



D6.1 Prevention program impact assessment Report



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CHOOSE LIFE

Implementing a drug-(ab)use prevention program & shaping youth policies
with disadvantaged young people for psychosocial well-being promotion

D6.1 Prevention program impact assessment report

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Table of Contents

Executive Summary	6
1. Introduction	9
2. Objectives of the Impact Assessment	12
3. Methodology	14
3.1 Evaluation Framework	14
3.2 Evaluation Design.....	15
3.3 Data Sources	15
3.4 Data Collection Methods	16
3.5 Data Analysis.....	17
3.6 Evaluation Dimensions.....	17
3.7 Quality Assurance	18
3.9 Limitations	19
4. Baseline Assessment Findings	20
5. WP3 Implementation Process Evaluation	23
5.1 T3.1 Youth Workers Capacity Building.....	23
5.2 T3.2 Recruitment and Engagement of Young Participants	24
5.3 T3.3 Choose-Life Curriculum Deployment	26
5.4 T3.4 Cool-Fun Toolkit Roll-Out.....	27
5.5 T3.5 International Youth Camp	28
5.6 T3.6 Case Studies and Reflective Learning.....	29
6. Comparative Impact Analysis	31
6.1 Impact on Young Participants	31

6.2	Impact on Youth Workers and Professionals	32
6.3	Institutional and Community Impact	33
6.4	Cross - Country Comparative Findings	34
7.	Key Challenges and Mitigation Strategies	37
8.	Success Factors.....	40
9.	Lessons Learned	42
10.	Recommendations.....	45
11.	Conclusions.....	48
Annexes		51
Annex I: Baseline Partners Evaluation Questionnaire Findings		51

Executive Summary

This report forms Deliverable D6.1 “Choose-Life Prevention Program Impact Assessment” developed within the framework of Work Package 6 of the CHOOSE-LIFE project. The document contains a comparative analysis of the impact assessment of the CHOOSE-LIFE prevention program implemented in partner countries participating in Work Package 3.

The purpose of the assessment was to estimate the efficiency of the program in terms of its impact on psychological well-being, increasing protective factors against risky behavior and drug consumption, youth involvement, and support to youth workers and professionals involved in the work with vulnerable youth.

The report employs the methodological approach of a multi-staged impact assessment, including baseline survey, implementation process monitoring, pre- and post-assessment surveys, participants’ feedbacks, youth camp assessments, and comparative case studies carried out in Cyprus, Greece, Italy, Portugal, and Serbia.

This report is the overall impact assessment of the Prevention Programme implemented in Work Package 3 and assesses the success of the programme in achieving its objectives. The assessment draws on evidence gathered over the life of the project: baseline research, monitoring of the implementation, feedback from participants, national case studies, evaluation questionnaires and qualitative reflections received from young people, youth workers and partner organisations.

Results reveal that the CHOOSE-LIFE programme managed to establish an inclusive and participative learning environment that enhanced self-awareness, resilience, communication skills, teamwork, critical thinking, and healthier decision-making processes. In all partner countries, young people experienced improvements in their ability to cope with stress, express emotions, communicate with peers, and handle risks.

The project also improved the competencies of youth workers, educators, and prevention professionals through the application of participatory and non-formal methodologies for the prevention process. Capacity-building workshops enhanced the professional self-confidence in dealing with sensitive issues related to mental health, substance abuse prevention, emotional well-being, and youth participation.

In addition to its effects on the individual learning achievements of the participants, the project provided opportunities for building capacity in the organisations and for fostering cooperation among youth organisations, schools, local administrations, and other community partners. The educational model developed by the consortium was effective in the exchange of best practices between the partner countries and also offered enough flexibility to tailor the activities to fit each local context.

Context-sensitive approaches also played a vital role in implementing the project. Although different countries participated in the project, with various social, economical, educational, and community environments, youth vulnerability associated with peer pressure, emotional problems, social exclusion, stress in schools, and lack of healthy leisure were common.

A very valuable feature of the project was its capacity to incorporate prevention education into experiential learning, creativity, peer learning, and psychosocial support. The implementation of the Cool-Fun Toolkit and the International Youth Camp proved to be crucial in ensuring youth engagement, intercultural dialogue, social inclusion, and emotional well-being.

The findings show that the CHOOSE-LIFE program had positive psychosocial and educational effects on the young people and youth workers. The CHOOSE-LIFE program showed great capacity for sustaining and transferring its results into other education and youth work contexts.

In general, the evaluation has shown that the CHOOSE-LIFE Prevention Programme was very successful in reaching its primary aims through enhancing the positive factors related to youth well-being, enhancing the competence of youth workers to provide participatory prevention interventions, and encouraging youth participation. The results of the evaluation justify the usage



D6.1 Impact Assessment

and further development of the tools developed within the programme as means of enhancing the effectiveness of prevention programs.



1. Introduction

CHOOSE-LIFE project came about as a result of the increasing demand for new ways of addressing risky behavior and substance abuse among young people, that will be more effective in solving the problems of risky behaviour and substance abuse. In Europe, today's generation of young people faces many emotional and psychological pressures due to social, economic, and educational instability and lack of positive surroundings and psychological help.

Classical methods of prevention that concentrate only on information dissemination are not always sufficient in solving the complicated issues faced by young people today. This is why the CHOOSE-LIFE project chose a more holistic approach to prevention, focusing on psychosocial well-being promotion, active youth participation, emotional coping skills development, lifestyle improvement, and non-formal education techniques.

Modern research into prevention acknowledges that there are many different aspects which contribute to substance use in youth. As such, prevention programs aim to not only mitigate risk factors, but also enhance protective factors that help young people achieve healthy growth, emotional well-being, and social integration. Some examples of protective factors include resilience, peer networks, emotional control, self-confidence and community environment. These factors reduce the vulnerability to substance abuse and other risky behavior. The CHOOSE-LIFE project was founded on this premise by adopting the positive approach to prevention where youth are helped to develop skills and make decisions to create healthier communities.

Work Package 3 was dedicated to the pilot implementation of the CHOOSE-LIFE project across different partner countries in the course of the following activities:

- Youth workers capacity building
- Recruitment and engagement of young participants
- Curriculum deployment
- Cool-Fun toolkit roll out activities

- International Youth Camp implementation
- Reflective case study development

Though each of these activities was developed as separate pieces of the Prevention Programme, they were intended to work as complimentary pieces within one educational system. The capacity building activity was supposed to develop the necessary skills among youth workers to help conduct the prevention activities efficiently, whereas the curriculum and the Cool-Fun Toolkit offered the chance for young people to enhance their psychosocial skills through the process of experiential learning. The International Youth Camp supported this through the promotion of intercultural dialogue and peer learning.

Work Package 6 centred on quality assurance and evaluation procedures, encompassing the evaluation of quality of implementation, efficacy of the program, outcomes for participants, and impact comparison in national settings.

The evaluation efforts carried out under the sixth Work Package served the purpose of providing continuous learning during the implementation of the project instead of being limited to merely reporting purposes at the end of the project. With the use of baseline assessment, monitoring, participant evaluation, and comparison, the consortium managed to evaluate not only the quality of implementation but also how well the Prevention Programme succeeded in meeting its intended objectives. In this way, the evidence-based approach allowed for identifying difficulties in implementation, recording good practices, and making recommendations for future prevention projects.

This report serves as the impact comparison for the programme implementation, examining the contribution made by the CHOOSE-LIFE programme to fostering psychosocial well-being, prevention awareness, emotional resilience, youth involvement, and professional development.

The rest of this report is arranged in a manner that will help structure the findings from the impact assessment in a logical order. After the discussion of the objectives and methodologies



D6.1 Impact Assessment

used in the evaluation, the report will then discuss the findings of the baseline assessment, assess the implementation of the Prevention Programme in all Work Package 3 activities, and finally evaluate the impact of the programme to the people and organizations involved.



2. Objectives of the Impact Assessment

The overall aim of this impact assessment exercise was to determine the success, quality, and impact of the CHOOSE-LIFE prevention program that had been developed and tested in WP3.

Specific purposes were:

- Conducting an appraisal of the implementation process carried out by participating nations
- Conducting an impact assessment of the programme's effects on psychosocial wellbeing and soft skills of young people
- Conducting an assessment of effectiveness of prevention-based educational strategies
- Conducting an impact assessment of capacity building activities conducted among youth workers
- Determining contextual variables affecting both implementation and impact
- Conducting comparisons between the implementation processes in participating nations
- Determining good practice lessons for sustainability
- Drawing recommendations for future programmes aimed at youth prevention.

This impact assessment not only aims at finding out if the planned activities have been carried out successfully, but also in exploring how these activities have led to positive changes among the participants, youth workers and organisations participating in the programme. The assessment not only looks at learning achievements, but also at more broad effects at an organisational and community level, such as improved collaboration, enhanced institutional capacity and possible sustainability of the project's educational materials.

The impact assessment will look for the conditions and factors which supported the success of the implementation of the project's activities in the different countries. Since the Prevention Programme was carried out in the countries with different educational systems, different cultural

backgrounds and institutions, it is very important to take into account these different contexts to be able to evaluate the programme outcomes.

Finally, it is expected from this impact assessment to provide some useful knowledge that can serve as a basis for future policies and practices in the sphere of youth prevention.

These objectives have served as the basis for the evaluation described in the report. Each of the following chapters analyzes particular issues related to programme implementation and impacts, thus making it possible to assess how successful the CHOOSE-LIFE Prevention Programme has been in terms of achieving its intended goals.

3. Methodology

3.1 Evaluation Framework

The impact assessment used a methodology of a mixed-method comparative evaluation that involved both quantitative and qualitative data collection during the entire process of project implementation.

The assessment methodology involved the following:

- Partners' evaluation questionnaire prior to implementation;
- Pre- and post-implementation soft skills questionnaire for participants;
- Collection of participant feedback;
- Monitoring of implementation process;
- National case studies comparison;
- Evaluation of International Youth Camp;
- Reflections from implementation observation.

The evaluation framework was intended not only to measure how effectively the Prevention Programme had been implemented, but also the results produced. Instead of measuring whether activities were completed or participants were satisfied with the programme, the evaluation focused on how much of a difference the Prevention Programme made regarding increasing knowledge, attitudes, psychosocial skills, and professional practice. In addition, the evaluation framework allowed the partnership to compare implementation experiences among different countries and find similarities, as well as what can be improved in the future.

The methodology was developed to evaluate not only the measurable impact on participants but also the social psychological, educational, and organizational impact created through the implementation process.

3.2 Evaluation Design

The assessment used a mixed-method approach that combines quantitative and qualitative methods for the sake of an exhaustive evaluation of the implementation and performance of the programme. This choice was driven by the goals of the CHOOSE-LIFE Prevention Programme that went beyond collecting numerical information about its results but aimed to assess changes in knowledge, attitudes, psychosocial skills, and experience of the participants.

The assessment process covered all phases of the project cycle and involved four sequential stages:

- The baseline assessment carried out before the start of the project for the purpose of establishing the need for intervention and assessing the context and readiness of institutions.
- The continuous process monitoring of participant involvement and implementation and adhering to the chosen methodology.
- The activity evaluation based on the questionnaires for the participants, observation of the facilitators, and discussion after completion of the project activities.
- The comparative impact assessment carried out at the end of the project based on all the gathered data and covering partner countries.

These elements made it possible to evaluate the implementation and impact of the programme and to conduct continuous improvement of the project implementation process.

3.3 Data Sources

The report will be based on the following references:

- Answers to baseline evaluation questionnaires for partners.
- National case studies for implementation in all partners countries.
- Evaluation questionnaires for implementation of the curriculum.
- Evaluation of pre- and post-soft skills.

- International Youth Camp evaluation report.
- Participant feedback.

The use of multiple data sources increased the validity of the evaluation because it was possible to compare and validate results from various stakeholders and situations of implementation. The quantitative data helped understand how the program had been participated in and the learning results, and the qualitative data allowed for further investigation of participants' experiences, organizational learning, and context influences. Thus, the combined data sources became the foundation of comparative analysis conducted in this report.

3.4 Data Collection Methods

The information required for the impact assessment was collected using several methods.

Questionnaires

Structured questionnaires were used to obtain quantitative data about participant satisfaction levels, perceived results achieved and quality of the programme.

Facilitator observations

Facilitators recorded observations about the level of participants' engagement, dynamics within groups, communication and behavior changes during implementation.

Reflective discussions

Participants were involved in reflective discussions and qualitative feedback sessions where they shared their experience with learning and considered the usefulness of the programme material.

National case studies

A national case study about the implementation process, participant experience, obstacles faced, best practices and recommendations for future implementation were developed by each consortium member.

Project monitoring documentation

Participant attendance lists, implementation reports, consortium meetings and activity reports were also used for verification of the implementation process.

3.5 3.5 Data Analysis

The assessment consisted of descriptive quantitative analysis and thematic qualitative analysis.

Quantitative data from surveys and project monitoring was used for descriptive analysis, to find out participation trends, participants' perceptions and changes that occurred during the process of implementation.

Qualitative data gained through participant feedback, facilitator observations and national case studies was analyzed using thematic analysis.

Common themes were found among participating countries, allowing for comparative analysis of implementation experience taking into account different contexts. The use of triangulation by combining both quantitative and qualitative data contributed to credibility of the assessment results.

3.6 Evaluation Dimensions

This assessment took into account the performance of the programme on multiple levels, which collectively contributed to a comprehensive framework for the evaluation of the programme in relation to its overall objectives.

The evaluation was based on the following criteria:

- Fostering psychosocial well-being
- Preventive knowledge and protective measures

- Emotional resilience and coping strategies
- Communication and teamwork capabilities
- Engaging youth
- Capacity building among institutions and professionals
- Community and stakeholder engagement
- Sustainability and scalability.

These dimensions were used in the interpretation of the data provided in this report, guaranteeing that the program effectiveness was measured based on several perspectives rather than one measure.

3.7 Quality Assurance

Quality activities were incorporated throughout the implementation process to maintain consistency, transparency, and reliability in all participating countries. Evaluation tools and monitoring procedures common for consortium partners were used, but there was enough flexibility to cope with the context of the local implementation.

Partnership meetings were carried out regularly to facilitate ongoing reviews of the implementation process, exchange of experience, and detection of implementation problems. The QA approach chosen helped to achieve the maintenance of consistency in the national activities as well as organizational learning.

3.8 Ethical Considerations

The evaluation was conducted in accordance with recognised ethical principles governing educational research and programme evaluation. Participation in evaluation activities was voluntary, and participants were informed about the purpose of data collection and the confidential treatment of their responses. Personal data were processed in accordance with the applicable data protection legislation, including the General Data Protection Regulation (GDPR).

Findings are presented in aggregated form, ensuring that individual participants cannot be identified.

3.9 Limitations

Although there was much evidence in both qualitative and quantitative form, the following limitations must be noted:

- Differences between local implementation environment and participant characteristics
- Varying duration of activities and recruitment process
- Different educational or institutional settings
- The self-report aspect of the tools used for evaluation
- Time constraints on the assessment of long-term outcomes.

Despite these limitations, the combination of several types of information ensured reliability of the comparison. Additionally, the fact that it was a relatively short implementation process made it difficult to determine whether there was any lasting behavioral change for the participants involved. The evaluation has provided strong proof about the short-term learning outcomes and changes but for long-term sustainability further study would be needed.

4. Baseline Assessment Findings

The baseline assessment provided a critical starting point for the identification of issues regarding the implementation environment, vulnerability of the participants, institutional readiness, and requirements for preventing problematic issues. The findings showed that the youth faced growing emotional, social, and psychosocial pressures that stemmed from larger social, academic, and economic issues.

The baseline assessment it was not meant to only identify existing problems but also to act as an evidence base for the development of the Prevention Program. The assessment helped the members of the consortium to tailor the educational activities to the reality of their local community, while using the same prevention framework for all the countries involved in the project. Thus, the evidence-based approach ensured that the program activities were addressing the problems identified in the needs assessment.

For example, partners identified peer pressure, emotional disturbance, academic stress, social exclusion, lack of psychosocial support, and exposure to environments where substances are used as major factors that affected the well-being of the youth. At the same time, a number of partners indicated that conversations about risky behavior and substances had become more and more normalized within the group of youth.

However, while the degree and nature of these issues differed from country to country, there were strong similarities identified in the root causes which had an impact on the wellbeing of the youth. Emotional wellbeing, peer interactions, self-confidence, and environment were identified as important areas no matter what country was involved. This further supported the need for a standardized education program, but with enough flexibility.

The baseline data also confirmed that the participants desired to have greater opportunities for expressing their emotions, building positive interpersonal relationships, participating in activities, and having an environment where they would not be judged when discussing their problems. In

particular, across all partner countries, the participants expressed great needs for emotional well-being, communication skills, stress reduction, self-confidence, relationships with others, and leisure activities.

It is important to note that the baseline results showed that young people were not just looking for information regarding substance abuse; there was an indication that they had a wider need for learning life skills and building resilience and engaging in social interaction. The study therefore revealed the need to consider a preventive strategy based on positive youth development rather than one aimed solely at tackling risky behaviour. This meant that the method of education considered in CHOOSE-LIFE placed great emphasis on experiential learning and engagement.

On the institutional level, it was established that youth workers, educators, and prevention specialists were very enthusiastic about engaging in preventive activities but lacked additional techniques necessary to organize meaningful conversations concerning psychosocial well-being, resilience and risk-taking behavior. In this regard, partners indicated the necessity to introduce youth-centered, experiential approaches which can go beyond conventional approaches to awareness.

Professionals have also stressed the significance of practical educational materials which would enable sensitive subjects to be discussed in an engaging and positive way. In particular, practitioners noted the usefulness of participatory techniques, creative exercises, and informal educational methods which would help stimulate discussion, develop trust between the facilitator and the participant and increase their likelihood of discussing topics of emotional health and substance abuse prevention.

Thus, the results of the baseline assessment provided the evidence of the relevance and urgency of the CHOOSE-LIFE initiative and underlined the importance of introducing preventive interventions with consideration of psychosocial well-being, youth participation, emotional well-being promotion and non-formal education approaches.

4.1 Implications for Programme Design

The results of the baseline assessment have been very important in the design of the implementation strategy of the CHOOSE-LIFE Prevention Programme. The needs that have been assessed have defined not only the educational materials to be used but also the educational methodologies to be employed in the Work Package 3. Instead of concentrating merely on raising awareness about the problem of substance use, the programme includes training activities that develop such protective factors as resilience, communication skills, emotional control, critical thinking, and healthy interpersonal relations.

The same applies to the capacity building activities for youth workers. The modules of training programmes have paid special attention to methods of participatory facilitation, experience-based learning and creating psychologically secure environment that allows adolescents to share their thoughts freely without being judged. This set of priorities has been defined by the results of the baseline assessment carried out among professionals and is part of the common educational framework created for all participating countries.

The baseline results also revealed the need for adaptability when implementing the program. Although the partners had shared goals regarding prevention, there were variations in institutional context, culture and participant attributes that necessitated the adaptation of the activities within each country. The fact that it was possible to adapt the implementation process without deviating from the basic educational approach emerged as one of the main assets of the program.

5. WP3 Implementation Process Evaluation

5.1 T3.1 Youth Workers Capacity Building

Youth Workers Capacity Building was an essential part of the CHOOSE-LIFE programme which sought to enhance the skills of youth workers, educators, social workers, NGO professionals, and those who work directly with vulnerable young individuals.

In all participating countries, attention was paid to developing knowledge about various preventive methods, promotion of psychological well-being, participatory facilitation, emotional support, and non-formal education methodologies. These capacity building exercises were created with the objective of not only enhancing the participants' understanding of preventive methods but also building their self-confidence regarding the use of participatory education approaches in their respective working environments. This training promoted reflection on existing practices as well as the application of practical skills that could be applied to youth work and education environments. Training sessions included reflection on issues faced by young individuals in terms of peer pressure, emotional problems, social exclusion, family breakdowns, and risky behaviour.

Participation was very successful in all involved countries and reflected high interest of professionals in development of their skills in relation to prevention. Increased self-confidence when discussing difficult issues, work with vulnerable youth, use of inclusive methodologies, and creation of emotionally secure environment were among participant's feedback comments.

One of the key impacts that resulted from the implementation process was the change in attitude of the professionals towards prevention work. Professionals started understanding that prevention should not only include awareness building and information provision but also relational trust, emotional well-being, participation, and psychosocial work.

As for the results of the evaluation, it was shown that the participants appreciated the applicability of the training classes. In other words, the classes were not purely theoretical but gave an opportunity to practice certain facilitation techniques, to exchange the experience with the colleagues and discuss the cases that they encountered in their work practice. It helped the participants gain more confidence in discussing emotional well-being, substance use prevention, and youth participation.

Furthermore, the capacity-building exercises led to increased collaboration between different actors – schools, youth organizations, NGOs, municipalities, and the community. In several countries, the programme allowed for collaboration across sectors in regard to issues concerning young people and their wellbeing.

In general, the Youth Workers Capacity Building project produced valuable results in terms of the professional growth of participants and the strengthening of the local prevention ecosystem.

The execution of T3.1 has created an excellent basis for future actions taken by the Prevention Programme. The development of skills among youth workers and other professionals prior to engaging young people was an essential element that helped increase the quality of delivery in all participating countries.

5.2 T3.2 Recruitment and Engagement of Young Participants

In the process of recruiting volunteers for this initiative, the importance of context-specific recruitment methods, as well as cooperation with schools, youth groups, municipalities, and communities, became apparent.

Recruitment was an important step during the implementation of the programme since it would determine how successful the programme would be in reaching out to the target groups. The partners chose recruitment methods that were flexible to allow youth from different backgrounds to join the programme.

Examples of recruitment methods include:

- Schools
- Community outreach
- Youth organizations
- Pre-existing youth groups
- Educational workshops and
- Peer activities.

Using more than one recruitment method was helpful in making the program accessible and allowed the partners to involve youths who may not otherwise take part in prevention activities. Working together with schools, municipalities, and youth organizations was particularly helpful in recruiting youths of different educational and social levels.

The recruitment strategy was effective at attracting young people from various social and educational backgrounds, some of whom were vulnerable because of:

- Social exclusion
- Financial uncertainty
- Emotional issues
- Lack of education interest
- Exposure to unsafe environments.

Some of the issues faced during recruitment were:

- Limited time
- Ensuring consistency
- Difficult school schedules
- Competing youth obligations and flexibility

Despite these challenges, the partnership succeeded in recruiting many participants and laying the groundwork for the implementation of the programme.

However, despite practical difficulties in the recruitment of participants in certain countries, the partners of the consortium showed a high degree of flexibility through changes in communication

strategies, adaptation of the time frame for the implementation of the strategy and improved cooperation with the local stakeholders, which ensured the accomplishment of the recruiting objective.

Apart from the recruitment itself, the process was also helpful in increasing the awareness about the CHOOSE-LIFE project in the local community and in building partnership with organizations that can be useful for the future implementation of prevention programs.

5.3 T3.3 Choose-Life Curriculum Deployment

Deployment of the Choose-Life Curriculum became the key intervention stage and brought forward the most tangible proof of the impact made on the participants and psychosocial results gained. The implementation of the curriculum occurred within the partner countries through a series of organized sessions that addressed such important issues as emotions management, resilience, communication, critical thinking, teamwork, decision-making, and prevention awareness.

These sessions offered participants the opportunity to reflect upon their own experiences and talk about problems that emerged in relation to emotions, social interaction, as well as acquire certain skills in relation to handling stressful situations, resisting peer pressure, dealing with conflicts, and improving interpersonal relations. The interactive character of the curriculum helped participants get more involved into the discussion. The flexible nature of the curriculum ensured that partners could tailor their activities to suit the local context while not in any way deviating from the set goals of education as stipulated by the consortium.

The evaluation conducted in connection with the pre- and post- soft skills questionnaire proved that significant progress was achieved in several psychological competencies. Young people improved their emotional competence, skills in communication, teamwork, decision-making, conflict resolution, and stress management. Upon comparing the results received from completing the questionnaires before and after the intervention, it is possible to note a considerable change towards greater agreement.

Qualitative participant reflections further reinforced the positive impact of the curriculum deployment. Young people consistently highlighted the value of safe and inclusive spaces where they felt comfortable discussing personal experiences, emotions, and challenges without fear of judgement. Participants also emphasized the importance of peer interaction, group discussions, and experiential learning activities in helping them better understand themselves and others.

The curriculum implementation additionally contributed to the strengthening of protective factors against risky behaviours. Participants demonstrated increased awareness regarding the consequences of harmful choices, greater confidence in managing difficult situations, and stronger understanding of the importance of emotional wellbeing, healthy relationships, and positive peer support.

Several partners reported that the curriculum sessions differed substantially from traditional educational approaches due to their interactive, youth-centred, and non-formal structure. This participatory methodology proved particularly effective in maintaining engagement and encouraging authentic participation among young people. This result also indicates that the program has been able to change the participants' perception of prevention from being only about substance abuse to taking into consideration emotional wellness, resilience, and health promotion in general. This overall approach is one of the major accomplishments of the program.

Overall, the curriculum deployment represented one of the most impactful components of the CHOOSE-LIFE programme and significantly contributed to the psychosocial development, prevention awareness, and emotional resilience of participating youth.

5.4 T3.4 Cool-Fun Toolkit Roll-Out

Cool-Fun Toolkit sessions were very instrumental in fostering participation and the formation of positive and non-formal learning spaces. By combining creative arts, physical activities, reflection practices, team building exercises, social interactions, and participatory methods of learning, sessions were very effective in promoting the participation of the young individuals. Partners indicated that the toolkit made participants very motivated to participate, made it easier for them to express their feelings, interact with one another, and minimized resistance while talking about sensitive issues, and even helped in fostering unity within the groups. The application of experiential methodologies of learning was highly effective in maintaining the engagement of

youth through all the activities carried out. Moreover, the toolkit had high transferability and adaptability potentials.

The Cool-Fun Toolkit offered a set of creative learning tools which helped the participants become more creative and work collaboratively in an experiential way. As a tool for learning, the Cool-Fun Toolkit was not meant to entertain but support the learning process in the framework of the programme by stimulating motivation and engagement of participants.

Facilitators confirmed that one of the advantages of using the Cool-Fun Toolkit is that it helped overcome certain barriers and made young people more willing to talk about their experiences and sensitive topics because of the variety of creative and gaming activities used in the process of learning.

The positive feedback from the participating countries shows how useful this tool can be in the further implementation of similar initiatives. Adaptability, accessibility and compatibility with non-formal education make it a good tool for youth workers.

5.5 T3.5 International Youth Camp

The International Youth Camp represented a key transnational dimension of the CHOOSE-LIFE programme, bringing together young participants from multiple countries and creating valuable opportunities for intercultural dialogue, peer learning, international cooperation, teamwork, social inclusion, and the promotion of psychosocial wellbeing. Evaluation findings demonstrated high levels of participant satisfaction and a strong perceived impact of the activity. Participants reported increased self-confidence, improved communication skills, the development of new friendships and social connections, greater cultural awareness, and increased openness and empathy towards others. The camp also strengthened participants' sense of belonging and encouraged active participation within an international youth community. Overall, the combination of non-formal education methods, intercultural exchange, and wellbeing-focused activities contributed significantly to participants' emotional resilience, personal growth, and social development.

Apart from the immediate effects of learning and developing new skills, the International Youth Camp has contributed to reinforcing the European dimension of the CHOOSE-LIFE project through the possibility of cultural exchange and cooperation between young people coming from different countries. The participants had the chance to exchange experiences and discuss strategies for enhancing their well-being and prevention practices in their own communities.

The International Youth Camp thus had much more significance than simply being an individual project activity. It acted as a catalyst to intercultural dialogue, enhanced the participants' feeling of belonging to the European citizenry, and showcased the value of cooperation in tackling issues faced by youths all over Europe.

5.6 T3.6 Case Studies and Reflective Learning

The case studies offered valuable comparative perspectives on implementation realities, contextual considerations, effective methods, and lessons learned. National case study preparations facilitated documentation of the implementation process systematically for consortium members and gave important insights about how the Prevention Program was implemented in various settings. Through the use of implementation data, comments from participants and facilitators' reflections, national case studies gave an all-round insight into the success achieved and contextual considerations.

Even with the variation in context amongst all participating countries, some key similarities were identified including:

- Necessity of creating safe and supportive environments
- Necessity of using participatory and informal methodologies
- Necessity of providing psychosocial assistance to young people
- Necessity of involving peers significantly
- Promoting emotional well-being
- Necessity of adopting a youth-centered approach

Although there is variability in educational systems, institutional contexts, and communities where the program has been implemented, it is clear that the key concepts behind the CHOOSE-LIFE Prevention Program have been applicable in all the countries involved. This shows the strength of the education approach and its adaptability to varied implementation contexts.

It was also noted that the program had proven adaptable to:

- Urbane and rural settings
- Educational and community settings
- Various vulnerability scenarios
- Different institutional contexts

Flexibility has been found to be a critical factor as well. The educational process, facilitation, and recruitment of participants have been adapted to local conditions yet remained loyal to the general goals of the project. This combination of adaptation and loyalty has become one of the main features of the program and its transposability to other European settings.

The partners repeatedly stressed that building relational trust, being open, and participating were vital for prevention activities to be conducted effectively.

In general, from the national cases, it was evident that the success of any prevention programme relies not only on good educational materials but also on good partnerships, participatory approaches, involvement of local stakeholders and the provision of safe environments in which the youth can take part actively. This knowledge contributed to the impact comparison described in the next chapter, and greatly shaped the recommendations given below.

6. Comparative Impact Analysis

6.1 Impact on Young Participants

The project brought a number of very positive results in relation to the psycho-social, emotional, social, and behavioral domains for the young people who participated in it. Participants showed a great deal of ability to identify and understand their emotions, express themselves freely, reflect on their experiences, talk about difficult emotions and ask for help when it was necessary. Creating safe, open and non-judgemental environments was often mentioned as the most valuable aspect of the programme since it made young people feel free to talk about their experiences and participate actively in the activities.

The improvements made by the participants went beyond simply gaining knowledge about substance abuse prevention. As indicated in the evaluation results, adolescents demonstrated increased awareness of themselves, as well as emotional literacy, and confidence in expressing their opinions in the group setting. Such improvements are especially important since they enhance the factors contributing to resilience and help reduce vulnerability to risky behaviors in the future.

Furthermore, it is important to emphasize that the participants also had positive changes in terms of their communicative and social skills including listening actively, group communication, working with other young people, resolving conflicts, and participating in team work.

There was also evidence of increased readiness among participants to participate actively in collaborative learning activities. Facilitators noted consistent improvement in group cohesion and respectful communication, indicating that the program was successful not only in helping participants develop individually but also socially.

Finally, it must be said that this programme also helped to enhance protective factors associated with the processes of responsible decision making, critical thinking, dealing with peer pressure, stress, emotional regulation, and healthy behavior.

Generally, the results from the evaluation show that the programme was successful in facilitating positive youth development through a combination of prevention education and psychosocial assistance as well as experiential learning and involvement. In addition to preventing risky behaviors, the intervention program improved young people's abilities, thus improving their ability to make good decisions in life.

6.2 Impact on Youth Workers and Professionals

This project made significant contributions towards the professional development of youth workers and practitioners who participated in it. The participants experienced an increased self-confidence in implementing preventive activities and enhancing their capacity to offer psychosocial support for young people. The project also helped to raise the awareness of youth risks among professionals in terms of the factors that may affect the risky behaviour and the psychological well-being of young people. Additionally, it improved the methods of youth engagement and the involvement of participatory and non-formal education methods by youth workers and practitioners on an everyday basis.

The project not only increased the participants' professional knowledge but also helped in developing their confidence in being able to conduct dialogues about sensitive issues and handle the emotional needs of youth. Many professionals felt more confident in being able to develop trustful relationships with the participants and be in an environment that was open and inclusive.

Finally, the implemented activities also promoted collaboration between educational institutions, NGOs, youth organizations and communities. Youth workers and practitioners valued the importance of experiential learning, peer learning methodology, creativity and holistic prevention methodology.

The assessment also found that participation in the capacity-building exercises prompted professionals to reflect critically on the more traditional models of prevention. The importance of relationship building, active engagement, experience and protection were stressed over mere awareness or knowledge transfer.

Overall, these results suggest that the project built the capacity of professionals who work with youth to implement prevention practices in their organizations and communities based on an evidence-based model of holistic prevention.

6.3 Institutional and Community Impact

The implementation of the programme helped to increase cooperation and collaboration between schools, youth organizations, municipal services, community stakeholders and professionals from the field of prevention. Thanks to the common activities and exchange of experiences, the participating organizations managed to build partnerships and create conditions conducive to working on behalf of the youth both locally and at the community level. Moreover, it is worth mentioning that through dialogue, the programme allowed for greater cooperation of the various sectors involved in youth work.

The collaborative approach in implementing the project helped participating organizations improve their existing collaborations as well as forge new alliances with the relevant bodies. The alliances improved communication among the various sectors and enabled them to engage in coordinated preventive measures even after the end of the project period.

Additionally, the project resulted in greater understanding about youth mental health and emotional wellbeing, inclusive prevention and the need for community-based structures aimed at fostering a supportive environment conducive to participation and prevention. Some partners found out that there is a possibility of sustaining the results of the project and exploiting them

even further, by using the project's elements in various forms of activity such as schools, youth work programs, community actions, and future prevention projects.

In some of the participating countries, institutions declared their intent of continuing to employ certain elements of the CHOOSE-LIFE educational approach in future youth work activities and community projects. In this case, the readiness to include the outputs of the project in current activities is a good indication of the relevance and usefulness of the educational materials that were produced in the course of the project.

The impact on institutions thus goes beyond the project's implementation organizations. Through the development of local prevention networks, intersectoral cooperation and sustainable educational practice, the project has created more supportive communities for the well-being of young people.

6.4 Cross - Country Comparative Findings

This comparative analysis showed both common and unique challenges among all the involved countries, thus underlining the capacity of the programme to be adapted and used in different contexts successfully. All the countries have shown similarities in terms of common challenges faced by youths: pressures of peers, psychological stress, feelings of social exclusion, educational pressures, exposure to substance-related environments, and lack of psychosocial care services. In addition to those, the partners identified a number of other challenges associated with the process of implementation: limited time, difficulties in keeping participants engaged and in following the schedule of the institutions.

Even though the implementation was done in different educational and cultural settings, there were found some remarkable consistencies concerning the needs of the young people and the efficiency of the education methods used by the programme. It shows that the main ideas that form the CHOOSE-LIFE methodology address the development problems of the young people in Europe.

Nevertheless, some common factors, which contributed significantly to the success of the programme in all the partner countries were identified during the evaluation. Among them, there were such aspects as participative methodology, creation of safe and conducive environment, application of creative learning approach, effective facilitator-learner relationships, involvement of peers, and adaptation to the context and learner's needs.

The assessment process has shown that the successful implementation did not necessarily depend on the national context but rather on good facilitation, use of participatory techniques, and creation of learning environments. This was true for all partner countries regardless of the varying contexts of implementation.

At the same time, the programme was also modified in line with the particular education systems, socio-cultural realities, urban-rural dichotomies, vulnerability situations of youth, and existing prevention ecosystems in each participating nation. Such modifications enabled the programme to be implemented with due consideration for the context while keeping the same objectives and methodology. In general, although there were differences in the settings of implementation, the programme exhibited great consistency in its efforts toward promoting psychosocial well-being and social inclusion among young people in the participating nations.

From a comparative perspective, it is evident that the CHOOSE-LIFE Prevention Programme was able to strike a good balance between ensuring methodology consistency and enough flexibility to adapt locally. This is one of the biggest strengths of the programme that can be applied elsewhere in Europe.

6.5 Achievement of Project Results

The comparison analysis reveals that the CHOOSE-LIFE Prevention Programme has managed to achieve its main goals in all countries where it was implemented. Information gathered from the questionnaires, participants' reviews, implementation reports and national case studies proves that the programme was very successful in terms of improving psychosocial well-being,

encouraging emotional resilience, developing communication and team-working skills, and fostering knowledge about healthy decision-making.

Likewise, the programme was very successful in terms of enhancing professional skills of youth workers and other experts by boosting their ability to use participatory, youth-oriented and non-formal educational methods in prevention projects. The capacity-building activity also helped develop cooperation between professionals and organizations involved in youth work, education and community support sectors.

Lastly, the programme was successful in creating a transferable prevention method that can be adjusted to different national settings but still retain the common educational principles and implementation criteria. These results show that the project has managed to achieve its goals formulated during the planning and implementation process.

6.6 Sustainability and Trasferability

One of the major results arising from the comparative analysis of the impact of the project is related to the sustainability and replicability of the CHOOSE-LIFE Prevention Programme. During the process of implementation, the partner organisations showed their great commitment to using the project methods and educational resources beyond the life of the project itself.

The focus of the programme on the experiential learning, the emotional well-being, the participation of the youth and the non-formal education make it suitable for application in various educational environments. The partners have considered the possibility of integrating the materials of the project into the school education, youth centres, municipality programmes, NGO projects and future prevention programmes for vulnerable youth.

In addition, due to the flexibility of the educational methodology, it becomes possible to adapt the programme to other cultural, institutional and social environments without any changes to the basic goals of the programme.

7. Key Challenges and Mitigation Strategies

A number of implementation challenges emerged during the course of the project implementation in the partner countries. One of the most common implementation challenges was the short duration available for implementation, in comparison to the number of activities proposed and the need to ensure effective participation from the participants. According to the partners, carrying out the planned activities amidst school timetables and with coordination from various parties involved required a great deal of flexibility and communication. To overcome these challenges, the partners utilized mitigation measures such as flexibility in planning, effective cooperation with schools and local institutions, activity modification based on the local conditions, and enhanced communication with the participants and other stakeholders.

In spite of all the difficulties in implementation mentioned above, partners always showed their great adaptability in the process of implementation. The constant exchange of information between the members of the consortium, constant monitoring of the process of implementation and the collective solving of problems ensured quick reaction to any arising problems without affecting the quality of the educational program carried out.

Keeping the participants engaged throughout the implementation process was another implementation challenge faced by partners in some of the settings, owing to school responsibilities, individual commitments, emotional issues, and changing motivations among the participants. To tackle this challenge, the partners relied heavily on interactive and youth-focused facilitation techniques to promote active participation among participants.

From the results of the evaluation, it can be seen that there was an improvement in engagement levels among participants through activities that focused on learning through experience, creativity, collaboration, and interaction. It was noted that building trust with participants and ensuring psychological safety in the learning environment were some of the most successful strategies in keeping motivation high throughout the program.

Furthermore, some of the partners also encountered wider organizational and contextual obstacles such as the lack of flexibility in the organizational structure, socio-economic constraints related to youth and family members, weaknesses within the community as well as, at times, political or educational disruption that affected the activities planned and implemented. The adaptable, open, and interactive nature of the program, however, helped the partners overcome most of these problems despite the circumstances prevailing.

Yet another critical learning experience arising during the process of implementation is the importance of developing good local partnership relationships. Working together with schools, municipalities, youth groups, and other local stakeholders, the partners managed to deal with a number of obstacles that could hardly have been overcome alone. Thus, engagement with local stakeholders turned out to be a prerequisite for successful implementation as well as an important protection factor.

7.1 Lessons Learned through Implementation Challenges

The implementation challenges experienced during the course of the project led to significant learning and provided useful lessons for designing future prevention programmes. The main lesson that emerged through implementation challenges is the need to be flexible during implementation planning while retaining the consistency of the educational approach. It is vital to enable partners to adjust activities according to local institutional needs while ensuring that the programme objectives remain intact.

Moreover, the evaluation showed that prevention programmes need sufficient time to recruit participants, develop relationships with them and retain their interest. Although the project managed to accomplish its objectives, further expansion of implementation periods can benefit participant reflections and follow-up activities as well as promote behavior changes among them.

Finally, the process indicated that it is vital to invest in professional development of youth workers before implementation of the programme. Equipping them with necessary facilitation skills and techniques of psychosocial support increased their effectiveness in addressing implementation challenges and adjusting activities.

Nevertheless, despite facing a number of operational difficulties and other challenges, the implementation of the CHOOSE-LIFE Prevention Programme was a success. In fact, through being adaptive, collaborative, and reflective about the process of implementing the programme, the consortium managed not only to improve the quality of the programme itself but also to learn important lessons from this experience for the future prevention programmes aimed at youth.

8. Success Factors

The comparative analysis pointed out several success factors that have played an important role in the implementation and success of the programme.

Non-formal and Participatory Education: The use of interactive and experiential teaching techniques greatly improved youth engagement. The consistent application of the approaches to non-formal education was identified as one of the major strengths of the programme. Learning through interaction, discussion, role play, creativity and experience helped participants engage in the learning process actively and explore difficult issues in a constructive way. Participants were not passive recipients of the information but active generators of the learning process.

Emotionally Safe Environments: The provision of safe spaces facilitated open discussions on difficult subjects and authentic involvement in prevention activities. In all the participating nations, the facilitators stressed the need for creating a psychologically safe environment through an atmosphere of trust, respect, and openness. The learning environment created by this process allowed participants to share their experiences and feelings without any risk of judgment. This process helped create a great deal of participation among the participants.

Youth-Centered Facilitation: Activities aimed at giving voice to young people and encouraging their participation proved more successful. This evaluation was always consistent in demonstrating the fact that those activities where young people were placed as the main focal point in the learning process would result in better levels of engagement and learning. Young

people were urged by facilitators to contribute by talking about their experiences and views. This ensured that young people became responsible for their own learning.

Holistic Approach to Prevention: A holistic approach incorporating issues related to psychosocial well-being and prevention increased the effectiveness of the programme. What made this program distinctive was its holistic approach to prevention. Instead of concentrating solely on awareness of substance use, the educational process also covered emotional health, resilience, communication, healthy relationships, decision making and social inclusion. Through improving these protective factors, the program helped young people develop in a broader sense and at the same time prevented risky behaviors.

Cross-sector Cooperation: Cooperation between different sectors of society ensured high-quality implementation and improved sustainability prospects. Collaboration between schools, municipalities, youth organizations, non-governmental organizations and other community partners was a key factor contributing to the implementation and sustainability of the project. It allowed for effective recruitment of participants, improving the quality of educational activities as well as providing more possibilities for the implementation of the method used within the framework of the project into current initiatives of the community.

Integration of Success Factors: The assessment shows that the success of the CHOOSE-LIFE Prevention Programme was achieved by none of the activities conducted separately but rather by the combination of several complementary factors. The participatory approach proved to be most successful if implemented along with the creation of an emotionally safe learning environment, capable facilitators, organizational cooperation and a holistic perspective on prevention. As shown in this programme, sustainable prevention needs to be a coordinated effort at several levels. Individual learning achievements, professional development and organization cooperation helped each other out, thus creating the circumstances conducive to both individual development of participants and overall community impact. This combination of implementation is one of the most important achievements of the project.

In conclusion, the factors that were established from the comparative evaluation give vital information for the development of future youth prevention programs. They indicate that an effective prevention is not only an awareness activity but also involves participatory education, favorable learning environment, well-prepared professionals and strong collaboration within the community. In totality, these factors have led to the successful performance of the CHOOSE-LIFE Prevention Programme in all countries involved.

9. Lessons Learned

The implementation of the CHOOSE-LIFE project provided vital lessons learned about working with at-risk youth in prevention practices and the necessary circumstances of engaging with and fostering the well-being of youth.

One of the most important lessons that have been learned by the partners through the implementation of the programme in various countries has been that preventive practices become much more efficient once they step out of just the information provision stage and begin addressing the well-being, participation, relational aspects, and psychosocial dimensions of young people's lives.

From the findings of the assessment, prevention becomes more effective as it incorporates the entire social and emotional aspects that young people face. Even though knowledge about the dangers associated with the consumption of drugs plays an essential role, prevention must incorporate the promotion of protective factors such as self-confidence, communication skills, emotional resilience, among others. It is one of the greatest contributions of the project to present day prevention practice.

Another key lesson learned from implementing the project was that the creation of an environment where one feels valued, supported, and emotionally safe is crucial to fostering youth engagement. Relational trust emerged as one of the necessary prerequisites to engaging

in discussions concerning sensitive issues such as risk behaviors, mental and emotional well-being, and substance abuse prevention.

Another lesson was about the significance of competency in facilitation. Positive responses were received where facilitators exhibited characteristics of empathy, active listening and openness while fostering dialogue among group participants. It was crucial that facilitators were able to create trustful relationships since these played an integral role in forming an environment conducive to learning.

A further key insight was about the power of participatory and informal methodologies in education. Exercises that were creative in nature, learning processes through peers, reflective group work, experiential learning, and interactive workshop sessions always resulted in more participation, enthusiasm, and open emotions from young people than traditional methods of instruction.

The results further show that there is an increase in motivation and practice of applying knowledge by means of experiential learning. The youth did not merely receive knowledge, but actively engaged in situations to reflect upon their experience and learn through interaction among each other. This approach to learning greatly increased engagement and made the educational program more effective.

Flexibility and adaptation was another aspect that came up during the implementation phase. While all partner organizations delivered a similar overall program, it was always adapted depending on the circumstances prevailing locally.

However, on the other hand, it was found out that flexibility does not hinder the quality of programmes when the principles of education remain constant. The partners were able to strike a balance between methodological consistency and flexibility so as to keep activities pertinent to their respective environments.

At a professional level, the project reiterated the need to enhance prevention competencies amongst youth workers and educators by employing practice-oriented, reflective and psychosocially informed approaches in training programs. Professionals stressed the significance of building facilitation competencies based on empathy, active listening and participation.

Another key lesson learned was the importance of ongoing professional development. It became clear during the course of the project that the prevention programs are greatly improved by offering practitioners the chance to improve their technical competence and facilitation skills. It is important that future prevention projects consider such development as an essential element of the process.

Lastly, the project showed the great added value of transnational cooperation and intercultural dialogue. By organizing the International Youth Camp and collaborating across countries, participants increased their levels of openness, social inclusion, intercultural awareness, and feeling of belonging to a larger community of young people from Europe.

Another aspect was the exchange of experience between the partner organizations, which helped to emphasize the additional value of collaboration within Europe for better practices in education. Exchanging implementation experiences, comparing the national situation, and reflecting on the problems together made it possible to improve the methodology of the program and find efficient ways.

In summary, the learnings from the implementation of the CHOOSE-LIFE Prevention Programme show that good youth prevention involves more than just raising awareness. The learnings gained during the implementation of the programme provide very useful information for future prevention programs, which need to incorporate the concepts of psychosocial wellbeing, resilience, involvement and collaboration into their approach.

10. Recommendations

Several recommendations can be made from the results of the comparative analysis in order to assist the sustainable development of prevention and psychosocial well-being initiatives among young people. In schools, further implementation of psychosocial well-being and prevention education should become part of school programs, including additional activities related to informal, participatory, and experiential forms of education. Schools are encouraged to establish measures aimed at creating better conditions and providing better mental well-being support services.

Additionally, there needs to be a focus on a whole-school approach towards wellbeing, whereby the process of prevention is integrated within the wider context of the education system instead of just being implemented via separate activities. Emotional wellbeing, resilience, SEL, and life skills could all be included into regular schooling activities in order to create positive learning environments and thereby enhance protective factors among the youth and minimize vulnerability. Schools need to develop cooperation between families, youth organizations and community services in this regard.

The main recommendation for youth organizations and practitioners is to continue using the participatory approach and ensure active engagement of young people within the learning processes. Creation of safe and inclusive environments for facilitation will stay relevant, as will integration of prevention education with other methods such as creativity and peer learning.

It is imperative that youth organizations keep on investing in the professional development of the youth workers through organizing training sessions, peer learning and reflective practices. Improvement in facilitation, trauma informed approaches, communication and educational practices will help professionals to respond better to the needs of the youth population. Professional learning should be acknowledged as an essential part of quality prevention practice.

From the perspective of policy and stakeholders, there should be an increase in attention being put into building and fostering community-based prevention ecosystems, as well as improving cooperation between different sectors such as schools, youth organizations, municipal institutions, mental health practitioners, and others. It is crucial to allocate more financial and human resources into the field of youth mental health, psychosocial wellbeing, and prevention actions, due to the fact that young people are currently facing increased problems in terms of their emotional and social development.

Policy makers are advised to promote the implementation of comprehensive prevention measures that would integrate the efforts of various sectors such as education, health, youth, social welfare and communities under one umbrella. Investing in well-coordinated prevention programs over a long period can increase accessibility, prevent fragmentation and build community resilience. In addition, any future funding models must help in sustaining the educational resources and collaborations beyond the lifetime of the project.

Finally, regarding the future of other Erasmus+ projects, it is proposed that more time be allocated for implementing those programs in order to achieve more effective collaboration, build better relationships, and achieve more lasting results. It was noted by both project participants and partners that there were many additional benefits derived from the international exchange of peers and intercultural experience. Thus, future projects should pay even more attention to long-term follow-up measures and sustainability planning.

European initiatives in the future need to focus also on systematic impact evaluations in order to evaluate the results of the programmes in the post-implementation period. Activities such as

longitudinal monitoring will contribute to an important evaluation of the sustainability of the changes in behaviours and psychosocial aspects and to the constant development of prevention methods. More dissemination of successful practices and cooperation of related European projects will contribute to maximising the impact of the investments made within Erasmus+.

In general, the recommendations that emerged from the CHOOSE-LIFE Prevention Programme include the importance of holistic prevention, active involvement of youth and cooperation of different sectors. In order to be able to achieve the objectives of effective youth prevention, the coordination of actions of educational institutions, youth organisations and policymakers is necessary. Building on the results of this project, future projects can enhance the psychosocial wellbeing and social inclusion of young people.

11. Conclusions

The CHOOSE-LIFE project was able to effectively prove how important such holistic, participatory, and psychosocial prevention methodologies could be when dealing with youth from various countries in Europe.

Indeed, the comparative assessment proves that the program created successful results in terms of:

- Emotional well-being
- Social and communication skills
- Emotional resilience
- Prevention knowledge
- Youth participation and
- Professional training.

Taken together, this list of findings shows that the program accomplished far more than just delivering educational events. Through the assessment process, it was found that participants enhanced their life skills, became more emotionally aware, gained confidence in working with other people, and acquired better decision-making skills. In other words, the program was successful in enhancing protective factors that help young people become well-adjusted in the future.

One of the most important findings coming out of the evaluation is that prevention programs are more successful if they adopt an integrated strategy, combining psychological support, informal learning, youth involvement, and building relationships. In other words, instead of concentrating

solely on reducing negative behavior, the CHOOSE-LIFE model used positive youth development, enhancing the abilities of youth and encouraging their involvement.

Furthermore, the project clearly confirmed that preventive activities were most successful when based on the combination of emotional care, youth involvement, experience-based approach, safety and community participation.

Though each country has its own specifics and issues related to the implementation of preventive activities, each partner state contributed to the creation of powerful preventive environments promoting the healthy development of young people and protection against harmful conduct.

In spite of various disparities in educational systems, structure and conditions of implementation, the programme proved to be highly consistent in achieving its main goals in all countries involved. The adaptability of the educational approach made it possible for the partners to adjust the activities according to their specific requirements while at the same time preserving the pedagogical basis which made up the essence of the CHOOSE-LIFE Prevention Programme. Consistency and adaptability is one of the major advantages of the project.

The project also underscored the significance of cross-sectoral collaboration, international dialogue and youth-oriented approaches in European preventive and health promoting initiatives.

Of equal importance was the role of the project in increasing collaboration between educational institutions, youth organizations, municipalities, community partners and experts in the area of youth work and prevention. This has increased effectiveness of the program and laid the groundwork for further use of the methods and education materials developed within the project framework.

Overall, the CHOOSE-LIFE Prevention Programme had a great deal of impact on an educational, psychosocial, organizational and community level in all of the countries involved. As can be seen from the evidence shown in this report, the goals set out by this project have been reached, and



D6.1 Impact Assessment

it has provided a versatile, evidence-based and transferable prevention model which is adaptable to the requirements of young Europeans. The lessons learned, good practices and recommendations obtained from this evaluation will be useful in future European projects in youth wellbeing, resilience and prevention.



Annexes

Annex I: Baseline Partners Evaluation Questionnaire Findings

Google Form evaluation can be found [here](#). Collection of all partners' responses.

Annex II: Pre- and Post-Soft Skills Assessment Findings

Collection of feedback evaluations among all partners during the T3.3 Choose-life curriculum deployment

Annex III – International Youth Camp Evaluation Summary

Google Form evaluation can be found [here](#). Collection participants feedback 45 in total.

Annex IV – Comparative National Case Study Overview

D3.2. Choose-life case study comparative report

Annex V – Participant Feedback Samples

Collection of feedback evaluations among all partners during the different stages implementation activities

Choose life





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