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Evaluating the impact of the INS Life Skills educational programme

UNHCR The UN Refugee Agency | Vodafone Foundation | DIGITAL AWARENESS

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Acronyms and abbreviations

M&E: Monitoring and Evaluation

INS: Instant Network Schools

UNHCR: UN Refugee Agency

DAUK: Digital Awareness UK

LSCE Framework: Life Skills and Citizen Education Framework

N: Number of respondents

PP: Percentage points

Executive summary

Executive summary

Context

The INS Life Skills programme is an educational programme developed by the Vodafone Foundation, UN Refugee Agency (UNHCR) and Digital Awareness UK (DAUK). It supports learners aged 12–18 in developing core life skills, encompassing twelve competencies: creativity, critical thinking, problem-solving, empathy, respect for diversity, participation, self-management, resilience, communication, negotiation, decision-making and cooperation.

The INS Life Skills programme is a self-paced, 12-part digital course designed to enhance learners' personal, social and emotional development and future employability. Each of the 12 modules focuses on a specific life skill (e.g. creativity), and can be completed in approximately one hour. The modules can be delivered independently or within facilitated group settings. Every module features interactive, story-based content with video animations and quizzes. At the end of each module, learners engage in reflective Challenges that allow them to put their newly acquired skills into practice, in real-world situations.

The Egyptian Ministry of Education launched their Education 2.0 strategy in 2018 to modernise Egypt's education system. The goal is to shift from traditional teaching towards skills-based, student-centred learning. Life skills are a core component of Education 2.0, reflecting its focus on preparing students for success in the 21st century.

As such a new curriculum framework has been deployed, mainstreaming the 12 core life skills identified by the Life Skills and Citizenship Education (LSCE) initiative developed by UNICEF.

The INS Life Skills programme was therefore developed in alignment with the LSCE framework.

Methods

The M&E (monitoring and evaluation) strategy aimed to assess the programme's effectiveness in improving learners' knowledge, understanding and application of the twelve core skills, as well as their confidence, satisfaction and engagement. The M&E took place during the summer break period and was implemented in three schools in Egypt, involving learners from a total of five schools participating in the activities to maximize the available sample size. Data were collected through:

- Pre- and post-intervention learner surveys assessing knowledge and application across all skill areas.
- Post-course satisfaction surveys exploring engagement, relevance and confidence in applying learning.
- Teacher reflections and observations gathered throughout delivery to capture qualitative insights into learner learning and engagement.

The analysis combined descriptive statistics, pre–post comparisons and McNemar change tests to identify significant shifts in learner understanding (see page 18 for a detailed explanation of the McNemar statistical test).

Qualitative data from teachers were synthesised thematically to interpret how learning was experienced and applied in practice.

Limitations and considerations

Several limitations must be acknowledged:

- **Sample size and response rates:** The largest number of survey respondents was 86; however, most surveys were completed by a smaller cohort of between 40 and 60 respondents. Completion rates also varied considerably across items, and matched pre–post responses were available only for a subset of learners.
- **Implementation timing and participation:** The inconsistent participation was primarily due to learners collectively having educational lessons over the summer in preparation for the upcoming academic year. Furthermore, the M&E period coincided with school closures for exam retakes, resulting in a limited implementation timeframe for learners to actively integrate their learnings.
- **Age and grade range:** The intervention and data collection included learners younger than the target group, which may have affected comprehension and consistency.
- **Contextual variability:** Differences in facilitation, session timing and note-taking affected data quality and comparability.
- **Self-report limitations:** Both learner and teacher data rely on self-report, which may be shaped by social desirability or recall bias.

While these factors limit the generalisability of the findings, the evaluation still offers a valuable and credible indication of programme impact and potential.

Top-line findings

Knowledge and application across skill areas

Findings from the matched analysis, which tracked the same learners pre- and post-intervention, suggest that the INS Life Skills campaign is associated with measurable gains in participants' conceptual understanding of the majority of targeted life skills among participants, as well as enhanced recognition of these skills within everyday contexts, and improved practical application of the skills. Whilst progress varied by skill area, improvements were evident across most item types (knowledge of definitions, ability to identify examples and application to scenarios). The matched analysis confirmed significant improvements in several domains.

These results suggest the programme was particularly effective in strengthening students' ability to apply skills in practical and relational contexts, where there was greatest room for growth. Qualitative insights from teacher observations further reinforce this finding, offering evidence of the programme's effectiveness, especially in the development of applied skills.

Findings show minimal change in decision-making, communication and cooperation due to high baseline performance (>85% correct pre-intervention).

125%

increase in learners' ability to apply creativity skills (30.5 percentage points).

664%

increase in learners' ability to apply empathy skills (39.2 percentage points).

153%

increase in learners' ability to apply respect for diversity skills (25.6 percentage points).

37%

increase in learners' ability to apply participation skills (18.5 percentage points).

78%

increase in learners' ability to define negotiation (28.6 percentage points).

42%

increase in learners' ability to define resilience (29.8 percentage points).

32%

increase in learners' ability to identify examples of critical thinking (17.7 percentage points).

Example survey questions

- What is creativity?
- Which of these is an example of someone being a critical thinker?
- You notice that a boy who's just joined the school is looking sad at lunchtime so you approach him to see if he needs help. He explains that he misses his old friends. Which of the following steps would you take to empathise with him?

Learner feedback (post-intervention)

- **97%** of learners found the INS Life Skills course materials (including the animated videos, quizzes and images) engaging.
- **94%** of learners said the INS Life Skills Friends helped them to understand the topics being taught 'a lot'.
- After the intervention, learners reported feeling confident about applying the following skills:
  - Communicating with others **(98%)**
  - Managing emotions and stress **(92%)**
  - Making decisions **(100%)**
  - Setting goals **(100%)**
  - Solving problems **(89%)**
  - Understanding myself better **(98%)**
  - Working in a team **(100%)**
- **98%** of learners said that the skills they have gained from the INS Life Skills course have already helped them to deal with a real-life situation better.
- **93%** of learners said the INS Life Skills course has made them feel more confident about their future education.
- **53%** of learners said the INS Life Skills course has helped them to feel more confident about their future career.
- **95%** of learners said they are likely to apply skills learnt from the course in the next year.

Teacher and facilitator feedback and observations

- **100% of INS teachers said they have noticed improvements in their students' life skills** as a result of doing the INS Life Skills course.
- **100% of INS teachers said they think their students found the INS Life Skills course materials** (including the animated videos, quizzes and images) engaging.
- Teachers' qualitative reflections confirmed that learners could recall and apply many of the skills, particularly creativity, empathy, self-management and negotiation, and often linked their learning to course challenges.
- Understanding of respect for diversity and cooperation was conceptually sound but less consistently applied (due to factors such as learners not having the opportunity to put a specific life skill (like participation) into practice), suggesting the need for greater scaffolding and contextual adaptation.
- During reflective discussions (which formed part of the qualitative methodology), some participants were quieter or less forthcoming in articulating barriers, pointing to possible differences in participation and comfort in group reflection.
- **100% of INS teachers 'strongly agree' that their students have benefited from the INS Life Skills course.**

Key interpretations and takeaways

The findings provide converging evidence that the INS Life Skills programme is an engaging and relevant intervention, that is appropriate for the learners' age and stage of development:

- Learners not only understood many key life skills but demonstrated confidence and motivation to apply them in daily life.
- Teachers observed tangible behavioural and attitudinal shifts, reinforcing quantitative improvements.
- The most significant learning gains occurred where learners had the greatest room to grow, especially in applied and relational skills.
- Areas of persistent challenge, such as respect for diversity and cooperation, likely reflect conceptual complexity and contextual constraints rather than programme weakness.

Implications for monitoring and evaluation

- Future M&E programmes should increase sample size, improve response consistency, and ensure targeting of the intended age range to enable subgroup and longitudinal analysis.
- Further exploration of class participation and willingness to articulate barriers could help refine facilitation and reflection approaches.
- The methods established here offer a sound and scalable foundation for ongoing evaluation across settings.

Implications for programme development

- Enhance scaffolding for conceptually demanding domains such as respect for diversity and resilience.
- Continue leveraging animated videos and interactive materials, which clearly drive engagement and comprehension.
- Support teachers to link sessions more cohesively, helping learners connect skills across modules.

Overall takeaway

The INS Life Skills programme demonstrates strong potential to have a positive impact on personal growth, confidence and applied learning among young people. This evaluation both evidences its impact and clarifies how its delivery, measurement and adaptation can continue to evolve to maximise reach and effectiveness.

Life Skills evaluation - context

Life Skills evaluation - context

The INS Life Skills programme is an educational programme developed by the Vodafone Foundation, UNHCR and DAUK. It is designed to support learners aged 12–18 in developing critical life skills that enhance their ability to navigate education, employment and broader societal participation.

The programme is underpinned by UNICEF's Life Skills and Citizenship Education (LSCE) framework and incorporates twelve core competencies including creativity, critical thinking, problem solving, empathy, respect for diversity, participation, self-management, resilience, communication, negotiation, decision-making and cooperation.

Each Life Skills module is delivered through a digital learning platform and includes a blend of animated videos, interactive quizzes, reflective challenges and offline activities. Modules are designed to be completed in approximately one hour and may be delivered independently or within facilitated group settings. The programme aims to improve outcomes across educational attainment, social-emotional development and future employability.

The context for delivery is a complex one. INS learners are often situated in low-resource and humanitarian settings, where access to technology, stable internet connections and consistent staffing cannot be guaranteed. Within these constraints, the programme **launched in Egypt, the Democratic Republic of Congo, Kenya, Tanzania, South Sudan and Mozambique** during the same period. For the purposes of this evaluation, five schools in Egypt were selected as study sites. The local INS teams were able to incorporate the study into the Summer Activities the schools had planned across a five-week period. As part of the Summer Activities, each school included a structured Life Skills sessions, covering two of the twelve core competencies, and included reflections on knowledge retention and skill application among learners.

The broader M&E strategy was developed to assess the programme's effectiveness in this context and to generate insights that could guide iterative improvements. Previous evaluations of INS programmes relied primarily on course completion rates as a proxy for success. While still useful, this approach was expanded to incorporate more robust measures of learner progress, skill development and satisfaction.

Methodology

Methodology

Evaluation aims and objectives

The overarching objectives of the M&E strategy were to:

1. Demonstrate programme effectiveness by evidencing learners' acquisition and retention of knowledge and application of life skills across the 12 targeted domains;
2. Identify self-reported impacts on behaviour by learners and observed by teachers.
3. Support continuous improvement of programme content, pedagogy and delivery through data-driven insights;

Indicators and measures

The strategy employed a theory of change approach, linking module completion and learner engagement with measurable short-term outcomes in knowledge, skills and behaviour. The following indicators were used to assess progress:

1. **Skill acquisition, retention and application (Aim 1)**
   - **Indicator:** Learners' skills pre- and post-intervention
   - **Measure:** Structured definitional and scenario-based questions and application tasks
   - **Analysis:** Pre/post comparisons to assess knowledge and application gains at the skill level
2. **Behavioural intentions and change (Aim 2)**
   - **Indicator:** Learner self-reported experiences of and intentions to use life skills in real-life contexts
   - **Measure:** Post-programme learner impact questions; scenario-based items in pre- and post-surveys; teacher observations and qualitative reflections
   - **Analysis:** Analysis of pre- and post- scenario-based items; description of reported and intended impacts post-programme; thematic synthesis of reflective discussion data
3. **Learner satisfaction and relevance (Aim 3)**
   - **Indicator:** Learner-reported and teacher-observed satisfaction with course content and delivery
   - **Measure:** Post-course survey assessing perceived relevance and usability
   - **Analysis:** Descriptive statistics and thematic analysis of qualitative teacher feedback (which involved identifying common themes, patterns or key ideas)

These measures were designed not only to track individual learning outcomes, but also to assess the inclusivity and contextual responsiveness of the programme.

Data collection methods

Data were collected through a combination of:

- Pre- and post-intervention learner surveys administered during Life Skills sessions;
- Teacher-facilitated reflective discussions, with note-takers recording learners' understanding and application of skills;
- Teacher and learner surveys, completed after delivery of all 12 modules.

All data collection was embedded into the delivery of each module. Each Life Skills session included:

- A pre-lesson survey to assess baseline knowledge and application of skills;
- A teacher-led reflective discussion to assess retention and real-life application of skills taught in previous modules;
- A post-lesson survey to capture shifts in knowledge and application of skills.

At the end of the programme, learners completed a satisfaction survey, and teachers completed a summative reflection on learner engagement and progress.

Methodological adaptations

Following a pilot in Tanzania, the original M&E approach was revised to account for key contextual challenges, including:

- Poor or inconsistent internet connectivity;
- Language barriers and varying literacy levels;
- Limited lesson time and high facilitator workload;
- The need for surveys to be locally translated and delivered offline.

To ensure feasibility:

- All learner surveys were printed and completed in person, with INS staff responsible for data entry into digital templates;
- Only closed-ended survey questions were used to facilitate translation and analysis;
- Teachers captured qualitative reflections through structured observation templates during classroom discussions;
- Matched pre-post analysis was conducted only where full data were available; otherwise, group-level descriptive frequency comparisons were used.

Ethical considerations

Vodafone Foundation and UNHCR ensured that all data collection adhered to ethical standards appropriate for work with young people in humanitarian and educational settings. This included:

- Informed consent or assent in learners' languages;
- Clear explanation of the purpose of data collection and the right to withdraw;
- Anonymisation of all learner data;
- No open-ended or sensitive questions in learner surveys to reduce the risk of distress or disclosure;
- Secure data handling in line with local and international data protection standards.

It is important to note that to encourage learner participation in this study Vodafone Foundation offered participants the chance to win a tablet, and all participants that attended the summer activities received school supplies (for example, school bags and pencil cases) and participation certificates. These incentives were solely intended to promote participation in the study and are not considered to have influenced the outcomes or validity of the data collected.

Findings

Findings

Limitations regarding survey completion rates

Pre- and post-intervention surveys were not completed by the same number of learners, and missing data meant that not all responses could be matched across time points. As such, group-level comparisons should be interpreted with caution, as apparent differences may partly reflect changes in sample composition. For the purposes of statistical inference testing, only those responses that could be matched at both time points for each skill were included, ensuring that any reported changes reflect within-participant differences. See Appendix 1 for the full table summarising completion rates for the pre- and post-intervention pupil surveys across all items in the INS Life Skills programme.

Skill performance overview: Full sample pre- and post-intervention results

The table below presents an overview of pre- and post-intervention performance across all skill areas, based on the full set of available responses at each time point. These results offer a snapshot of how learners responded to individual questions assessing knowledge and application of each skill.

Caveat: Because not all learners completed both pre- and post-surveys, and some responses are missing across items, we cannot match individual-level data across time points. As such, this analysis does not support direct comparisons or claims about change over time. Instead, it provides a general indication of areas of strength and weakness within each sample. In particular, low levels of correct responses at the pre-intervention stage may signal areas with greater scope for learning, while persistently low post-intervention scores may point to domains where further support or alternative approaches may be needed.

For analysis of change over time based on matched responses (i.e. the same learners completing both surveys), see the following section.

Creativity

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	37 (43.0%)	86	52 (61.2%)	**85**
2 Knowledge – Example	63 (73.3%)	86	63 (73.3%)	**86**
3 Ability to apply the skill	21 (24.4%)	86	47 (54.7%)	**86**

Critical Thinking

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	39 (61.9%)	63	51 (79.7%)	**64**
2 Knowledge – Example	36 (57.1%)	63	54 (84.4%)	**64**
3 Ability to apply the skill	50 (80.6%)	62	47 (72.3%)	**65**

Problem-solving

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	33 (61.1%)	54	38 (69.1%)	**55**
2 Knowledge – Example	34 (64.1%)	53	31 (57.4%)	**54**
3 Ability to apply the skill	44 (81.5%)	54	46 (82.1%)	**56**

Empathy

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	40 (78.4%)	51	51 (98.1%)	**52**
2 Knowledge – Example	33 (64.7%)	51	38 (73.1%)	**52**
3 Ability to apply the skill	6 (11.8%)	51	23 (44.2%)	**52**

Respect for diversity

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	29 (61.7%)	47	26 (55.3%)	**47**
2 Knowledge – Example	9 (18.8%)	48	8 (16.7%)	**48**
3 Ability to apply the skill	8 (16.7%)	48	19 (40.4%)	**47**

Participation

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	8 (16.0%)	50	17 (32.7%)	**52**
2 Knowledge – Example	25 (50.0%)	50	30 (57.7%)	**52**
3 Ability to apply the skill	25 (50.0%)	50	35 (68.6%)	**51**

Self-management

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	33 (68.8%)	48	33 (68.8%)	**48**
2 Knowledge – Example	18 (37.5%)	48	24 (50.0%)	**48**
3 Ability to apply the skill	39 (83.0%)	47	44 (91.7%)	**48**

Resilience

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	33 (70.2%)	47	46 (100.0%)	**46**
2 Knowledge – Example	2 (4.3%)	46	5 (10.9%)	**46**
3 Ability to apply the skill	41 (87.2%)	47	41 (89.1%)	**46**

Communication

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	43 (86.0%)	50	44 (88.0%)	**50**
2 Knowledge – Example	45 (90.0%)	50	45 (90.0%)	**50**
3 Ability to apply the skill	29 (59.2%)	49	33 (67.3%)	**49**

Negotiation

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	18 (40.0%)	45	32 (69.6%)	**46**
2 Knowledge – Example	32 (71.1%)	45	33 (70.2%)	**47**
3 Ability to apply the skill	36 (80.0%)	45	41 (89.1%)	**46**

Decision-making

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	38 (86.4%)	44	37 (88.1%)	**42**
2 Knowledge – Example	21 (47.7%)	44	21 (50.0%)	**42**
3 Ability to apply the skill	27 (61.4%)	44	28 (66.7%)	**42**

Cooperation

Question	Correct N (%) Pre-intervention	Total N	Correct N (%) Post-intervention	Total N
1 Knowledge – Definition	37 (88.1%)	42	37 (92.5%)	**40**
2 Knowledge – Example	28 (66.7%)	42	25 (62.5%)	**40**
3 Ability to apply the skill	37 (88.1%)	42	34 (85.0%)	**40**

Summary of skill performance - unmatched pre- and post-intervention samples

Across the full, unmatched pre- and post-intervention samples, performance varied by skill area and item type (knowledge of definitions, ability to identify examples and application to scenarios). Because the groups differ at each stage, these results cannot be used to infer individual-level change, but they do provide useful indications of where learning appeared strongest or more limited. It should also be noted that response rates were inconsistent across items, and the intervention was delivered to – and data collected from – learners in grades and age groups younger than those originally intended. Both factors affect comparability and the interpretive confidence of these results.

Where were learners already performing well before the intervention?

Knowledge-based questions (definitions and examples) generally elicited higher pre-intervention accuracy, for instance in cooperation, communication, resilience and decision-making. These high baseline scores suggest prior familiarity with key concepts and limited scope for measurable improvement. In some domains, such as decision-making and communication, scores remained largely static across both time points, while a few items (e.g. cooperation examples) showed slight post-intervention decreases likely reflecting sampling variation rather than true decline.

Which areas showed the greatest apparent improvement?

The clearest gains were observed in application-based items, especially for creativity, empathy, participation and respect for diversity. These questions began with lower pre-intervention scores - often below 30% - and improved by 20 - 40 percentage points post-intervention. This pattern suggests that the programme was particularly effective in strengthening learners' ability to apply concepts in practical or relational contexts, where there was the greatest room for growth.

Where did understanding remain limited?

Performance remained low pre- and post-intervention on certain example-based items, most notably for respect for diversity and resilience. These findings may point to conceptual or contextual challenges; either the underlying ideas were harder for learners to grasp, or the intervention content provided insufficient scaffolding for these specific competencies.

How should these trends be interpreted overall?

- Application skills showed the greatest scope for, and evidence of, improvement.
- Conceptual knowledge appeared already well-developed in several domains.
- Persistent low scores in a few areas suggest a need for deeper scaffolding or more contextualised support.

- Flat or declining scores likely reflect differences in sample composition rather than true change.
- Inconsistent response rates and the inclusion of younger age groups mean that these findings should be treated as indicative rather than definitive.

Taken together, these trends provide an initial snapshot of learning patterns across the cohort, while the matched-sample analysis in the following section offers a more robust picture of individual-level change.

Matched sample analysis of pre- and post-intervention performance

This analysis is based exclusively on responses from learners who completed both the pre- and post-intervention surveys for each specific skill and question. This matched sample approach ensures that comparisons are made within the same group of individuals, allowing for a more robust assessment of change over time.

The subsequent tables present the Net Change (percentage points) and the Percentage Change (relative change) for each skill, which serve as key indicators of the effect size and the magnitude of change observed.

To assess whether observed changes in performance are statistically significant – that is, unlikely to have occurred by chance – we used the Related-Sample McNemar Change Test. This test is appropriate for non-parametric, dichotomous data such as this (i.e., correct/incorrect responses), and evaluates whether the proportion of correct responses differs significantly from pre- to post-intervention within the same individuals.

Statistical significance is reported at the conventional thresholds of $p < .05$ and $p < .01$, indicating less than a 5% or 1% likelihood, respectively, that the observed change is due to sample variation alone. However, it is important to note that statistical significance reflects not only the magnitude of the change (effect size) but also the distribution of responses and the sample size. As such, some large gains may not reach statistical significance, and smaller changes may appear more significant in certain contexts.

This matched analysis offers the most reliable insight into how individual learners' understanding and application of each skill may have shifted over the course of the intervention.

Note: *McNemar's test assesses changes at the individual level by comparing the number of learners who improved (incorrect to correct) versus those who declined (correct to incorrect). The 'net change' column reflects the overall difference in the percentage of correct responses pre- and post-intervention, which may not correspond exactly to the difference between the 'improved' and 'declined' proportions due to rounding, sample size effects and the fact that McNemar's test focuses only on discordant pairs.*

Creativity

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Creativity 1	82	44.4%	59.3%	29.6%	12.3%	+14.9pp	33.6%	<.05
Creativity 2	81	63.0%	63.0%	0.0%	0.0%	0.0pp	0.0%	1.000
Creativity 3	82	24.4%	54.9%	42.7%	1.2%	+30.5pp	125%	<.001

Question 1 – Knowledge (Definition)
Among 82 learners, correct responses increased from 44.4% to 59.3%. 29.6% improved, while 12.3% declined, resulting in a 33.6% change (a 14.9 percentage point net increase). This change was statistically significant (McNemar $X^2(1) = 5.79$, $p < .05$).

Question 2 – Knowledge (Example)
Correct responses remained stable at 63.0%. No learners changed their responses.
This result was not statistically significant (McNemar exact test, p = 1.000).

Question 3 – Application (Scenario)
Correct answers rose from 24.4% to 54.9%. 42.7% improved and 1.2% declined, resulting in a 125% change (a net change of +30.5 percentage points). This was a highly significant improvement (McNemar $X^2(1) = 18.89$, $p < .001$).

Critical thinking

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Critical Thinking 1	62	62.9%	71.0%	12.9%	3.2%	+8.1pp	12.9%	<.05
Critical Thinking 2	62	54.8%	72.6%	14.5%	0.0%	+17.7pp	32.5%	<.001
Critical Thinking 3	61	64.5%	77.0%	11.5%	6.6%	+12.5pp	19.4%	.180

Question 1 – Knowledge (Definition)
Correct responses rose from 62.9% to 71.0% among 62 learners. 12.9% improved and 3.2% declined, resulting in a 12.9% change (net gain of +8.1pp). This difference was statistically significant (McNemar exact test, p = .039).

Question 2 – Knowledge (Example)
Correct responses increased from 54.8% to 72.6%. 14.5% improved; no learners declined, resulting in a 32.5% change (a +17.7pp net gain). This was highly significant (McNemar exact test, $p < .001$).

Question 3 – Application (Scenario)
Performance rose from 64.5% to 77.0%. 11.5% improved; 6.6% declined, yielding a 19.4% change (a net gain of +12.5pp). This was not statistically significant (McNemar exact test, p = .180).

Problem-solving

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Problem Solving 1	53	62.3%	66.0%	18.9%	13.2%	+3.7pp	5.9%	.481
Problem Solving 2	51	50.9%	60.4%	18.9%	7.5%	+9.5pp	18.7%	.109
Problem Solving 3	53	73.6%	84.9%	7.5%	0.0%	+11.3pp	15.4%	1.000

Question 1 – Knowledge (Definition)
Correct responses increased from 62.3% to 66.0% among 53 learners. 18.9% improved and 13.2% declined. The 5.9% change (+3.7pp net gain) was not statistically significant (McNemar exact test, p = .481).

Question 2 – Knowledge (Example)
Performance rose from 50.9% to 60.4%. 18.9% improved and 7.5% declined, resulting in a 18.7% change (a net gain of +9.5pp). This change did not reach statistical significance (McNemar exact test, p = .109).

Question 3 – Application (Scenario)
Correct answers rose from 73.6% to 84.9%. 7.5% improved; no learners declined.
Despite the positive trend, this was not statistically significant (McNemar exact test, p = 1.000).

Empathy

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Empathy 1	51	78.4%	98.0%	19.6%	0.0%	+19.6pp	25.0%	<.05
Empathy 2	51	62.7%	74.5%	21.6%	11.8%	+11.8pp	18.8%	.344
Empathy 3	51	5.9%	45.1%	39.2%	0.0%	+39.2pp	664.4%	<.001

Question 1 – Knowledge (Definition)
Correct responses increased from 78.4% to 98.0%. 19.6% of learners improved; none declined.
This 25% change (+19.6pp net change) was statistically significant (McNemar exact test, p = <.05).

Question 2 – Knowledge (Example)
Performance rose from 62.7% to 74.5%. 21.6% improved and 11.8% declined, resulting in an 18.8% change (a net gain of +11.8pp). The result was not statistically significant (McNemar exact test, p = .344).

Question 3 – Application (Scenario)
Correct responses increased substantially from 5.9% to 45.1%. 39.2% improved; none declined.
This 664.4% change (a +39.2pp net gain) was highly significant (McNemar exact test, p < .001).

Respect for diversity

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Respect for diversity 1	43	67.4%	72.1%	9.3%	11.6%	-2.3pp	7.0%	.774
Respect for diversity 2	45	18.8%	18.8%	4.2%	4.2%	0.0pp	0.0%	1.000
Respect for diversity 3	45	16.7%	42.2%	38.9%	13.3%	+25.6pp	152.7%	p<.05

Question 1 – Knowledge (Definition)
Correct responses increased slightly from 67.4% to 72.1%. 9.3% improved and 11.6% declined, resulting in a 7% change and small net loss of –2.3pp. This change was not statistically significant (McNemar exact test, p = .774).

Question 2 – Knowledge (Example)
Performance remained unchanged at 18.8%. Equal proportions of learners improved and declined (4.2%). There was no net change (McNemar exact test, p = 1.000).

Question 3 – Application (Scenario)
Correct responses rose from 16.7% to 42.2%. 38.9% improved and 13.3% declined, yielding a 152.7% change (a net +25.6pp gain). This change was statistically significant (McNemar exact test, p = <.05).

Participation

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Participation 1	50	16.0%	32.7%	25.0%	8.0%	+17.0pp	104.4%	p = <.05
Participation 2	50	50.0%	57.7%	20.0%	12.3%	+7.7pp	15.4%	p = .424
Participation 3	50	50.0%	68.6%	26.1%	7.6%	+18.5pp	37.2%	p < .05

Question 1 – Knowledge (Definition)
Correct responses increased from 16.0% to 32.7%. 25.0% improved; 8.0% declined, yielding a 104.4% change (a +17.0pp gain). This difference was statistically significant (McNemar exact test, p = <.05).

Question 2 – Knowledge (Example)
Scores rose from 50.0% to 57.7%. 20.0% improved and 12.3% declined, resulting in a 15.4% change (a net change of +7.7pp). This change was not statistically significant (McNemar exact test, p = .424).

Question 3 – Application (Scenario)
Correct answers increased from 50.0% to 68.6%. 26.1% improved and 7.6% declined, resulting in a 37.2% change (a +18.5pp net gain). This was statistically significant (McNemar exact test, p = <.05).

Self-management

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Self management 1	47	68.8%	68.8%	10.6%	10.6%	0.0pp	0.0%	1.000
Self management 2	47	37.5%	50.0%	14.9%	4.3%	+12.5pp	33.3%	.146
Self management 3	46	83.0%	91.7%	10.9%	4.3%	+8.7pp	10.5%	.453

Question 1 – Knowledge (Definition)
Performance remained unchanged at 68.8%. 10.6% improved; 10.6% declined. There was no net change. The results are not statistically significant (McNemar exact test, p = 1.000).

Question 2 – Knowledge (Example)
Scores rose from 37.5% to 50.0%. 14.9% improved; 4.3% declined (a +12.5pp net change). The change was not statistically significant (McNemar exact test, p = .146).

Question 3 – Application (Scenario)
Correct responses increased from 83.0% to 91.7%. 10.9% improved; 4.3% declined. This +8.7pp net change was not statistically significant (McNemar exact test, p = .453).

Resilience

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Resilience 1	45	70.2%	100.0%	29.8%	0.0%	+29.8pp	42.5%	p < .001
Resilience 2	45	2.2%	11.1%	8.9%	0.0%	+8.9pp	404.5%	.375
Resilience 3	45	87.2%	91.1%	4.4%	4.4%	0.0pp	4.5%	1.000

Question 1 – Knowledge (Definition)
Correct responses rose from 70.2% to 100%. 29.8% improved; none declined. This 42.5% change (net gain of +29.8pp) was highly significant (McNemar exact test, p < .001).

Question 2 – Knowledge (Example)
Performance increased from 2.2% to 11.1%. 8.9% improved; none declined, resulting in a 404.5% change (net gain of +8.9pp). This was not statistically significant (McNemar exact test, p = .375).

Question 3 – Application (Scenario)
Scores increased from 87.2% to 91.1%. 4.4% improved and 4.4% declined. There was no net change. The results were not statistically significant (McNemar exact test, p = 1.000).

Communication

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Communication 1	49	87.8%	87.8%	6.1%	6.1%	0.0pp	0.0%	1.000
Communication 2	49	90.0%	90.0%	0.0%	0.0%	0.0pp	0.0%	1.000
Communication 3	47	59.2%	69.4%	22.4%	12.2%	+10.2pp	17.2%	.388

Question 1 – Knowledge (Definition)
Scores remained stable at 87.8%. 6.1% improved; 6.1% declined. No net change was observed.
This is not statistically significant (McNemar exact test, p = 1.000).

Question 2 – Knowledge (Example)
Scores remained at 90.0%. No learners changed their answers.
No net change and the results are not statistically significant (McNemar exact test, p = 1.000).

Question 3 – Application (Scenario)
Question 3 – Application (Scenario) Correct responses rose from 59.2% to 69.4%. 22.4% improved; 12.2% declined.
The +10.2pp net gain was not statistically significant (McNemar exact test, p = .388).

Negotiation

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Negotiation 1	42	42.9%	76.2%	31.0%	2.4%	+28.6pp	77.6%	p < .01
Negotiation 2	43	74.4%	74.4%	11.6%	11.6%	0.0pp	0.0%	.804
Negotiation 3	42	78.6%	89.1%	9.5%	0.0%	+9.5pp	13.4%	.375

Question 1 – Knowledge (Definition)
Correct answers increased from 42.9% to 76.2%. 31.0% improved; 2.4% declined, resulting in a 77.6% change (a net gain of +28.6pp). This change was statistically significant (McNemar exact test, p = <.01).

Question 2 – Knowledge (Example)
Scores remained stable at 74.4%. 11.6% improved; 11.6% declined. No net change observed.
This change was not statistically significant (McNemar exact test, p = .804).

Question 3 – Application (Scenario)
Correct answers rose from 78.6% to 89.1%. 9.5% improved; none declined.
The +9.5pp gain was not statistically significant (McNemar exact test, p = .375).

Decision-making

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Decision making 1	41	85.4%	85.4%	9.8%	9.8%	0.0pp	0.0%	1.000
Decision making 2	41	51.2%	51.2%	7.3%	7.3%	0.0pp	0.0%	1.000
Decision making 3	41	61.0%	63.4%	7.3%	4.9%	+2.4pp	3.9%	1.000

Question 1 – Knowledge (Definition)
Scores remained at 85.4%. 9.8% improved; 9.8% declined.
This change was not statistically significant (McNemar exact test, p = 1.000).

Question 2 – Knowledge (Example)
Performance was stable at 51.2%. 7.3% improved and 7.3% declined.
No statistically significant change (McNemar exact test, p = 1.000).

Question 3 – Application (Scenario)
Scores rose slightly from 61.0% to 63.4%. 7.3% improved; 4.9% declined. This resulted in a net change of +2.4pp.
This change was not statistically significant (McNemar exact test, p = 1.000).

Cooperation

Question	N	% Correct Pre	% Correct Post	% Improved (Incorrect to correct)	% Declined (Correct to incorrect)	Net Change (percentage points)	% Change (relative change)	McNemar p
Cooperation 1	40	85.7%	92.5%	10.0%	2.5%	+6.8pp	7.9%	.688
Cooperation 2	40	66.7%	62.5%	10.0%	12.5%	−4.2pp	-6.3%	.791
Cooperation 3	40	85.7%	82.5%	10.0%	12.5%	−3.2pp	-3.7%	1.000

Question 1 – Knowledge (Definition)
Scores increased from 85.7% to 92.5%. 10.0% improved; 2.5% declined (+6.8pp).
This change was not statistically significant (McNemar exact test, p = .688).

Question 2 – Knowledge (Example)
Scores declined from 66.7% to 62.5%. 10.0% improved; 12.5% declined (a net gain of −4.2pp).
This change was not statistically significant (McNemar exact test, p = .791).

Question 3 – Application (Scenario)
Scores decreased slightly from 85.7% to 82.5%. 10.0% improved; 12.5% declined (−3.2pp).
This change was also not statistically significant (McNemar exact test, p = 1.000).

Learner feedback on course experience, engagement and impact

Learner feedback on course experience, engagement and impact

This section summarises responses from learners who completed the learner satisfaction survey at the end of the programme. These responses provide insight into how learners experienced the course and perceived its relevance and usefulness in their daily lives.

It is important to note that the learners who completed this survey cannot be matched to those who completed the pre- and post-intervention skill surveys. As such, it is not possible to link satisfaction to individual performance outcomes. Completion rates for the satisfaction survey were also lower than for the skills assessments, and there is some evidence of inconsistent or inattentive responses, particularly where learners selected multiple or conflicting options. This may reflect varying levels of comprehension, engagement or response fatigue.

Despite these limitations, the findings offer a broad sense of how the course was received and where learners felt it had the greatest impact.

Engagement with course components: Learner ratings by content type

The table below shows the number of learners who selected each response option when asked how engaging they found different elements of the course. Learners could select one response per content type.

Learners rated the animated videos and quiz questions as the most engaging elements of the course.

Response Option	Animated videos	Quiz questions	Images
Very engaging	48	46	39
Somewhat engaging	6	8	13
Not very engaging	1	1	2
Not at all engaging	0	0	1
Total	**55**	**55**	**55**

48

Learners **found the animated videos "very engaging"** and only 1 selected 'not very engaging', with no learners selecting the lowest category.

46

earners rated the **quiz questions as "very engaging"** and gave minimal negative feedback.

39

Learners rated the images as "very engaging," which is still a positive result, though responses were slightly more mixed, with a few learners selecting "not very" or "not at all engaging."

These results indicate that dynamic, interactive formats (animations and quizzes) were most effective in capturing and holding learners' attention.

Helpfulness of the Life Skills characters

The table below shows how many learners selected each response option when asked whether the Life Skills Friends characters helped them understand the topics covered in the course.

The Life Skills Friends characters were widely perceived as helpful in supporting learner understanding of the course content.

Response Option	Count
A lot	51
Somewhat	3
Not very	0
Not at all	0
Total	**54**

51

Of the 54 learners who responded said the characters helped them understand the topics 'a lot'.

3

Learners selected 'somewhat'.

No learners reported that the characters were 'not very' or 'not at all' helpful. This overwhelmingly positive feedback suggests that the characters were an effective and accessible tool for communicating key ideas and engaging learners throughout the programme.

Confidence in applying skills post-intervention

The table below shows how many learners selected each response option when asked how confident they felt applying different life skills since completing the course. Learners could rate their confidence separately for each skill area.

Learners reported high levels of confidence in applying the skills they had learned, with the majority selecting 'very confident' across all skill areas. **Confidence was strongest for 'understanding myself better' (46), 'communicating with others' (43) and 'making decisions' (43), with similarly high numbers for 'solving problems', 'setting goals', and 'working in a team'.**

Fewer learners reported being 'somewhat confident', and only a small minority selected 'not very confident' or 'not confident at all' for any skill. These findings suggest that the course effectively supported learners' self-efficacy in using the skills in a range of areas relevant to their personal, emotional and social development.

Response Option	Communicating with others	Managing emotions and stress	Making decisions	Setting goals	Solving Problems	Understanding myself better	Working in a team
Very confident	43	35	43	40	42	46	41
Somewhat confident	10	15	11	13	6	7	13
Not very confident	1	4	0	0	5	0	0
Not confident at all	0	0	0	0	0	1	0
Total	**54**	**54**	**54**	**53**	**54**	**54**	**54**

Perceived helpfulness of the course in daily life

The table below presents the number of learners who selected each response option when asked how the course had supported them in three areas of their everyday lives: addressing real-life situations, shifting how they think and providing tools they may use in the future.

Response Option	It has helped me deal with a real-life situation better	It has changed how I think about everyday situations	It has given me useful tools, but I haven't used them yet
A lot	47	45	30
Somewhat	7	6	13
Not very	0	2	8
Not at all	1	1	3
Total	**55**	**54**	**54**

Learners generally perceived the course as helpful in supporting their everyday lives. The majority selected 'very much' for all three areas:

47

said the course had helped them deal with a real-life situation, 45 said it had changed how they think and 30 said it had given them useful tools (even if not yet used).

A smaller number selected 'somewhat', and very few learners chose 'not very much' or 'not at all', particularly in relation to dealing with real-life situations. These responses suggest that the course was experienced as practically relevant and personally meaningful for most learners.

Application of skills, tools and tips to real-life contexts

The table below shows how many learners reported applying what they learned from the course across various everyday settings. Learners could tick multiple options to reflect all applicable contexts. The final two rows indicate learners who had not yet applied the skills, including whether they intended to do so in future.

Context	Yes	No	Total
At school	40	20	**60**
At home	43	17	**60**
With friends	45	15	**60**
During extra-curricular activities	24	36	**60**
While volunteering	25	35	**60**
At work	17	43	**60**
Not yet, but I plan to	4	56	**60**
Not yet, and I don't plan to	2	58	**60**

Learners reported applying the skills, tools and tips from the course across a range of everyday contexts.

43

Was the highest score for 'at home'.

'With friends' (45) and 'at school' (40). Fewer learners reported using the skills during extra-curricular activities (24), volunteering (25), or at work (17), likely reflecting differences in opportunity or relevance. Only 4 learners indicated that they had not yet used the skills but planned to, and just 2 said they did not plan to use them. However, all six of these learners also ticked that they had applied the skills in one or more specific contexts, suggesting a possible issue with comprehension or attention when completing this item. These results indicate that the course supported meaningful application in familiar settings, though some inconsistencies in survey responses should be taken into account.

Post-course reflections on education plans

The table below summarises how learners felt about their education plans after completing the course. Each learner could tick the statement that best described their current outlook.

Response Option	Number of learners
I feel more confident	51
I feel a bit more confident	2
It hasn't changed how I feel	2
I feel less confident	0
I'm still unsure about my education plans	0
Total	**55**

The vast majority of learners reported feeling more confident about their education plans after completing the course.

51

Learners selected 'I feel more confident', with only 2 selecting 'I feel a bit more confident' and another 2 indicating that the course 'hasn't changed how I feel'.

No learners reported feeling 'less confident' or 'unsure'. This strong pattern suggests that the course had a positive impact on learners' sense of direction and self-assurance regarding their educational pathways.

Post-course reflections on future career

The table below shows how learners responded when asked how the course had influenced their thinking about their future career. Learners could tick all statements that applied to them; hence, the total adds to more than 60 because it reflects all selected responses not respondents.

Response Option	Number of learners
I feel more confident	32
It has helped me discover new interests or ideas	40
It has confirmed what I already wanted to do	20
It has given me confidence in achieving my goals	31
It hasn't changed how I think about my career	4
I'm still unsure about my future career	0
Total	**60**

Learners' responses indicate that the course had a broadly positive influence on their thinking about future careers.

40

Learners said it had 'helped me discover new interests or ideas'

32

Learners said they 'feel more confident' and 31 reported that it had 'given me confidence in achieving my goals'.

20 learners said it had 'confirmed what I already wanted to do', suggesting both affirmation and exploration were supported. Only 4 learners said the course 'hasn't changed how I think about my career', and none reported being 'unsure'. **Overall, the data suggest that the course contributed meaningfully to learners' career-related confidence, curiosity and clarity.**

Likelihood of using learning in the next year

The table below presents learners' responses regarding the likelihood of applying what they learned in the INS Life Skills course over the following year. Each learner could tick the statement that best described their intention to apply the life skills.

Response Option	Number of learners
Very likely	39
Likely	16
Not sure	3
Unlikely	0
Not at all likely	0
Total	**58**

Learners expressed high levels of intention to use what they had learned from the course in the year ahead.

39

Learners selected 'very likely' and 16 selected 'likely', while only 3 said they were 'not sure'. No learners selected 'unlikely' or 'not at all likely'.

This suggests that most learners saw the course content as relevant and applicable to their lives beyond the classroom, indicating strong perceived value and potential for longer-term impact.

Adjectives used to describe the course

Learners were invited to select from a list of adjectives to describe their experience of the course. They were not required to choose between opposing terms; instead, the descriptor pairs are presented here for comparison purposes only. Learners could tick as many positive or negative descriptors as they felt applied. 'None of the above' was available for those who felt none were relevant.

Descriptor pair	Positive (n)	Negative (n)
Empowering vs. Disempowering	22	2
Inspiring vs. Uninspiring	34	1
Engaging vs. Unengaging	41	1
Interesting vs. Boring	40	1
Essential vs. Unimportant	34	2
Informative vs. Uninformative	13	2
Motivating vs. Demotivating	41	1
Clear vs. Confusing	31	0
None of the above	0	–

Learners used a range of positive adjectives to describe their experience of the course.

41

Learners selected 'engaging' and 'motivating'

40

Learners selected 'interesting'

34

Learners selected 'inspiring' and 'essential.

A smaller number of learners selected 'empowering' (22) and 'clear' (31), and only 13 chose 'informative'. Very few learners selected the negative counterparts to any of the descriptors, with no one choosing 'confusing' and only one or two selecting other negative terms. **Notably, no learners selected 'none of the above', suggesting that all respondents felt at least one descriptor applied. These results indicate a broadly positive affective response to the course, particularly in terms of how engaging, motivating and relevant it felt to learners.**

Summary of learner feedback

Learners' feedback across all measures indicates a highly positive reception of the INS Life Skills course. They found the animated videos and quizzes particularly engaging and overwhelmingly reported that the Life Skills Friends helped them understand key concepts.

How did learners respond to course delivery and content?

Most learners described the course as engaging, motivating and interesting. Interactive elements such as animations and quizzes were rated most favourably, suggesting that dynamic, story-based and gamified content was particularly effective in maintaining attention and supporting understanding.

What impact did learners report on confidence and skills?

Learners reported high levels of confidence in applying the skills they had learned, particularly in communication, problem-solving and decision-making. Many described using the skills across multiple everyday contexts – at home, in school and with friends – indicating that learning transferred beyond classroom settings.

What broader effects did learners attribute to the course?

Learners felt that the course had helped them deal with real-life situations, changed how they think about everyday challenges, and given them tools they intended to use in the future. Most reported greater confidence about their educational plans and career aspirations, citing both affirmation of existing goals and discovery of new interests.

What limitations should be noted?

Response rates were variable, and some younger learners – for whom the intervention was not originally designed – may have struggled with comprehension or survey completion. Minor inconsistencies in responses (e.g. multiple contradictory selections) also suggest differing levels of engagement or understanding.

Overall interpretation

The findings point to strong learner engagement, a sense of personal relevance and practical value, and evidence that the course supported learners' self-efficacy and reflection. Despite some variability in response quality, the results suggest the programme resonated emotionally and developmentally with most participants. Notably, these positive trends were not significantly skewed by the inclusion of younger age groups, indicating that the intervention may hold promise for a broader age range than originally intended.

Teacher-reported impact and engagement

Teacher-reported impact and engagement

The following section summarises teachers' responses to a short survey capturing their perceptions of learner engagement, skill development and the overall effectiveness of the INS Life Skills programme. While based on a small sample (n=5) and representing subjective views, these reflections offer valuable insight into how the programme was experienced in classroom settings. It should be noted that the level of detail provided in teachers' comments varied, and the findings are not independently verifiable. Nonetheless, they reflect a consistent perception that the programme had a positive impact on learners' personal and interpersonal growth.

Perceived improvements in learners' life skills

All five teachers reported observing positive changes in their learners' life skills over the course of the programme. Two teachers described **significant improvements,** highlighting increased confidence, engagement and maturity among learners. Three teachers noted some **improvements,** with comments pointing to greater learner reflection, more thoughtful peer interactions and an emerging application of skills in classroom contexts. No teachers indicated that there had been no noticeable change.

These responses suggest that even in a small sample, the programme was perceived to support a meaningful shift in learners' personal and interpersonal development, albeit with some variability in perceived magnitude.

Perceived learner engagement with course components

Teachers generally perceived the course content as engaging for learners, with particular praise for the animated videos and quiz questions. Three out of five teachers rated the animated videos as **very engaging,** noting their clarity, accessibility and relevance. The remaining two described them as **somewhat engaging,** suggesting they were effective but could be enhanced with greater interactivity or contextual relevance.

Quiz questions were also viewed positively, with four teachers rating them as **somewhat engaging** and one as **very engaging**. Teachers appreciated how quizzes encouraged participation, but some felt that they could be more differentiated or challenging to maintain interest.

> A teacher commented: "the videos were great at delivering the information. The assessment questions were clear and attractive to them. The activities presented to the students were great and creative, and helped them release negative energy and turn it into positive energy."

Engagement with images received slightly lower ratings overall, with most teachers (three) selecting **somewhat engaging** and two selecting not **very engaging**. Explanations suggested that while images supported understanding, they were less impactful or memorable than other components.

Overall, teacher feedback indicates that learners responded best to multimedia and interactive elements, while more static content (like images) was seen as less engaging.

Perceived overall benefit of the INS Life Skills course

All five teachers agreed that learners had benefited from the INS Life Skills course, with two selecting **strongly agree** and three selecting **agree.** Teachers highlighted improvements in learners' confidence, communication and ability to reflect on their behaviour and relationships. Several noted that learners engaged particularly well with topics relating to emotions, self-awareness and social situations. While some teachers acknowledged variability in impact depending on individual learner needs and levels of engagement, all felt the course had offered meaningful and relevant support for learners' personal development.

Summary of teacher-reported impact and engagement

Teachers' perspectives provide a complementary view of the programme's classroom impact, triangulating with learner feedback.

How did teachers perceive changes in learners' skills?

All teachers reported improvements in learners' personal and interpersonal skills, particularly confidence, communication and emotional awareness. Some observed marked growth in maturity and self-reflection, while others noted subtler behavioural shifts.

How did teachers view the engagement of their learners?

Teachers highlighted the animated videos and quizzes as the most engaging course elements, aligning closely with learner feedback. Static materials such as images were seen as less impactful but still useful for reinforcing understanding.

What overall value did teachers attribute to the course?

All five teachers agreed that learners had benefited from the programme, describing it as meaningful, relevant and well-pitched to their learners. The observed improvements, even where modest, were viewed as significant given contextual constraints.

What caveats apply to teacher feedback?

The teacher sample was small (n=5), and reflections were subjective and context-specific. Differences in facilitation, time allocation and classroom dynamics may explain some variation in perceived engagement or outcomes.

Overall interpretation

Teachers' accounts confirm the programme's perceived value in supporting learners' confidence and social emotional learning. Their emphasis on the effectiveness of interactive delivery elements provides clear direction for future design and teacher training.

One teacher said that her students were actively participating and sharing with one another in a positive manner because of the course. Another said the improvements were noticeable from their students' attitudes with colleagues, and with them.

Teacher observations of learner skill, knowledge, retention and application

Teacher observations of learner skill knowledge retention and application

This section summarises qualitative reflections recorded by teachers during classroom discussions following each Life Skills session. These reflections offer insight into how learners understood, recalled and applied the skills in their everyday lives. However, contextual factors should be borne in mind:

- The time between skill delivery and reflection varied, potentially affecting recall or opportunities to practise the skill.
- Learners may have been reluctant to report non-application of skills in group settings.
- Note-taking and facilitation varied across sites, affecting the quality and depth of data.
- Reflections were gathered from all three schools, except for decision-making (two schools) and cooperation (one school).

Despite these limitations, the reflections offer valuable insight into student learning and the conditions that supported or constrained skill use.

To note: examples given by learners of their understanding and application of skills likely reflect course content and focus. It should be noted that many of the examples learners gave of applying skills related directly to the structured Challenges included in the Life Skills course itself, rather than to spontaneous or independent use beyond the sessions.

Creativity

Understanding of creativity

Learners across all three schools demonstrated good recall of creativity-related concepts, including brainstorming, applying creative thinking to create something new through upcycling (which was linked to the course Challenge), the Six Thinking Hats technique and other creative thinking methods. Some connected creativity to teamwork, recycling and collaborative problem-solving.

Application of the creativity skill

Reported uptake was high:

- **School 1: 10 of 20 returning learners**
- **School 2: 17 of 23 learners**
- **School 3: 8 of 8 learners**

Applications included using creative thinking to upcycle household materials (e.g. vases, pencil holders), engage in craft activities (e.g. crochet, drawing, beadwork), and conduct collaborative brainstorming with family or friends.

Barriers to application

Learners who had not applied the skill cited limited time, being new to the course, lack of materials, parental resistance to repurposing items creatively, and difficulty moving from idea to action.

Critical Thinking

Understanding of critical thinking

Learners recalled key principles such as identifying a problem, evaluating information and reaching a decision. Real-life applications referenced included finding trusted sources for information related to health, shopping and science.

Application of the critical thinking skill

Reported uptake:

- **School 1: 3 of 16 learners**
- **School 2: 7 of 23 learners**
- **School 3: 7 of 9 learners**

Applications were related to the course Challenge, which involved critically evaluating information related to the solar system, COVID-19 and animal extinction.

Barriers to application

Barriers were not consistently reported. Where uptake was lower, this may reflect limited engagement or opportunities rather than misunderstanding.

Problem Solving

Understanding of problem solving

Learners showed understanding of identifying, analysing and resolving problems. They referenced methods such as trial and error, collaborative problem solving, algorithmic problem solving and links to brain function and persistence.

Application of the problem-solving skill

Reported uptake:

- **School 1: 2 of 15 learners**
- **School 2: 2 of 23 learners**
- **School 3: 8 of 9 learners**

Applications included helping friends resolve disputes, asking for help with struggles linked to academic work, and personal development through hobbies and persistence.

Barriers to application

Few explicit barriers were noted. Lower uptake in some schools may indicate limited confidence or fewer opportunities for independent application.

Empathy

Understanding of empathy

Learners recalled emotional and cognitive empathy, the different types of emotions (primary, secondary and tertiary) outlined in Gloria Wilcox's Feelings Wheel, the Ubuntu philosophy which emphasises the importance of community and connection, different types of emotions and the importance of listening to others.

Application of the empathy skill

Reported uptake:

- **School 1: 8 of 9 learners**
- **School 2: 5 of 23 learners**
- **School 3: 3 of 16 learners**

Applications included recording their empathetic actions in journals and empathy jars (which was linked to the course Challenge), supporting ill or upset family members, helping friends emotionally and practically, and acts of care in the community.

Barriers to application

Few barriers were reported, though lower engagement in some settings may reflect reduced opportunity or lack of structured follow-up.

Respect for diversity

Understanding of respect for diversity

Learners demonstrated understanding of cultural, linguistic and personal differences. Concepts recalled included avoiding assumptions, the Maat philosophy and how it encourages people to have respect for diversity, and unity without uniformity.

Application of the respect for diversity skill

Reported uptake:

- **School 1: 4 of 7 learners**
- **School 2: 5 of 19 learners**
- **School 3: 13 of 21 learners**

Examples included articles written by the learners on cultural diversity, learning dialects, celebrating Ramadan with neighbours and supporting friends with speech differences.

Barriers to application

Some learners cited language and dialect barriers, particularly between Egyptian and Sudanese Arabic, as a challenge to fuller engagement.

Participation

Understanding of participation

Learners described participation as an individual and collective responsibility, ranging from home and school to community contexts. Key elements included listening, contributing, reflecting, and helping others.

Application of the participation skill

Reported uptake:

- **School 1: 6 of 16 learners**
- **School 2: 15 of 21 learners**
- **School 3: 4 of 6 learners (via a structured play)**

Examples included helping with cooking or shopping, participating in group activities and school plays, playing sports, charity work and confidence-building through trying new activities.

Barriers to application

Learners noted challenges related to group dynamics, such as peers not compromising, and personal hesitancy linked to confidence.

Self-Management

Understanding of self-management

Learners understood self-management as emotional regulation and behavioural planning. They recalled mindfulness, grounding and breathing techniques, and developing SMART (specific, measurable, achievable, relevant and time-bound) goals to achieve self-management.

Application of the self-management skill

Reported uptake:

- **School 1: 6 of 18 learners**
- **School 2: 10 of 21 learners**
- **School 3: 2 of 6 learners**

Examples included managing anger or nerves in family or sports contexts, setting personal goals (e.g. saving money, reading, language learning) and relationship-building.

Barriers to application

Some learners struggled to apply strategies in chaotic or emotionally difficult home settings. A few found emotional regulation, especially anger management, particularly challenging.

Resilience

Understanding of resilience

Learners showed a strong grasp of resilience, linking it to growth mindset, subconscious thinking, and persistence. They used metaphors (e.g. brain drawings) to distinguish fixed versus growth mindsets.

Application of the resilience skill

Reported uptake:

- **School 1: 6 of 15 learners**
- **School 2: 11 of 18 learners**
- **School 3: 3 of 7 learners**

Applications included persisting through academic challenges, managing perfectionism, developing a growth mindset and helping others overcome a fixed mindset.

Barriers to application

Some learners found it difficult to support peers with fixed mindsets or to prioritise resilience-building alongside school demands.

Communication

Understanding of communication

Learners articulated communication as verbal and non-verbal, involving mutual understanding and clarity. They recalled barriers to effective communication (e.g. technical issues) and discussed tone, interference and adjusting style for different audiences.

Application of the communication skill

Reported uptake:

- **School 1: 4 of 15 learners**
- **School 2: 6 of 18 learners**
- **School 3: 4 of 7 learners(via a play)**

Examples included using communication skills to resolve conflict, regulate emotions, improve presentation skills and using digital tools to stay connected.

Barriers to application

Some learners identified public speaking anxiety, emotional reactivity and peer conflicts as challenges to effective communication.

Negotiation

Understanding of negotiation

Learners recalled cooperative, compromise and competitive negotiation types, and identified everyday contexts where negotiation plays out (e.g. doing chores, access to technology e.g. screentime, what to eat at mealtime).

Application of the negotiation skill

Reported uptake:

- **School 1: 3 of 15 learners**
- **School 2: 12 of 18 learners**
- **School 3: 4 of 7 learners (role-play)**

Examples included family-based negotiation over chores or screen time, peer negotiation in games or seating in class, and transactional bargaining (e.g. in shops).

Barriers to application

Some learners struggled with negotiation when others were uncooperative or when emotional dynamics blocked resolution. Mediators were sometimes necessary.

Decision-Making

Understanding of decision-making

Learners described different decision types (rational, emotional, impulsive, intuitive, dependent) and recognised the value of reflection, participation and self-awareness in making choices.

Application of the decision-making skill

Reported uptake:

- **School 1: 2 of 12 learners**
- **Schools 2 and 3: 26 learners combined**

Examples included managing spending, choosing to study over screen time, rehoming pets for safety, resolving relational conflicts and group fundraising.

Barriers to application

Barriers were less frequently reported but included moments of hesitation, impulsive decision-making and navigating competing family pressures.

Cooperation

Understanding of cooperation

Learners defined cooperation as working with others, particularly in emotionally or interpersonally complex group settings. They recognised the importance of empathy and adaptability.

Application of the cooperation skill

Reported uptake:

- **School 3 only: 2 of 12 learners raised hands**

Examples included collaborating on a project and adjusting behaviour to support introverted or withdrawn peers.

Barriers to application

Two learners (brothers) described difficulty cooperating due to task disagreements. This underscores the need for relational and conflict resolution skills alongside cooperation.

Summary of teacher observations

The qualitative reflections recorded during classroom discussions offer rich insight into how learners internalised and practised the life skills taught.

What patterns of understanding and application were observed?

Learners demonstrated strongest recall and application in creativity, empathy, self-management and negotiation, often linking their learning to the course's structured challenges and activities.

Understanding of respect for diversity and cooperation was conceptually sound but less consistently applied, suggesting contextual or developmental barriers.

What contextual factors influenced learning?

Application often depended on opportunity and environment. Learners may have found it easier to practise skills such as creativity and empathy in home or peer settings than in more constrained classroom contexts. Variation in facilitation and timing between modules may also have influenced recall and reflection depth.

How did learners articulate barriers and enablers?

Common barriers included time pressures, access to materials and confidence, particularly in emotionally or socially demanding tasks. Conversely, teacher encouragement and opportunities for hands-on or collaborative work enhanced engagement. It is also important to recognise that in some sessions, only small numbers of learners articulated their knowledge or examples of application, and in others, no barriers were voiced at all. This may reflect differences in class participation, willingness to speak or comfort discussing challenges in a group setting. Further targeted evaluation could help to explore these dynamics in more depth and identify whether quieter classes or specific facilitation approaches affect the visibility of learning outcomes.

What can be inferred about programme effectiveness?

The reflections indicate that learners were generally able to recall and use key concepts in context, especially where supported by interactive, challenge-based learning. Where application was limited, this appeared linked more to situational factors than to misunderstanding.

Overall interpretation

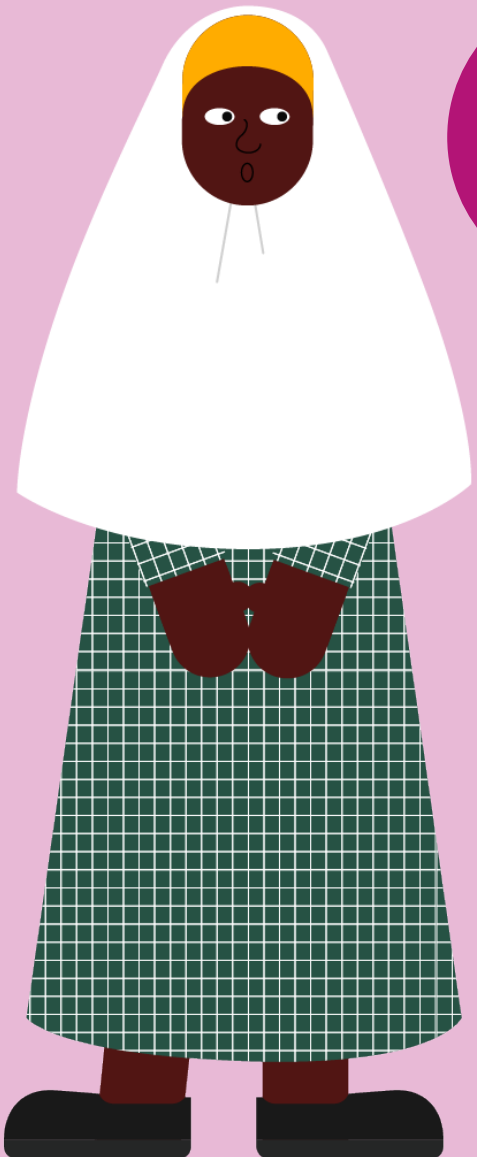
Teacher observations reinforce the quantitative findings: the INS Life Skills programme successfully built conceptual understanding and, in many cases, supported applied learning. Continued emphasis on experiential and contextually adaptive activities will help sustain and deepen these outcomes.

Skill-by-skill summary

- **Creativity:** Strong understanding and uptake, with frequent references to course Challenge (which involved upcycling) and creative problem-solving. Demonstrated through tangible outputs (crafts, artwork, brainstorming). This strong evidence of applied learning is directly corroborated by the matched pre- and post-test scores, which showed a highly significant improvement on the Creativity Application question, confirming a +30.5 percentage point gain, and 125% relative change in learners' ability to use the skill in a scenario-based context.
- **Critical Thinking:** Good grasp of evaluative thinking and information analysis; some applied examples in research and daily decision-making, though uptake varied by opportunity.
- **Problem-solving:** Conceptual understanding was solid; application more uneven, with strongest examples in peer conflict resolution and academic persistence.
- **Empathy:** High engagement and emotional insight; learners applied learning through acts of care, active listening, and emotional support within families and peer groups. These behavioural observations were also confirmed by the matched pre- and post-test scores, which revealed a highly significant improvement in the Empathy Application question, resulting in an net gain of +39.2 percentage points and a 664.4% relative change among matched participants.
- **Respect for diversity:** Understanding of inclusion and cultural awareness was strong; practical application varied, though meaningful examples emerged around language and religious practices. Contextual barriers may help explain why observed behaviours did not fully reflect the significant gains shown in the matched pre- and post-test scores.
- **Participation:** Clear conceptual understanding of active involvement and responsibility; application in home, school, and community contexts supported confidence-building. This reflects the findings outlined in the matched pre- and post-test scores, which showed a marked improvement in the Participation Application question, resulting in a +18.5 percentage point gain and a 37.2% relative change.
- **Self-management:** High recall of techniques (e.g. mindfulness); effective application to emotion regulation and goal-setting. Whilst the quantitative matched pre- and post-test scores did not show statistically significant gains (largely due to high baseline knowledge), they do confirm the teacher observations that a large number of participants (83% pre-intervention and 91.7% post-intervention) are able to apply the skill.
- **Resilience:** Strong grasp of growth mindset concept; learners applied ideas to academic challenges and perseverance in activities.
- **Communication:** Good conceptual understanding; application limited by confidence and social dynamics, though role-plays supported progress.
- **Negotiation:** Well-understood and relevant; learners described using strategies at home and with peers to manage everyday disagreements.
- **Decision-making:** Learners recognised different decision styles and reflected on weighing options; some evidence of applied reflection in spending and time management.
- **Cooperation:** Understood as teamwork and adaptability; application inconsistent and sometimes hindered by interpersonal challenges.

Across domains, empathy, creativity and self-management emerged as the most embedded and readily applied competencies, reflecting both the accessibility of these topics and the success of the challenge-based learning format. By contrast, respect for diversity and cooperation appeared to require further scaffolding and contextual adaptation to support consistent understanding and transfer to real-life settings. These insights point to both the strengths of the existing design and clear priorities for targeted refinement in future programme cycles. The combined analysis of matched pre- and post-intervention scores alongside qualitative insights from teachers offers evidence of the programme's effectiveness, especially in the development of applied skills.

Discussion and conclusion



Discussion and conclusion

The INS Life Skills programme was designed to support learners' personal, social and emotional development through the teaching and application of key competencies such as creativity, empathy, problem solving and self-management. The evaluation combined pre- and post-intervention surveys with learner and teacher reflections to explore shifts in understanding, confidence and real-world application of these skills.

Across the matched quantitative sample, the most significant improvements were observed in learners' ability to apply concepts, particularly in areas such as creativity, empathy, negotiation and participation.

Gains in applied understanding were often greatest where pre-intervention scores were lowest, suggesting that the course was effective in addressing areas where learners initially lacked confidence or clarity. However, in some domains – such as respect for diversity and resilience – gains were less pronounced, pointing to potential conceptual complexity or the need for more sustained or differentiated support. Where baseline performance was already high (e.g. decision-making, communication), measurable improvement was limited by ceiling effects.

The full-sample survey data, while not suitable for statistical inference, helped identify broader patterns in learner understanding. These findings broadly aligned with the matched analysis, showing stronger knowledge and application in domains where the course content may have been more accessible or relevant to learners' everyday experiences. However, variability in completion rates and response patterns limited the strength of these conclusions and highlighted the importance of careful design and administration of assessment tools.

Learner satisfaction data further reinforced the course's positive reception. Most learners found the materials engaging – particularly the animated videos and quizzes – and reported high levels of confidence in applying the skills learned. Responses indicated that the course supported changes in how learners think, behave and plan for the future, with many reporting increased confidence in their education and career paths. However, some inconsistencies in survey responses (e.g. learners selecting both 'not yet applied' and specific applications) point to minor comprehension or attention issues.

Teacher feedback provided a valuable contextual layer, offering insight into how the course was experienced in different classroom settings. All teachers reported observed improvements in learners' life skills, especially in confidence, communication and emotional awareness. Engagement was strongest with interactive content, and while some learners required more support to apply learning beyond the classroom, the programme was widely seen as a meaningful and relevant addition to the curriculum.

Qualitative reflections gathered during lessons showed strong recall and thoughtful engagement across most domains. Learners offered concrete examples of applying skills in home, school and peer settings, particularly in relation to emotional regulation, empathy, teamwork and goal setting. Variations in timing, facilitation and opportunity affected the consistency of this data, but overall, the reflections added depth and nuance to the statistical findings. The integration of matched pre- and post-intervention data with teacher observations strongly supports the programme's impact, highlighting notable gains in applied skills.

Limitations and considerations

Sample sizes were modest and varied across survey items. Matching of pre- and post-responses was only possible for a subset of learners, limiting generalisability. The intervention and accompanying data collection also included learners in grades and age groups for whom the programme was not originally designed, including younger children. This may have affected comprehension, engagement, and comparability of responses. While the inclusion of these younger participants offers useful exploratory insights, the overall sample remains too small to support generalisations to the wider INS student population across Africa. Variations in facilitation and note-taking also affected the consistency of qualitative reflections, and self-report data is inherently limited in its reliability.

Conclusion

Despite these limitations, the evaluation provides evidence that the INS Life Skills programme supported meaningful improvements in learners' knowledge, confidence and applied understanding across key personal and social competencies. The findings suggest that the course was engaging, relevant and adaptable across different settings, and was positively received by both learners and teachers.

The very fact that this monitoring and evaluation exercise has been successfully conducted represents a significant accomplishment in itself. It demonstrates both the feasibility and value of measuring change in complex, low-resource contexts and highlights the intervention's positive potential for impacting learners' development and supporting educators' practice. The evaluation process has also generated valuable learning about how impact and experience can be more effectively measured and understood, and how the intervention might be further adapted and strengthened in future iterations.

Implications for Monitoring and Evaluation design

This evaluation represents the first systematic assessment of this kind within the INS context. While indicative rather than definitive, it provides a robust methodological foundation and proof of concept for future studies. Key lessons include the need to increase sample sizes and ensure the intervention is delivered to its intended target age group to enable subgroup and comparative analyses. Future M&E design could also address logistical obstacles encountered here, such as variations in facilitation and data completeness, to enhance reliability and depth of insight. Importantly, the inclusion of younger age groups, while outside the original scope, may indicate that the measured impact is conservative and that there may be scope to adapt and extend the programme for younger learners.

Implications for programme development

The evaluation findings offer clear direction for ongoing improvement. Conceptually demanding areas such as respect for diversity and resilience may require additional scaffolding and contextualisation to support comprehension and application. Conversely, the strongest gains were seen in skills such as creativity, empathy, participation and negotiation, suggesting where the current design is most effective. Future iterations could explore which subgroups and contextual conditions facilitate or constrain impact, recognising that opportunities to practise and reinforce skills vary across settings.

The delivery experience also underscores the importance of curriculum design features such as animated videos and interactive quizzes that were consistently praised by learners and teachers for enhancing engagement. While teacher confidence and positivity were high, ensuring continuity across sessions and supporting teachers to scaffold connections between skills will be essential in contexts where delivery is fragmented. Qualitative reflections also revealed variability in learners' ability to articulate barriers to learning and application, suggesting opportunities to refine both intervention content and evaluation methods to capture these nuances more systematically.

Overall, the evaluation demonstrates that the INS Life Skills programme provides a strong and adaptable foundation for supporting young people's personal and social development. It offers an evidence-informed tool for educators and a promising platform on which to build future cycles of implementation, evaluation and improvement.

Appendix

Appendix

Pre- and post-programme learner survey completion

The table below summarises completion rates for the pre- and post-intervention pupil surveys across all items in the INS Life Skills programme. It shows, for each question, the number of respondents who provided an answer (Valid N) and the number who did not (Missing N). This provides an overview of data completeness across survey items and highlights where coverage was strongest or more limited. This overview is important for understanding the analytical base for subsequent sections and highlights the limitations posed by partial response rates across domains and survey stages.

	N - Valid	N - Missing	Total
Participant Number	118	-	**118**
Student Code	115	3	**118**
Grade	115	31	**118**
Pre-intervention score Creativity Question 1	86	32	**118**
Pre-intervention score Creativity Question 2	86	32	**118**
Pre-intervention score Creativity Question 3	86	32	**118**
Pre-intervention score Critical Thinking Question 1	63	55	**118**
Pre-intervention score Critical Thinking Question 2	63	55	**118**
Pre-intervention score Critical Thinking Question 3	62	56	**118**
Pre-intervention score Problem Solving Question 1	54	64	**118**
Pre-intervention score Problem Solving Question 2	53	65	**118**
Pre-intervention score Problem Solving Question 3	54	64	**118**
Pre-intervention score Empathy Question 1	51	67	**118**
Pre-intervention score Empathy Question 2	51	67	**118**
Pre-intervention score Empathy Question 3	51	67	**118**
Pre-intervention score Respect for Diversity Question 1	47	71	**118**
Pre-intervention score Respect for Diversity Question 2	48	70	**118**

	N - Valid	N - Missing	Total
Pre-intervention score Respect for Diversity Question 3	48	70	**118**
Pre-intervention score Participation Question 1	50	68	**118**
Pre-intervention score Participation Question 2	50	68	**118**
Pre-intervention score Participation Question 3	50	68	**118**
Pre-intervention score Self Management Question 1	48	70	**118**
Pre-intervention score Self Management Question 2	48	70	**118**
Pre-intervention score Self Management Question 3	47	71	**118**
Pre-intervention score Resilience Question 1	47	71	**118**
Pre-intervention score Resilience Question 2	46	72	**118**
Pre-intervention score Resilience Question 3	47	71	**118**
Pre-intervention score Communication Question 1	50	68	**118**
Pre-intervention score Communication Question 2	50	68	**118**
Pre-intervention score Communication Question 3	49	69	**118**
Pre-intervention score Negotiation Question 1	45	73	**118**
Pre-intervention score Negotiation Question 2	45	73	**118**
Pre-intervention score Negotiation Question 3	45	73	**118**
Pre-intervention score Decision Making Question 1	44	74	**118**
Pre-intervention score Decision Making Question 2	44	74	**118**
Pre-intervention score Decision Making Question 3	44	74	**118**
Pre-intervention score Cooperation Question 1	42	76	**118**
Pre-intervention score Cooperation Question 2	42	76	**118**
Pre-intervention score Cooperation Question 3	42	76	**118**
Post-intervention score Creativity Question 1	85	33	**118**
Post-intervention score Creativity Question 2	86	32	**118**
Post-intervention score Creativity Question 3	86	32	**118**
Post-intervention score Critical Thinking Question 1	64	54	**118**
Post-intervention score Critical Thinking Question 2	64	54	**118**

	N - Valid	N - Missing	Total
Post-intervention score Critical Thinking Question 3	65	53	**118**
Post-intervention score Problem Solving Question 1	55	63	**118**
Post-intervention score Problem Solving Question 2	54	64	**118**
Post-intervention score Problem Solving Question 3	56	62	**118**
Post-intervention score Empathy Question 1	52	66	**118**
Post-intervention score Empathy Question 2	52	66	**118**
Post-intervention score Empathy Question 3	52	66	**118**
Post-intervention score Diversity Question 1	47	71	**118**
Post-intervention score Diversity Question 2	48	70	**118**
Post-intervention score Diversity Question 3	47	71	**118**
Post-intervention score Participation Question 1	52	66	**118**
Post-intervention score Participation Question 2	52	66	**118**
Post-intervention score Participation Question 3	51	67	**118**
Post-intervention score Self Management Question 1	48	70	**118**
Post-intervention score Self Management Question 2	48	70	**118**
Post-intervention score Self Management Question 3	48	70	**118**
Post-intervention score Resilience Question 1	46	72	**118**
Post-intervention score Resilience Question 2	46	72	**118**
Post-intervention score Resilience Question 3	46	72	**118**
Post-intervention score Communication Question 1	50	68	**118**
Post-intervention score Communication Question 2	50	68	**118**
Post-intervention score Communication Question 3	49	69	**118**
Post-intervention score Negotiation Question 1	46	72	**118**
Post-intervention score Negotiation Question 2	47	71	**118**
Post-intervention score Negotiation Question 3	46	72	**118**
Post-intervention score Decision Making Question 1	42	76	**118**
Post-intervention score Decision Making Question 2	42	76	**118**

	N - Valid	N - Missing	Total
Post-intervention score Decision Making Question 3	42	76	**118**
Post-intervention score Cooperation Question 1	40	78	**118**
Post-intervention score Cooperation Question 2	40	78	**118**
Post-intervention score Cooperation Question 3	40	78	**118**

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