

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
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Ecole Nationale Supérieure de Management
Koléa



وزارة التعليم العالي و البحث العلمي
المدرسة الوطنية العليا للمناجنت
القلية

A Dissertation Submitted to the Department of **Organizations Management**
National Higher School of Management in Partial Fulfilment of the Requirements
for the Degree of **Master of Management by Quality**

**The impact of the non-formal education on the development of life skills
among youth**

Modal: Association Future for Development (Innovate Project 2021/2022)

Elaborated by:

Saada BERDJOUH

Supervised by:

Dr. Mehdi BOUCHETARA

Academic year: 2021/ 2022



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ABSTRACT

One of the main reasons behind adopting non-formal education by civil society association in Algeria is to develop life skills among youth, this research work shows how can training impact the development of life competencies among youth. Our study adopts qualitative and quantitative method based on an interview conducted with training manager at Innovate Project in Association Future for Development and a questionnaire developed and administered to a sample of sixty-one youth participants in extracurricular training adapted by UNICEF. To analyze the necessary data, we used different econometric methods that allowed us to say that: extracurricular training has a positive statistically significant effect on the development of life skills among youth except some of them. **Keywords:** Non-Formal education, extracurricular training, Life Skills, Association Future for Development, UNICEF.

RÉSUMÉ

L'une des principales raisons de l'adoption de l'éducation non formelle par une association de la société civile en Algérie est de développer les compétences de vie chez les jeunes, ce travail de recherche montre comment la formation peut avoir un impact sur le développement des compétences de vie chez les jeunes. Notre étude adopte une méthode qualitative et quantitative basée sur un entretien mené avec le responsable de la formation au projet InnoVe de l'association Future for Development et un questionnaire élaboré et administré à un échantillon de soixante et un jeunes participants à une formation parascolaire adaptée par l'UNICEF. Pour analyser les données nécessaires, nous avons utilisé différentes méthodes économétriques qui nous ont permis de dire que : la formation parascolaire a un effet positif statistiquement significatif sur le développement des compétences de vie chez les jeunes sauf certains d'entre eux. **Mots clés :** Éducation non formelle, formation parascolaire, compétence de vie, Association Futur pour le Développement, UNICEF.

الملخص

أحد الأسباب الرئيسية وراء تبني جمعية المجتمع المدني للتعليم غير الرسمي في الجزائر هو تطوير المهارات الحياتية لدى الشباب، ويظهر هذا العمل البحثي كيف يمكن أن يؤثر التدريب اللاصفي على تنمية المهارات الحياتية بين الشباب. تعتمد دراستنا أسلوبًا نوعيًا وكميًا على أساس مقابلة أجريت مع مدير التدريب في مشروع أبداع لجمعية المستقبل للتنمية، واستبيانًا تم تطويره وإدارته لعينة من واحد وستين مشاركًا شابًا في تدريب لا صفي تم إعداده من قبل منظمة اليونيسف. لتحليل البيانات اللازمة استخدمنا أساليب اقتصادية قياسية مختلفة سمحت لنا بالقول: إن للتدريب اللامنهجي تأثير إيجابي ذو دلالة إحصائية على تنمية المهارات الحياتية لدى الشباب باستثناء بعض منها. **الكلمات المفتاحية:** التربية غير النظامية ، التدريب اللاصفي ، المهارات الحياتية ، جمعية المستقبل للتنمية ، منظمة اليونيسف.

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If you are grateful, I will surely increase you [in favor] / Surah Ibrahim 14:7

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ABBREVIATIONS LIST

AFD	Association Future for Development
CBO	Community Based Organization
CELS	Types of education Longitudinal Study
GCE	Global Citizenship Education
ICTs	Information And Communication Technologies
LSBE	Life Skills Based Education
LSCE	Life Skills and Citizenship Education
MENA	Middle East and North Africa
NGOs	Non Governmental Organizations
OTBT	Outing Team-Building Training
SDG	Sustainable Development Goals
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

INTRODUCTION

1. The context and interest of this research

An astonishing ability to acquire skills, such as reading and writing, playing a musical instrument or flying an airplane, is the basis of humankind's most impressive achievements. This ability also plays a key role in development. Learning, that is, the process of acquiring knowledge and skill, tailors humans to their environments, and vice versa. In modern societies, skill learning, for example during schooling, is crucially important for matching individuals to the needs of the society and the labour market and it affects lifelong well-being and health. (Martin LOVDE'N; Benjamin GARZO'N; and Ulman LINDENBERGER; 2020)

(Marcial, 2012) advocated that soft skills are not innate, but they can be learned. According to (Spanjaard, Hall and Stegeman, 2018), integration by embedding activities and practising experiential learning helped improve outcomes.

The growing attention of the labour market to soft skills has led universities, in different countries to develop tools for the promotion and the assessment of generic skills, (Frederica Emanuel; Paola Ricchiardi; Domenico Sanseverino; and Chiara Ghislieri; 2021)

In modern societies, skill learning, for example during schooling, is crucially important for matching individuals to the needs of the society and the labour market. (Martin LOVDE'N; Benjamin GARZO'N; And Ulman LINDENBERGER; 2020)

It is high time that more attention should be given to life skills through LSBE Life Skills Based Education (Amina BOUDERDABEN, 2020)

There is a growing number of informal and non-formal learning activities worldwide related to STEM (Science, Technology, Engineering, Mathematics) curricular subject areas—particularly those involving coding and making. (Gabriella TISZA; Sofia PAPAVLASOPOULOU; Dimitra CHRISTIDOU; Netta IIVARI; Marianne KINNULA; Iro VOULGARI; 2020)

2. The aim of this research

The main objective of our research enrolls in the frame of and its dimensions, and to well know how does non-formal education contributes to the development of life skills among youth, additionally our aim is to know about the capacity of Association Future Development as a model association in promoting entrepreneurship and youth inclusion through life skills extracurricular training programs in Algeria.

3. Research question

In order to achieve and reach the objectives of this research through articles by these authors (Radhouane TITRAOUI, (2018), Mohamed Lamine KERAHI; Mohamed Lamine,

TAMEZOUGHET; and Rabeh KHALFI; (2019), Saida MEKAHLI and Soumia SAIDANI, (2021), Henndy GINTIN; Aulia MAHIRANISSA; Rudy BEKTI; and Hary, FEBRIANSYAH; (2020), Federica EMANUEL; Paola RICCHIARDI; Domenico SANSEVERINO; and Chiara GHISLIERI; (2021) the research question was constructed and is the following: **How does the non-formal education training programs impact the development of life skills among youth?**

4. Hypotheses

To address this research question, we present the following hypotheses

- **Main hypothesis: we suppose that there is an effect of the extracurricular training on the development of life skills among youth**

The results indicate that the three aspects of reaction level (i.e., engagement, involvement, and contribution) in the training program were mostly good.

(Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020)

Overall, the OTBT Outing Team-Building Training is a useful program for developing soft skills among MBA students. (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020)

The researchers (3 seniors and 5 juniors) participated in focus group discussions that analysed the selected theoretical models and identified the most appropriate skills for the context and the population considered (Italian university students). The research team identified 12 soft skills, which it grouped into areas based on the theoretical classifications considered. Federica Emanuel, Paola Ricchiardi, Domenico Sanseverino, Chiara Ghislieri. (2021)

Learning skills:

- **Sub-hypothesis 1: there is a positive statistically significant effect of the training on the development of creativity skill among youth at significance level of 5%**
- **Sub-hypothesis 2: there is a positive statistically significant effect of the training on the development of critical thinking skill among youth at significance level of 5%**
- **Sub-hypothesis 3: there is a positive statistically significant effect of the training on the development of problem-solving skill among youth at significance level of 5%**

Federica Emanuel, Paola Ricchiardi, Domenico Sanseverino, Chiara Ghislieri. (2021) mentioned the first area is called Task Orientation and refers to skills related to the way how subjects manage problems and make decisions and to planning and organising time and work in general. • Problem solving and decision making: the ability to approach problems and decisions using rational, logical reasoning taking into account limitations and possibilities, even in complex and unfamiliar situations. • Time and space management: knowing how to plan, organise and control time for specific activities and use appropriate spaces for concentration (De Beni, Zamperlin, Fabris, & Meneghetti, 2015; Robles, 2012).

Employability skills:

- **Sub-hypothesis 4: there is a positive statistically significant effect of the training on the development of cooperation skill among youth at significance level of 5%**
- **Sub-hypothesis 5: there is a positive statistically significant effect of the training on the development of negotiation skill among youth at significance level of 5%**
- **Sub-hypothesis 6: there is a positive statistically significant effect of the training on the development of decision-making skill among youth at significance level of 5%**

Scouts movement contributes strongly in developing communication, social, and leadership skills among its members. (Radhouane TITRAOUI, 2018)

Personal empowerment skills:

- **Sub-hypothesis 7: there is a positive statistically significant effect of the training on the development of self-management skill among youth at significance level of 5%**
- **Sub-hypothesis 8: there is a positive statistically significant effect of the training on the development of resilience skill among youth at significance level of 5%**
- **Sub-hypothesis 9: there is a positive statistically significant effect of the training on the development of communication skill among youth at significance level of 5%**

A non-formal education program to enhance drug abuse resilience quotient of youth at-risk of drug relapse: The approaching of the transformative learning theory and the cognitive behavioral modification concept was the title of research work done by (Methpiya

KERDPHOL THANGRATTANAA; Worarat PATHUMCHAROENWATTANAB; Wirun NINLAMOT; 2014) in Bangkok

This research aims to evaluate the effect of Outing Team-Building Training (OTBT) on developing soft skills (teamwork, communication, leadership, and ethics) among MBA students. (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020)

Active citizenship skills:

- **Sub-hypothesis 10: there is a positive statistically significant effect of the training on the development of respect for diversity skill among youth at significance level of 5%**
- **Sub-hypothesis 11: there is a positive statistically significant effect of the training on the development of empathy skill among youth at significance level of 5%**
- **Sub-hypothesis 12: there is a positive statistically significant effect of the training on the development of participation skill among youth at significance level of 5%**

The results of "Development of life skills and its role in social integration" research study is: developing life skills to promote belonging, citizenship, self and social responsibility. (Dr. Dahmany Mohamed, 2021)

5. Methodology

The research method is selected according to certain consideration of the research topic, the objective of the research and the quality of data collected about the topic by the researcher as he works on analyzing and interpreting it to reach appropriate generalizations. (Abdurahman ROUAA, 1977) It is also about giving an accurate description to a phenomenon or incident so that the researcher can solve a problem. (Mohamad MOUSSA, 1996)

This research applied a descriptive quantitative questionnaire method to assess the relationships between the variables. A set of self-administrated questionnaire was adapted (Cheng Yoke TAN, Abdul Ghani Kanesan ABDULLAH, Abdul Jalil ALI, 2021) to collect data and information about extracurricular training as a part of non-formal education and its role in developing life skills among youth, and analyzing these quantitative data into expressions related to theoretical part. We have completed our research by a qualitative method/ interpretive research methodology is used to frame the overall research design of the study. The design refers to a process that determines what, who, how to collect and

analyze the data (Creswell and Creswell, 2018; Lune and Berg, 2017) through a semi-structured interview that relies on asking questions to collect data. Semi-structured interviews are often open-ended, allowing for flexibility but follow a predetermined thematic framework giving a sense of order. For this reason they are often considered the "best of both worlds." (Tegan GEORGE, 2022)

6. Field of research

We have done our research work hosted for three months of internship at the level of Association Future for Development that practises and provided this type of non-formal education in Algeria.

Association Future for Development (جمعية المستقبل للتنمية) was created in 2009 according to Algerian Associations law 12/06. It is a community based organization CBO execute projects dedicated to youth, children, and Sustainable Development Goals (SDGs). It works in the wilaya of Batna; a high plateau city that situates in the East of Algeria in the region of Aures. The main projects are conducted in different rural regions of Batna municipalities and neighborhood cities.

Values: Sharing, respect, valorisation

Vision: To become a reference for children civil society work in Algeria

Mission: Association Future for Development is a community based organization CBO execute projects dedicated to youth, children, and Sustainable Development Goals (SDGs). It works in the wilaya of Batna; a high plateau city that situates in the East of Algeria in the region of Aures. The main projects are conducted in different rural regions of Batna municipalities.

Intern organization:

the association is composed of four levels of organization as following:

Board members: 15

General association: 50

Affiliated members: 408

Volunteers: 70¹

Innovate Project:

Innovate project is one of the project of Association Future for Development in the frame of projects of promoting children rights funded by UNICEF Algeria and dedicated to vulnerable children and youth between aged 10 and 24 years old living in rural areas

¹ Association's Internal Document

(shadow zones) in Batna and other ten wilayas (Khenchela, Biskra, Oum Lebouaghi, M'sila, Djelfa, Laghouat, Annaba, Bejaia, Guelma and Skikda). The project has two phases; the first one between July and December 2021 and the second one between January and December 2022.

The objectives of Innovate Project is to promote citizenship and the right of participation of children and youth aged between 10 and 24 years old living in rural areas and empowering them through training them on life skills and social entrepreneurship by the end of 2022.

Target group:

- 175 children and youth from 16 wilayas aged between 10 and 24 years old get trained on life skills and social entrepreneurship in UPSHIFT and ImaGen Ventures programs.
- 6600 children from 12 wilayas aged between 10 and 18 years old from benefit from workshops on life skills among Adolescent Kit training.
- 80 facilitators aged above 25 years old are trained on life skills and social entrepreneurship.
- Decision makers are addressed by an advocacy paper about the integration of 12 key life skills in educational curriculum in Algeria. ²

7. The interest of this research

Throughout the intensive data acquisition along the academic years and former experiences at civil-society activism, the choice of our research topic is driven by aspiring for a pursuing serving at non-governmental organizations and CBOs Community Based Organizations to deliver new insights and recommendations so as to propel and push associations work to its outermost success. Our master studies on management by quality provided me with new tools and practices to best understanding of considering quality in our mind first then in our attitudes when aiming to taking part as a key contributor to sustainable development process. Our social responsibility interprets the actions we aim to in this research especially that it is a new and original concept to civil society work in Algeria.

² Same last reference

8. Research plan

In order to clarify the potential fulfillment of studied research questions, this dissertation is divided so as to cover four main parts. It starts with an *introduction* that contains an overview of the subject of this research and its interest as well as its objectives and research question. The introduction consists as well the method used to answer the research question, the hypotheses in relation to the question and the main interest behind this research along with the field of the research.

The first chapter exposes the theoretical framework that includes overall literature review along with a historical review aiming to lay a solid understanding of previous related work in relevance with the topic, ended up with a detailed conceptual framework that accommodates with the main concepts of this research is divided into three main sections, (1) Life skills, (2) Non-formal education, (3) The impact of non-formal education on life skills development.

Based on these, *the second chapter* meticulously reveals the chosen methodological framework in the diagnosis of this study into the method used for this research, the collection of data, as well as the method used to analyze the collected data.

Chapter three is dedicated to following a presentation and discussion of results found in this research.

Last but not least, a *conclusion* is set forth to summarize the overall endeavors, it represents the main results from our research along with the added value of this study, by the end a description of found limits and pathways for further improvement in future research works.

**CHAPTER I:
THEORETICAL
FRAMEWORK**

Literature review

Through this literature review, we will expose in a non exhaustive way the current literature related to the theme of this research, for the purpose of placing and situating it on a model of analysis.

1. Life skills

In their research, (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020) stated that it is the role of business schools and their MBA programs to provide their students with the essential skills to connect business education to business practice. Students who graduate from such programs will either enter the job market or start their businesses. Business practices are complex, competitive, and challenging; thus, MBA graduates need an excellent combination of technical business knowledge and skills together with relevant soft skills. Meanwhile, (Cheng Yok TAN; Abdul Ghani Kanesan ABDULLAH; and Abdul Jalil ALI; 2021) suggested that higher employment chances by acquiring some generic competencies, especially in humanities or social sciences. The industry requires business graduates to be “work-ready” upon graduation. Employable graduates should be all-rounded, competent in hard or technical knowledge, and competent in the necessary soft skills to be proficient at work.

Nevertheless, the growing attention of the labour market to soft skills has led universities, in different countries to develop tools for the promotion and the assessment of generic skills, (Frederica Emanuel; Paola Ricchiardi; Domenico Sanseverino; and Chiara Ghislieri; 2021) stated in their research.

We have found in the research of (Martin LOVDE N; Benjamin GARZO N; and Ulman LINDENBERGER; 2020) that in modern societies, skill learning, for example during schooling, is crucially important for matching individuals to the needs of the society and the labour market.

2. The role of non-formal education in developing life skills among youth in Algeria

The research of (Radhouane TITRAOUI, 2018) entitled "The role of scouting movement in the development of some life skills among the individuals affiliated with it" tried to find out about team work, cooperation, and leadership skills development among boy scouts and advanced scouts using descriptive method through a questionnaire conducted with 68 scouts from 5 groups in M'sila. The outcomes of this study is that scout movement had a great impact on developing skills among affiliated members. He found out that there should be much efforts spent by academic researchers about scout that develops life skills

to its members, parents must encourage their children to join scout movement to develop their skills, and media is invited to make more visibility through TV shows and radio about scout, also scout activities should be integrated in schools and concluded by recommending that studies and scientific programs that develop life skills among adolescents should be adapted in Algeria.

Another study research about "the role of informal activities in developing psychological skills among high school students" that was done by (Mohamed Lamine KERAHI; Mohamed Lamine TAMEZOUGHET; and Rabeh KHALFI; 2019) in some high schools in Ain Bessam showed that more non-formal activities to enhance psychological skills should be developed through more depth researches and scientific studies.

Another study that nearly summed to the same recommendation is the one of (Amina BOUDERDABEN, 2020) who claimed that more attention should be given to life skills through LSBE Life Skills Based Education in her research about "Education and Life Skills"

Finally , (Saida MEKAHLI and Soumia SAIDANI, 2021) stressed on the same point of the need to integrate life skills in educational curriculums and educators should be trained on life skill activities as well as she emphasized on the importance of equipping stadiums and facilities to host life skills extracurricular activities.

3. The efficiency of non-formal education programs

The study work done by (Henndy GINTIN; Aulia MAHIRANISSA; Rudy BEKTI; and Hary FEBRIANSYAH; 2020) evaluated the effect of Outing Team Building training on soft skills among MBA students through a post-test questionnaire to measure the efficiency of this program adopted by School of Business and Management The results indicate that the three aspects of reaction level (i.e., engagement, involvement, and contribution) in the training program were mostly good. More than half of the participants (65%) understood the training material, which reflected knowledge level of training evaluation. The soft skills behaviors that significantly changed through the training were communication and leadership ($p < .05$). The qualitative data, which was gathered through discussions, indicated that the participants became more aware of and responsible for assimilating MBA-ITB values and ethics. Overall, the OTBT is a useful program for developing soft skills among MBA students. To further enhance the impact of OTBT, outing activities should be aligned with or preferably tailored to the needs of the participants.

The outcomes of (Frederica EMANUEL; Paola RICCHIARDI; Domenico SANSEVERINO; and Chiara GHISLIERI; 2021) carried out at the University of Turin,

Italy on the design, implementation and testing of the Passport platform fall into this area. Passport is an articulated online course focusing on 12 soft skills. The course includes: a self-assessment Scale, 87 online activities (video clips, reflections, case studies...) and a final certification of the acquired skills. The effectiveness of the Passport course in favouring the academic success of first-year students in terms of credits acquired, is attested by a previous follow-up research. The present study, on the other hand, it aims to evaluate the contribution of the Passport training in improving students' soft skill profile.

4. Non-formal education, life skills and health training programs

We have seen in last researches efforts of adapting life skills extracurricular activities for children in elementary schools and high schools and students at universities, in other hand other research studies exposed the adaptation of soft skills programs in favor of mental and physical health in both Taiwan and Iran:

A non-formal education program to enhance drug abuse resilience quotient of youth at-risk of drug relapse: The approaching of the transformative learning theory and the cognitive behavioral modification concept was the title of research work done by (Methpiya KERDPHOL THANGRATTANAA; Worarat PATHUMCHAROENWATTANAB; Wirun NINLAMOT; 2014) in Bangkok, The research procedure is divided into three phases: 1) to study the learner's need about the program to build the resilience quotient for the youth at-risk of drug relapse, 2) to develop the non-formal education program to build the resilience quotient for the youth at-risk of drug relapse, and 3) to study the impacts of the program application. The design of this study was the quasi-experimental research approach with two - group pretest and posttest. The experimental group consisted of 30 relapse drug at-risk youth who used the developed program. The controlled group consisted of 30 relapse drug at-risk youth who used the drug addicted treatment. Both groups were in the congested community in Klongtoey district, Bangkok, Thailand. The effects were compared between two groups by using t-test. The results showed that the youth preferred interactive activities such as game, role play to lecture and the experimental group gain more drug abuse resilience quotient than controlled group significantly. In conclusion, a non-formal education program based on transformative learning to enhance drug abuse resilience quotient of youth at-risk of drug relapse is suitable.

In other hand, a recent study done after Covid 19 pandemic in Khoy city in Iran by (Haniyeh SAFARALIZADEH; Taghi AZARSA; Esmayil ZEINALI; and Rahim SHARAFKHANI; 2022) aimed to investigate the effect of life skills training on the hope

and health of women referred to comprehensive health service centers in the suburbs of Khoy city. Out of 5 comprehensive health service centers, two centers were selected as intervention and comparison groups, and from each center, 37 women were randomly selected. At first, both groups completed the Goldberg general health questionnaire and the Miller hope questionnaire, and the intervention group was taught life skills. At the end of the training, both groups were re-evaluated. Descriptive statistics such as frequency distribution and dispersion indices were used in data analysis. Mann-Whitney and Wilcoxon Signed Ranks Tests were used in inferential statistics. The researchers of this study concluded to the fact that it seemed only interventions such as life skills training did not improve suburban women's hope and health. Perhaps improving social infrastructure and comprehensive living conditions in suburban areas will promote hope and health. (Haniyeh SAFARALIZADEH; Taghi AZARSA; Esmayil ZEINALI; and Rahim SHARAFKHANI; 2022)

5. Non-formal learning and life skills

Learning, or the process of acquiring knowledge and skill, allows humans to shape and adapt to their environments during development. Researchers have long theorized that the principal brain processes behind learning resemble a recruitment process. The brain initially explores an expanded pool of candidate neural circuits. Based on outcomes, the most promising candidate circuit is selected for refinement. Partly fuelled by new methods, the last decade of research on learning-related functional and structural changes in rodents has supported this theory, and, more recently, related evidence has started to emerge from human studies. We emphasize the need for formal theories and neurocomputational modelling of cortical plasticity to guide work on open issues, such as the link between functional and structural changes. (Martin LOVDEN; Benjamin GARZON; and Ulman LINDENBERGER; 2020) The last decade of research in rodents has supported the expansion, exploration, selection, and refinement theory of motor execution learning. Related evidence has started to emerge from human studies, but such data remains scarce. Many more studies are needed to consolidate this theory of human learning. Open issues also remain for the core theoretical processes that are assumed. The link between system-level learning processes and the local learning-related changes is elusive, the link between functional and structural changes remains to be detailed, and the processes linking changes in the variability of activity patterns with changes at the aggregate level have not been unveiled yet. Nevertheless, in the presence of ever more detailed data at neural and behavioural levels of analyses, we propose that new insights into mechanisms of skill

acquisition will require a greater reliance on formal theory and neurocomputational modelling. (Martin LOVDE N; Benjamin GARZO N; and Ulman LINDENBERGER; 2020)

There is a growing number of informal and non-formal learning activities worldwide related to STEM (Science, Technology, Engineering, Mathematics) curricular subject areas—particularly those involving coding and making. (Gabriella TISZA; Sofia PAPAVLASOPOULOU; Dimitra CHRISTIDOU; Netta IIVARI; Marianne KINNULA; Iro VOULGARI; 2020) To better understand the general aim and content of such activities, we conducted a survey addressing highly experienced instructional designers and instructors of informal and non-formal science learning activities in nine European countries (N = 128). The results show that the gender and age of the participants are related to the covered curricular subjects and to the goal of the activity, and that the place of the activity is associated with all of the investigated dimensions. We introduce the patterns we identified that describe typical goals and the covered curricular subjects in relation to the participants' gender and age along with patterns between the activity leader experts' gender, the covered curricular subjects, and the main goal of the activity, as well as relationships between the studied dimensions and the place of the activity. Furthermore, we discuss the best practices and the bottlenecks of the activities, as well as detailed study findings regarding the revealed patterns, in addition to their implications and value for the informal and non-formal learning communities. (Gabriella TISZA; Sofia PAPAVLASOPOULOU; Dimitra CHRISTIDOU; Netta IIVARI; Marianne KINNULA; Iro VOULGARI; 2020)

6. The impact of non-formal education on life skills development

All these research studies have shown that there is a positive impact of non-formal education on the development of life skills (Henndy GINTING, Aulia MAHIRANISSA, Rudy BEKTI; Hary FEBRIANSYAH, (2020) Radhouane TITRAOUI, (2018) Mohamed Lamine KERAHI, Mohamed Lamine TAMEZOUGHET, and Rabeh KHALFI, (2019) Amina BOUDERDABEN, (2020) Saida MEKAHLI, Soumia SAIDANI, (2021) Henndy GINTIN, Aulia MAHIRANISSA, Rudy BEKTI, and Hary FEBRIANSYAH, (2020) Frederica EMANUEL, Paola RICCHIARDI, Domenico SANSEVERINO, and Chiara GHISLIERI, (2021) Methpiya KERDPHOL THANGRATTANAA, Worarat PATHUMCHAROENWATTANAB, Wirun NINLAMOT, (2014), most of them have conducted both descriptive and analytical approach and quantitative method except (Methpiya KERDPHOL THANGRATTANAA, Worarat

[PATHUMCHAROENWATTANAB, Wirun NINLAMOT, \(2014\)](#) that used a quasi-experimental research method.

We can conclude that the nature of extracurricular activities differ from one to another; some researches have shown the use of specialized adapted programs off and online especially in higher education institutions, Algerian studies show the use of music, sports, theatre and scout movement with kids and adolescents.

The emphasize on skills in conducting found researches varies from three to twelve addressed soft skills measured among selected samples.

Only two studies ([Methpiya KERDPHOL THANGRATTANAA, Worarat PATHUMCHAROENWATTANAB, Wirun NINLAMOT, \(2014\)](#), ([Haniyeh SAFARALIZADEH; Taghi AZARSA; Esmayil ZEINALI; and Rahim SHARAFKHANI; 2022](#)) used life skills in medical side to address both mental and physical health in Bangkok, Taiwan and Khoy, Iran.

To sum up, the concept of both non-formal education and life skills extracurricular activities are relatively new to Algerian education system ([Radhouane TITRAOUI, \(2018\)](#) [Mohamed Lamine KERAHI, Mohamed Lamine TAMEZOUGHET, and Rabeh KHALFI, \(2019\)](#) [Amina BOUDERDABEN, \(2020\)](#) [Saida MEKAHLI, Soumia SAIDANI, \(2021\)](#) we notice that most data collected to study role, impact or contribution of non-formal education to the development of life skills in Algeria were of quantitative method.

The conceptual framework

We expose a conceptual framework that explains the impact that non-formal education through extracurricular activities have on development of life skills what adds a clear understanding about the learning process in non-formal education.

Section One: Development of life skills

1. Identifying life skills

In order to understand how does non-formal education impacts life skills development, we need to identify first what is meant by life skills.

1.1 Life skill definition

As stated by (UNICEF, 2017), in most countries, stakeholders use ‘skills’ and ‘competencies’ interchangeably, without necessarily and always referring to both terms as synonymous. The Arabic terms also vary among countries. Some refer to the term Kifa’at (كفاءات) to mean competencies, while others use Maharat (مهارات) to mean skills. In general, and aligned with findings at a global level, there is a lack of agreement as to what distinguishes a competency from a skill. Some stakeholders define competencies as general capacities to gain and apply knowledge in association with skills, attitudes and values; while skills are perceived as components of competencies or sub-competencies and as abilities to perform specific tasks in a more mechanical approach. Furthermore, stakeholders in MENA refer to the expression of ‘key competencies’ as the generic skills that deserve special recognition for their significance and applicability to the various educational, occupational, personal and social domains. Finally, the adjectives ‘core’, ‘generic’, ‘critical’ or ‘key’ are sometimes used as synonyms implying the top skills that learners should acquire.

Life skills is enabling individuals to develop both attitudes and behaviors to deal with everyday life, beyond the mere sum of abilities needed for success at work or in school. Life skills are not just components or sub-elements of competencies, but rather essential elements which, when they are fostered and nurtured in an individual from early on and in any learning setting, support that person’s abilities to be and act in a construed way, while taking into account the context, and being able to weigh in choices.

As stated by (Methpiya KERDPHOL THANGRATTANAA; Worarat PATHUMCHAROENWATTANAB; and Wirun NINLAMOT; (2014) a person’s changes in knowledge, skills and attitudes should arise from a variety of activities.

Some life skills including problem-solving skills, creative and critical thinking, ability to communicate effectively, establishing and maintaining interpersonal relationships, self-

awareness, empathy, coping with emotion and stress were respectively taught by one of the researchers, in each session. However, the comparison group received no intervention. (Haniyeh SAFARALIZADEH; Taghi AZARSA; Esmayil ZEINALI; and Rahim SHARAFKHANI; 2022)

1.2 The difference between life skills and hard skills

(Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020) claimed that soft skills are more challenging to acquire and to measure than hard skills (Balcar, 2016), they should not be sidestepped.

That being said, there are still various definitions and lists of soft skills abound, due to differing perceptions of them. The way people utilize soft skills may also be different from one business context to another context. A person may consider a particular attribute to be a soft skill in a functional area while it is considered a hard skill in another area. Bargaining skills, for example is a type of hard skill for a sales person in the areas of marketing but a soft skill for a human resource manager in the area of human resources management, which is called negotiation rather than bargaining. Moreover, one institution may have a list of soft skills that differs from the list at another institution, with the difference stemming from the vision, mission, and values of the institutions (Ginting, 2016). Consequently, an understanding of what should be recognized as a soft skill may vary widely and it may depend on who needs those soft skills. Skill in cultural awareness might not be useful for an electrical engineer, but it is an absolute necessity for a psychologist working in diverse cultures. Soft skills are skills like intrapersonal and interpersonal (socio emotional) which are essential for personal development, social participation, and workplace success (Grunberg et al., 2018; Pratscher, Rose, Markovitz, & Bettencourt, 2017). Saarni (cited in Madalinska-Michalak, 2015) recognized eight types of socio emotional skills: 1) awareness of one's own emotions; 2) ability to discern and understand others' feelings; 3) ability to use the vocabulary of emotion and expression; 4) capacity for empathic involvement; 5) ability to differentiate the subjective emotional experience from external emotional expression; 6) ability to cope adaptively with adverse emotions and distressing circumstances; 7) awareness of emotional communication within relationships; and 8) capacity for emotional self-efficacy. Additionally, Boyatzis, Goleman, and Rhee (cited in Ginting, 2016) suggested four general blocks of 20 soft skills: emotional self-awareness, self-management/self-government, social awareness, and management of social relations and skills.

We sum by saying that we need both hard and soft skills as a part of formal and non-formal education.

2. Life skills development

2.1 Development of life skills

In their research work, (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020) stated that soft skills would require not just theories but actions - actual practices and students may best acquire them through experientially learning. Learning by experiencing is an essential method for developing individuals' soft skills, and this learning method involves participants engaging in direct interactions – interactions between participants and between participants and mentors (Richardson, Maeda, Lv, & Caskurlu, 2017).

Experiential learning, such as outing activities through outdoor education, is one the most effective ways to develop soft skills. It triggers productive learning, which encourages students to become actively involved in real-life social and natural environments (Finn, Yan, & McInnis, 2018; Kida, 2019).

Experiential learning is an effective method of learning in which students may be able to develop or enhance their soft skills. This study examined an experiential learning program that had been designed for the purpose of developing several soft skills related to leadership behavior through outdoor training activities and then strengthening the skills through counseling sessions (Kelloway et al., 2000).

Section Two: Non-formal education

1. Skill Learning

1.1 The concept of skill learning

"Learning is a high cognitive process" (Naom CHOMSKY, 1996)

In their study work (Martin LOVDE'N; Benjamin GARZO'N; and Ulman LINDENBERGER; 2020) exposed that several aspects of motor learning make it to a good model of skill learning. Motor paradigms are well suited for studies on many species, resulting in complementary information from many methods. Experience-dependent and repetition-mediated improvements in complex motor tasks (e.g., playing an instrument) have origins in many types of learning. Declarative and implicit learning support goal and action selection, and interact with learning at the level of action execution, to improve speed, precision, and consistency of movements. Manifestations of motor skills, such as for example a beautifully executed pass of a ball during a football match, are in this sense not only about the smooth, precise, and reliable execution of movements, but also about the

timely selection of the appropriate target and movement from a range of options. Performance on complex motor tasks typically shows rapid improvements and high variability early in practice, followed by a protracted period of slower developing refinements towards task execution with little variability. This pattern is well characterized and qualitatively quite consistent across individuals and tasks, although the rate and exact shape of learning of course may vary.

1.2 Definition of learning types

Nowadays, the contribution of informal and non-formal learning activities to lifelong learning is widely acknowledged, with the concepts of ubiquitous, everyday, and intuitive learning drawing the attention of both educational institutions and society. Despite this increasing interest, informal and non-formal activities are still underresearched, with most of their design decisions relying on the intuition of the expert or the instructional designer. Informal and non-formal science learning activities for children occur in different places and contexts, such as museums, libraries, computer clubs, Fab Labs (i.e., digital fabrication laboratories), youth centers, conferences, or universities. Some studies have reported on entirely voluntary activities taking place in youth centers, museums, libraries, or computer clubs, whereas other studies have explored activities organized as elective, after-school classes, as extra-curricular activities, or even as summer camps. From the wide range of places and contexts, much attention has been given to activities taking place in a more traditional environment (i.e., museums, zoos, exhibitions, etc.). However, the links and contributions of the emerging innovative, creative learning and digital fabrication spaces to science education are still underexplored. In these spaces, the activities are constituted from diverse coding and making activities, integrating playfulness and creativity, i.e., combining fun and enjoyment as dominant elements of creating something new. With coding, we refer here to computer programming on different levels, ranging from its simplest form of computer language being taught, e.g., in primary education, to its more complex forms taught in secondary education. Making refers here to the creative production of physical artifacts. Although most of the informal and non-formal activities are focused on STEM (Science, Technology, Engineering, Mathematics), we have seen a wide diversity of design decisions with no clear rationale for how to relate the expected learning outcomes to the way in which the activity is design. ([Gabriella Tisza; Sofia Papavlasopoulou; Dimitra Christidou; Netta Iivari; Marianne Kinnula; Iro Voulgari; \(2020\)](#))

Table 1: differences between formal, non-formal and informal learning

Formal	Non-formal	Informal
At formal learning space	Often outside of formal learning environment	Everywhere
Follows a syllabus	Might follow a syllabus	Does not follow a syllabus
Structured	Structured	Unstructured
Compulsory	Usually voluntary	Voluntary
Extrinsic motivation	Typically intrinsic motivation	Intrinsic motivation
Learning goals are predetermined by the educator	Learning goals arise from the learners' conscious decision	No learning purpose in mind
Learning outcomes are measured	No assessment	No assessment

Source: (Gabriella Tisza; Sofia Papavlasopoulou; Dimitra Christidou; Netta Iivari; Marianne Kinnula; Iro Voulgari; (2020)

1.3 Life skills classifications

Boyatzis, Goleman, and Rhee (cited in Ginting, 2016) suggested four general blocks of 20 soft skills: emotional self-awareness, self-management/self-government, social awareness, and management of social relations and skills.

(UNICEF, 2017) identified 12 life skills; **creativity, critical thinking, problem-solving, cooperation, negotiation, decision-making, self-management, resilience, communication, respect for diversity, empathy and participation** and classified under four-dimensional model;

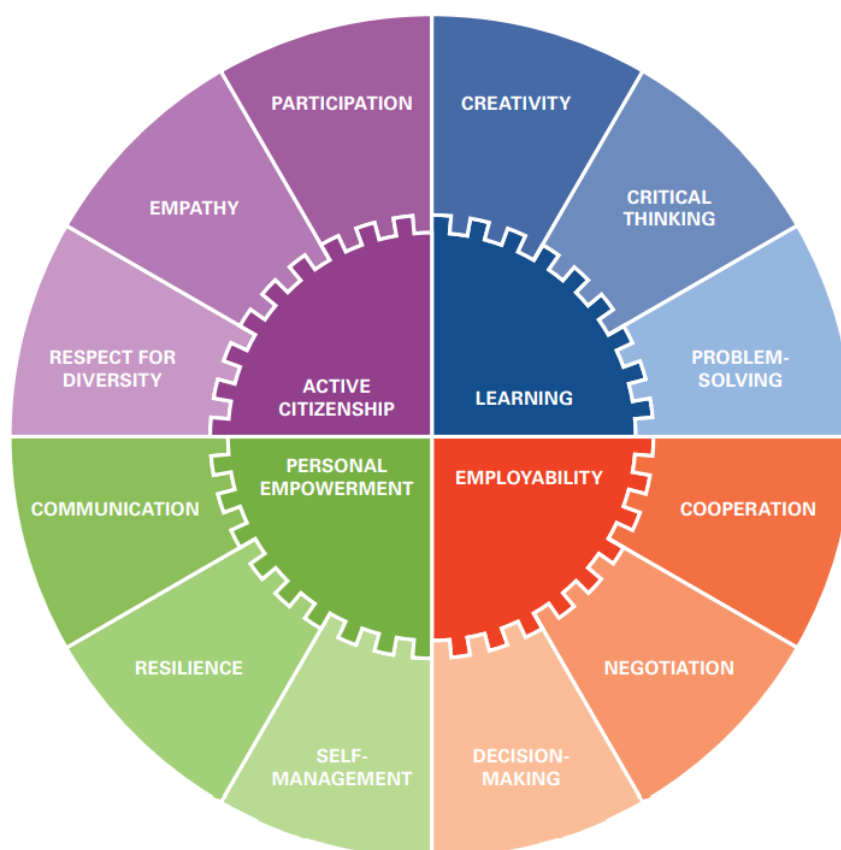
Learning 'Learning to Know' (Cognitive Dimension);

Personal empowerment 'Learning to Do' (Instrumental Dimension);

Employability 'Learning to Be' (Individual Dimension); and

Active citizenship 'Learning to Live Together' (Social Dimension).

Figure 1: The 12 Core Life Skills



Source: LSCE Conceptual and Programmatic Framework page 7

The classification of UNICEF is followed in our research work since Association Future for Development used UPSHIFT training program for social entrepreneurship, life skills and employability skills.

2. Types of programs adapted by Association Future for Development

2.1 The UPSHIFT approach:

(UNICEF, 2022) states in its website; UPSHIFT is an opportunity to support youth and adolescents to become a force for positive social and economic change, contributing to a competitive labour force, sustained economic growth, improved governance, and vibrant civil societies. The UPSHIFT programme blends leading approaches to youth and adolescent development with social innovation and social entrepreneurship. UPSHIFT empowers young people to identify challenges in their communities and create entrepreneurial solutions to address them.

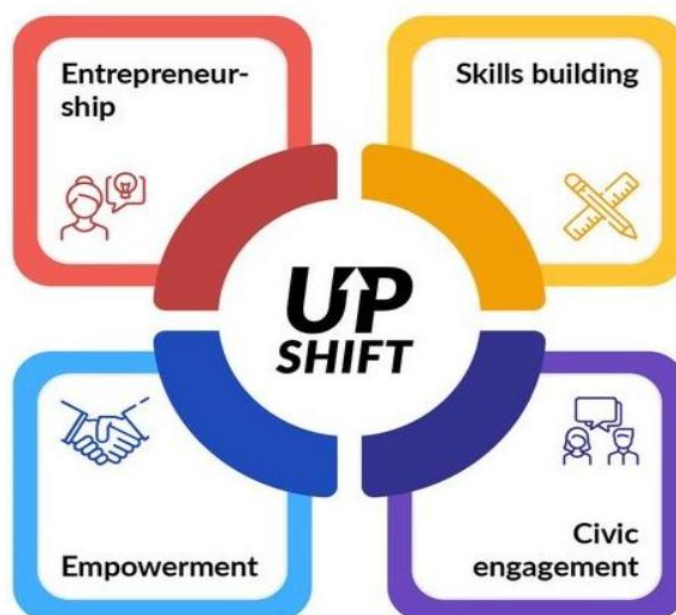
UPSHIFT is designed to build transferable skills and create opportunity, with a focus on the most disadvantaged young people.

The core UPSHIFT content is modular, allowing UPSHIFT to be adapted to different contexts and delivered in different settings – ranging from youth innovation labs to schools and non-formal education centers. Through a combination of Outreach & Inspiration, Human Centered Design workshops, Mentorship & Coaching and, in some cases seed funding, participants gain valuable transferable skills, including problem solving, critical thinking, creativity, collaboration and leadership.

UPSHIFT focusing areas:

- Building of transferable skills, including problem-solving, critical thinking, creativity, collaboration, communication and leadership skills.
- Adolescent and youth empowerment, including confidence, resilience, and sense of agency
- Civic engagement, with young people engaging in their communities and earning respect.
- Entrepreneurship, as both a skillset and a mindset

Figure 2: UPSHIFT Program Focusing Areas



Source: UNICEF (Webiste visited on March 2022), <https://www.unicef.org/innovation/upshift>

2.2 Adolescent Kit for Expression and Innovation:

(UNICEF, 2022) The Adolescent Kit for Expression and Innovation is a package of guidance, tools, activities, and supplies to support adolescents ages 10-18, especially those who are affected by humanitarian crises.

The Kit aims to bring about positive change in adolescents' lives through arts and innovation. The activities offer adolescents the chance to express themselves, experiment, solve real problems, and explore new ideas. In the process, adolescent girls and boys develop key competencies and new skills that help them to cope with stressful circumstances, build healthy relationships, and engage positively with their communities.

3. The impact of non-formal training on life skills development

A study by (Waniek and Nae (2017) of Japanese and European higher education found that active and experiential learning (such as outdoor activities) helps students to work in challenging corporate environments after they graduate. The university is one of the many places that have the opportunity to help students to increase their employability skills. (Ito and Kawazoe (2015) stated that among the skills that a university can foster is the ability to perform research and create innovation. A specific academic course through experiential learning could improve discovery competence related to research and innovation abilities. However, experiential learning such as outdoor activities may be more advantageous to MBA students in acquiring specific learning dimensions. A further evaluation is necessary to ensure that a proposed method meets the learning objectives. (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020)

**CHAPTER II:
METHODOLOGICAL
FRAMEWORK**

Introduction

This section is used to describe the methodology used in this research, that includes: the chosen method for conducting this research, the sample of our study, the means of data collection, and we will expose the selected method to analyze the collected data.

1. Methodology

The research method is selected according to certain consideration of the research topic, the objective of the research and the quality of data collected about the topic by the researcher as he works on analyzing and interpreting it to reach appropriate generalizations. (Abdurahman ROUAA, 1977) It is also about giving an accurate description to a phenomenon or incident so that the researcher can solve a problem. (Mohamad MOUSSA, 1996)

This research applied a descriptive quantitative questionnaire method to assess the relationships between the variables. A set of self-administrated questionnaire was adapted (Cheng Yoke TAN, Abdul Ghani Kanesan ABDULLAH, Abdul Jalil ALI, 2021) to collect data and information about extracurricular training as a part of non-formal education and its role in developing life skills among youth, and analyzing these quantitative data into expressions related to theoretical part. We have completed our research by a qualitative method/ interpretive research methodology is used to frame the overall research design of the study. The design refers to a process that determines what, who, how to collect and analyze the data (Creswell and Creswell, 2018; Lune and Berg, 2017) through a semi-structured interview that relies on asking questions to collect data. Semi-structured interviews are often open-ended, allowing for flexibility but follow a predetermined thematic framework giving a sense of order. For this reason they are often considered the "best of both worlds. (Tegan GEORGE, 2022)

2. Research sample

The questionnaire is a tool for collecting data and evaluating the facts that we want study, according to (Jolibert and Jordan, 2006), the questionnaire is the tool for collecting, recording and storage of information which takes, depending on the case, the form of open-ended questions (the respondents are free to choose their answers and the wording they wish to give them) or closed-ended (answers are offered to respondents). The answer, for its part, will be always interpreted.

For this study, a questionnaire to investigate the impact of non-formal training on the development of life skills among youth. Both purposeful and convenience sampling techniques has been used in this study. The participants in UPSHIFT and ImaGen Ventures programs provided by Association Future for Development are selected to be involved in this research. Quantitative data were obtained from 61 youth who attended the training programs. These youth comprised of 55 participants from Batna, 2 from M'sila, 2 from Laghouat, 1 from Djelfa, and 1 from Annaba. A total of 1 (1.6%) is between 10 and 14 years old, 10 (16.1%) participants are identified to be from 15 to 19 years old, 37 (59.7%) are from 20 to 24 years old the rest 13 (21%) of the participants are believed to be more than 25 years old. As for the qualitative data, the training manager at Innovate Project was selected for the interview.

3. Data collection

A small sample size can be very informative when including new finding areas. However a proper sample size is highly necessary to answer the research question in the best way possible. (Marshall, 1996)

The collection of quantitative data necessary for this study was conducted through a structured questionnaire was used to obtain quantitative data for the study. There are 50 items divided into two parts which are used to measure the relation between the satisfaction of youth participants in UPSHIFT and ImaGen Ventures training programs and the development of their life skills, this questionnaire was carried out online³. Our questionnaire is divided into three parts:

The first part is dedicated to introduce the questionnaire, it is composed of the title of research aim and research topic.

The second part data sheet to collect general data of respondents (age and wilayas).

The third part is for questionnaire body that contains two parts; the first part is about training evaluation that takes into consideration: training content, trainer performance, and training conditions, and the second part is about life skills which has twelve variables: creativity, critical thinking, problem-solving, cooperation, negotiation, decision-making, self Management, resilience, communication, respect for diversity, empathy, and participation.

³(available on the link:

https://docs.google.com/forms/d/e/1FAIpQLSd5nOuBR9IltjMy756V7_GHZIx2Pt5G0VhTxD96ws9Lt8g8lw/viewform , during the period from April to May 2022)

The measurement scale that we have chosen in our questionnaire is that of 5-point Likert, which is considered the most used by (Harrison, M., Cupman, J., Truman, O., & Hague, P. 2016), as he adds that it is enough to choose the most practical measurement scales for the study, and which can be maintained during the questionnaire in order to avoid disturbing the respondent.

Table 1: The levels of the Likert scale

Answer	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Level	5	4	3	2	1

Source: Harrison, M., Cupman, J., Truman, O., & Hague, P. (2016).

Interview

Semi-structured interviews provide flexibility and allow questions to be added to better understand the research question (Fylan, 2005).

Interviews are one of the most common methods in qualitative research, and one of their benefits is the ability to maintain flexibility during the interviews, which is often required for exploratory approaches, and because of the exploratory nature of this research, flexibility is quite beneficial in capturing as much insight as possible. (Bryman & Bell, 2005)

We have conducted our interview with training manager of Innovate Project on May 19, 2022 in order to evaluate the participants in Innovate project training programs and their level of acquisition, the interview will last between 30 to 45 minutes online using Google meet on this link: meet.google.com/sym-ktum-gqt

4. Data analysis

To analyzing data was conducted we use deductive thematic analysis. The deductive approach takes the existing theory as a starting point, guiding the empirical research collection where the researcher attempts to confirm or disapprove its accuracy. A possible limitation of the deductive approach is focusing too much on theoretical perspectives, which can lead to aspects outside of the theoretical scope being missed. However this risk can be minimized by conducting interviews. (Bryman & Bell, 2005)

For the quantitative data analysis, the SPSS Statistics v 2021 software was used.

**CHAPTER III:
RESULTS AND
DISCUSSION**

Introduction

With the adopted research design being identified and deployed, this chapter consists of the first part about the reaserch findings through analyzing the collected data. Additionally, the second part will cover sequentially an overall results interpretation and discussion of this study with those identified from fromer studies.

1. Results

1.1 Quantitaive Findings

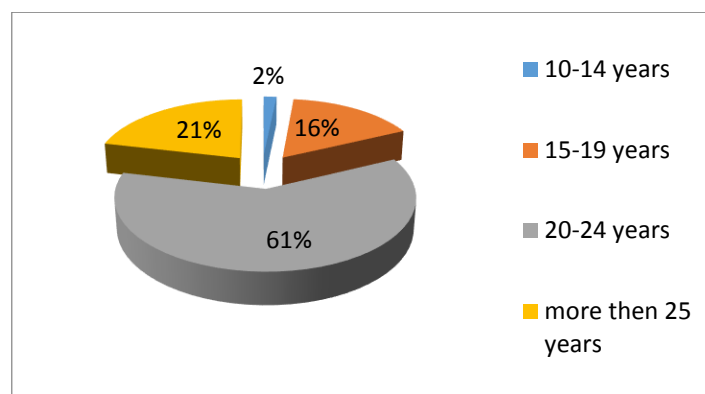
Age of participants:

Table 1: Questionnaire Participants Age

Age		Frequency	Percent
Valid	10-14 years old	1	1,6
	15-19 years old	10	16,1
	20-24 years old	37	59,7
	more than 25 years old	13	21,0
	Total	61	100.0

Source: Primary Data

Figure 1: Questionnaire Participants Age



Source: Prepared by researcher based on last table

From the pie chart, it is clear that the majority of participants are aged between 20 and 24 years old, with 21 % who are more than 25 years old. Nearly 16 % of participants are between 15 and 19 years old. Only a small minority are aged between 10 and 14 years old.

In conclusion, since the range of age between 20 and 24 years old is the biggest, it is clear that this is because selected participants in social entrepreneurship trainings have to be under 24 years old and most of them are university and professional training students.

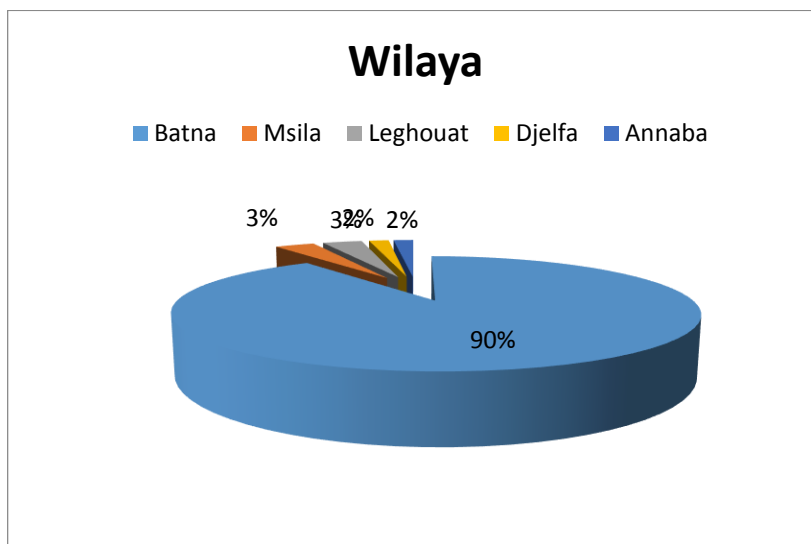
Wilayas of questionnaire participants:

Table 2: Questionnaire Participants Wilayas

Wilaya		Frequency	Percent
Valid	Batna	55	88,7
	M'sila	2	3,2
	Laghouat	2	3,2
	Djelfa	1	1,6
	Annaba	1	1,6
	Total	61	100.0

Source: Primary Data

Figure 2: Questionnaire Participants Wilayas



Source: Prepared by researcher based on last table

From the pie chart, it is clear that the majority of participants are coming from Batna, 3 % of participants are from both M'sila and Laghouat wilayas. Only 2 % of participants are from both wilayas of Djelfa and Annaba.

We conclude that host organizations in Innovate Project targeted wilayas collaborated with us to encourage their participants to respond to the questionnaire.

Validity and reliability analysis:

Table 3: Cronbach Alpha Value

	Cronbach's Alpha	N° of Items
Part one: Training Evaluation	0.813	11
Part two: Life Skills	0.766	39
All the Questionnaire	0.816	50

Source: SPSS Software version 2021

Cronbach Alpha value in the first part of questionnaire is α of 0.8 indicates very good level of reliability, and the second part 0.7 indicates a good level. Whole questionnaire is α 0.8.

As a conclusion, all results are > 0.6 so it is acceptable.

Table of Kolmogorov-Smirnov:

Table 4: Kolmogorov-Smirnov Table

One-Sample Kolmogorov-Smirnov Test		
	Test Statistic	signification
Training Evaluation	,135	,007
Creativity	,182	,000
Critical Thinking	,195	,000
Problem-Solving	,259	,000
Cooperation	,221	,000
Negotiation	,214	,000
Decision-Making	,182	,000
Self Management	,295	,000
Resilience	,157	,001
Communication	,124	,020
Respect for Diversity	,246	,000

Empathy	,207	,000
Participation	,190	,000

Source: SPSS Software version 2021

The Table of Kolmogorov-Smirnov allows us to know the type of distribution, Sig is <0.05 abnormal distribution, so we use the non-parametric tests to analyze our hypothesis by SPSS Software v.21.

Correlation tests Analysis:

The main hypothesis

Zero hypothesis H0: there is no statistically significant effect of training on the development of life skills among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of training on the development of life skills among the participants at significance level of 5%

Sub-hypothesis 1:

Between creativity skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of creativity skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of creativity skill among the participants at significance level of 5%

Chi-Square

Table 5: Chi-Square of Sub-hypothesis 1

Tests	Value
Pearson Chi-Square	79.553
Signification	0.021

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.021, which is less than 0.05; this means that we should reject zero hypothesis and accept the alternative hypothesis. Sig <0.05 the variables are not independent (there is a positive relation between them), so there is a positive statistically significant effect of the training on the development of creativity skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 6: Kendall and Spearman of Sub-hypothesis 1

			Training Evaluation	Creativity Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,347
		Coefficient		
		Sig. (2-tailed)	.	,001
		N	61	61
	Creativity Skill	Correlation	,347	1,000
		Coefficient		
		Sig. (2-tailed)	,001	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,432
		Coefficient		
		Sig. (2-tailed)	.	,001
		N	61	61
	Creativity Skill	Correlation	,432	1,000
		Coefficient		
		Sig. (2-tailed)	,001	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.001 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.347 and 0.432, so there is a weak positive statistically significant effect of the training on the development of creativity skill among participants at significance level of 5%

Sub-hypothesis 2:

Between critical thinking skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of critical thinking skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of critical thinking skill among the participants at significance level of 5%

Chi-Square

Table 7: Chi-Square of Sub-hypothesis 2

Tests	Value
Pearson Chi-Square	79.357
Signification	0.208

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.208, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of critical thinking skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 8: Kendall and Spearman of Sub-hypothesis 2

			Training Evaluation	Critical Thinking Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,151
		Coefficient	.	,128
	Sig. (2-tailed)		.	,128
	N		61	61
Kendall's tau_b	Critical Thinking	Correlation	,151	1,000
		Coefficient	,128	.
	Sig. (2-tailed)		,128	.
	N		61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,189
		Coefficient	.	,145
Sig. (2-tailed)		.	,145	

	N	61	61
Critical Thinking	Correlation Coefficient	,189	1,000
	Sig. (2-tailed)	,145	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.128 and 0.145 that is more than 0.05. This means that we should reject alternative hypothesis, and we accept the zero hypothesis. The value of tests is 0.151 and 0.189, so there is no positive statistically significant effect of the training on the development of critical thinking skill among participants at significance level of 5%

Sub-hypothesis 3:

Between problem-solving skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of problem-solving skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of problem-solving skill among the participants at significance level of 5%

Chi-Square

Table 9: Chi Square of Sub-hypothesis 3

Tests	Value
Pearson Chi-square	140.826
Signification	0.034

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.034, which is less than 0.05; this means that we should reject zero hypothesis and accept the alternative hypothesis. Sig <0.05 the variables are not independent (there is a positive relation between them), so there is a positive statistically significant effect of the training on the development of problem-solving skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 10: Kendall and Spearman of Sub-hypothesis 3

			Training Evaluation	Problem- Solving Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,183
		Coefficient		
		Sig. (2-tailed)	.	,067
		N	61	61
	Problem-Solving	Correlation	,183	1,000
		Coefficient		
		Sig. (2-tailed)	,067	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,232
		Coefficient		
		Sig. (2-tailed)	.	,072
		N	61	61
	Problem-Solving	Correlation	,232	1,000
		Coefficient		
		Sig. (2-tailed)	,072	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.067 and 0.072 that is more than 0.05. This means that we should reject the alternative hypothesis, and we accept zero hypothesis. The value of tests is 0.183 and 0.232, so there is a no positive statistically significant effect of the training on the development of problem-solving skill among participants at significance level of 5%

Sub-hypothesis 4:

Between cooperation skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of cooperation skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of cooperation skill among the participants at significance level of 5%

Chi-Square

Table 11: Chi Square of Sub-hypothesis 4

Tests	Value
Pearson Chi-square	108.506
Signification	0.220

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.220, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of cooperation skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 12: Kendall and Spearman of Sub-hypothesis 4

			Training Evaluation	Cooperation Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,240
		Coefficient	.	,017
	Sig. (2-tailed)		.	,017
	N		61	61
Spearman's rho	Training Evaluation	Correlation	,240	1,000
		Coefficient	,017	.
	Sig. (2-tailed)		,017	.
	N		61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,311
		Coefficient	.	,015
	Sig. (2-tailed)		.	,015

	N	61	61
Cooperation	Correlation Coefficient	,311	1,000
	Sig. (2-tailed)	,015	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.017 and 0.015 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.240 and 0.311, so there is a weak positive statistically significant effect of the training on the development of cooperation skill among participants at significance level of 5%

Sub-hypothesis 5:

Between negotiation skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of negotiation skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of negotiation skill among the participants at significance level of 5%

Chi-Square

Table 13: Chi Square of Sub-hypothesis 5

Tests	Value
Pearson Chi-square	81.137
Signification	0.171

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.171, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of negotiation skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 14: Kendall and Spearman of Sub-hypothesis 5

			Training Evaluation	Negotiation Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,214
		Coefficient		
		Sig. (2-tailed)	.	,036
		N	61	61
	Negotiation	Correlation	,214	1,000
		Coefficient		
		Sig. (2-tailed)	,036	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,262
		Coefficient		
		Sig. (2-tailed)	.	,041
		N	61	61
	Negotiation	Correlation	,262	1,000
		Coefficient		
		Sig. (2-tailed)	,041	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.036 and 0.041 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.214 and 0.262, so there is a very weak positive statistically significant effect of the training on the development of negotiation skill among participants at significance level of 5%

Sub-hypothesis 6:

Between decision-making skill and training evaluation: Zero hypothesis H₀: there is no statistically significant effect of the training on the development of decision-making skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of decision-making skill among the participants at significance level of 5%

Chi-Square

Table 15: Chi Square of Sub-hypothesis 6

Tests	Value
Pearson Chi-square	83.025
Signification	0.137

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.137, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of decision-making skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 16: Kendall and Spearman of Sub-hypothesis 6

			Training Evaluation	Decision- Making Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,244
		Coefficient		
		Sig. (2-tailed)	.	,014
		N	61	61
	Decision-Making	Correlation	,244	1,000
		Coefficient		
		Sig. (2-tailed)	,014	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,317
		Coefficient		
		Sig. (2-tailed)	.	,013

	N	61	61
Decision-Making	Correlation Coefficient	,317	1,000
	Sig. (2-tailed)	,013	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.014 and 0.013 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.244 and 0.317, so there is a weak positive statistically significant effect of the training on the development of decision-making skill among participants at significance level of 5%

Sub-hypothesis 7:

Between self-management skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of self-management skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of self-management skill among the participants at significance level of 5%

Chi-Square

Table 17: Chi Square of Sub-hypothesis 7

Tests	Value
Pearson Chi-square	54.453
Signification	0.534

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.534, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of self-management skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 18: Kendall and Spearman of Sub-hypothesis 7

			Training Evaluation	Self- Management Skill
Kendall's tau_b	Training	Correlation	1,000	,188
	Evaluation	Coefficient	.	,067
		Sig. (2-tailed)	.	,067
		N	61	61
Self- Management	Self- Management	Correlation	,188	1,000
		Coefficient	,067	.
		Sig. (2-tailed)	,067	.
		N	61	61
Spearman's rho	Training	Correlation	1,000	,251
	Evaluation	Coefficient	.	,051
		Sig. (2-tailed)	.	,051
		N	61	61
Self- Management	Self- Management	Correlation	,251	1,000
		Coefficient	,051	.
		Sig. (2-tailed)	,051	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.067 and 0.051 that is more than 0.05. This means that we should reject the alternative hypothesis, and we accept zero hypothesis. The value of tests is 0.188 and 0.251, so there is no positive statistically significant effect of the training on the development of self-management skill among participants at significance level of 5%

Sub-hypothesis 8:

Between resilience skill and training evaluation:

Zero hypothesis H₀: there is no statistically significant effect of the training on the development of resilience skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of resilience skill among the participants at significance level of 5%

Chi-Square

Table 19: Chi Square of Sub-hypothesis 8

Tests	Value
Pearson Chi-square	88.154
Signification	0.357

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.357, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of resilience skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 20: Kendall and Spearman of Sub-hypothesis 8

			Training Evaluation	Resilience Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,141
		Coefficient		
		Sig. (2-tailed)	.	,154
		N	61	61
Resilience		Correlation	,141	1,000
		Coefficient		
		Sig. (2-tailed)	,154	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,203
		Coefficient		
		Sig. (2-tailed)	.	,116

	N	61	61
Resilience	Correlation Coefficient	,203	1,000
	Sig. (2-tailed)	,116	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.154 and 0.116 that is more than 0.05. This means that we should reject the alternative hypothesis, and we accept zero hypothesis. The value of tests is 0.141 and 0.203, so there is no positive statistically significant effect of the training on the development of resilience skill among participants at significance level of 5%

Sub-hypothesis 9:

Between communication skill and training evaluation:

Zero hypothesis H₀: there is no statistically significant effect of the training on the development of communication skill among the participants at significance level of 5%

Alternative hypothesis H₁: there is a positive statistically significant effect of the training on the development of communication skill among the participants at significance level of 5%

Chi-Square

Table 21: Chi Square of Sub-hypothesis 9

Tests	Value
Pearson Chi-square	154.831
Signification	0.466

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.466, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of communication skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 22: Kendall and Spearman of Sub-hypothesis 9

			Training Evaluation	Communication Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,229
		Coefficient	.	,017
		Sig. (2-tailed)	.	,017
		N	61	61
	Communication	Correlation	,229	1,000
		Coefficient	,017	.
		Sig. (2-tailed)	,017	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,301
		Coefficient	.	,018
		Sig. (2-tailed)	.	,018
		N	61	61
	Communication	Correlation	,301	1,000
		Coefficient	,018	.
		Sig. (2-tailed)	,018	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.017 and 0.018 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.229 and 0.301, so there is a weak positive statistically significant effect of the training on the development of communication skill among participants at significance level of 5%

Sub-hypothesis 10:

Between respect for diversity skill and training evaluation:

Zero hypothesis H₀: there is no statistically significant effect of the training on the development of respect for diversity skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of respect for diversity skill among the participants at significance level of 5%

Chi-Square

Table 23: Chi Square of Sub-hypothesis 10

Tests	Value
Pearson Chi-square	87.606
Signification	0.076

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.076, which is less than 0.05; this means that we should reject zero hypothesis and accept the alternative hypothesis. Sig <0.05 the variables are not independent (there is a positive relation between them), so there is a positive statistically significant effect of the training on the development of respect for diversity skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 24: Kendall and Spearman of Sub-hypothesis 10

			Training Evaluation	Respect for Diversity Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,183
		Coefficient	.	,069
		Sig. (2-tailed)	.	,069
		N	61	61
Respect for Diversity	for Diversity	Correlation	,183	1,000
		Coefficient	,069	.
		Sig. (2-tailed)	,069	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,233
		Coefficient	.	,071
		Sig. (2-tailed)	.	,071

	N	61	61
Respect for Diversity	Correlation Coefficient	,233	1,000
	Sig. (2-tailed)	,071	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.069 and 0.071 that is less than 0.05. This means that we should reject the alternative hypothesis, and we accept zero hypothesis. The value of tests is 0.183 and 0.233, so there is no positive statistically significant effect of the training on the development of respect for diversity skill among participants at significance level of 5%

Sub-hypothesis 11:

Between empathy skill and training evaluation:

Zero hypothesis H₀: there is no statistically significant effect of the training on the development of empathy skill among the participants at significance level of 5%

Alternative hypothesis H₁: there is a positive statistically significant effect of the training on the development of empathy skill among the participants at significance level of 5%

Chi-Square

Table 25: Chi Square of Sub-hypothesis 11

Tests	Value
Pearson Chi-square	135.641
Signification	0.000

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.000, which is less than 0.05; this means that we should reject zero hypothesis and accept the alternative hypothesis. Sig <0.05 the variables are not independent (there is a strong positive relation between them), so there is a positive statistically significant effect of the training on the development of empathy skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 26: Kendall and Spearman of Sub-hypothesis 11

			Training Evaluation	Empathy Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,247
		Coefficient		
		Sig. (2-tailed)	.	,014
		N	61	61
	Empathy	Correlation	,247	1,000
		Coefficient		
		Sig. (2-tailed)	,014	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,336
		Coefficient		
		Sig. (2-tailed)	.	,008
		N	61	61
	Empathy	Correlation	,336	1,000
		Coefficient		
		Sig. (2-tailed)	,008	.
		N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.014 and 0.008 that is less than 0.05. This means that we should reject zero hypothesis, and we accept the alternative hypothesis. The value of tests is 0.247 and 0.336, so there is a weak positive statistically significant effect of the training on the development of empathy skill among participants at significance level of 5%

Sub-hypothesis 12:

Between participation skill and training evaluation:

Zero hypothesis H0: there is no statistically significant effect of the training on the development of participation skill among the participants at significance level of 5%

Alternative hypothesis H1: there is a positive statistically significant effect of the training on the development of participation skill among the participants at significance level of 5%

Chi-Square

Table 27: Chi Square of Sub-hypothesis 12

Tests	Value
Pearson Chi-square	94.582
Signification	0.202

Source: SPSS Software version 2021

From the table of Chi-Square, the value of the statistical significance is 0.202, which is more than 0.05; this means that we should reject the alternative hypothesis and accept the zero hypothesis. Sig >0.05 the variables are independent (there is no positive relation between them), so there is no positive statistically significant effect of the training on the development of participation skill among the participants at significance level of 5%

Kendall and Spearman Correlations

Table 28: Kendall and Spearman of Sub-hypothesis 12

			Training Evaluation	Participation Skill
Kendall's tau_b	Training Evaluation	Correlation	1,000	,123
		Coefficient		
		Sig. (2-tailed)	.	,218
		N	61	61
Kendall's tau_b	Participation	Correlation	,123	1,000
		Coefficient		
		Sig. (2-tailed)	,218	.
		N	61	61
Spearman's rho	Training Evaluation	Correlation	1,000	,151
		Coefficient		
		Sig. (2-tailed)	.	,246

	N	61	61
Participation	Correlation Coefficient	,151	1,000
	Sig. (2-tailed)	,246	.
	N	61	61

Source: SPSS Software version 2021

From the table of Kendall and Spearman, the value of the statistical significance is 0.218 and 0.246 that is more than 0.05. This means that we should reject the alternative hypothesis, and we accept zero hypothesis. The value of tests is 0.123 and 0.151, so there is no positive statistically significant effect of the training on the development of participation skill among participants at significance level of 5%

As a summary:

Creativity: weak positive significant relation (Chi-Square/Kendall/Spearman)

Critical thinking: no significant relation

Problem-solving: positive significant relation (Chi-Square)

Cooperation: positive significant relation (Kendall/Spearman)

Negotiation: positive significant relation (Kendall/Spearman)

Decision-Making: positive significant relation (Kendall/Spearman)

Self-Management: no significant relation

Resilience: no significant relation

Communication: positive significant relation (Kendall/Spearman)

Respect for Diversity: no significant relation

Empathy: strong positive significant relation (Chi-Square)

Weak positive significant relation (Kendall/Spearman)

Participation: no significant relation

So we accept the main alternative hypothesis and refuse the main zero hypothesis, there is a positive statistically significant effect of training evaluation on the life skills (creativity, problem-solving, cooperation, negotiation, decision-making, communication, and empathy) among the participants at significance level of 5%

1.2 Qualitative Findings

Interview answers:

The interviewees is the training manager of Innovate project at AFD Batna, that is responsible for preparing, monitoring and evaluating programs for life skills training

at Innovate Project, he is also responsible for selecting trainers, and monitor pre and post-evaluations for each training. He also assists in selecting the applicants for training programs, as he prepares the eligibility requirements and the call for participation. In addition to that, he monitors the trainers and participants before, during, and after the training to ensure that the association meets its set up objectives.

Part One: Life Skills

"Noticeable change... humm at first, the participants couldn't even express themselves in a group of peers they didn't know before, you know... it was difficult for them working in a team and accept other participant they never met... After working together in workshops during the boot camps, we noticed the integration of participants into their new teams, ease to communicate with others, ease of expressing project ideas like a very rapide change you can see in only few days... even their parents emm their parent come to thank us for the opportunity and report how much their children are happy and eager to take part of our association work as permanant members, indeed this is heartwarming!"

Part Two: Training Climate

"Of course, I totally agree with that, the atmosphere plays a big role in the interaction of the participants and the outcomes of the training, you know, materials, organization, food accomodation media... visibility ...all that give them the chance to quickly acquire new skills, in addition to discovering their latent skills."

Part Three: Training Content

"Humm, focusing on "Upshift" content that comes from our partner UNICEF, of course with some modifications like: dividing the content into training workshops and adpot it to local context this works first on empowering, activating life skills and learn to think in a new way like identifying and solving problems in their community, and I can tell you that the content of the training is prepared in such a way that the participants can adapt to a new environment he or she doesn't know, and this is the goal with regard to the concept of social entrepreneurship, which is to use their life skills. The training content was appropriate with the capabilities and needs of the participants (14 to 24 years old). The things that helped the participants to understand the content are: training workshops, facilitators (delivering the ideas in a simple and clear way), in addition to a continuous encouragement and guidance. Yeah."

Part Four: Training Outcomes Upshift and ImaGen Ventures programs

"Change in the behavior of participants: live different experience, it opens a new horizons for them change their view of their lives and society last year were 100 participants in UPSHIFT bootcamps and lately 75 participants in the ImaGen Ventures 3.0 bootcamp training... project ideas were very creative, innovative and applicable, I recommend this experience to other civil society association to adapt similar program kits and train youth on them to enhance life skills among them, we all agree that this kind of initiatives is not yet common in Algeria that a civil society association promotes life skills through adapted continuous training program."

Discussion

In our study we found out about how can extracurricular activities can impact the development of life skills among youth and help them to meet their personal and professional goals.

Exactly as (Dr. Dahmany Mohamed, 2021), (Saida MEKAHLI and Soumia SAIDANI, 2021), (Radhouane TITRAOUI, 2018), (Mohamed Lamine KERAHI; Mohamed Lamine TAMEZOUGHET; and Rabeh KHALFI; 2019) and the study of (Amina BOUDERDABEN, 2020), all of them came up to the fact that there is a crucial need to non-formal learning outcomes mainly extracurricular activities that enhance life skills among children and youth especially with the high demand of labour market. And the need to integrate non-formal learning programs in Algerian schools with attention to train teachers on these activities.

Both (Mohamed Lamine KERAHI; Mohamed Lamine TAMEZOUGHET; and Rabeh KHALFI; 2019) and (Dr. Dahmany Mohamed, 2021) emphasized on psychological skills and social skills in their studies and gave close importance to them and this what meet the results indeed of our study that found there is an absence of these skills among youth: critical thinking, self-management, resilience, respect for diversity and participation. However, questionnaire results show that there are 7 life skills (creativity, problem-solving, cooperation, negotiation, decision-making, communication, and empathy) out of 12 skills are developed among 61 participants in Innovate project trainings; this lead us to conclude that the quality of types of education trainings provided by Association Future for Development through Innovate Project have contributed positively to the development of life skills among youth participants.

Other reassuring remark is that those seven life skills are part of all the four learning dimensions of skills clusters.

The interview findings analysis confirmed that there is a strong relationship between the quality of given trainings by Association Future for Development to young participants.

Just like (Methpiya KERDPHOL THANGRATTANAA; Worarat PATHUMCHAROENWATTANAB; Wirun NINLAMOT; 2014), (Henndy GINTING; Aulia MAHIRANISSA; Rudy BEKTI; Hary FEBRIANSYAH; 2020), and (Cheng Yok TAN; Abdul Ghani Kanesan ABDULLAH; and Abdul Jalil ALI; 2021) who confirmed the effectiveness of adapting non-formal learning programs to develop life skills what meets the results of our study that shows the positive impact of extracurricular training adapted by Future for Development association in partnership with UNICEF Algeria on the development of life skills among youth.

CONCLUSION

Introduction

In this chapter, our study will be concluded by a set forth to summarize the overall endeavors, it represents the main results from our research along with our contribution to this study, and lastly a description of research limits and ways for further future research works.

1. Summary and overview

Our research work studies how non-formal education training programs impact life skills development in Algeria. A conceptual framework was developed, then data was collected and analyzed using both quantitative and qualitative methods to address this reasearch question:

How does the non-formal education training programs impact the development of life skills among youth?

This paper starts with an *introduction* that contains an overview of the subject of this research and its interest as well as its objectives and research question. The introduction consists as well the method used to answer the research question, the hypotheses in relation to the question and the main interest behind this research along with the field of the research.

The first chapter exposes the theoretical framework that includes overall literature review along with a historical review aiming to lay a solid understanding of previous related work in relevance with the topic, ended up with a detailed conceptual framework that accommodates with the main concepts of this research is divided into three main sections, (1) Life skills, (2) Non-formal education, (3) The impact of non-formal education on life skills development.

Based on these, *the second chapter* meticulously reveals the chosen methodological framework in the diagnosis of this study into the method used for this research, the collection of data, as well as the method used to analyze the collected data.

Chapter three is dedicated to following a presentation and discussion of results found in this research.

Last but not least, a *conclusion* is set forth to summarize the overall endeavors, it represents the main results from our research along with the added value of this study, by the end a description of found limits and pathways for further improvement in future research works.

2. The main results of this research

We adopted both qualitative and quantitative research methods to conclude to this study work results. The research tools used are through conducting a semi-structured interview along with an ended-up questionnaire. For data analysis, we have used SPSS Software version 2021 for quantitative findings and deductive thematic analysis for qualitative results.

This also led us to confirm these hypothesis related to the research question for the development of life skills among youth.

Main hypothesis: we suppose that there is an effect of the extracurricular training on the development of life skills among youth

Sub-hypothesis 1: there is a positive statistically significant effect of the training on the development of creativity skill among youth at significance level of 5%

Sub-hypothesis 3: there is a positive statistically significant effect of the training on the development of problem-solving skill among youth at significance level of 5%

Sub-hypothesis 4: there is a positive statistically significant effect of the training on the development of cooperation skill among youth at significance level of 5%

Sub-hypothesis 5: there is a positive statistically significant effect of the training on the development of negotiation skill among youth at significance level of 5%

Sub-hypothesis 6: there is a positive statistically significant effect of the training on the development of decision-making skill among youth at significance level of 5%

Sub-hypothesis 9: there is a positive statistically significant effect of the training on the development of communication skill among youth at significance level of 5%

Sub-hypothesis 11: there is a positive statistically significant effect of the training on the development of empathy skill among youth at significance level of 5%

And confirm negatively these hypothesis:

Sub-hypothesis 2: there is a positive statistically significant effect of the training on the development of critical thinking skill among youth at significance level of 5%

Sub-hypothesis 7: there is a positive statistically significant effect of the training on the development of self-management skill among youth at significance level of 5%

Sub-hypothesis 8: there is a positive statistically significant effect of the training on the development of resilience skill among youth at significance level of 5%

Sub-hypothesis 10: there is a positive statistically significant effect of the training on the development of respect for diversity skill among youth at significance level of 5%

Sub-hypothesis 12: there is a positive statistically significant effect of the training on the development of participation skill among youth at significance level of 5%

3. Theoretical Contributions

This research has an added value when it comes to a recent literature about the aspects of our work; non-formal education, extracurricular activities, and soft skills. Especially in Algeria, our research topic remains nearly new due to the fact that there are few civil society associations who have worked on promoting life skills among children and youth using a structured adapted program by UNICEF and used in more than 80 countries currently.

4. Limits

We hoped to highlight more than one example of civil society contribution to the development of life skills among youth with an adaptation of structured non-formal learning programs. But, due to the limited resources and time we worked on one association partner to UNICEF Algeria that is currently in the time of our work study is working on these programs.

5. Suggestions for future research

These recommendations can launch new pathways to future research works:

- Integration of Adolescent kit and UPSHIT non-formal learning approaches in educational curriculums in Algeria.
- Giving importance to highlight civil society organizations that adapt extracurricular training to develop life skills among youth.
- A study that helps management students to be trained on life skills through identifying their needs according to the demand of Algerian job market.

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APPENDIX

**ANNEX A-
QUESTIONNAIRE**



Questionnaire

In the frame of a research dissertation submitted to the Department of Organizations at Management National Higher School of Management in Partial Fulfilment of the Requirements for the Degree of Master of Management by Quality at Kolea, The research topic is about the contribution of the quality of types of education to the development of life skills among youth. Model: Association Future for Development (Innovate Project 2021/2022), I would like to kindly ask you to answer our questions, all answers would remain confidential and anonymous.

We warmly thank you for your contributions and collaboration.⁴

Part One: Training Evaluation

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The objectives of the training were clearly defined.					
2	Participation and interaction were encouraged.					
3	The topics covered were relevant to me.					
4	The content was organized and easy to follow.					
5	The materials distributed were helpful.					
6	This training experience will be useful in my life.					
7	The trainer was knowledgeable about the training topics.					

8	The trainer was well prepared.					
9	The training objectives were met.					
10	The time allotted for the training was sufficient.					
11	The meeting room and facilities were adequate and comfortable.					

Part Two: Life Skills

Creativity		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I like to learn about new things.					
2	I have ideas about how to solve a problem that other people do not have.					
3	When working with others, I come up with new ideas.					
4	I give the priority to my society needs.					
Critical Thinking		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I think out of the box.					
2	I can imagine the world without internet.					
Problem-solving		Never	Rarely	Sometimes	Often	Always
1	I trust my ability to solve new problems.					
2	When a problem confuses me, I first consider the whole situation and all relevant information.					
3	Solving a problem makes me feel good about myself.					
Cooperation		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I like to help other in need without asking me to do so.					
2	I help people only when they ask me.					
3	I accept when people help me.					
Negotiation		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1	I think carefully before speaking to make sure I am clear and respectful.					
2	I ask questions to make sure I understand other people's point of view.					
3	When I have a disagreement with students in my class, I examine ideas from all sides to find a solution that is good for all of us.					
Decision-Making		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I think carefully before I make my choice.					
2	When I decide to do something, I do it immediately.					
3	When I decide, I assume the results of my decision.					
Self-Management		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I work well in groups and listen to others.					
2	I listen when I am given feedback.					
3	If something does not work out, I change my plan to reach my goal.					
Resilience		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can imagine a radical change in my society.					
2	I am able to live one week without money.					
3	I have the ability to remain optimistic if I do not win in anything I do.					
Communication		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can talk easily with someone I have never met before.					
2	I prefer to share my feelings with friends online rather than in person.					
3	I prefer to share my feelings with friends online rather than in person.					
4	When having conversations, I try to influence what topics we talk about.					
5	I can understand not only what my friends say but also what they do not say.					

6	When I feel close to people, I tell them.					
Respect for Diversity		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I accept that people of different cultures may act differently.					
2	I accept that people may have different religious beliefs.					
3	It is important to encourage people to express opinions even when their opinions are different from most of the other students.					
Empathy		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel sorry for someone who is treated unfairly.					
2	I feel concerned for people who are sick.					
3	I feel good when I help someone or do something nice for someone.					
4	When things go wrong, I can remain calm.					
Participation		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Talking with friends about what is happening in other countries.					
2	Students' opinions should be taken into account in decision-making processes.					
3	Join a group of students campaigning for an issue you find important.					

Thank you! ☺

ANNEX B-
INTERVIEW GUIDE



Interview Guide

Date: May 19, 2022

Objective: To evaluate the participants in Innovate project training programs and their level of acquisition.

The interviewee: Training manager at Innovate project

Interview duration: From 30 to 45 minutes online

The interview will be conducted on Google meet meet.google.com/sym-ktum-gqt

Questions:

Part One: Life Skills

What are your comments about the participants' change in attitude during and after the training?

Part Two: Training Climate

How do you think the training climate affected the interaction and outcomes of participants work?

Part Three: Training Content

2. How did you select the training content? What made it adequate to the participants' needs?
3. To what extent was the training content helpful to the participants?

Part Four: Training Outcomes

UPSHIFT and ImaGen Ventures programs

1. How can you describe the outcomes of trainings in terms of projects' ideas?
2. Do you find their projects attainable and respond to social entrepreneurship needs? Yes or no? Why?
3. How did you find the acquisition of life skills among youth?