

***Life skills required for students in the poorest villages within  
the “Decent Life/Hayah Karima” Initiative framework***

*Research team leaders*

***Prof. Muhammad Ghazi Al-Desouki<sup>(\*)</sup>***

***Dr. Hanem Salah Toufels<sup>(\*\*)</sup>***

***Dr. Mostafa Mohammad Refaee<sup>(\*\*\*)</sup>***

**Abstract**

The Egyptian government has launched the “Decent Life/Hayah Karima” Initiative to address poverty and its challenges in underprivileged rural areas and slums nationwide. Given the difficult circumstances faced by students in the most vulnerable villages, characterized by daily obstacles, it is crucial for them to acquire life skills to adapt to these challenges. Therefore, this research proposed a framework of necessary life skills for these students within the context of the “Decent Life/Hayah Karima” Initiative. To achieve this goal, a post-analysis method was employed to identify life skills as discussed and highlighted in relevant literature. A total of (38) studies that explored life skills in rural and slum areas similar to the Egyptian countryside from (2015) to (2024) were reviewed. Additionally, a descriptive analytical method was used to gather and analyze the perspectives of (54) experts, (69) school leaders, and (423) teachers from schools in the most vulnerable villages across multiple governorates regarding the life skills required for students in these areas. The research concluded by identifying the life skills required for students in the neediest rural communities through a comprehensive review of relevant literature and a survey of expert and stakeholder opinions. The research presented a proposed framework for the life skills required for students in the poorest rural communities within the context of the “Decent Life/Hayah Karima” Initiative, along with the mechanisms for providing these skills to the students.

**Keywords: life skills - the poorest villages - “Decent Life/Hayah Karima” initiative.**

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<sup>(\*)</sup> **Professor of Educational Psychology**, Dean of the Educational Policy Research Division, National Center for Educational Research and Development, Cairo.

<sup>(\*\*)</sup> **Mental Health researcher/ lecturer**, Educational Policy Research Division, National Center for Educational Research and Development, Cairo.

<sup>(\*\*\*)</sup> **Special Education researcher/ lecturer**, Educational Policy Research Division, National Center for Educational Research and Development, Cairo.

## **Introduction**

Poverty and overcoming its negative effects are a source of international concern. However, there is no international consensus on guidelines for measuring poverty rates. It is the scourge of peoples and a major cause of most of their problems. That is why most peoples, rich and poor, developed and developing, are keen to find a radical solution to this scourge by all possible means. Despite all the tireless efforts made by countries and governments, poverty remains an incurable problem, especially in the developing countries that are rife with conflicts and marred by corruption that may reach most of their institutions.

Poverty is an issue of all decades; it is a condition in which an individual does not have access to the financial resources and necessities essential for a certain standard of living. Poverty has various social, economic, and political causes and effects (United Nation, 2023). Assessing poverty in statistics or economics, there are two main indicators: extreme poverty, which compares income to the amount necessary to meet basic personal needs, (such as food, clothing, and shelter); Relative poverty, when a person is unable to meet the minimum standards of living compared to others at the same time and place. The definition of relative poverty varies from one country to another, or from one society to another (UNESCO, 2023).

Social protection is one of the basic pillars on which the anti-poverty strategy in various countries depends. It includes social protection (social safety nets, social insurance, and the labor market), so formulating a social protection strategy is a priority for governments because of its impact on many groups in society. The Sustainable Development Plan 2015-2030 included seventeen goals, six of which, according to their objectives, reflect the strategic perspective of “Decent Life/Hayah Karima” Initiative as a model of social protection (Ghazi, 2021).

In this context, The Egyptian government has sought to fight poverty and its problems in various ways and instruments. Within the framework of the Egyptian sustainable development strategy that the government has adopted for several years, Egypt has witnessed several development projects aimed at rebuilding and developing Egyptian society and placing Egypt in its rightful place among countries. The development of rural communities is one of the most important Development requirements in the Egyptian government strategy; this is due to the importance of rural communities to Egypt, and to the Egyptian government’s belief in the importance of sustainable local and rural development, which has become a major goal that it seeks to achieve by various means. The Egyptian government has launched several initiatives to implement several national projects for local development. The most important of which was the initiation of implementing the national project to develop all Egyptian villages, or what was called ““Decent Life/Hayah Karima” Initiative” (Abdel Salam, 2022).

It is a multi-faceted initiative with integrated features, stemming from a civilizational responsibility and a humanitarian dimension. Its standpoint is to enhance the quality of daily public services provided to citizens, preserving their dignity and right to live with dignity. The aim is to address multi-faceted poverty and providing a decent life with sustainable development for the most needy groups (Ghazi, 2021).

The “Decent Life/Hayah Karima” Initiative targeted the neediest families in rural communities, seniors, persons with disabilities (PWDs), volunteers, female breadwinners and divorced women, orphans and children, and unemployed youth. This was done in three stages, according to the poverty map, where the neediest targeted villages were divided based on data and surveys from the relevant agency. The Central Bureau of Public Mobilization and Statistics, in coordination with the relevant ministries and bodies, implemented the initiative as follows: The first phase of the initiative included villages with poverty rates of 70% or

more: these are the villages most in need and require urgent interventions. The second phase of the initiative included villages with poverty rates from 50% to 70%: these are poor villages that need intervention but are less challenging than the first group. The third phase of the initiative included villages with poverty rates of less than 50%: these are villages that face fewer challenges to overcome poverty. At the national level, the initiative reached 20 governorates, 175 centers, 4,584 villages, and 2,800 affiliates, benefiting 58 million Egyptian citizens directly or indirectly (Presidency of the Egyptian Ministers Council, 2023).

Educational services including building and equipping schools and nurseries; providing educational services through professional teachers; and providing literacy courses, are among the most important pillars of the initiative’s work. Mahran (2022) showed that, “Decent Life/Hayah Karima” Initiative improved the quality of life for the neediest families in terms of family harmony, created general satisfaction with life, and a sense of security. The results also confirmed that the initiative also improved the quality of life socially, economically, medically, and educationally. Nasr (2023) indicated that the basic strength of “Decent Life/Hayah Karima” initiative lies in its ability to raise the standard of living in the Egyptian countryside, provide some job opportunities, develop existing schools, build new schools and establish service complexes in villages. Hassan (2023) concluded that the implementation of “Decent Life/Hayah Karima” Initiative brought about a comprehensive boom in infrastructure, social and economic services, raised the standard of living for citizens, improved the quality of life, and enhanced the efficiency of youth, educational, and health institutions in the Egyptian rural community. The study of Zain Al-Abidin and Mahmoud (2023) revealed the success of “Decent Life/Hayah Karima” Initiative in improving the quality of family life and strengthening support at the level of services in the fields of economics, health, and education. The study recommended the need to consider the actual needs of inhabitants of underprivileged rural areas and the capabilities available to meet these needs.

If the Egyptian government has targeted the poorest villages with “Decent Life/Hayah Karima” Initiative, then developing the infrastructure of schools and raising their efficiency is one of its priorities. Therefore, focusing on the students at those schools and developing their life skills will fundamentally contribute to achieving the initiative's goal of improving the quality of life for the students in the poorest villages. In this context, Ongardwanich, et al, (2015) indicated that life and professional skills are the most important for students to acquire, as they give them flexibility in thinking, the ability to adapt, self-direction, and initiation, in addition to developing social skills such as responsibility and leadership.

Nabil (2019) showed that the most important educational services to be implemented by the “Decent Life/Hayah Karima” Initiative include raising awareness about the dangers of dropping out of school, making educational services available to all age levels, paying students’ tuition fees, and providing them with school supplies. Nasheeda et al. (2019) revealed that there are differences in life skills education between societies. Developed countries implement more systematic programs to teach life skills and promote positive behavior among young people. In contrast, most life skills programs in developing countries lack systematic implementation and realistic monitoring, often aiming for short-term results.

Considering the complex circumstances that students in the poorest village schools face today—characterized by rapid changes and daily challenges, especially after the COVID-19 pandemic, climate and environmental changes, and international conflicts—it is crucial to equip the next generation with the appropriate life skills to adapt to the world around them.

The changing nature of this digital era must be met with a renewed, comprehensive, and continuous vision of education. Therefore, teaching and learning life skills, also called 21st-century skills, is essential to enable children and youth, especially in rural Egypt, to achieve success in education, employment, and personal goals. However, few educational systems have integrated life skills into their curricula, and such education is extremely important to enable children and youth to succeed in education, work, and personal endeavors (UNICEF, 2023b).

Bouderdain (2020) indicated that successful performance in school, work, and life needs to be supported and enhanced through life skills and values across different learning systems. Learning based on life skills helps bridge the gap between school and life, whereas traditional curricula that focus solely on knowledge without skills widen this gap. Al-Athwari (2023) revealed that life skills should include problem-solving skills, decision-making skills, thinking skills, communication skills, teamwork, and cooperation skills, academic skills, technological skills, and health and environmental skills.

If poverty is a condition that affects all aspects of an individual's personal, physical, psychological, cultural, and behavioral life as Kamal and Abdel-Gawad (2021) showed, it reduces the individual's self-confidence and self-esteem. The results indicated that the best option available to poor individuals is adaptation and submission to their surrounding reality. The fundamental role that education plays is in developing public awareness of the societal factors that produce poverty. The study recommended the necessity of empowering poor individuals through optimal investment in human capital, highlighting that quality education and vocational training enhance opportunities for obtaining higher and more stable wages and jobs. This, in turn, has a significant impact on alleviating poverty in the long term.

According to the above, Sociologists and psychologists have found a significant difference in children's cognitive levels depending on the economic levels of their families. Most children from families with low economic levels achieved lower scores on school tests compared to children from higher economic levels. They also found a difference in the ability to acquire life and behavioral skills; children from poor families were more likely to acquire aggressive behaviors and practice violence, and face difficulties in continuing their education, making them more vulnerable to future unemployment (Khalif, 2022). Therefore, good education is a means of security for individuals, and the right to education is a basic, foundational right upon which other rights are built. It is no less than the right to life, as both are necessary and complement each other (Gamal El-Din, 2023).

Therefore, developing human capital requires providing young people with life skills that contribute to building their personality and enabling them to obtain job opportunities, thereby improving the economic condition of poor families and the village as a whole. In this context, Nasheeda, et al. (2019) emphasized the need for officials, policy makers, researchers, and teachers to implement effective life skills programs and to utilize their results in developing sustainable initiatives to ensure that children and youth acquire knowledge and skills. Hamani's study (2021) highlighted the importance of developing life skills that promote inclusive and collective living, free from exclusion, discrimination, and marginalization, to achieve social integration and psychological balance for the individual. Zain Al-Abidin and Mahmoud (2023) demonstrated the role of "Decent Life/Hayah Karima" Initiative in improving areas such as the economy, education, and health, ultimately raising the quality of life for rural families.

Perhaps the simultaneous impacts of climate and technological changes have contributed to a decline in the demand for labor while increasing the need for quality, adaptable, and renewable skills supported by appropriate education. Individuals lacking these new skills risk becoming isolated from society (Gamal El-Din, 2023). Therefore, teaching life skills to students in the poorest villages will enhance their human potential, enabling them to harness their energy, develop their abilities and skills, and assess and improve the deteriorating conditions in which they live. This empowerment can significantly improve their standard of living, and enable them to participate actively in advancing societal productivity.

### **Research Questions**

The current research aims to identify the most important life skills required for students in the poorest villages within the framework of “Decent Life/Hayah Karima” Initiative in an educational setting. To achieve this, the research seeks to answer the following questions:

- What are the life skills required for students in the poorest villages, as identified by theoretical frameworks, scientific studies, and international expertise and experiences?
- What are the life skills required for students in the poorest villages, as reflected in the opinions of experts and stakeholders?
- What is the proposed framework for the life skills required for students in the poorest villages within the context of “Decent Life/Hayah Karima” Initiative?

### **Conceptual Framework**

The theoretical framework includes the following topics:

#### **The poorest villages**

The poverty problem is considered one of the social problems that threaten the security and stability of societies, affecting most communities regardless of their wealth and development levels. Efforts are continuously made to mitigate poverty and its effects at both the family and community levels.

The poverty line is the minimum level of income that is considered sufficient in a particular country. It is usually calculated by estimating the total cost for one year to the average adult. The World Bank has set the international poverty line at \$2.15 per day in poor countries, equivalent to 66.27 Egyptian pounds according to the official exchange rate on December 25, 2023 at the Central Bank of Egypt. For the upper segment of middle-class countries, the poverty line is set at \$6.85 per day, equivalent to 211.15 Egyptian pounds according to the official exchange rate at the Central Bank of Egypt on December 25, 2023) (Ashour, 2022).

Local estimates of poverty rates recorded by the Central Agency for Public Mobilization and Statistics (2020) according to the national poverty line in the 2019/2020 Income and Expenditure Research indicate a level of 10,284 pounds per capita per year, equivalent to about 857 pounds per month. Accordingly, the poverty rate in Egypt was estimated to be 32.5%. The agency considers individuals whose total consumption is less than the national poverty line to be "poor". The Central Agency for Public Mobilization and Statistics (2020) also noted that two-thirds of the poor population live in villages, and 48% of the population of rural villages in Upper Egypt governorates still suffer from poverty.

The United Nations (2023) defined poverty as more than just a lack of income resources or ensuring a sustainable source of livelihood. Its manifestations include hunger, malnutrition, and limited access to education and basic services, social discrimination, exclusion from

society, and lack of opportunities to participate in decision-making. In 2015, more than 736 million people lived below the international poverty line, with about 10 percent of the world's population living in extreme poverty and struggling to meet basic needs such as health, education, and access to water and sanitation.

**The poorest villages** are defined as those with poverty rates of 70% or more, making them the most in need of urgent interventions according to “Decent Life/Hayah Karima” Initiative. Individuals and families living in poverty lack an adequate standard of living, which includes adequate housing and clothing, nutritious food and clean drinking water, sufficient income, employment opportunities, and access to health care, education, and social services (Council of Europe. 2012).

The United Nations Charter (2017) stated that deprivation of education is the largest source of family poverty, followed by inadequate housing conditions and malnutrition. The Central Agency for Public Mobilization and Statistics (2020) further explained that an individual's standard of living is closely linked to his education level. Poverty indicators decrease as the level of education increases. Statistics show that more than a third of illiterate are poor, while 9.4% of those with university degrees are also poor. Additionally, one-fifth of the poor individuals are illiterate, and the majority of the poor, (70% ) have only obtained a primary education at most. In contrast, only 4% of the poor individuals have a university education or higher. This indicates an inverse relationship between the level of education and poverty.

Inequalities in income, education, and opportunity are all interconnected and must be addressed collectively. Equity in the distribution of opportunities and income among populations, and regions can strengthen social cohesion and enhance overall well-being. Policymakers must intensify their efforts to develop their economies while protecting the most vulnerable groups. Providing jobs and employment is the surest way to reduce poverty and inequality (World Bank, 2023).

Ferguson, et al., (2007) indicated that indicated that the negative impact of poverty on educational outcomes can be mitigated through intervention programs. To address this, the following procedures are recommended:

- Support schools that strive to achieve equality of outcomes.
- Support intervention programs that provide academic, social, and community support to raise the success of disadvantaged children and youth.
- Raising awareness of the short, medium, and long-term costs of allowing these children and youth to fail or drop out of school.
- Take personal opportunities to support the educational success of children and youth.
- Advocate for system changes within schools to maximize educational attainment (e.g., longer school days and shorter summer vacations).
- Advocate for quality early education and care to reduce differences in children's school readiness before entering school.

### **"Decent Life/Hayah Karima" Initiative**

Over the past decades, the Egyptian village has suffered from numerous problems that have negatively impacted its structure, including social, and cultural fabric, as well as its economic activities. In response, Egyptian government has focused on developing the Egyptian countryside through the launch of “Decent Life/Hayah Karima” Initiative. This development initiative aims to provide a decent life for the neediest groups and to improve life throughout the Egyptian villages.

The Presidency of the Ministers Council (2023) defined “Decent Life/Hayah Karima” Initiative as a national initiative launched by President Abdel Fattah El-Sisi, President of the Arab Republic of Egypt, on January 2, 2019. This initiative has multiple pillars and integrated in its features, stemming from a civilizational responsibility and a humanitarian dimension. It is not only aimed at improving the living conditions and daily life of Egyptian citizens but also at ensuring immediate and urgent intervention to honor the dignity and rights of the Egyptian people.

Allam (2020) highlighted that “Decent Life/Hayah Karima” Initiative is one of the most significant development initiatives in Egypt. It targets the Egyptian countryside, working to improve the citizens' lives by providing services, enhancing social protection, reducing poverty rates, developing the neediest communities, and unifying efforts among all institutions and civil society organizations, particularly non-governmental organizations.

The “Decent Life/Hayah Karima” Initiative was launched in response to the needs of the Egyptian village. Hafez (2022) pointed out the increasing proportion of poor people in Egyptian society, particularly in the rural communities. The problem of poverty has become a major challenge, threatening the integrity of the social, moral and value structure of Egyptian society, as well as posing a barrier to development and achieving a prosperous society. The issue of poverty is broad and brings with it many related problems. Al-Saif et al (2019) stated that poverty in rural areas often leads to deprivation of education, as parents may prevent their children from attending school due to financial constraints, pushing them into the labor market at an early age to support the family.

### **Life skills**

Kaushal, (2019) defines life skills as a set of human skills acquired through learning or direct experience that are used to address common problems and questions encountered in daily personal and professional life. UNICEF (2020) defines life skills as “a set of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive way”. Life skills can be directed toward personal actions, interactions with others, or actions aimed at changing the surrounding environment to make it conducive to health. According to the World Health Organization (2009), the Essential Life Skills curriculum provides young people with the emotional, social, and intellectual tools needed to achieve success in life at the personal, interpersonal and community levels, as well as in as well as in the workplace.

UNICEF's Middle East and North Africa Regional Office (2020) defines life skills as the abilities that enable individuals to deal with daily life, progress and succeed in school, work and community life. These skills consist attitudes, values, behaviors and knowledge, and can be learned throughout life although there are ideal ages when interventions targeting specific skills are most likely to be effective. Life skills can be defined as the abilities that enable a person to effectively handle life's requirements and challenges, often referred to as psychosocial skills, because they include both thinking and behavioral processes. They encompass behavioral, cognitive, and interpersonal skills that allow individuals to succeed in various areas of life (Hodge, Danish, & Martin, 2013).

In summary, life skills can be briefly defined as a set of essential skills necessary for a person's psychological well-being and effective functioning within their community, benefiting both the individuals and those around them.

## **Types of life skills**

There are many classifications of life skills, which differ according to the concept adopted in various studies. Institutions such as UNICEF, UNESCO, and the World Health Organization (WHO) have categorized basic life skills as follows (WHO, 2009; UNICEF, 2020):

- A. Self-awareness: This involves conscious attention directed toward oneself to develop self-awareness.
- B. Critical Thinking: Reflective thinking focused on determining what to believe or do, which includes organizing facts, analyzing ideas, and evaluating arguments.
- C. Creative Thinking: Creativity includes the ability to understand and redefine problems, transform ideas, and reinterpret information. This includes fluency, originality, and clarification.
- D. Decision making: Identifying alternatives and choosing among them. The decision-making process depends on our values, beliefs, goals, and involves tasks such as defining the problem, determining the requirements for an effective solution, setting goals, and identifying alternatives.
- E. Problem solving: A thinking process where knowledge, skills, and understanding are used to manage an unfamiliar situation.
- F. Effective Communication: The ability to engage in consistent and clear conversation with others, carefully choosing words to avoid misunderstandings and ensure the message is clear. Effective communication helps express needs and understand tasks.
- G. Interpersonal Relationships: Social skills necessary for successful, healthy relationships, including sensitivity to nonverbal cues and adaptability in various social situations.
- H. Empathy: The ability to understand and share the feelings of others.
- I. Dealing with stress: Being resilient in the face of stress, developing healthy coping skills, and engaging in stress management strategies.
- J. Coping with emotions: Tolerating distress and regulating emotions, which is important for well-being and has significant effects on social relationships.

## **The importance of providing students with life skills:**

Basic life skills provide essential tools to deal with the challenges and demands of daily life that students face, from managing their emotions to making informed decisions. These skills help develop children's personality, talents, mental and physical abilities, and enable them to realize their true potential by learning about themselves and others and making effective decisions. Education for All (2000) report included life skills among the basic learning tools for survival, capacity development, and quality of life. The report stated that all young people and adults have “the human right to benefit from education that includes learning to know, working and living together.” Realizing the importance of living together as much as gaining knowledge from the academic environment. Teaching and learning life skills is therefore crucial for enabling children and youth to achieve success in education, employment and personal goals (UNICEF, 2020).

In this context, Botvin and Griffin's (2004) also indicated that developing life skills may help reduce drug, alcohol, and tobacco use, as well as aggression and violence. Beyond these significant findings, life skills can make life easier. Effectively regulating emotions and developing lasting, supportive relationships contribute to happiness and health. Therefore, developing life skills is not only essential for success in life but also a key to health and well-being.



### **Methodology:**

To address the problem, the research relied on the post analysis approach to identify life skills as addressed and identified by relevant literature. A total of (38) studies on life skills in rural environments and local communities were conducted between (2015) and (2024) and published in various educational and social journals accessible to the research team. Additionally, the descriptive analytical method was employed to gather and analyze the perspectives of experts, specialists, and stakeholders regarding the life skills required for school students in the poorest villages.

### **Participants:**

The research participants included educational experts, teachers, and educational leaders as follows:

- 1) Participants for calculating the psychometric efficiency of the research questionnaire: (60) teachers and school leaders participated in this sample, to verify the psychometric efficiency of the research questionnaire.
- 2) Participants in the field study: Data were collected from (546) participants, including educational experts from the National Center for Educational Research and Development (NCERD) and faculties of education in the Egyptian universities. This group comprised (54) participants, representing (10%) of the total sample. Additionally, concerned teachers and leaders from schools in the poorest villages were included. All participants completed the electronic questionnaire form. Participants were selected from the governorates of Qalyubia, Giza, Sharkia, Dakahlia, Kafr El-Sheikh, Beheira, Matrouh, Fayoum, and Beni Suef.

The following table provides a description of the participants, including educational leaders and teachers, who responded to the electronic data collection questionnaire:

**Table (1): Participant Data for Educational Leaders and Teachers**

| <b>Feature</b>              | <b>Count</b> | <b>Percentage</b> |
|-----------------------------|--------------|-------------------|
| <b>Job Title</b>            |              |                   |
| <b>Educational Leaders</b>  | 69           | 13%               |
| <b>Teachers/Specialists</b> | 423          | 77%               |
| <b>Gender</b>               |              |                   |
| <b>Male</b>                 | 79           | 16%               |
| <b>Female</b>               | 413          | 84%               |
| <b>Environment</b>          |              |                   |
| <b>Rural</b>                | 399          | 81%               |
| <b>Urban</b>                | 93           | 19%               |
| <b>Total</b>                | 492          | 100%              |

### **Data Collection and Measures**

The research utilized an electronic questionnaire mailing at experts and specialists, including university professors, NCERD researchers, educational leaders, and teachers from schools in the poorest villages.

## Research Instrument

The research team developed and employed an electronic questionnaire to collect data from participants. The preparation of this instrument underwent several stages. Initially, the research team reviewed relevant literature. The questionnaire included instructions for participants on how to respond to the questions and the purpose behind them, as well as demographic data to identify and classify the characteristics of the research participants. The research team referred to some relevant sources, references, books, and scientific research.

In its initial form, the questionnaire included five main categories of life skills: 1) Learning: (creativity, critical thinking, problem solving, digital learning, reading and writing); 2) Employment and work skills: (cooperation, negotiation, decision-making); 3) Personal ability skills: (self-management, psychological resilience, communication); 4) Effective citizenship skills: (Acceptance of others, empathy, participation); and 5) Environmental conservation skills "learning for a green environment": (confronting climate change, dealing with environmental waste, creating a green environment).

After presenting the questionnaire to a group of expert arbitrators and specialists in education and psychology, their feedback confirmed the appropriateness of most skills related to the questionnaire's axes. They also suggested amending some sub-skills and deleting the reading and writing sub-skill. Following these modifications, the finalized questionnaire included (16) sub-skills representing the five major skills.

## Validity

To verify the validity of the questionnaire items, the research team calculated the correlation coefficient between each sub-skill and the total score of the corresponding main skill, after removing the sub-skill score from the main skill score, with the main skill serving as the standard test.

The following table shows the correlation coefficient values between the sub-skills and the total score of the main skill, to which they belong, after deleting the sub-skill score from the total score of the main skill:

**Table (2) Correlation coefficients values between each sub-skill and the main skill score to which it belongs after deleting the sub-skill score from the total score of the main skill (n=60)**

| Skill | Correlation Coefficients | Skill | Correlation Coefficients |
|-------|--------------------------|-------|--------------------------|
| 1     | 0.55**                   | 9     | 0.41**                   |
| 2     | 0.42**                   | 10    | 0.39**                   |
| 3     | 0.55**                   | 11    | 0.63**                   |
| 4     | 0.62**                   | 12    | 0.43**                   |
| 5     | 0.51**                   | 13    | 0.46**                   |
| 6     | 0.54**                   | 14    | 0.39**                   |
| 7     | 0.42**                   | 15    | 0.38**                   |
| 8     | 0.38**                   | 16    | 0.44**                   |

(\*\*) Significant at the 0.01 level

### **Internal consistency**

Internal consistency was calculated by the correlation coefficient values between each sub-skill and the total score of the main skill to which it belongs.

The following table presents the correlation coefficients values between the sub-skills and the main skill and their respective main skills:

**Table (3) Correlation coefficients values between each skill and the degree of the main skill to which it belongs (n= 60)**

| <b>Skill</b> | <b>Correlation Coefficients</b> | <b>Skill</b> | <b>Correlation Coefficients</b> |
|--------------|---------------------------------|--------------|---------------------------------|
| <b>1</b>     | 0.77**                          | <b>9</b>     | 0.76**                          |
| <b>2</b>     | 0.62**                          | <b>10</b>    | 0.72**                          |
| <b>3</b>     | 0.70**                          | <b>11</b>    | 0.62**                          |
| <b>4</b>     | 0.83**                          | <b>12</b>    | 0.81**                          |
| <b>5</b>     | 0.79**                          | <b>13</b>    | 0.74**                          |
| <b>6</b>     | 0.84**                          | <b>14</b>    | 0.68**                          |
| <b>7</b>     | 0.68**                          | <b>15</b>    | 0.70**                          |
| <b>8</b>     | 0.74**                          | <b>16</b>    | 0.79**                          |

(\*\*) Significant at the 0.01 level

### **Reliability**

The reliability of the life skills questionnaire was evaluated using the Cronbach's alpha reliability coefficient. The results indicated that the main life skills included in the questionnaire demonstrated high reliability. The Cronbach's alpha reliability coefficients for the main skills were as follows: The first main skill, with 4 sub-skills, reached a reliability coefficient of 0.74. The second main skill, with 3 sub-skills, reached a reliability coefficient of 0.72. The third main skill, with 3 sub-skills, reached a reliability coefficient of 0.69. The fourth main skill, with 3 sub-skills, reached a reliability coefficient of 0.68. The fifth main skill, with 3 sub-skills, reached a reliability coefficient of 0.71.

All the Cronbach's alpha reliability coefficients are statistically acceptable, indicating the questionnaire's reliability. Consequently, the final version of the questionnaire includes (16) sub-skills.

### **Data Analysis**

The research team analyzed the data collected from studies conducted between 2015 and 2024 by calculating the frequencies and percentages of the life skills included in those studies. For the data collected from participants, statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS v23), calculating frequencies, percentages, and relative weight. The life skills were then ranked according to their relative weight.

### **Findings / Results**

The research team examined the results of the previous studies on life skills in the developing societies with similar economic and social conditions to those in the Egyptian

countryside. The post-analysis of 38 studies conducted over a decade (2015-2024) revealed several sub-life skills, as shown in the following tables:

**First: Educational skills (learning for knowledge)**

**Table (4) Frequencies and percentages for educational skills  
(Learning for knowledge) (n= 38)**

| Skills                           | Number | Percentage | Ranking |
|----------------------------------|--------|------------|---------|
| <b>Innovation and creativity</b> | 21     | 55.3%      | 1       |
| <b>Critical thinking</b>         | 15     | 39.5%      | 3       |
| <b>Problem solving</b>           | 16     | 42.1%      | 2       |
| <b>Digital learning</b>          | 12     | 31.6%      | 4       |

From table (4), it is evident that "innovation and creativity skills" ranked first among the educational skills (learning for knowledge), as they were included in more than (55%) of the studies reviewed by the research team. "Problem-solving skills" ranked second. "Critical thinking skills" ranked third, and "digital learning skills" ranked last among educational skills.

**Second: Work eligibility skills (learning for practice)**

**Table (5) Frequencies and percentages for work eligibility skills  
(Learning for practice) (n= 38)**

| Skills                 | Number | Percentage | Ranking |
|------------------------|--------|------------|---------|
| <b>Collaboration</b>   | 16     | 42.1%      | 1       |
| <b>Decision-making</b> | 7      | 18.4%      | 2       |
| <b>Negotiation</b>     | 3      | 7.9%       | 3       |

From table (5), it is evident that "cooperation skills" ranked first among the work eligibility skills (learning for practice), as they were included in more than (42%) of the studies reviewed by the research team. "Decision-making skills" ranked second, while "negotiation skills" ranked last among the work eligibility skills.

**Third: Personal ability skills (learn to be)**

**Table (6) Frequencies and percentages for work eligibility skills  
(Learning to be) (n= 38)**

| Skills                                  | Number | Percentage | Ranking |
|---|--------|------------|---------|
| <b>Communication</b>                    | 22     | 57.9%      | 1       |
| <b>Self-management and self-control</b> | 15     | 39.5%      | 2       |
| <b>Adaptation and flexibility</b>       | 5      | 13.2%      | 3       |

From table (6), it is clear that "communication skills" ranked first among the personal ability skills (learning to be), being addressed in approximately (58%) of the studies reviewed by the research team. "Self-management and self-control skills" ranked second, while "Adaptability and flexibility skills" ranked among personal ability skills.

**Fourth: Effective citizenship skills (learning to live together)**

**Table (7) Frequencies and percentages for effective citizenship skills  
(Learning to live together) (n= 38)**

| <b>Skill</b>             | <b>Number</b> | <b>Percentage</b> | <b>Ranking</b> |
|--------------------------|---------------|-------------------|----------------|
| <b>Respect diversity</b> | 12            | 31.6%             | 1              |
| <b>Empathy</b>           | 7             | 18.7%             | 2              |
| <b>Participation</b>     | 3             | 7.9%              | 3              |

From table (7), the "respect diversity skills" ranked first among the effective citizenship skills (learning to live together), being included in more than (31%) of the studies reviewed. "Empathy skills" ranked second, and "participation skills" ranked last among the personal ability skills.

**Fifth: Environmental conservation skills (learning for a green environment)**

**Table (8) Frequencies and percentages for environmental conservation skills  
(Learning for a green environment) (n= 38)**

| <b>Skill</b>                      | <b>Number</b> | <b>Percentage</b> | <b>Ranking</b> |
|-----------------------------------|---------------|-------------------|----------------|
| <b>Health awareness</b>           | 10            | 26.3%             | 1              |
| <b>Environmental preservation</b> | 6             | 15.8%             | 2              |

From table (8), it is evident that "health awareness skills" ranked first among the environmental preservation skills (learning for a green environment), being included in more than (26%) of the studies reviewed. "Environmental preservation skills" ranked second, while other skills such as "skills for confronting climate change," "skills for dealing with environmental waste," and "skills for creating a green environment" were not indicated in the studies reviewed.

**Sixth: Other skills**

The post-analysis of the (38) studies reviewed by the research team revealed several life skills that can be imparted for the poorest villages school students, some of which are included in the following table:

**Table (9) Frequencies and percentages for other life skills (n= 38)**

| <b>Skill</b>                       | <b>Number</b> | <b>Percentage</b> | <b>Ranking</b> |
|------------------------------------|---------------|-------------------|----------------|
| <b>Digital literacy</b>            | 9             | 23.7%             | 1              |
| <b>Stress management</b>           | 7             | 18.4%             | 2              |
| <b>Leadership and perseverance</b> | 6             | 15.8%             | 3              |
| <b>Nutritional and preventive</b>  | 4             | 10.5%             | 4 (tied)       |
| <b>Productivity and accounting</b> | 4             | 10.5%             | 4 (tied)       |
| <b>Curiosity and inquiry</b>       | 3             | 7.9%              | 5              |

From table (9), the results of studies conducted in similar environments showed various life skills, with "digital literacy skills" ranking first, followed by "stress management skills" in the

second place. "Leadership skills and perseverance" ranked third, while the remaining skills did not receive the same attention in the studies and research.

Some skills were mentioned in at least two studies, including emotional regulation, positive thinking, relationship management, social and cultural competence, global and local communication, adaptability, accountability, and responsibility. In contrast, some skills were mentioned only once, such as resilience, listening, setting goals, executive skills, tolerance, media literacy, analysis and evaluation, entrepreneurship literacy, technical skills, manual skills, and planning skills.

Although these skills were not among the life skills identified by UN organizations and bodies, some studies highlighted them as essential life skills for students in the poor and slum areas. The importance of "digital literacy skills", "stress management skills", "leadership skills", and "perseverance" was indicated, with their inclusion in the literature ranging from (15.8% to 23.7%). These skills are deemed crucial for students in the poorest village schools due to the numerous pressures they face. Leadership skills and perseverance are particularly important. Given the responsibilities, these students often have to help improve their family's income.

In contrast, the field study conducted on (546) participants, including teachers, educational leaders, and educational experts from some faculties of education and NCERD, showed the importance of some life skills that should be imparted to the poorest village school students. These skills are included in the following table:

**Table (10): Frequencies and Percentages of Research Participants' Opinions on the importance Degree of Life Skills (n=546)**

| Skills                              | Degree of Importance      | Great | Medium | Weak | Not Important | Weight | Relative Ranking |
|-------------------------------------|---------------------------|-------|--------|------|---------------|--------|------------------|
| <b>1. Innovation and Creativity</b> |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 435   | 11     | 91   | 9             | 0.90   | 6.5              |
|                                     | Percentage <sup>(*)</sup> | 79%   | 2%     | 17%  | 2%            |        |                  |
| <b>2. Critical Thinking</b>         |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 278   | 9      | 230  | 29            | 0.75   | 15.5             |
|                                     | Percentage                | 51%   | 2%     | 42%  | 5%            |        |                  |
| <b>3. Problem-Solving</b>           |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 487   | -      | 59   | -             | 0.95   | 1.5              |
|                                     | Percentage                | 89%   | -      | 11%  | -             |        |                  |
| <b>4. Digital Learning</b>          |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 353   | 9      | 169  | 15            | 0.82   | 12.5             |
|                                     | Percentage                | 65%   | 2%     | 31%  | 3%            |        |                  |
| <b>5. Collaboration</b>             |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 470   | 8      | 68   | -             | 0.94   | 3                |
|                                     | Percentage                | 86%   | 2%     | 13%  | -             |        |                  |
| <b>6. Negotiation</b>               |                           |       |        |      |               |        |                  |
|                                     | Frequency                 | 357   | 8      | 166  | 15            | 0.83   | 10.5             |

<sup>(\*)</sup>The percentages listed in the table are approximate and not actual.

| Skills                                      | Degree of Importance | Great | Medium | Weak | Not Important | Weight | Relative Ranking |
|---|----------------------|-------|--------|------|---------------|--------|------------------|
|   | Percentage           | 65%   | 2%     | 30%  | 3%            |        |                  |
| <b>7. Decision-Making</b>                   |                      |       |        |      |               |        |                  |
|   | Frequency            | 491   | -      | 48   | 7             | 0.95   | 1.5              |
|   | Percentage           | 91%   | -      | 9%   | 1%            |        |                  |
| <b>8. Self-Management and Self-Control</b>  |                      |       |        |      |               |        |                  |
|   | Frequency            | 467   | -      | 71   | 8             | 0.93   | 4.5              |
|   | Percentage           | 85%   | -      | 13%  | 2%            |        |                  |
| <b>9. Adaptation and Flexibility</b>        |                      |       |        |      |               |        |                  |
|   | Frequency            | 413   | 7      | 126  | -             | 0.89   | 8                |
|   | Percentage           | 76%   | 1%     | 23%  | -             |        |                  |
| <b>10. Communication</b>                    |                      |       |        |      |               |        |                  |
|   | Frequency            | 469   | 8      | 63   | 6             | 0.93   | 4.5              |
|   | Percentage           | 86%   | 2%     | 12%  | 1%            |        |                  |
| <b>11. Skills to Respect Diversity</b>      |                      |       |        |      |               |        |                  |
|   | Frequency            | 407   | 8      | 120  | 11            | 0.88   | 9                |
|   | Percentage           | 74%   | 2%     | 22%  | 2%            |        |                  |
| <b>12. Empathy</b>                          |                      |       |        |      |               |        |                  |
|   | Frequency            | 316   | 11     | 191  | 28            | 0.79   | 14               |
|   | Percentage           | 58%   | 2%     | 35%  | 5%            |        |                  |
| <b>13. Participation</b>                    |                      |       |        |      |               |        |                  |
|   | Frequency            | 436   | -      | 104  | 6             | 0.90   | 6.5              |
|   | Percentage           | 80%   | -      | 19%  | 1%            |        |                  |
| <b>14. Climate Change Coping</b>            |                      |       |        |      |               |        |                  |
|   | Frequency            | 286   | 8      | 218  | 34            | 0.75   | 15.5             |
|   | Percentage           | 52%   | 2%     | 40%  | 6%            |        |                  |
| <b>15. Dealing with Environmental Waste</b> |                      |       |        |      |               |        |                  |
|   | Frequency            | 369   | 7      | 143  | 27            | 0.83   | 10.5             |
|   | Percentage           | 68%   | 1%     | 26%  | 5%            |        |                  |
| <b>16. Creating a Green Environment</b>     |                      |       |        |      |               |        |                  |
|   | Frequency            | 357   | 9      | 148  | 32            | 0.82   | 12.5             |
|   | Percentage           | 65%   | 2%     | 27%  | 6%            |        |                  |

Table (10) shows that there is a consensus among the research participants on the importance of all life skills for students in the poorest villages, as the relative weight values for these skills ranged between 0.75 and 0.95, indicating the significance of all these skills.

The table highlights that "problem-solving skills," "decision-making skills," "cooperation skills," "self-management skills," and "communication skills" are among the essential life skills that must be acquired by students in the poorest village schools. These skills ranked highest in terms of importance, as determined by educational experts, educational leaders, and teachers, with relative weights ranging from (0.93) to (0.95). Such

skills are crucial for young people to develop in order to effectively interact with others and manage the challenges of daily life.

Despite the rapid technological development and the problems resulting from climate change, the skills associated with these changes—namely, "skills for confronting climate change," "skills for dealing with environmental waste," "skills for creating a green environment," and "digital learning skills"—were not deemed as important by the participants in the current research, including educational experts, educational leaders, and teachers. The relative weight values for these skills ranged between (0.75) and (0.83). However, these skills remain a necessary requirement due to the ongoing technological advancements and climate changes that negatively impact the natural environment in which the students of the poorest village schools live.

### Discussions/ Implications

The post-analysis of research literature on life skills conducted between 2015 and 2024 revealed the importance of certain life skills over others, especially for students in poor and slum areas. These essential skills are as follows:

- **Educational skills (learning for knowledge):** Sub-skills: Innovation and creativity, problem-solving, critical thinking, and digital learning. These skills are crucial for knowledge acquisition and should be taught to young people to enhance their learning capabilities.
- **Work eligibility skills (learning for practice):** Sub-skill: Cooperation. This skill is vital for work eligibility, as students in poorer village schools often engage in various jobs, particularly during the summer vacation, to assist their families economically or perform tasks that contribute to the family's income.
- **Personal ability skills (learning to be):** Sub-skills: Communication and self-management/self-control. Communication skills ranked highest among personal skills, highlighting their importance in building a youth's personality through acquiring customs, traditions, values, and life experiences. Self-management skills are essential for personal development.
- **Effective citizenship skills (learning to live together):** Sub-skills: Respect for diversity. Recognizing individual differences, such as gender, color, economic level, and age, is critical for learning to live together in a diverse society.
- **Environmental conservation skills (learning for a green environment):** Sub-skills: Health awareness and environmental conservation. Although other skills like confronting climate change, dealing with environmental waste, and creating a green environment were not highlighted in the studies reviewed, these skills remain essential for students to safely interact with and maintain a clean, green environment.
- **Other skills:** Skills such as digital literacy, stress management, leadership, and perseverance were also deemed important and should be taught to students in the poorest villages. These skills are particularly relevant given the social, economic, and family pressures faced by these students and their families.

The results of the research questionnaire revealed the following life skills as most important for the poorest village school students, according to educational experts, leaders, and teachers:

- Problem-solving skills (Educational skill - Learning for knowledge)
- Decision-making skills (Work eligibility skill - Learning for practice)



- Collaboration skills (Work eligibility skill - Learning for practice)
- Self-management and self-control skills (Personal ability skill - Learning to be)
- Communication skills (Personal ability skill - Learning to be)

Conversely, several life skills were considered less important by the research participants:

- Critical thinking skills (Educational skill - Learning for knowledge)
- Skills to confront climate change (Environmental preservation skill - Learning for a green environment)
- Empathy skills (Effective citizenship skill - Learning to live together)
- Digital learning skills (Educational skill - Learning for knowledge)
- Skills for creating a green environment (Environmental preservation skill - Learning for a green environment)

In this context, Hummel (2024) identified essential life skills required in the Internet era, including critical thinking, creativity, collaboration, communication, reading and writing, information literacy, media literacy, technological literacy, flexibility, leadership, initiative, productivity, and social skills. Lang and Sorgo (2024) emphasized the need for skills in dealing with the Internet, digital media, information literacy, and digital information literacy. The Cambridge International School report (2024) highlighted life skills related to digital literacy, communication, collaboration, creativity, innovative thinking, and problem-solving. Bell (2023) showed that the life skills improving student behavior, as perceived by school leaders and teachers, include critical thinking, communication, interpersonal relationships, empathy, and the ability to manage stress and emotions. Moya and Camacho (2023) presented a framework for sustainable learning that includes critical thinking, creativity, collaboration, and communication as models of twenty-first-century skills. The Indeed Foundation (2023) for professional development listed (13) essential skills that students must acquire to build their future, including communication, cooperation, teamwork, critical thinking, creativity, problem-solving, digital literacy, leadership, and perseverance. Audrin and Audrin’s (2022) analytical study confirmed the importance of digital literacy, digital learning, information and communications technology, social media, and digital technologies among the life skills required for school students. This aligns with Al-Zaini’s (2022) emphasis on the necessity of teaching creative thinking, critical thinking, decision-making, and problem-solving to school students and kindergarten children. Al-Shammari (2022) recommended supporting activities for primary grades and kindergartens with digital technologies.

The “Decent Life/Hayah Karima” Initiative is one of the most significant national initiatives in Egypt, aiming to improve the standard of living and provide a decent life for the neediest groups in Egyptian society. Emphasizing the educational process and the development of schools in the Egyptian countryside is among the primary goals of this initiative. Therefore, teaching life skills to students in the poorest villages is crucial for empowering them, raising their awareness, and enhancing their abilities to face various life challenges, aligning with the strategic objectives of the “Decent Life/Hayah Karima” Initiative.

Given the above, it is evident that there is an urgent need to focus on equipping students in the poorest village schools with a set of life skills that will help them coexist with their environment and adapt to global changes. Specialists in the educational process at the primary stage should integrate life skills into academic curricula and encourage those responsible for

extracurricular activities to implement various activities that foster the development and enhancement of these skills among students.

The proposed framework for life skills necessary for students in the poorest villages within the “Decent Life/Hayah Karima” Initiative:

**Objective of the proposed framework:**

This framework aims to identify the life skills required for students in the poorest village schools, enhance their abilities to interact positively with their environment, contribute to community development, and outline mechanisms for acquiring these skills.

**The target group:**

Primary-level students in the poorest villages schools.

**Life skills included in the proposed vision:**

The most important skills identified through the post-analysis of previous studies on life skills conducted between 2015 and 2024, and the results of the electronic questionnaire presented to educational experts, leaders, and teachers. The findings revealed the significance of the following life skills:

**First: Educational skills (learning for knowledge)**

The results highlighted the critical importance of teaching various educational skills to students in the poorest villages. These skills help students navigate school subjects successfully, improve their study habits, and enhance their overall learning capabilities. Key skills identified include problem-solving, innovation and creativity, and digital learning. While critical thinking was also recognized as important, it was deemed slightly less critical compared to the other skills.

**Second: Work eligibility skills (learning for practice)**

The results underscored the importance of teaching work eligibility skills to students in the poorest villages. These skills enable students to effectively perform the tasks assigned to them, which is particularly crucial as many students often take on various jobs to support their families economically. Key skills in this category include decision-making and cooperation, highlighting their value as essential work qualifications. Although negotiation skills were also recognized as important, they were considered slightly less critical. Overall, the results emphasize the need to teach all these skills related to learning for practice.

**Third: Personal ability (learning to be)**

The findings demonstrated the significance of teaching personal ability skills to students in the poorest villages. Skills such as self-management, self-control, and communication are vital for personal development. Effective communication is particularly important as it helps students build their personalities through the acquisition of customs, traditions, values, and life experiences. While adaptability skills were also noted, they were given less importance compared to the other personal ability skills. These results stress the necessity of imparting a comprehensive set of personal ability skills to foster overall personal growth and development.

**Fourth: Effective citizenship skills (learning to live together)**

The results indicated that effective citizenship skills were considered less important compared to other life skills, suggesting a lower priority for including these skills in the education of students in the poorest villages. However, skills such as respect for diversity remain crucial, given the variety of individual differences in gender, color, economic level, and age, which are essential for learning to live together harmoniously. While empathy and

participation skills were also deemed less critical, there remains a need to teach these skills to ensure students can function as effective and empathetic citizens.

#### **Fifth: Environmental conservation skills (learning for a green environment)**

The results indicated that environmental conservation skills are essential life skills that should be taught to students in the poorest villages, despite being considered of lower importance compared to other life skills. Therefore, it is crucial to incorporate these skills into the curriculum, including: Confronting climate change, creating a green environment, and dealing with environmental waste. Although the demand for teaching these skills to young people increased after the Climate Summit Conference, it is now more important than ever to equip students in the poorest villages with knowledge and skills to interact safely with their environment and maintain it as a clean and green space.

#### **Sixth: Additional life skills**

The results revealed several skills that should be imparted to young people, particularly to students in the poorest villages. Although these skills were not highlighted in the international reports, they were identified in scientific studies as crucial. These skills include: digital literacy, stress management, leadership and perseverance. These skills are essential, especially given the current social, economic, and family pressures faced by these students and their families.

According to the findings, the life skills required for students in the poorest villages can be summarized as follows:

1. Problem-solving
2. Innovation and creativity
3. Digital learning
4. Decision-making
5. Collaboration.
6. Self-management and self-control
7. Communication
8. Respect for diversity
9. Confronting climate change
10. Creating a green environment
11. Dealing with environmental waste
12. Digital literacy
13. Stress management
14. Leadership skills

Mechanisms for teaching life skills to students in the poorest villages within the context of the “Decent Life/Hayah Karima” Initiative:

Students in the underprivileged villages can be taught essential life skills through various mechanisms implemented by those involved in the educational process. Active participation from the “Decent Life/Hayah Karima” Initiative, government agencies, and civil society institutions is crucial. These mechanisms include:

#### **1- Integrating life skills into the school curriculum:**

- Inclusion in official curricula: Incorporate life skills within the official primary stage curricula. Develop study units specific to life skills and integrate them into current school subjects such as Arabic language, social studies, and science.

- Teacher training: Organize training courses for teachers to equip them with the necessary skills to teach life skills. This includes using interactive teaching methods and evaluating students' proficiency in these skills.
- Classroom activities: Implement classroom activities such as group discussions, educational games, and collaborative projects that focus on developing life skills.

## **2- Interactive workshops and activities for teachers and students:**

- Expert sessions: Invite experts in fields such as health, education, and entrepreneurship to provide training sessions and workshops in schools. The “Decent Life/Hayah Karima” Initiative can cover the costs and organize these sessions in cooperation with schools.
- Periodic Workshops: Organize regular workshops to teach life skills practically and interactively. These workshops can cover topics such as time management, active citizenship, and other relevant life skills.
- Students practical projects: Encouraging students to engage in practical projects that apply the skills they have learned is crucial. Examples include organizing village clean-up campaigns and preparing presentations on environmental issues.

## **3- Cooperation with the local community:**

- Strategic partnerships: Building partnerships with civil society organizations, the private sector, and government institutions to support life skills education.
- Community Involvement: Engaging community members in school activities and workshops, such as inviting a nurse to teach first aid or a farmer to discuss sustainable agriculture.
- Advisory committees: Forming committees with community members, parents, and teachers to provide advice and contribute to the design and implementation of life skills programs.
- Joint Activities: Organizing joint activities like health awareness campaigns and entrepreneurship workshops with civil society organizations and government institutions.
- Development projects: Implementing projects in cooperation with the local community, such as improving school facilities, creating school gardens, or developing school feeding programs, with support from the “Decent Life/Hayah Karima” Initiative.

## **4- Making use of “Decent Life/Hayah Karima” Initiative :**

- Funding and Resources: Providing necessary funding for life skills education programs, including educational materials, workshops, and activities. Supply schools with the required educational tools, equipment, and study materials.
- Community projects: Supporting community projects and field activities that enhance the application of life skills.
- Teacher training: Providing ongoing training programs to improve teachers' skills in teaching life skills.
- Awareness campaigns: Using the initiative's communication channels to promote the importance of life skills education.

#### **5- Evaluation and follow-up:**

- Periodic evaluation system: Establishing a system to periodically assess students’ progress in acquiring life skills through tests, practical assessments, and observations.
- Progress reports: Preparing regular reports on student progress and share them with parents and community members to track success and identify areas for improvement.
- Final assessments: Conducting end-of-semester tests or evaluate final projects based on criteria such as creativity

#### **Conclusions**

Teaching life skills to students in the underprivileged villages is undeniably essential for empowering and equipping them to face life's challenges with confidence and competence. Implementing this proposed framework can create a sustainable positive impact, significantly improving the standard of living and fostering the development of rural communities within the context of the “Decent Life/Hayah Karima” Initiative, launched and continuously supported by the Egyptian government.

The research highlights the importance of focusing on teaching life skills across various fields to students in the neediest villages. This can be achieved through diverse school and environmental activities, including camps, trips, and mutual field visits between schools and civil society institutions. The objective is to provide these students with the skills necessary to enhance their personal abilities, enabling them to interact positively with their immediate environment and the broader world.

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