [in Persian]
- Azizi Farsan, F., Saadatmand, Z., & Nadi, M. A. (2022). Designing and validating a life skills curriculum model with a play-based approach for elementary education. *Iranian Journal of Political Sociology*, 5(11), 3602–3612. <https://doi.org/10.30510/psi.2022.294133.1957>. [in Persian]
- Bandak, M., Mousavi, M., Maleki, H., Abbaspour, A., Abbas, A., & Ebrahimi Ghavam, S. (2015). The effect of life skills training on academic self-efficacy of students. *Educational Psychology (Psychology and Educational Sciences)*, 11(37), 21–31. Available at : <https://sid.ir/paper/521458/fa>. [in Persian]

- British Columbia Ministry of Education. (2013). *Defining cross-curricular competencies: Transforming curriculum and assessment*. Available at : [https://www.bced.gov.bc.ca/irp/docs/def\\_xcurr\\_comps.pdf](https://www.bced.gov.bc.ca/irp/docs/def_xcurr_comps.pdf)
- British Columbia Ministry of Education. (2022). *Physical and health education curriculum*. Available at : <https://curriculum.gov.bc.ca/curriculum/physical-health-education>
- Brousseau, L., & Dewing, M. (2018). *Canadian multiculturalism*. Library of Parliament, Ottawa, Canada. Available at : <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2009-20-e.pdf>
- Burg, C. A. (2018). Finnish education in the 21st century: Paradoxes and visions. *IE: Inquiry in Education*, 10(1), 8. Available at : <https://eric.ed.gov/?id=EJ1180740>
- Butterwick, S., & Benjamin, A. (2006). The road to employability through personal development: A critical analysis of the silences and ambiguities of the British Columbia (Canada) life skills curriculum. *International Journal of Lifelong Education*, 25(1), 75–86. <https://doi.org/10.1080/02601370500309543>
- Council for Ministers of Education Canada. (2018). *PCAP 2016: Report on the Pan-Canadian Assessment on Reading, Mathematics, and Science*. Toronto: Council for Ministers of Education, Canada. Available at : <https://www.cmec.ca/publications/lists/publications/attachments/381/pcap-2016-public-report-en.pdf>
- Council of Ministers of Education, Canada (CMEC). (2015). *CMEC 2020 Declaration*. Available at : <https://cmec.ca/Publications/Lists/Publications/Attachments/187/CMEC-2020-DECLARATION.en.pdf>
- Ebrahimi Moghaddam, N., & Dorani, K. (2018). Theological analysis of social skills in the Fundamental Transformation Document of Education. *Organizational Culture Management*, 16(2), 283–304. Available at : <https://sid.ir/paper/196455/en>
- Educational Research and Planning Organization. (2018). *Operational Guide for the School Special Program (Boom)*. Iran's Educational Books Publishing Company. Available at : <https://chap.sch.ir/books/6915>
- Esmailzadeh, A. A., Matlabi Fard, A., & Soltani, M. (2011). A comparative study of life skills programs in the primary education of Iran and several other countries. *First National Conference on Education in Iran 1404*. Available at : <https://civilica.com/doc/133135>
- Federick, A. (2020). Finland education system. *International Journal of Science and Society*, 2(2), 21–32. <https://doi.org/10.54783/ijssoc.v2i2.88>
- Finnish National Board of Education. (2016). *National Core Curriculum for Basic Education 2014*. Helsinki, Finland. Available at : <https://www.sciepub.com/reference/336579>
- Ghabakhlou, B., Ghalavandi, H., & Hosseinpour, A. (2021). Provision of curriculum model of student life skills at primary schools of Iran. *Journal of Educational Psychology - Propositos y Representaciones*, 9. (SPE3), e1124. Available at : <http://dx.doi.org.10.20511.pyr2021.v9nSPE3.1124>. [in Persian]

- Government of Canada. (2020). *Life skills education in Canada*. Available at : <https://www.canada.ca/en/employment-social-development/programs/essential-skills/life-skills.html>
- Griffin, P., & Care, E. (2015). *Assessment and teaching of 21st-century skills: Methods and approach*. Available at : <https://link.springer.com/book/10.1007/978-94-017-9395-7>
- Halinen, I. (2018). The new educational curriculum in Finland. *Improving the Quality of Childhood in Europe*, 7, 75–89. Available at : <https://www.academia.edu/63213574>
- Hautamäki, J., Arinen, P., Niemivirta, M. J., Eronen, S., Hautamäki, A., Kupiainen, S., Lindblom, B., Pakaslahti, L., Rantanen, P., & Scheinin, P. (2002). *Assessing learning-to-learn: A framework*. Helsinki: Opetushallitus. Available at : [http://www.oph.fi/english/publications/2002/assessing\\_learning\\_to\\_learn\\_a\\_framework](http://www.oph.fi/english/publications/2002/assessing_learning_to_learn_a_framework)
- Hesari, Z., & Tafreshi, M. M. (2017). Studying the effect of life skills training on tenth grade students' academic achievement. *International Journal of Business Management*, 2(3), 89–98. Available at : <https://sciarena.com/storage/models/article/> . [in Persian]
- Jabbari Zahirabadi, A., Shariatmadari, M., Delgoshaei, Y., & Kordestani, F. (2022). Design and validation of a model for improving mental health in elementary school students based on the 4-model. *Family and Health*, 12(2), 26–50. Available at : [https://journal.astara.ir/article\\_249355\\_cb786161d519a41b4f89f2320cf58278.pdf](https://journal.astara.ir/article_249355_cb786161d519a41b4f89f2320cf58278.pdf)
- James, C. E. (2001). Multiculturalism, diversity, and education in the Canadian context: The search for an inclusive pedagogy. In *Global Constructions of Multicultural Education* (pp. 175–204). Available at : [https://www.booksfree.org/wp-content/uploads/2022/03/Global-Constructions-of-Multicultural-Education-Theories-and-Realities-by-Carl-a-Grant-and-Joy-booksfree.org\\_.pdf#page=186](https://www.booksfree.org/wp-content/uploads/2022/03/Global-Constructions-of-Multicultural-Education-Theories-and-Realities-by-Carl-a-Grant-and-Joy-booksfree.org_.pdf#page=186)
- Javadi Pour, M., Azizi, P., & Norooz Zadeh, R. (2014). The extent of achieving life skills goals in elementary school students. *Research in Education and Learning (Behavioral Scholar)*, 21(4), 113–128. Available at : [https://tlr.shahed.ac.ir/article\\_2396.html](https://tlr.shahed.ac.ir/article_2396.html). [in Persian]
- Karimzadeh, K., Khnifar, H., Yazdani, H. R., & Rahmati, M. H. (2019). Qualitative design of a life skills education curriculum for elementary education based on expert opinions. *Research in Education and Learning*, 16(2), 57–72. <https://doi.org/10.22070/tlr.2019.3313>. [in Persian]
- Karimi, A. (2024). Analysis and evaluation of some elementary school textbooks regarding attention to life skills education with emphasis on communication and adaptive coping skills. *Educational and School Studies*, 12(2), 587–624. Available at : [https://pma.cfu.ac.ir/article\\_3120\\_7c4e52bf77f120f460486aa91f7c40bc.pdf](https://pma.cfu.ac.ir/article_3120_7c4e52bf77f120f460486aa91f7c40bc.pdf). [in Persian]
- Karimi, F. (2013). Assessment of life skills in first-year middle school students. *Scientific Journal of Education and Evaluation*, 6(22), 73–85. Available at : [https://journals.iau.ir/article\\_521540\\_c43b0347c7f53181bbe2ff008c664bdb.pdf](https://journals.iau.ir/article_521540_c43b0347c7f53181bbe2ff008c664bdb.pdf). [in Persian]
- Kirchhoff, E., & Keller, R. (2021, June). Age-specific life skills education in school: A systematic review. *Frontiers in Education*, 6, 660878. <https://doi.org/10.3389/feduc.2021.660878>

- Lee, J. Y., Ham, O. K., Oh, H. S., Lee, E. J., Ko, Y., & Kim, B. (2022). Effects of life skill training on the school violence attitudes and behavior among elementary school children. *The Journal of School Nursing*, 38(4), 336–346. Available at : <https://doi.org/10.1177/1059840520934183>
- Livingstone, S., Mascheroni, G., & Stoilova, M. (2021). The outcomes of gaining digital skills for young people's lives and wellbeing: A systematic evidence review. *New Media & Society*, 25, 1176–1202. Available at : <https://www.researchgate.net/publication/353899139>
- Mahmoudpour Jaski, S., & Jadidi Mohammad Abadi, A. (2020). Analyzing the attention to life skills in the Fundamental Transformation Document of Education. *National Conference on Curriculum Studies in the Third Millennium, Kerman*. Available at : <https://civilica.com/doc/1317866>. [in Persian]
- Mahmodi, F., Behroz Cheshme, S., Karimi, M., Shahidi Ansari, M., & Abkenar, S. (2016). The effectiveness of life skill training on the social competency in slow paced students. *Empowering Exceptional Children*, 7(3), 60–67. Available at : [https://www.ceciranj.ir/article\\_63670.html?lang=en](https://www.ceciranj.ir/article_63670.html?lang=en). [in Persian]
- Melo, P., Nguyen, T. H., & Ramón, J. (2020). Association between life skills and academic performance in adolescents in the Autonomous Community of Aragon (Spain). *International Journal of Environmental Research and Public Health*, 18(8), 4288. <https://doi.org/10.3390/ijerph18084288>
- Ministry of Education. Iran. (2012). *National curriculum of the Islamic Republic of Iran*. Available at : <https://bayanbox.ir/info>
- Ministry of Education, Finland. (2015). *Ministry of Education Strategy 2015*. Helsinki, Finland. Available at : [https://planipolis.iiep.unesco.org/sites/default/files/ressources/finland\\_ministry\\_of\\_education\\_strategy.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/finland_ministry_of_education_strategy.pdf)
- Ministry of Education, Finland. (2016). *National education policy 2016*. Helsinki, Finland. Available at : <https://researchportal.helsinki.fi/en/publications/the-finnish-national-core-curriculum-design-and-development>
- Ministry of Education, Iran. (2023). *Healthy child/teenager and risk behavior prevention plan*. Tehran, Iran. Available at : <https://www.hodaschools.ir/m2/?app=content&catid=8&itemid=4985>
- Ministry of Primary Education, Finland. (2020). *National Core Curriculum for Primary Education*. Helsinki, Finland. Available at : <https://www.oph.fi/en/education-and-qualifications/national-core-curriculum-primary-and-lower-secondary-basic-education>
- Nagaraju, M. (2016). Strategies to promote life skills among adolescents. *European Journal of Education Studies*. <https://doi.org/10.46827/ejes.v0i0.221>
- Nasheeda, A., Abdullah, H., Krauss, S., & Ahmed, N. (2018). A narrative systematic review of life skills education: Effectiveness, research gaps and priorities. *International Journal of Adolescence and Youth*, 24. <https://doi.org/10.1080/02673843.2018.1479278>
- Nova Scotia Department of Education and Early Childhood Development. (2021). *Health education curriculum*. Available at : <https://curriculum.novascotia.ca/english-programs/course/health-education-primary-6>

- Nyberg, C. (2019). *Elämäntaidot osana opetusta: Luokanopettajien kokemuksia ja näkemyksiä aiheesta*. Available at : <https://www.theseus.fi/handle/10024/180467> [in Finland]
- Ontario Institute for Studies in Education. (2014). *A renewed vision for education in Ontario*. Available at : [https://www.oise.utoronto.ca/home/sites/default/files/2023-09/on\\_01\\_04\\_14\\_-\\_renewedvision.pdf](https://www.oise.utoronto.ca/home/sites/default/files/2023-09/on_01_04_14_-_renewedvision.pdf)
- Ontario Ministry of Education. (2015). *Ontario's strategy for K–12 international education*. Toronto: Author. Available at : [www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf](http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf)
- Ontario Ministry of Education. (2019). *The Ontario curriculum, grades 1–8: Health and physical education*. Available at : <http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>
- Opetushallitus. (2016). *National core curriculum for basic education 2014*. Helsinki: Finnish National Board of Education. Available at : <https://www.oph.fi/en/statistics-and-publications/publications/new-national-core-curriculum-basic-education-focus-school>
- Organisation for Economic Co-operation and Development (OECD). (2002). *Education at a glance 2002: OECD indicators*. Paris, France: OECD Publishing. Available at : [https://www.oecd.org/en/publications/oecd-style-guide\\_9789264243439-en.html](https://www.oecd.org/en/publications/oecd-style-guide_9789264243439-en.html)
- Organisation for Economic Co-operation and Development (OECD). (2006). *Lifelong learning and the European Union: Policy perspectives and challenges*. Available at : [https://www.oecd.org/en/publications/oecd-style-guide\\_9789264243439-en.html](https://www.oecd.org/en/publications/oecd-style-guide_9789264243439-en.html)
- Owhadi, M., & Mazāheri, H. (2019). Validating the curriculum guide to “life skills and manners” education curriculum. *Educational Innovations*, 11(4), 165–186. Available at : [https://noavaryedu.oerp.ir/article\\_78994.html?lang=en](https://noavaryedu.oerp.ir/article_78994.html?lang=en). [in Persian]
- Peterson-Badali, M., Rees-Johnstone, E., Wilson, E., Freedman, B., Belchetz, D., Grose, K., ... & Laing, P. (2023). Canada (Ontario): A unifying theme for Canadian education is equity. In *Key Competences and New Literacies: From Slogans to School Reality* (pp. 57–100). Springer International Publishing. [https://doi.org/10.1007/978-3-031-23281-7\\_4](https://doi.org/10.1007/978-3-031-23281-7_4)
- Phillips, R. (2014). Council of Ministers of Education, Canada (CMEC) and the First Nation education in Canada: International implications. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 4(1), 1903–1909. Available at : <https://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/special-issue-volume-4-2014/Council-of-Ministers-of-Education-Canada-CMEC-and-the-First-Nation-Education-in-Canada.pdf>
- Poursahebi, F. (2021). The role of life skills in the education system. Available at : <https://civilica.com/doc/1526350>. [in Persian]
- Prasetyo, I., Suryono, Y., & Gupta, S. (2021). The 21st century life skills-based education implementation at the non-formal education institution. *Journal of Nonformal Education*, 7(1). <https://doi.org/10.15294/jne.v7i1.26385>

- Radmanesh, I., & Saadi Pour, I. (2017). The effectiveness of social skills training on motivation and academic achievement of female high school students in Tehran. *School Psychology, 6*(2), 44–63. <https://doi.org/10.22098/jsp.2017.567>. [in Persian]
- Rahbarinejad, Y. (2018). Curriculum guide for educational and learning domains as a cornerstone for transformation in curriculum programs. *Teacher Monthly Educational, Analytical, and Informational Magazine, Spring, 90–94*. Available at : [https://www.roshdmag.ir/Roshdmag\\_content/media/article/90.93%20from%20MATN%20PAYE%20DAVAZDAHOM%20%20MOALLEM%2097-13\\_0.pdf](https://www.roshdmag.ir/Roshdmag_content/media/article/90.93%20from%20MATN%20PAYE%20DAVAZDAHOM%20%20MOALLEM%2097-13_0.pdf). [in Persian]
- Rashidi, F., & Javdan, M. (2022). Developing the prediction model of self-concept based on behavioral-emotional problems mediated by life skills in elementary school students. *Journal of Psychological Methods and Models, 13*(48), 1–20. <https://doi.org/10.30495/jpmm.2022.30373.3631>. [in Persian]
- Sadr, A., Adibmanesh, M. (2021). Designing an optimal curriculum model for improving the life skills of elementary school students. *Journal of Curriculum Studies, 16*(62), 223–256. Available at : <https://dor.isc.ac/dor/20.1001.1.17354986.1400.16.62.9.4>. [in Persian]
- Saffarieh, M., & Rezaei, A. M. (2020). Evaluation of the content of the fifth-grade social studies textbook in terms of attention to life skills components based on the Shannon entropy technique. *Internship Studies in Teacher Education, 1*(2), 69–84. <https://doi.org/10.22051/jontoe.2023.41906.3680>. [in Persian]
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press. <https://doi.org/10.1007/s11159-012-9320-6>
- Sabzmanesh Jafari, S., Mirderikvand, F., & Sadeghi, M. (2018). The impact of life skills training on social acceptance and internet addiction in female students. *Journal of Psychological Sciences, 17*(71), 831–836. Available at : <https://psychologicalscience.ir/>. [in Persian]
- Saravanakumar, A., & Kalaiselvi, R. (2019). Life skills in Thirukkural. *Shanlax Publication, Tamil Nadu*. Available at : [https://www.researchgate.net/profile/Dr-saravanakumar-2/publication/340050250\\_LIFE\\_SKILLS\\_IN\\_THIRUKKURAL/links/5e746797458515c677c63c93/LIFE-SKILLS-IN-THIRUKKURAL.pdf](https://www.researchgate.net/profile/Dr-saravanakumar-2/publication/340050250_LIFE_SKILLS_IN_THIRUKKURAL/links/5e746797458515c677c63c93/LIFE-SKILLS-IN-THIRUKKURAL.pdf)
- Saskatchewan Ministry of Education. (2020). *Health education curriculum*. Available at : [https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&subj=health\\_education](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&subj=health_education)
- Seevers, R. L., & Jones-Blank, M. (2008). Exploring the effects of social skills training on social skill development and student behavior. *Online Submission*. Available at : <https://files.eric.ed.gov/fulltext/ED499237.pdf>
- Seikkula-Leino, J., Salomaa, M., Jónsdóttir, S. R., McCallum, E., & Israel, H. (2021). EU policies driving entrepreneurial competencies—Reflections from the case of EntreComp. *Sustainability, 13*(15), 8178. <https://doi.org/10.3390/su13158178>

- Shafaei, S. (2019). Examining the necessity and gaps in life skills education for high school students in Tehran. *Journal of Social Sciences*, 123–152. Available at : [https://journals.iau.ir/article\\_667164.html](https://journals.iau.ir/article_667164.html). [in Persian]
- Sobhi Gharamaleki, N., Hajloo, N., & Mohammadi, S. (2016). Evaluating the effectiveness of life skills training on social adjustment in preschool children. *School Psychology*, 5(3), 118–131. Available at : [https://jasp.uma.ac.ir/article\\_466.html?lang=en](https://jasp.uma.ac.ir/article_466.html?lang=en) . [in Persian]
- Supreme Council of the Cultural Revolution. (2011). *Fundamental Transformation Document of Education*. Available at : <https://sce.ir/media/note>
- Søby, M. (2015). Finnish education system. *Nordic Journal of Digital Literacy*, 10(2), 64–68. <https://doi.org/10.18261/ISSN1891-943X-2015-02-01>
- Tan, S. (2018). Life skills education: Teachers' perceptions in primary school classrooms in Finland and Singapore. Available at : <https://urn.fi/URN:NBN:fi:juu-201805072481>
- Tork Ladani, F., Malekpour, M., & Golparvar, M. (2008). The effect of life skills training for mothers on reducing behavioral problems of third to fifth grade elementary students. *Knowledge and Research in Applied Psychology*, 37(10), 65–82. Available at : <https://ensani.ir/fa/article/author/61676> . [in Persian]
- UNICEF. (2019 a). *Global framework on transferable skills*. Available at : <https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>
- UNICEF. (2019 b). *The state of Palestine*. Available at : <https://www.unicef.org/media/76961/file/SoP-SitRep-Mid-Year-2019.pdf>
- UNICEF. (2021). *Education 2.0: Skills-based education and digital learning (Egypt)*. Available at : [https://www.unicef.org/media/94141/file/Education%202.0:%20skills-based%20education%20and%20digital%20learning%20\(Egypt\).pdf](https://www.unicef.org/media/94141/file/Education%202.0:%20skills-based%20education%20and%20digital%20learning%20(Egypt).pdf)
- Union, T. (2001). *International Telecommunication Union Yearbook of Statistics 1991–2000*. Available at : <https://search.itu.int/history/HistoryDigitalCollectionDocLibrary/2.118.62.en.100.pdf>
- Velasco, V., Celata, C., Griffin, K. W., & Estensione LST Group. (2021). Multiple health behavior programs in school settings: Strategies to promote transfer-of-learning through life skills education. *Frontiers in Public Health*, 9, 716399. <https://doi.org/10.3389/fpubh.2021.716399>
- Yildirim, G. (2019). The views of pre-service primary school teachers regarding the concept of “basic life skills” of life science courses. *Educational Policy Analysis and Strategic Research*, 14, 64–79. <https://doi.org/10.29329/epasr.2019.208.4>
- Zanoubi, M. (2023). The effectiveness of life skills training on students' academic achievement. *International Journal of Educational Research*, 2(2), 64–73. <https://doi.org/10.22034/2.2.64>. [in Persian]