

VARNA FREE UNIVERSITY "CHERNORIZETS HRABAR"
FACULTY OF SOCIAL, BUSINESS AND COMPUTER SCIENCES
DEPARTMENT OF PSYCHOLOGY

Tzuriel Tzuf

**THE INFLUENCE OF YOUTH MOVEMENTS ON THE FUNCTIONING OF
THEIR GRADUATES IN SOCIETY**

AUTHOR'S ABSTRACT

of a dissertation to award the educational and scientific degree Ph.D. in the scientific
discipline "Educational and Developmental Psychology."

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Supervisor: Prof. Valeri Stoyanov, DSc

Reviewers: [To be filled in by the university]

Varna 2026

The dissertation was discussed and referred for defense before the scientific jury of the Department of Psychology at the Faculty of Social, Business, and Computer Sciences of Chernorizets Hrabar Varna Free University, Varna.

The dissertation has 162 pages and consists of an introduction, eight chapters, a conclusion, a list of references, and appendices. The main text contains 6 tables and 4 figures. Each chapter is divided into sections, and at the end of each, specific findings are presented. The main text contains 6 tables and 4 figures. The list of reference literature consists of 166 titles in Bulgarian, Hebrew, English, and Russian.

The author of the dissertation is a doctoral candidate at the Department of Psychology, Faculty of Social, Business, and Computer Sciences of Chernorizets Hrabar Varna Free University, Varna.

The defense of the dissertation before the scientific jury will be held on.....2026 at....., in the Conference Room of Chernorizets Hrabar Varna Free University at a hearing of the scientific jury. The materials for the defense are available to those interested in the office of the Department of Psychology, Faculty of Social, Business and Computer Sciences of Chernorizets Hrabar Varna Free University, [room number], [secretary name] -- secretary of the department.

I. GENERAL DESCRIPTION OF THE DISSERTATION

1. Introduction

The contemporary world has witnessed profound transformations over the past centuries that have fundamentally altered the nature of human development and socialization. The invention of the printing press in the fifteenth century initiated a series of changes that created new knowledge structures and social categories. Elizabeth Eisenstein argues that printing was the first invention associated with rights struggles and national claims, as the perpetuation of human words created a new concept of self. These technological and social developments established the foundations for recognizing adolescence as a distinct life stage requiring specialized educational attention.

Within this historical context, the concept of youth emerged as a recognized social category. Neil Postman succinctly summarized this development, noting that the idea of childhood represents one of the great inventions of the Renaissance, emerging alongside science, the nation-state, and freedom of religion as a distinct social structure. The recognition of adolescence as a formative period created space for educational frameworks specifically designed to address the developmental needs of young people during this critical transition from childhood to adulthood.

This dissertation examines the impact of youth movements on the functioning of their graduates in Israeli society, focusing on how these nonformal Educational frameworks shape participants' social and personal character. The research draws on central theories in nonformal Education and developmental psychology to examine the links between participation in youth movements during adolescence and subsequent patterns of social involvement, meaningful military service, and civic engagement in adulthood.

2. Topicality and Relevance of the Research Topic

The relevance of this research stems from several converging factors that highlight the importance of understanding nonformal Educational frameworks and their long-term impact on individual and societal development. Contemporary educational discourse increasingly recognizes that formal schooling alone cannot address the comprehensive developmental needs of young people, particularly in cultivating civic values, social responsibility, and personal commitment to collective frameworks. Nonformal

Education, operating through voluntary participation and experiential learning methodologies, provides complementary educational experiences that address dimensions of development often neglected within institutional schooling.

Youth movements represent a primary institutional expression of nonformal Education in Israeli society and have historically played a significant role in shaping national identity, transmitting social values, and preparing young people for meaningful participation in civic life. These movements operate through distinctive pedagogical approaches that emphasize voluntary participation, peer leadership, experiential learning, and integration of ideological frameworks with practical activities. Understanding the extent to which participation in such frameworks during adolescence influences adult life trajectories addresses fundamental questions regarding the formative impact of nonformal Educational experiences and their contribution to individual development and social cohesion.

The theoretical relevance of this research lies in its contribution to understanding socialization processes during adolescence and the mechanisms through which educational experiences during this formative period influence adult identity, values, and behaviors. Developmental psychology emphasizes adolescence as a critical period for identity formation, value internalization, and the establishment of behavioral patterns that persist into adulthood. Youth movements provide a distinctive socialization context characterized by peer-oriented relationships, collective activities, and ideological frameworks that differ fundamentally from both family and school environments. Examining whether and how participation in this context shapes adult outcomes contributes to theoretical knowledge regarding the conditions under which adolescent experiences exert lasting developmental influences.

The practical significance of this research extends to educational policy and program development. Youth movements in Israel receive public support based partly on assumptions regarding their educational value and contribution to national goals. Empirical evidence on the long-term outcomes of movement participation can inform decisions about resource allocation, program design, and educational priorities. Moreover, as other societies consider developing similar nonformal Educational frameworks, understanding the Israeli experience with youth movements offers

relevant insights regarding the potential contributions and limitations of such approaches to youth development and civic formation.

3. Object and Subject of the Research

The object of this research is to examine the long-term educational influences of participation in Israeli youth movements during adolescence on selected aspects of adult functioning within Israeli society. The investigation examines three primary domains that reflect central goals of youth movement education and that carry particular significance within the Israeli context. These domains include patterns of military and national service, particularly the extent of meaningful service in combat roles or positions of responsibility; residential location choices, especially decisions to live in peripheral regions or collective frameworks; and levels of civic engagement, including political participation, community involvement, and social activism.

The research focuses on adults aged twenty-five to forty-five who grew up in Israel and had the opportunity to participate in youth movements during their adolescent years, whether or not they chose to do so. This age cohort enables examination of established adult patterns while maintaining reasonable recall of adolescent experiences and movement participation. The research employs a comparative design that examines differences between individuals who participated in youth movements and those who did not, while controlling for relevant background variables including family socioeconomic status, parental education, religiosity, and geographic location during adolescence. This comparative approach aims to isolate the specific contribution of youth movement participation to observed adult outcomes, distinguishing movement influence from other factors that shape development.

4. Problem Researched

The central problem addressed by this research concerns the extent to which participation in Israeli youth movements during adolescence influences adult life trajectories in domains that reflect the movements' core educational goals. Youth movements explicitly aim to transmit particular values, cultivate social responsibility, develop leadership capabilities, and orient participants toward meaningful contribution to Israeli society. However, limited empirical research has systematically examined whether these educational objectives translate into observable long-term outcomes extending beyond the adolescent years into established adulthood.

The problem can be formulated through several subsidiary questions that guide the empirical investigation. First, does youth movement participation predict differential patterns of military and national service, particularly regarding meaningful service in combat roles, attainment of command positions, or extended service beyond mandatory requirements? Second, does participation in movement activities influence adult residential location decisions, especially the likelihood of choosing to live in peripheral regions, agricultural settlements, or collective frameworks aligned with traditional movement ideologies regarding settlement and pioneering? Third, does participation predict elevated levels of adult civic engagement, manifested through political participation, community involvement, volunteering activities, and social activism?

These questions assume that if youth movements successfully achieve their educational objectives, their influence should be observable in adult life patterns, particularly in domains that movements explicitly emphasize through their educational programs and ideological frameworks. The research problem thus concerns identifying and quantifying such long-term educational outcomes while accounting for alternative explanations including selection effects, whereby individuals with particular pre-existing characteristics are more likely both to participate in movements and to make certain life choices independently of movement influence.

5. Author's Argument

The central argument advanced in this dissertation holds that participation in Israeli youth movements during adolescence exerts measurable long-term influences on adult life trajectories, specifically in domains of military service, residential choices, and civic engagement. This influence operates through multiple interconnected mechanisms, including value internalization, identity formation, social network development, and cultivation of specific competencies and behavioral dispositions during the formative adolescent years.

The research posits that youth movements serve as effective agents of socialization, successfully transmitting particular values, norms, and behavioral orientations through their distinctive pedagogical approaches. The nonformal Educational code characterizing these movements, including voluntary participation, peer leadership structures, experiential learning methodologies, and integration of ideological frameworks with practical activities, creates conditions conducive to deep

internalization of movement values rather than mere superficial compliance. This internalization process influences subsequent life choices even years after active participation has concluded, as individuals orient themselves toward patterns of behavior consistent with values and identities developed during adolescence.

Specifically, the dissertation argues that movement graduates demonstrate higher rates of meaningful military and national service, including combat roles and command positions, reflecting movements' historical emphasis on personal contribution and national responsibility. It further posits that graduates show greater propensity to choose residential locations aligned with movement ideologies, particularly in peripheral regions or collective frameworks, reflecting values of settlement and pioneering that many movements traditionally emphasized. Finally, the research argues that movement participation predicts elevated civic engagement in adulthood, manifested through political participation, community involvement, and social activism, reflecting movements' emphasis on social responsibility and active citizenship.

The argument acknowledges that youth movement influence operates within a complex constellation of factors shaping adult development, including family socialization, formal education, socioeconomic circumstances, and individual dispositions. The research does not claim that movement participation represents the sole or even primary determinant of adult outcomes, but rather argues that it constitutes a significant and identifiable influence that persists beyond adolescence and contributes to observed variations in adult life trajectories. Moreover, the argument recognizes that movement influence is neither automatic nor uniform, but rather varies according to factors such as the duration and intensity of participation, the quality of educational programming, and the alignment between movement ideology and participants' broader developmental contexts.

6. Objective and Tasks of the Dissertation

The primary objective of this research is to investigate and quantify the long-term educational influences of participation in Israeli youth movements during adolescence on adult life trajectories, with specific focus on military service patterns, residential location choices, and civic engagement behaviors. This objective addresses a significant gap in the literature on nonformal Education by extending examination of youth movement impact beyond the adolescent years into established adulthood,

thereby contributing to understanding of how formative educational experiences influence life-course development.

To achieve this objective, the research undertakes five specific tasks. The first task involves conducting a comprehensive theoretical analysis of adolescence as a life stage and social category, examining historical, sociological, and psychological perspectives on youth development. This analysis establishes a theoretical framework for understanding how adolescent experiences, including youth movement participation, may exert lasting influences on adult outcomes, drawing on theories of identity formation, socialization, and developmental continuity.

The second task requires analysis of the theoretical and empirical literature on nonformal Education, distinguishing its characteristics, goals, and pedagogical approaches from those of formal schooling. This task includes examination of how nonformal Education complements formal institutions and contributes to comprehensive youth development across cognitive, social, emotional, and civic domains. Particular attention is paid to identifying the mechanisms by which nonformal Educational experiences may influence long-term developmental trajectories.

The third task examines the specific case of youth movements as a primary institutional model of nonformal Education, with particular emphasis on Israeli youth movements and their historical development, organizational structures, pedagogical approaches, and ideological foundations. This task analyzes how movements function as agents of socialization and value transmission during adolescence, identifying specific mechanisms through which they potentially influence participants' development and subsequent life choices.

The fourth task involves designing and implementing empirical research comparing adults who participated in youth movements during adolescence with those who did not, examining differences in military service characteristics, residential location patterns, and civic engagement behaviors. This task encompasses questionnaire development and validation, sample recruitment, data collection, and appropriate statistical analysis to test research hypotheses while controlling for relevant confounding variables.

The fifth task requires interpreting empirical findings within the broader theoretical framework of nonformal Education and adolescent socialization, drawing implications

for educational theory, policy, and practice. This task includes assessing the extent to which findings support or challenge existing theoretical assumptions regarding youth movement influence, and identifying practical applications for educational program development and policy formation.

7. Research Methodology

The research employs a quantitative empirical approach that integrates survey methodology with comprehensive theoretical analysis, drawing upon multiple disciplinary perspectives including sociology of education, developmental psychology, and research on nonformal Educational frameworks. The quantitative component utilizes a comparative survey design examining adults aged twenty-five to forty-five who grew up in Israel, comparing individuals who participated in youth movements during adolescence with those who did not participate, while controlling for relevant demographic and background variables.

Data collection was conducted through an online survey platform, with the questionnaire distributed to a sample of three hundred ten participants recruited through a professional research panel. The sample includes two hundred five youth movement graduates and one hundred five non-participants, enabling systematic comparative analysis between these groups. The questionnaire was developed specifically for this research and validated through pilot testing and expert consultation, incorporating measures of youth movement participation characteristics, military and national service experiences, residential location patterns, civic engagement behaviors, and relevant demographic variables.

The questionnaire includes multiple validated scales measuring key constructs including perceptions regarding youth movement contributions, social involvement orientations, and civic engagement behaviors. Where established measures existed in the research literature, these were adapted for the current study; where no suitable measures were available, new items were developed following standard psychometric procedures. Particular attention was devoted to ensuring that questions avoided retrospective bias while capturing meaningful variation in the constructs under investigation.

Statistical analysis employs appropriate techniques including descriptive statistics, independent samples t-tests, analysis of variance, and Pearson correlation coefficients

to examine relationships between variables and test specific research hypotheses. The analysis examines both overall differences between youth movement participants and non-participants, and variations within the participant group according to factors including movement type, duration of participation, leadership roles during adolescence, and reasons for joining movements. Multiple regression analyses control for demographic variables to isolate the specific contribution of movement participation to observed outcomes.

The research also incorporates comprehensive theoretical analysis drawing on sociological, psychological, and educational literature to provide conceptual frameworks for interpreting empirical findings. This includes examination of theories regarding adolescent development, socialization processes, nonformal Education, and the unique characteristics of Israeli society and its youth movements. The integration of theoretical and empirical components enables both testing of specific hypotheses regarding movement influence and broader interpretation of findings within relevant scholarly frameworks.

8. Limitations of the Problematic Scope of the Ph.D. Work

Several important limitations define the scope of this research and circumscribe the generalizability of findings. First, the study focuses specifically on the Israeli context, with its unique historical, cultural, and institutional characteristics. Israeli youth movements emerged within particular social and political circumstances and have played distinctive roles in national development and identity formation. The specific significance of military service within Israeli society represents another context-specific factor. While findings may offer insights relevant to nonformal Education more broadly, the distinctive features of Israeli youth movements and society limit direct generalization to other national contexts.

Second, the research examines youth movement graduates currently aged twenty-five to forty-five, representing cohorts who participated in movements during the late nineteen nineties through the twenty-tens. The study does not address earlier generations of youth movement participants or account for potential cohort effects in the evolution of movements and their influence over time. Social, cultural, and political changes in Israeli society may have altered both the nature of youth movements and their impact on participants across different historical periods.

Third, while the research examines several important domains of adult functioning, specifically military service, residential choices, and civic engagement, it does not address all possible outcomes that might be influenced by youth movement participation. Areas such as occupational trajectories, family formation patterns, political orientations, or psychological well-being fall outside the primary scope of this investigation. The selection of examined outcomes reflects both theoretical considerations regarding movement educational goals and practical constraints regarding research feasibility.

Fourth, the cross-sectional research design enables identification of correlations between youth movement participation and various adult outcomes but cannot establish definitive causal relationships. The possibility of selection effects, whereby individuals with certain pre-existing characteristics are more likely both to join youth movements and to make particular life choices, represents an inherent methodological challenge. While the research employs statistical controls for measured background variables, unmeasured factors may contribute to observed associations. Longitudinal research following individuals from adolescence into adulthood would provide stronger evidence regarding causal relationships but falls outside the scope of the current investigation.

Fifth, reliance on self-report measures and retrospective recall of adolescent experiences introduces potential sources of measurement error and bias. Participants' current perspectives and life circumstances may influence their recollections of adolescent participation and their interpretations of movement influence. While the questionnaire was designed to minimize such biases through careful question wording and inclusion of multiple indicators for key constructs, these limitations cannot be entirely eliminated through design features alone.

II. SIZE AND STRUCTURE OF THE DISSERTATION

The dissertation is structured into an introduction, six chapters, a conclusion and totals one hundred sixty-two pages. The main text contains six tables and four figures. The list of references consists of one hundred sixty-six sources in Bulgarian, Hebrew, English and Russian languages. In addition, there are appendices thereto.

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III. DISSERTATION SUMMARY

Introduction

The Introduction establishes the historical and social context for understanding youth as a distinct life stage and the emergence of youth movements as educational frameworks. It traces how technological developments, particularly the invention of the printing press in the fifteenth century, initiated profound changes in knowledge structures and social categories. Elizabeth Eisenstein's analysis demonstrates that printing represented the first invention associated with rights struggles and national claims, creating new concepts of selfhood through the perpetuation of human words. These transformations established foundations for recognizing adolescence as a formative period requiring specialized educational attention.

The Introduction situates the research within broader transformations including the industrial revolution and contemporary technological changes that have fundamentally altered human development and socialization. Neil Postman's characterization of childhood as one of the great inventions of the Renaissance, emerging alongside science, the nation-state, and freedom of religion, provides theoretical grounding for understanding youth as a socially constructed category rather than merely a biological given. This conceptualization enables examination of how institutional frameworks, particularly youth movements, respond to and shape adolescent development.

The Introduction formulates the central research question regarding the impact of youth movements on the functioning of their graduates in Israeli society, focusing on how these nonformal Educational frameworks shape social and personal character. It establishes that the research draws upon central theories in nonformal Education and developmental psychology to examine connections between movement participation during adolescence and subsequent patterns of social involvement, meaningful military service, and civic engagement in adulthood. The research employs a quantitative approach utilizing a structured questionnaire administered to three hundred ten participants aged twenty-five to forty-five, of whom two hundred five graduated from youth movements, examining measures of social involvement, perceptions regarding movement contributions, and characteristics of military and national service.

CHAPTER ONE: Development and Understanding of Adolescence – Historical and Theoretical Perspective

Chapter One provides comprehensive theoretical grounding by examining adolescence as a crucial transition period characterized by significant physiological, cognitive, emotional, and social changes. The chapter traces the historical development of youth as a concept from biblical times through contemporary society, demonstrating that adolescence represents a relatively recent social construction rather than a timeless biological category. The most significant changes in perceptions of adolescence occurred at the beginning of the modern era, parallel to developments in modern science and technology.

The chapter analyzes how the invention of the printing press created knowledge gaps between literate and illiterate populations, establishing conditions for recognizing childhood and youth as distinct life stages. Harold Innis's analysis illuminates how this communication technology changed consciousness, the nature of symbols assisting thinking, and the nature of community, thereby restructuring human interests and granting selfhood as unique individuals. This selfhood led to flourishing of childhood and youth as developmental concepts, a process that required approximately two centuries to unfold fully.

The chapter examines how urbanization and industrialization in nineteenth-century Europe created gaps between economic and political institutions on one hand and family structures on the other, leading to new patterns of youth organization. The historic uniqueness of these organizations manifested in recognizing youth as an independent category rather than incomplete adults controlled by parents, and institutionalizing youth as part of the new global social order. These developments established foundations for youth movements as distinct organizational forms addressing developmental needs during adolescence.

The section on Sociology of Youth Groups analyzes integration processes intended to socialize individuals and adapt them to social systems, examining how peer pressure and social cohesion function within group contexts. It explores concepts of social norms, roles, and basic assumptions underlying education as socialization, including the precedence of society over the individual and the function of individuals primarily through role fulfillment. The chapter critically examines these assumptions, advocating for recognition of individuality and tolerance for diversity within educational frameworks.

CHAPTER ONE FINDINGS

Chapter One establishes that adolescence emerged as a distinct life stage through specific historical, economic, and technological transformations in modern societies. The invention of printing and subsequent social changes created knowledge structures and social categories that enabled recognition of youth as a formative period. Urbanization and industrialization further established conditions for youth organizations to emerge as responses to developmental needs during the transition from childhood to adulthood. The chapter demonstrates that understanding adolescence as a socially constructed category provides essential foundation for examining how educational frameworks, particularly youth movements, address developmental needs and potentially influence long-term trajectories. The analysis of integration, social norms, and roles within youth groups establishes theoretical frameworks for understanding socialization processes that operate through nonformal Educational contexts.

CHAPTER TWO: Nonformal Education – A Complementary Educational Framework

Chapter Two distinguishes nonformal Education from formal schooling and examines its unique contributions to youth development. The chapter establishes that formal education in the twenty-first century operates through compulsory attendance, standardized curricula, hierarchical authority structures, and grading systems that reflect and perpetuate values of modern competitive society. While formal schooling serves essential functions in transmitting knowledge and credentials, it can develop bureaucratic characteristics including routinization and lack of teacher identification with educational purposes.

The chapter analyzes how formal education emphasizes grading systems deriving from free market needs for quantifiable evaluation of abilities, shaping consciousness of social competition and individualism. Choice of study subjects reflects social demands for specialization across increasingly diverse occupational fields, while emphasis on authority and punishment systems reflects societal values. Schools attempt to balance these competitive elements with creation of positive emotional relationships, democratic participation mechanisms, and humane values, though these efforts occur within fundamentally institutional frameworks.

The chapter defines nonformal Education as a lifelong process through which individuals acquire knowledge, skills, abilities, attitudes, and insights from daily exposure to environments. Silverman-Keller argues that informal learning differs fundamentally from institutional schooling in its location, social context, integration of learning methods and goals, and holistic incorporation of cognitive and emotional components. Eisenstadt proposes distinguishing six types of youth frameworks according to their degree of organization and formalization and their relationship to the adult world, with informal associations representing the least structured form.

The chapter examines goals of nonformal Education as shaped by both individual developmental needs and public agendas, creating flexible and dynamic frameworks that shift with social and ideological transformations. This adaptability enables nonformal Education to respond to hitherto ill-addressed needs, desires, and dreams, though it also renders the field difficult to define uniformly. Essential characteristics include voluntary participation, flexibility, diversity, and participant centrality, with freedom of choice serving as an essential element that enhances impact. The chapter analyzes advantages of participation in informal frameworks including acquisition of personal and social skills, sense of belonging, self-expression opportunities, development of various intelligences, and creation of meaningful friendships.

The chapter addresses the social role of nonformal Education as a complementary system preparing young people for adult life and future roles. Research indicates that participation develops interpersonal communication, teamwork, conflict resolution, listening skills, time management, planning and organization, decision-making, and responsibility-taking. Informal frameworks provide meaningful reference groups offering social and emotional support, promote self-expression beyond formal framework constraints, and constitute fertile ground for deep friendships through intensive social interactions. During adolescence, nonformal Education plays critical roles in consolidating personal and social identity, with complex social situations, independent decision-making, and values dilemmas enabling authentic identity development.

CHAPTER TWO FINDINGS

Chapter Two demonstrates that nonformal Education represents a distinct domain with unique characteristics and contributions complementing formal schooling. While

formal education operates through institutional structures emphasizing competition, standardization, and credentialing, nonformal Education functions through voluntary participation, flexible content, peer relationships, and emphasis on process over outcomes. The chapter establishes that high-quality nonformal Educational experiences can enhance social competencies, civic skills, identity development, and meaningful engagement through mechanisms including relationship-building, experiential learning, authentic participation, and connection to meaningful contexts. During adolescence, informal frameworks provide critical opportunities for identity consolidation and development of coping strategies through safe experimentation with roles and responsibilities. These findings establish theoretical foundations for hypothesizing that participation in youth movements during adolescence may influence long-term developmental trajectories through distinctive pedagogical approaches characteristic of nonformal Education.

CHAPTER THREE: Youth Movements as a Central Model for Nonformal Education

Chapter Three focuses specifically on youth movements as primary institutional expressions of nonformal Education, examining their origins, development, and distinctive characteristics. The chapter traces how youth movements emerged in early twentieth-century Europe through expansion of urbanization, industrialization, and compulsory education, which increased the importance of young people as a social category. Organizations such as the British Scout movement founded by Lord Baden Powell and the German Wandervogel established by young Germans and their teacher Gustav Wyneken represented best-known early examples.

The chapter analyzes conditions that created new interests among young people and encouraged youth movement growth. Accelerated urbanization and industrialization created gaps between family and economic and political institutions, while expansion of education gave young people personal resources to cope with rapid social change and technological sophistication. Young people accumulated social power but their official status did not change proportionally, heightening their sense of deprivation and injustice. With increasing democratization, particularly expanded voting rights, gaps developed between young people's political aspirations and available opportunities, giving rise to new concepts of childhood and adolescence.

Hillel Barzel emphasizes that youth movements highlighted the status of youth as decisive factors in shaping humanity's future, with some comparing their emergence to growth of other liberation movements including those of children and women. From the start, movements emphasized the ability of youth to contribute meaningfully to shaping culture, with young people seeking to be bearers of liberation and progress movements that rejected adult generation values and declared power to provide new ones. Chaim Adler provides alternative explanation suggesting that in societies where individualistic values predominate, cohesive youth groups will be less expected than in societies where collectivist values prevail.

The chapter examines unique characteristics of youth movements including organizational structures combining formal hierarchy with structural flexibility. The basic structure based on small age groups led by young counselors enables creation of social systems combining organizational frameworks with autonomy required for personal and group development. Internal codes characterized by systems of symbols, ceremonies, and unique customs strengthen sense of belonging and group identity while creating clear distinctions between members and external environments. The principle of youth leading youth enables young counselors to serve as role models for trainees while themselves developing through guidance processes, creating continuous learning cycles.

The chapter analyzes the informal code components including voluntariness, multidimensionality, symmetry, duality, moratorium, modularity, and pragmatic symbolism. These characteristics create educational environments fundamentally different from formal schooling, fostering acceptance of behavioral norms, variety in behaviors, trial and error within boundaries, behavioral flexibility, and attribution of meaning to symbols. The relationships between counselors and trainees are characterized by egalitarian dialogue fostering mutual learning and development, with counselors serving as guides, leaders, and role models while trainees function as active partners in educational processes.

The chapter examines teaching methods and educational tools employed by youth movements, emphasizing experiential learning and integration of theory with practice. Role-playing, simulations, group discussions, creative activities, and use of physical and natural space through trips, camps, and outdoor activities constitute integral

components of pedagogical approaches. These methods provide opportunities for safe experimentation, immediate feedback, development of independence, and creation of meaningful social connections through intensive shared experiences in challenging field conditions.

The chapter analyzes the influence of youth movements on adolescent development across multiple dimensions. Psychologically, movements provide unique developmental space enabling experience of varied roles and social situations while receiving appropriate support and guidance. Successful experiences strengthen self-efficacy and belief in capabilities while developing psychological resilience through learning to cope with failure. Intensive social interactions develop emotional intelligence, empathy, and interpersonal communication skills through guidance and mentoring within peer groups.

The chapter examines contributions to shaping personal and social identity, with movements providing safe social laboratories for experimenting with emerging identities while balancing personal autonomy with group belonging. Identity formation occurs on personal levels through diverse experiences and meaningful interactions, and on social levels through learning to define oneself in relation to groups and values while developing sense of belonging and commitment. Identification with movement values and goals provides solid value systems and ideological frameworks anchoring identity searches, with exposure to young leadership models contributing to positive self-images and sense of capability.

The chapter analyzes socialization processes, with movements functioning as significant agents complementing and sometimes competing with family and school influences. The unique social framework provides ideal context for developing interpersonal skills and learning social norms and roles through experiential learning and peer group interaction. The flexible hierarchical structure allowing gradual transition from member to counselor provides unique opportunities for social learning and developing responsibility. Experience guiding youth groups constitutes significant juncture in social development, while group tasks requiring coordination, negotiation, and joint decision-making develop complex social abilities shaping perceptions of interpersonal relationships and group work.

CHAPTER THREE FINDINGS

Chapter Three establishes that Israeli youth movements represent distinctive forms of nonformal Education characterized by voluntary participation, peer leadership, experiential learning, and integration of ideological frameworks with practical activities. The movements developed unique organizational structures combining formal elements with flexibility, internal codes creating strong group identities, and pedagogical approaches emphasizing youth leading youth. These characteristics create educational environments fundamentally different from both formal schooling and family contexts. The chapter demonstrates that movements function as agents of socialization attempting to transmit specific values, norms, and behavioral orientations during formative adolescent years. The analysis of movement influences on psychological development, identity formation, and socialization processes establishes theoretical foundations for expecting that participation may influence adult life trajectories in domains aligned with movement educational goals and ideological emphases, particularly military service, residential choices, and civic engagement.

CHAPTER FOUR: Youth Movements in Israel

The significant changes in Israeli society since the 1970s have had a significant impact on youth movements. According to research by Haim Adler, during this period, about twenty percent of young people belonged to youth movements, with only twenty percent of them reaching fulfillment in kibbutzim¹The 1980s brought with them a significant crisis in youth movements, as the movements were required to seek a new way to shape the image of the new Israeli in the Land of Israel².

In the 1990s and the first decade of the twenty-first century, the realization matured that the goals of youth movements' fulfillment deserved to be re-examined. The influence of youth movements was joined by new goals such as: community action, community

. Adler, H. (1962). Youth Movements, p. 178¹

. Even, N. (2014). Educate for values, not forms, p. 12²

activity on issues of education and welfare ³Sociologist Oz Almog . describes the change in the concept of fulfillment: "The word meaning fulfillment was a kind of common code that expressed both the idealistic commitment and the emotional satisfaction of fulfilling the mission. In the mission, there is a hybrid between the fulfillment of a dream, an ideal, and self-fulfillment, and it expressed the fusion of the public domain with the private domain ⁴ . "

The period that began in the 1970s also brought with it structural changes in youth movements. Many of the movements were required to deal with a decline in the number of participants, changes in the perception of fulfillment, and the need to adapt their activities to a changing social reality ⁵Despite the challenges, . youth movements continued to constitute a significant educational framework, while adapting their methods of operation and goals to the changing reality ⁶.

Unique characteristics of Israeli youth movements

The connection to the formal education system

Youth movements in Israel have developed a complex and unique relationship with the formal education system. Coleman argued that while school imparts knowledge and skills, it cannot be the sole or central agent of socialization in society, since it lacks opportunities to experience the wide variety of relationship types that exist in adult society ⁷Youth movements, on the other hand, have allowed for .

. Ibid., p. 14³

Almog, E. (1997). The Sabra - Portrait, p. 110⁴

. Even, N. (2016). Youth Movements Council, p. 89⁵

Paz, S. (2017). Fulfillment in Youth Movements, p. 382⁶

Coleman, G. (1974). Informal Education, p. 123⁷

experimentation in situations where participants are required to manage their own affairs independently ⁸.

The adolescent's experience in informal social systems requires him to develop ways of coping in a variety of areas that the formal framework does not allow him to do by its very nature ⁹Group activity, which is a basic and essential component of informal education, is one of the main points of attraction for the young participant ¹⁰In contrast to the formal education system, youth movements are characterized by greater flexibility in terms of activity times, group composition, and organizational structure ¹¹.

Organizational structure and educational activities

Youth movements in Israel have developed a unique organizational structure that combines an orderly hierarchy with maximum flexibility. The organizational structure included a layer of young guides, who were themselves adult trainees, which created an educational model of "youth educating youth" ¹²The movements have developed a unique internal code whose main characteristics are: voluntariness - free choice in all matters concerning joining the framework; symmetry - reciprocal contact based on equal relations; broad area of permission for experimentation and moratorium - a and ¹³ becoming.

Educational activity in youth movements was based on multidimensional activity - a space of activities and skills of equal

. Ibid., p. 125⁸

Kahane, R. (1983). Youth and the Informal Code, p. 178⁹

Adler, H. (1962). Youth Movements in Israel, p. 234¹⁰

Barzel, H. (1963). Education and Movement, p. 289¹¹

Kahane, R. (1983). Youth and the Informal Code, p. 198¹²

. Ibid., p. 201¹³

value ¹⁴Each movement developed its own training methods and educational tools, but what they all had in common was the emphasis on experiential and active learning. The educational methods included activities, trips, summer camps, seminars and instructor training, all of which were designed to promote the goals of the movement and develop the personality of the trainee ¹⁵.

The role of fulfillment in Israeli youth movements

The development of the idea of fulfillment

The concept of "fulfillment," due to its central role in every youth movement, was a central movement goal and the focus on it was the movement's guiding principle in all activities with the adult members ¹⁶Holdheim defined self-fulfillment as "fulfilling what you think is right and desirable, rising up against injustice, working for yourself and not preaching ¹⁷. "

In the 1930s, with the consolidation of youth movements in the Jewish settlement in Palestine, the need arose to define the educational goals and objectives that would be set before the adult trainees. During this period, which was the time of the struggle to establish the State of Israel, graduates of the youth movements went to kibbutzim for training, joined the Palmach, established new kibbutzim and fought in the War of Independence ¹⁸The ideal and ultimate fulfillment of the Zionist ethos, according to the concepts of

. Adler, H. (1962). Youth Movements in Israel, p. 267¹⁴

. Barzel, H. (1963). Education and Movement, p. 312¹⁵

. Even, N. (2016). Educate for values and not for forms, Youth Movements Council, p. 34¹⁶

. Holdheim, J. (1943). Fulfillment in Youth Movements, p. 56 ¹⁷

Even, N. (2014). Youth Movements in Israel, p. 89¹⁸

the pioneer movements, was settlement on a kibbutz, at least until the 1980s ¹⁹.

The challenges of fulfillment in contemporary society

In the 1990s and the first decade of the twenty-first century, the realization matured that the fulfillment goals of youth movements deserved to be reexamined ²⁰The changes in Israeli society, and in particular the transition from a collectivist to a more individualistic society, posed new challenges to the traditional concept of fulfillment ²¹.

According to Adler's research, at the beginning of the twenty-first century, about twenty percent of youth belonged to youth movements, but only a small portion of them reached a life of fulfillment in its traditional sense ²²As a result, the concept of fulfillment changed and was joined by new goals such as: community action, community activity on issues of education and welfare, and social involvement ²³.

The transformations in the concept of fulfillment reflect the profound changes in Israeli society and the need for youth movements to adapt to a changing reality. The main challenge is to preserve the traditional values of social commitment and collective responsibility, while adapting them to a contemporary world that emphasizes the importance of self-realization and personal autonomy ²⁴.

Shaul Paz (2017). Fulfillment in Youth Movements, p. 377¹⁹
. Even, N. (2014). Educate for values, not forms, p. 12²⁰
. Shaul Paz (2017). Fulfillment in Youth Movements, p. 385²¹
. Adler, H. (2001). Youth Movements in the 21st Century, p. 234²²
. Even, N. (2016). Youth Movements Council, p. 167²³
. Ibid., p. 170²⁴

CHAPTER FIVE: Research Methodology

Chapter Four describes the research design, data collection procedures, and analytical methods employed in the empirical investigation. The chapter establishes the rationale for selecting a quantitative comparative survey design as appropriate for examining research questions regarding youth movement influence on adult outcomes. While qualitative approaches might provide richer understanding of individual experiences and meaning-making processes, the research objectives require systematic comparison across relatively large samples to identify patterns and test specific hypotheses about group differences.

The chapter describes development and validation of the research questionnaire, including pilot testing procedures and refinement based on feedback. The questionnaire incorporates multiple sections assessing demographic and background variables, youth movement participation characteristics, military service experiences, current residential location and housing history, civic engagement behaviors, and values and attitudes. The questionnaire validation drew upon a doctoral dissertation by Hadas Gruner examining -nonformal Educational codes, which provided established frameworks for measuring perceptions regarding youth movement contributions and benefits.

The chapter details sampling procedures and participant recruitment, explaining how the sample of three hundred ten adults aged twenty-five to forty-five was recruited through a professional research panel. The sample includes two hundred five individuals who participated in youth movements during adolescence and one hundred five who did not participate, enabling comparative analysis. The chapter describes characteristics of the final sample including distributions of demographic variables, with sixty-nine percent women, most participants secular though including traditional, religious, and ultra-Orthodox respondents, sixty-two percent having completed academic education, seventy-four percent employed, eighty-six percent native-born Israelis, and sixty-eight percent married.

The chapter presents research questions guiding the investigation, specifically whether membership in youth movements led to meaningful military or national service, and what is expected of movement graduates regarding their actions and contributions to society. The research hypothesis posits that the special structure of youth movements makes them bodies involved in -informal complementary education, that movements

are built with -informal codes ensuring better values education, and that inasmuch as movements inculcate social and societal values, graduates are expected to implement what they absorbed. Therefore the hypothesis predicts that movement graduates find greater fulfillment in military service, residential choices, and community roles than non-graduates.

The chapter describes data analysis procedures employing statistical techniques including descriptive statistics, independent samples t-tests, analysis of variance, and Pearson correlation coefficients to test research hypotheses. The analyses examine both overall differences between movement participants and non-participants, and variations within the participant group according to factors including age of participation, duration of participation, roles held during adolescence, and reasons for joining movements. The methodological approach enables systematic testing of hypotheses regarding youth movement influence while acknowledging inherent limitations including inability to establish definitive causal relationships through cross-sectional design.

CHAPTER FIVE FINDINGS

Chapter Four establishes a rigorous methodological approach for investigating youth movement influence on adult outcomes through quantitative comparative analysis of a substantial sample. The questionnaire development drawing upon validated measures ensures reliability in assessing key constructs including perceptions of movement contributions, social involvement orientations, and civic engagement behaviors. The sampling procedures yielding adequate numbers of both movement participants and non-participants enable systematic comparative analysis while demographic diversity within the sample supports examination of variations across subgroups. The research design, measurement instruments, and analytical procedures provide appropriate frameworks for addressing research questions while acknowledging methodological limitations including reliance on self-report measures, cross-sectional design precluding definitive causal inferences, and potential selection effects whereby individuals choosing to participate in movements may differ systematically from non-participants in ways independent of movement influence.

CHAPTER SIX: findings

To examine the relationship between participation in a youth movement and meaningful service (military/national), a chi-square analysis for independence was

conducted. In accordance with the research hypothesis, a statistically significant relationship was found between movement participation and meaningful service ($\chi^2(1, N = 310) = 9.47, p = .002$). Table 2 indicates that among respondents who participated in a youth movement, the proportion who chose meaningful service was significantly higher than among those who did not. In contrast, among those who did not participate in a youth movement, the proportion of those who chose meaningful service was not significantly greater compared to those who did not.

Table 1

Frequency and Relative Frequency of Youth Movement Participation as a Function of Significant Military/National Service

	Significant Military/ National Service	No Significant Military/National Service
Participation in Youth Movement	154 (75.1)	51 (24.9)
No Participation in Youth Movement	61 (58.1)	44 (41.9)

In addition, to examine the distribution of motivations for significant military/national service, a descriptive statistical analysis was conducted. Its findings indicated that the majority of participants (42.58%) reported that family education was their primary motivation for providing significant service. Additionally, 23.23% claimed that education and guidance in the youth movement was what prompted their significant service. Furthermore, 21.29% reported that school education influenced their choice of this service, while 17.42% reported no special motivation for this service.

In addition, to examine the distribution of participants' responses regarding youth movement activities, descriptive statistical analyses were conducted for each of the five statements, as shown in Graph 1. The graph indicates that the statement "The youth movement clubhouse is a fun, enjoyable place for participants" elicited the

highest proportion of participants who strongly agreed. Also, regarding the statement “The youth movement offers various activities, allowing participants to succeed in their areas of strength,” a relatively high percentage (27.8%) of participants reported moderate agreement. In contrast, the percentages for the other statements were lower. See Table 3 for a detailed distribution of participants’ responses and Graph 1 for illustration.

Table 2

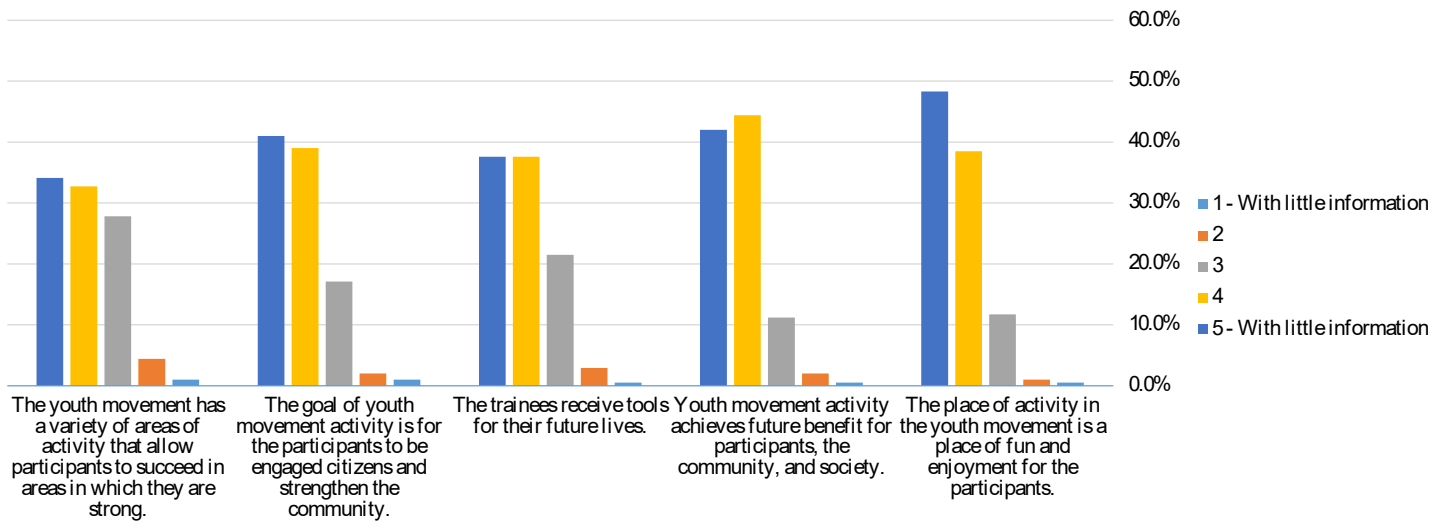
**Distribution of Participants’ Agreement Level
Regarding Statements about Youth Movement Activity**

	1 – Slight Agreement	2	3	4	5 – Strong Agreement
1. The youth movement clubhouse is a fun, enjoyable place for participants.	0.5%	1.0%	11.7%	38.5%	48.3%
2. Participation in a youth movement ultimately benefits participants, the community, and society.	0.5%	2.0%	11.2%	44.4%	42.0%
3. Participants receive tools for their future lives.	0.5%	2.9%	21.5%	37.6%	37.6%

	1 – Slight Agreement	2	3	4	5 – Strong Agreement
4. The goal of youth group activity is for participants to become involved citizens and strengthen the community.	1.0%	2.0%	17.1%	39.0%	41.0%
5. The youth movement offers a variety of activities, allowing members to succeed in their areas of strength.	1.0%	4.4%	27.8%	32.7%	34.1%

Graph 1

Levels of Agreement



With Statements regarding Youth Movement Activity

To examine whether there are differences in participants' average agreement with statements regarding youth movement activity across the latest period in which they participated in youth movement activity (elementary/middle school/high school), a series of 5 one-way ANOVAs was conducted. The findings of the analyses indicated significant differences in participants' agreement with four out of five statements as a function of the latest period of participation in the youth movement. See Table 4 for detailed findings.

Table 3

Analysis of Variance Examining Differences in Agreement with Statements according to the Latest Period of Activity in the Youth Movement

Statements	Latest Period in Youth Movement			F(2,202)	p
	Elementary n = 46	Middle School n = 68	High School n = 91		
	M (SD)				
1. The youth movement clubhouse is a fun, enjoyable place for participants.	4.20 (0.78)	4.25 (0.85)	4.46 (0.66)	2.50	.084
2. Participation in a youth movement ultimately benefits participants, the community, and society.	4.20 (0.81)	4.04 (0.80)	4.44 (0.69)	5.54	.005
3. Participants receive tools for their future lives.	3.96 (0.87)	3.91 (0.91)	4.29 (0.79)	4.47	.013
4. The goal of youth group activity is for participants to become involved	4.00 (0.82)	4.04 (0.97)	4.35 (0.74)	3.86	.023

Statements	Latest Period in Youth Movement				
citizens and strengthen the community.					
5. The youth movement offers a variety of activities, allowing members to succeed in their areas of strength.	3.74 (0.95)	3.82 (1.01)	4.14 (0.85)	3.78	.024
6. Overall average of statements	4.02 (0.73)	4.01 (0.69)	4.34 (0.60)	6.00	.003

Table 4 shows that except for the statement “The youth movement clubhouse is a fun, enjoyable place for participants,” all other statements showed statistically significant differences according to the latest period. Follow-up analyses conducted to examine the source of differences, which included Bonferroni correction, indicated that agreement with the statements “Participation in a youth movement ultimately benefits participants, the community, and society” ($p = .004$) and “Participants receive tools for their future lives” ($p = .020$) was higher among participants who left the youth movement in high school compared to those who left in middle school. No additional statistically significant differences were found between the groups for these statements. Furthermore, when performing follow-up analyses with Bonferroni correction for the statements “The goal of youth group activity is for participants to become involved citizens and strengthen the community” and “The youth movement offers a variety of activities, allowing members to succeed in their areas of strength,” no statistically significant differences were found between any of the periods: elementary, middle school, and high school. In addition, follow-up analyses

conducted on the overall average of statements indicated that participants who left the youth movement in high school reported higher overall agreement compared to those who left in elementary school ($p = .024$) and middle school ($p = .008$).

Moreover, to examine whether there's a statistically significant relationship between agreement with statements regarding youth movement activity and total years of participation in a youth movement, a series of Pearson correlations. were conducted. The findings revealed statistically significant positive correlations of weak to moderate strength between all statements and total years of participation. That is, the more years of participation, the greater the agreement with the statements. See Table 5 for detailed findings.

Table 4

Pearson Correlations Examining the Relationship between Statements regarding Youth Movement Activity and Total Years of Participation in the Movement

	rp (n = 205)	p
1. The youth movement clubhouse is a fun, enjoyable place for participants.	.24	<.001
2. Participation in a youth movement ultimately benefits participants, the community, and society.	.28	<.001
3. Participants receive tools for their future lives.	.22	.001
4. The goal of youth group activity is for participants to become involved citizens and strengthen the community.	.21	.003

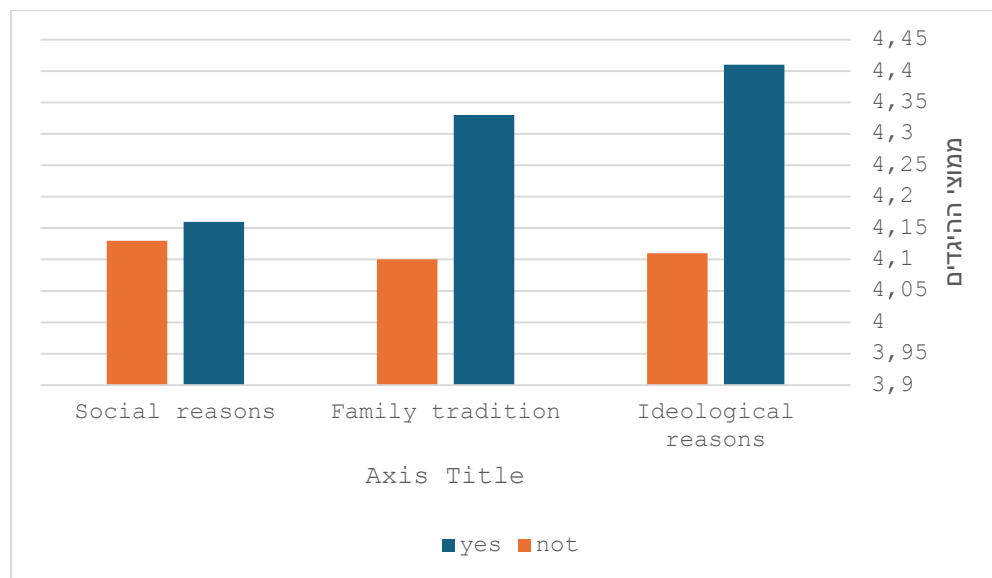
	rp (n = 205)	p
5. The youth movement offers a variety of activities, allowing members to succeed in their areas of strength.	.18	.008
6. Overall average of statements	.28	<.001

To examine whether the participant's current residence is due to ideals imparted in the past, such that there's a difference between participants in youth movements and non-participants, a t-test for independent samples was conducted. The findings of the analysis indicated a statistically significant difference with strong effect size $t(308) = 2.81, p = .005, \text{Cohen's } d = 1.35$, according to which participants in youth movements ($M = 2.91, SD = 1.35$) tend to reside where they do due to ideals imparted in the past, compared to non-participants ($M = 2.46, SD = 1.36$).

Additionally to examine whether there's a difference in agreement with the average of statements according to the reason for participation in the youth movement, a series of four t-tests for independent samples were conducted. The findings of the analyses indicated statistically significant differences in agreement with the average of statements due to ideological reasons ($t(203) = 2.47, p = .014, \text{Cohen's } d = 0.67$) and for reasons of family tradition ($t(203) = 2.25, p = .026, \text{Cohen's } d = 0.67$) but not for social reasons ($t(42) = 0.23, p = .817, \text{Cohen's } d = 0.68$). That is, those who participated in youth movements for ideological reasons ($M = 4.41, SD = 0.62, n = 35$) rated their agreement with the statements as greater compared to those who didn't participate for ideological reasons ($M = 4.11, SD = 0.68, n = 170$). Similarly, those who participated in the movement due to family tradition ($M = 4.33, SD = 0.59, n = 54$) reported greater agreement than those who didn't ($M = 4.10, SD = 0.69, n = 151$). In contrast, no differences were found between those who participated for social reasons ($M = 4.16, SD = 0.65, n = 171$) and those who didn't ($M = 4.13, SD = 0.81, n = 34$). See Graph 2.

Graph 2

Agreement with the Average of Statements according to Reasons for Participation in the Youth Movement



Furthermore, to examine the relationship between one's role in the youth movement (participant or counselor/leader) and agreement with the average of statements, an independent samples t-test was conducted. It was found that participants who played a more significant role in the youth movement (counselor or leader) ($M = 4.36$, $SD = 0.66$, $n = 80$) agreed more with the average of statements than those who didn't play such a role ($M = 4.01$, $SD = 0.65$, $n = 123$), $t(201) = 3.75$, $p < .001$, Cohen's $d = 0.65$.

Moreover, a marginally statistically significant relationship was found between one's role in the youth movement and meaningful military/national service ($\chi^2(1, N = 203) = 3.18$, $p = .075$). In Table 6, we see a difference in the proportion of those who served in meaningful military/national service relative to those who didn't, between rank-and-file participants in the youth movement versus counselors or leaders. That is, counselors or leaders were slightly more likely to perform meaningful military/national service than mere participants.

Table 6

**Frequency and Relative Frequency of Meaningful Military/National
Service
as a Function of Role in Youth Movement**

	Meaningful Military/National Service	No Meaningful Military/National Service
Participant	88 (71.5)	35 (28.5)
Counselor or Leader	66 (82.5)	14 (17.5)

Additionally, to examine the hypothesis that youth movement participants would differ from non-participants in their degree of agreement with the claim that their place of residence stemmed from ideals imparted in the past, an independent samples t-test was conducted. As hypothesized, participants ($M = 2.91$, $SD = 1.35$, $n = 205$) reported significantly greater agreement than non-participants ($M = 2.46$, $SD = 1.36$, $n = 105$) with the claim that their place of residence stemmed from ideals received in the past, $t(308) = 2.81$, $p = .005$, Cohen's $d = 1.35$.

Furthermore, to examine whether genders differed in their degree of agreement with the average of statements, an independent samples t-test was conducted. No statistically significant difference was found between males ($M = 4.19$, $SD = 0.71$, $n = 49$) and females ($M = 4.15$, $SD = 0.67$, $n = 156$) in agreement with the average of statements, $t(203) = 0.40$, $p = .689$, Cohen's $d = 0.68$.

Moreover, to examine whether youth movement participants differed in their agreement with the average of statements as a function of their level of religiosity in high school, a contrast analysis was conducted comparing secular respondents with traditional and religious ones. The findings indicated no significant differences in

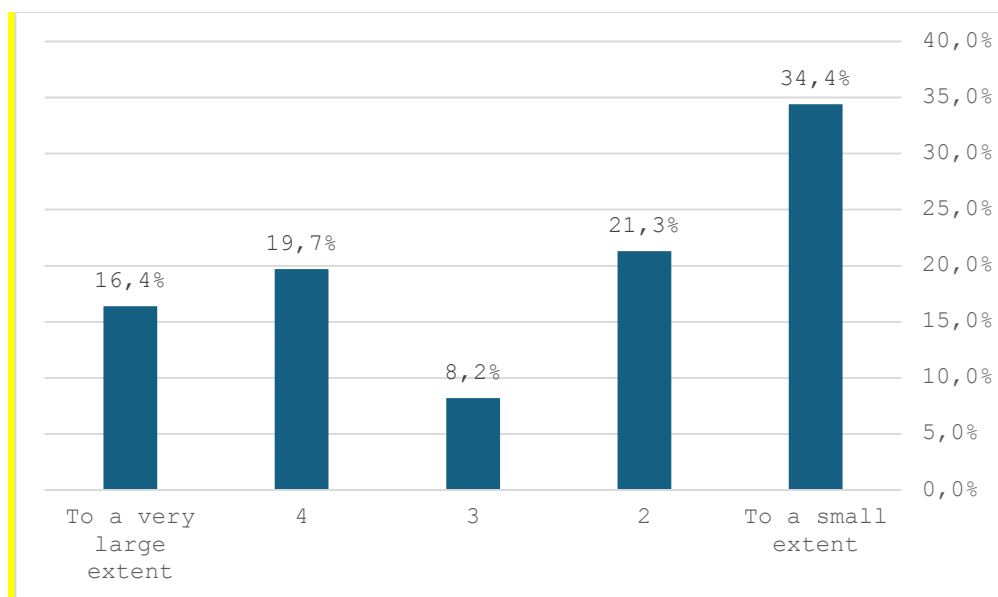
agreement with the average of statements between secular ($M = 4.21$, $SD = 0.73$, $n = 110$), traditional ($M = 4.22$, $SD = 0.57$, $n = 32$), and religious respondents ($M = 4.05$, $SD = 0.59$, $n = 46$), $t(201) = 0.77$, $p = .442$, $\eta^2 = .02$.

In addition, among those who didn't participate in youth movements and underwent meaningful military/national service, what is the distribution of their agreement with the claim that said service came resulted from educational guidance they received on the subject? To answer this question, a descriptive statistical analysis was conducted.

Graph 3 indicates that the distribution of agreement skewed right. That is, most respondents expressed slight-to-moderate agreement with this claim, while fewer expressed strong agreement.

Graph 3

Distribution of Participants' Agreement with the Claim That Military/National Service Resulted from Educational Guidance

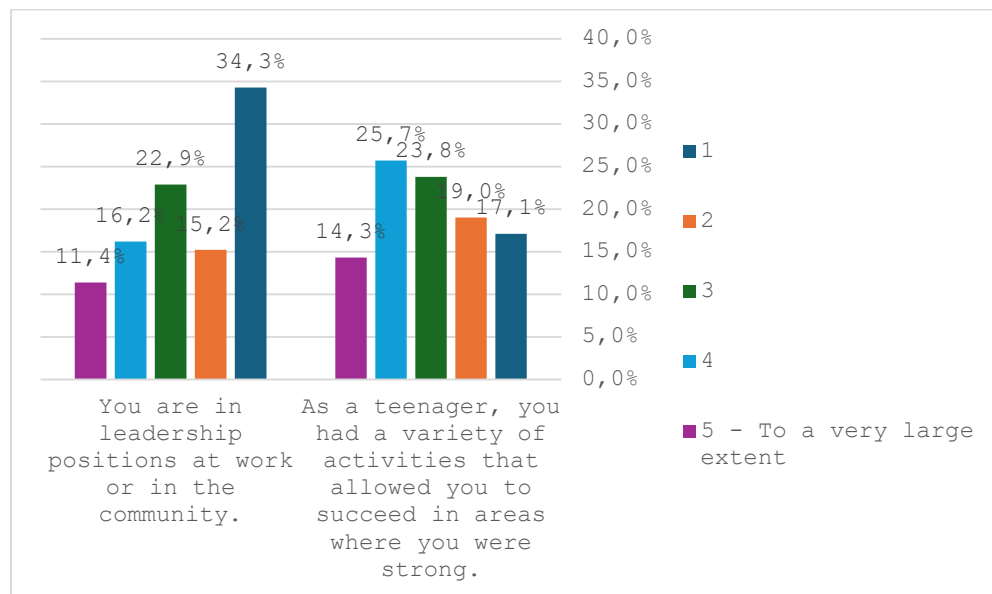


Finally, as for those who didn't participate in youth movements, to determine the distribution of their agreement with the claims "In your teens, a variety of activities was available, enabling you to succeed in your areas of strength" and "You serve in command/leadership roles in your work or community today," two descriptive statistical analyses were conducted. Graph 4 shows that the distribution of the

degree of agreement with the first statement was relatively uniform, with a general tendency toward agreement. In contrast, from the distribution of degree of agreement with the second statement, it appears that the degree of agreement was lower.

Graph 4

Distribution of Degree of Agreement with the Statements



The findings presented in this study provide a comprehensive picture of the impact of youth movements on their graduates. The statistical analyses point to several significant trends: First, a significant positive correlation was found between participation in a youth movement and meaningful military/national service. Second,

the results show that the duration of participation and counseling roles increase the positive impact on participants' development.

Particularly interesting is the significant difference between youth movement participants and non-participants regarding residence based on ideological considerations. Value-based education in youth movements appears to have a long-term impact on significant decision-making in adult life.

The analysis also shows that the positive influence of youth movements is independent of gender or religious background, indicating the universality of these organizations' educational impact. However, the strength of that impact varied significantly with the age of joining the movement and the duration of participation.

The research findings indicate the importance of the initial motivation to join the youth movement, with ideological motives and family tradition found to be significant predictors of greater social involvement in adulthood. These results strengthen the understanding that the effectiveness of education in youth movements is related not only to the duration of exposure but also to the quality of participants' motivation and involvement.

Finally, the comparative analysis of youth movement graduates versus non-graduates points to significant gaps in leadership and community involvement, with graduates showing a higher tendency to take on leadership roles as adults.

CHAPTER SEVEN: Discussion and Conclusions

Chapter seven presents and interprets the empirical findings from the quantitative survey research, organized around investigation of relationships between youth movement participation and adult outcomes in military service, residential choices, and civic engagement. The chapter begins with analysis of military service findings, revealing significant differences between youth movement graduates and non-participants. The survey found a significant relationship between participation in youth movements and meaningful military or national service, with seventy-five percent of movement graduates performing meaningful service compared to fifty-eight percent among non-graduates.

The chapter examines motives for meaningful service, finding that while family education represented the most common motive cited by forty-three percent of respondents, twenty-three percent traced their decision to education and guidance in youth movements. This corresponds with identity formation processes during adolescence, whereby individuals seek information about themselves and their environment to make important life choices. The research examined graduates' agreement with statements regarding youth movements, finding high percentages expressing agreement that movement clubhouses are enjoyable places, that movements ultimately benefit participants and society, that members receive tools for future lives, that movements aim to produce involved citizens, and that movements offer variety allowing members to succeed in their areas of strength.

The chapter analyzes the correlation between age of participation in youth movements and agreement with these statements, finding significant differences as a function of the latest period of participation. Those who participated through high school years agreed more strongly with statements than those who participated only during elementary or middle school, though agreement regarding enjoyment was not dependent on age of participation. Statistical analysis revealed positive correlations between total years of participation and agreement with all statements, indicating that longer participation associated with greater perceived benefits.

The chapter examines the correlation between idealistic choice of residence and participation in youth movements, finding that participants reported statistically significantly greater agreement than non-participants with the claim that their

residential choices stemmed from ideals imparted in the past. Analysis of reasons for participation revealed that those who participated for ideological reasons or family tradition agreed more strongly with statements regarding movement contributions than those who participated for non-ideological or non-traditional reasons, while no differences emerged between those participating for social reasons versus other reasons.

The chapter analyzes whether roles held in youth movements affected results, finding that participants with more meaningful roles as counselors or communal leaders reported greater agreement with statements regarding movement contributions than others. Similarly, those with meaningful roles showed greater likelihood of performing meaningful military or national service. For non-participants in youth movements, analysis examined their agreement with claims that as teenagers they were active in various areas allowing success in areas of strength, and that they currently serve in command or leadership roles, finding relatively uniform distribution with general tendency toward agreement for the first statement but lower agreement for the second.

The chapter interprets these findings within broader theoretical frameworks, drawing upon Albert Bandura's analysis that learning and human development are embedded in different social contexts, and personality research demonstrating that environment shapes individuals. The findings support the hypothesis that participants in youth movements receive high-quality content affecting their futures, with movements serving as educational frameworks fostering personal development. The chapter situates results within understanding of nonformal Education as an important tool through which young people are trained to make commitments and take on adult roles, functioning through voluntary participation, multi-dimensional activity, structural dualism, and minimal adult intervention.

The chapter examines how despite functioning as relatively autonomous frameworks, youth movements inspire commitment to national missions, with this commitment and its implementation explaining movements' charisma and appeal. The influence of movements stems from their multiple functions as agents of transition from childhood to adulthood, supporters of nation-building, gateways to senior positions, and means for building egalitarian democratic society. The chapter concludes that in the postmodern world, informal organizations and cultures are conducive to meaningful

civil societies, with voluntary informal activity outside institutionalized organizations supporting growth of democratic regimes and modern economies.

CHAPTER SEVEN FINDINGS

Chapter seven demonstrates through empirical analysis that youth movement participation during adolescence predicts significant differences in adult outcomes across military service, residential choices, and civic engagement domains. Movement participants show substantially higher rates of meaningful military and national service, greater likelihood of choosing residential locations influenced by idealistic considerations, and elevated agreement with statements regarding movement contributions and benefits. These patterns persist across various measures and show dose-response relationships with participation characteristics including duration, timing, and roles held during adolescence. The findings support the argument that youth movements function as effective agents of socialization that successfully transmit values and behavioral orientations during formative years, with these influences persisting into established adulthood. The results validate theoretical expectations regarding nonformal Education's potential for lasting developmental impact when operating through voluntary participation, experiential learning, peer leadership, and integration of ideological frameworks with practical activities.

CHAPTER EIGHT: Summary of Research Results

Chapter eight synthesizes research findings and examines their implications for understanding youth movement influence and nonformal Education more broadly. The chapter reviews specific statistical findings across the domains investigated, presenting ten key results from the empirical analysis. First, a significant statistical correlation was found between participation in youth movements and meaningful military or national service, with movement graduates showing significantly higher proportions opting for meaningful service compared to non-graduates. Second, analysis of motives for meaningful service revealed that while family education represented the most common factor, nearly one-quarter of respondents attributed their decisions to education and guidance in youth movements.

Third, overall average agreement with five statements regarding youth movement contributions indicated significant agreement among participants. Fourth, statistical analysis revealed significant differences in agreement with four of five statements as a

function of latest period of participation, with later participation associated with stronger agreement though enjoyment was independent of age. Fifth, statistically significant positive correlations emerged between agreement with all statements and total years of participation in youth movements.

Sixth, examination of correlation between idealistic choice of residence and participation revealed that movement participants reported statistically significantly greater agreement than non-participants that their residential choices stemmed from ideals imparted in the past. Seventh, analysis of reasons for participation found statistically significant differences in agreement with statements due to ideology and family tradition but not social reasons, with ideological participants and those from movement families showing stronger agreement. Eighth, participants with more meaningful roles as counselors or leaders reported greater agreement with statements than others.

Ninth, analysis of correlation between roles in movements and military service revealed that those with meaningful roles showed greater likelihood of performing meaningful service. Tenth, for non-participants, analysis of their activity in various areas and current leadership roles found relatively uniform distribution for teenage activity but lower agreement regarding current leadership positions.

The chapter interprets these findings within theoretical frameworks emphasizing the significant role of youth movements as meaningful socialization agents in Israeli society and their contribution to developing leadership and social involvement. The results indicate the need to strengthen the status of youth movements in the nonformal Education system and develop programs to expand their influence on additional populations. The chapter examines practical implications including raising awareness of youth movement importance, creating interfaces between formal and nonformal Education to transfer effective practices, increasing budgeting for movement infrastructure and construction, establishing movements in marginalized neighborhoods to reduce dropout and crime rates, and providing benefits for movement graduates in academic admissions related to social sciences.

CHAPTER EIGHT FINDINGS

Chapter eight establishes through comprehensive synthesis that the empirical findings support the central research argument regarding youth movement influence on adult life

trajectories. The statistical analyses demonstrate consistent patterns across multiple measures and domains, with movement participation predicting meaningful military service, idealistic residential choices, and elevated perceptions of movement contributions and social benefits. These patterns show appropriate dose-response relationships with participation characteristics and remain significant when examining variations across subgroups. The findings validate theoretical expectations that nonformal Educational frameworks operating through distinctive pedagogical approaches can produce lasting developmental outcomes extending well beyond the period of active participation. The results carry significant implications for educational policy and practice, supporting investment in youth movement infrastructure and programming while suggesting specific mechanisms including duration of participation, meaningful roles, ideological foundations, and family support that enhance movement influence on participants' development and subsequent life choices.

CONCLUSION

The Conclusion synthesizes the dissertation's contributions to understanding nonformal Education and youth movement influence on adult development. The research establishes empirical evidence that participation in Israeli youth movements during adolescence exerts measurable long-term influences on adult life trajectories in domains of military service, residential choices, and civic engagement. These findings advance theoretical knowledge regarding the conditions under which adolescent socialization experiences influence adult outcomes, demonstrating that voluntary educational frameworks operating outside formal schooling can produce significant developmental impacts when they combine coherent value frameworks, sustained participation opportunities, experiential pedagogies, peer leadership, and connection between educational content and meaningful action.

The Conclusion emphasizes that the research addresses a significant gap in the literature by extending examination of youth movement impact beyond adolescence into established adulthood. Previous studies typically focused on immediate or short-term effects during or shortly after participation, while this investigation demonstrates that movement influence persists across decades into established adult life. The findings support the argument that youth movements function as effective agents of socialization that successfully transmit particular values, norms, and behavioral orientations through

their distinctive pedagogical approaches, with participants internalizing movement values and orienting subsequent life choices accordingly.

The Conclusion acknowledges important limitations including focus on the Israeli context with its unique characteristics, cross-sectional research design precluding definitive causal inferences, examination of selected outcome domains rather than comprehensive life trajectories, and reliance on self-report measures subject to retrospective bias. Future research should address these limitations through longitudinal studies tracking individuals from adolescence into adulthood, cross-national comparisons examining youth movements in diverse contexts, qualitative investigations of meaning-making processes, and examination of additional developmental outcomes including occupational trajectories, family patterns, and psychological well-being.

The Conclusion establishes practical implications for educational policy and program development, providing evidence supporting public investment in youth movement infrastructure and programming. The findings suggest that movements can yield measurable long-term benefits for participants and potentially for society more broadly through enhanced civic engagement and social responsibility. The research offers guidance for program development, indicating that effective nonformal Education combines ideological coherence, sustained participation opportunities, experiential learning methodologies, peer leadership structures, and integration of values with meaningful action. These insights can inform efforts to strengthen existing movements and develop new nonformal Educational frameworks addressing contemporary youth developmental needs.

IV. DISSERTATION CONTRIBUTIONS

The dissertation makes six primary contributions to scholarly knowledge and educational practice in the fields of nonformal Education, developmental psychology, and youth development:

1. Empirical Evidence of Long-Term Youth Movement Influence on Adult Trajectories

This research provides comprehensive empirical examination of long-term youth movement influence extending into established adulthood in the Israeli context. While

previous studies examined movement impact during adolescence or immediately following participation, this dissertation demonstrates that educational influences persist across decades into adult life. The research establishes quantitative evidence that youth movement participation during adolescence predicts adult outcomes across multiple life domains including military service patterns, residential location choices, and civic engagement behaviors. This multi-domain approach demonstrates that movement influence operates as a coherent pattern of value transmission and identity formation rather than isolated effects in specific areas, advancing understanding of how nonformal Educational frameworks contribute to comprehensive developmental outcomes.

2. Theoretical Framework Integrating Historical, Sociological, and Psychological Perspectives

The dissertation advances theoretical understanding of mechanisms through which adolescent socialization experiences influence adult development by integrating historical analysis of adolescence as a social category, sociological perspectives on youth movements as agents of socialization, and psychological theories of identity formation and social learning. This comprehensive conceptual framework provides systematic foundation for understanding youth movement influence through processes of value internalization, identity consolidation, social network development, and cultivation of behavioral dispositions during formative years. The integration of multiple disciplinary perspectives offers robust theoretical grounding that extends beyond single-discipline approaches typical in prior research.

3. Methodological Contribution to Assessing Nonformal Education Impact

The research contributes methodologically by developing and validating measurement instruments for assessing youth movement participation characteristics and long-term developmental outcomes. The questionnaire integrates validated scales from previous research with newly developed items addressing specific aspects of movement influence, providing tools that can be adapted for future research on nonformal Education impact in diverse contexts. The comparative research design examining both overall differences between movement participants and non-participants and variations within the participant group according to intensity, duration, and roles held

demonstrates appropriate statistical techniques for examining long-term socialization effects while controlling for selection bias and confounding variables.

4. Educational Policy Implications Supporting Investment in Nonformal Education Infrastructure

The findings have important implications for educational policy by providing empirical evidence supporting public investment in youth movement infrastructure and programming. The research demonstrates that nonformal Educational frameworks can produce valuable developmental outcomes and contribute to social goals including enhanced civic engagement, meaningful national service, and social responsibility. These findings justify allocation of resources to youth movements and similar nonformal Educational frameworks, particularly given contemporary challenges in cultivating civic values and social cohesion among young people. The research establishes that movements yield measurable long-term benefits extending well beyond the period of active participation, supporting arguments for sustained institutional support.

5. Practical Guidance for Youth Development Program Design and Implementation

The research offers practical guidance for youth movement organizations and nonformal Education programs regarding effective educational approaches. The findings indicate that movement influence is strongest when participation involves sustained engagement over multiple years, opportunities to hold leadership roles, integration of ideological frameworks with experiential activities, and alignment between movement values and family socialization. These insights can inform program development efforts aimed at maximizing educational impact, including design of curricula, leadership development systems, and parent engagement strategies. The research also identifies mechanisms through which nonformal Education operates effectively, including peer leadership, experiential learning, voluntary participation, and connection between values and meaningful action, providing frameworks applicable to diverse nonformal Educational contexts.

6. Foundation for Addressing Educational Challenges in Marginalized Communities

The dissertation establishes foundations for addressing educational challenges in marginalized and underserved communities through development of nonformal Educational frameworks. The findings demonstrate that youth movements can provide meaningful developmental experiences that cultivate leadership capabilities, social engagement, and civic values among participants. These results suggest potential for establishing or strengthening youth movements in neighborhoods and communities where young people face elevated risks of educational disengagement, social alienation, or involvement in negative behaviors. The research provides evidence base for initiatives aimed at expanding access to high-quality nonformal Education among populations that may benefit particularly from such opportunities, including development of targeted programs and allocation of resources to underserved areas.

V. PUBLICATIONS RELATED TO THE DISSERTATION:

Tzuf, Z. (2024a). Theories and psychological characteristics of adolescence. *Chernorizets Hrabar*, 21.

Tzuf, Z. (2024b). Psychological impact on youth movement participants. *Chernorizets Hrabar*, 21.

Tzuf, Z. (2024c). Shalhu otam lasnif [They send them to the branch]. *Besheva Journal*, 1123.

Tzuf, Z. (2024c). Mi mehanech otanu? Tnuot hanoar berosh seder haadifuyet [Who educates us? Youth movements as a top priority]. *Srugim Journal*, 8965.

Tzuf, Z. (2025). *Examining the contribution of youth movement graduates to society*. *Chernorizets Hrabar*, 25.