Morocco Cross-Sectoral Youth (CSY) Assessment

Appendices

(June 25 – July 9, 2007)

Submitted by

Education Development Center (EDC) / EQUIP3

(Enhanced Version: December 1, 2007)
# Moroccan Cross-Sectoral Youth (CSY) Assessment

## APPENDICES

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CONCEPT PAPER
(DRAFT)
YOUTH EMPOWERMENT

A Joint Education and DG program for disaffected and disenfranchised Youth:
Amount Requested: $5,000,000

Indicators & Targets:

3.d – Number of community-identified activities completed through community participation: 280 (split between the Education and the Democracy sectors)

Risks: Seventy percent of Morocco’s 30 million people are under the age of 30. Fifty percent are less than 20 years old. A significant number of these young people are not gainfully occupied either in academic pursuits or launching careers. Their time is spent in idleness. Their hopes are fenced in by the reality of their conditions. They are most often left to their own devices and are susceptible to messages that offer solutions based on rejection, intolerance and non-participation in the emerging democratic processes being adopted by Morocco.

The requested funding will support improvements to and upgrading of the infrastructure and expansion of the programming to be found in the network of Dar Chebabs (“Youth Houses”) that are scattered throughout the Kingdom. The objectives of Dar Chebabs are to give young people relevant life skills. There are 280 Dar Chebabs in Morocco with 76 in rural areas and 204 in urban areas. The numbers are slowly expanding with an objective of the Secretary of State for Youth to have 1 Dar for 10,000 youngsters in rural areas and 1 for 20,000 in urban areas.

Dar Chebabs ostensibly offer educational activities, workshops, libraries, discussion group (on topics like HIV/AIDs), literacy classes, and scientific activities like computer skills, etc. but the reality is often different than the vision. The buildings themselves are frequently uninviting and lack basic equipment and supplies to undertake effective programming. Moreover, the programming itself should be expanded to include youth organizing, to introduce concepts of independent, positively-oriented problem solving and civic participation to get youth to address their priority issues of concern and to contribute to the construction of their own, improved futures.

Most of the dar chebabs, especially those in rural towns, are not very “girl friendly”. Unlike their male peers who can sit in cafés or cyber cafés, girls in small towns have no public space where they can gather. Activities specifically addressing the needs of...
adolescent girls should be provided within the *dar chebab* programs and the existing *dar chebabs* should be more responsive to the needs of young women, encouraging them to participate in civic activities, as well as providing them with opportunities to express themselves in a public space.

In some rural towns, the Ministry of Education and local associations have in recent years set up basic boarding houses for middle school girls, providing lodging and meals during the week for girls whose homes are located far from a middle school. These “foyers” could also serve as youth centers for girls, providing activities and “soft skills” training for adolescent girls. The girls’ homes opened under USAID’s Rural Girls’ Scholarship Program have already begun to offer activities such as computer classes, soft-skills training, academic support and even music lessons. They could serve as models for other regions and the activities could be expanded upon.

Addressing the needs of underemployed, unemployed and idle, out-of-school youth is an imperative that is not being adequately addressed in Morocco. A project that works to contribute to the effective, positive engagement of young people in the determination of their own futures through new programming in refurbished, expanded Youth Centers will go far in giving Morocco’s considerable population of young people the tools they need to build positive futures. Without targeted programming on constructive civic participation, large numbers of the youth of the Kingdom will continue to fall prey to negative messages of intolerance and the destructive energy such messages release.
Scope of Work for Morocco Youth Assessment

A. Purpose
This SOW addresses a proposed a rapid assessment/scenario testing of a potential cross-sectoral youth program that the US Mission to Morocco has identified as a priority programming area. This assessment/scenario testing is to be carried out in partnership between USAID/Morocco and USAID/Washington under the auspices of the EQUIP3-led Cross-Sectoral Youth (CSY) project. The overall objective of this rapid youth assessment/scenario testing is to:

- Identify such opportunities as may exist in Morocco for an innovative, synergistic, cross-sectoral, youth-oriented program that will address the needs of youth at risk of social, political and economic disaffection.
- Develop an understanding of radicalization and potential recruitment of youth to participate in violence, up to and including terrorism in the general population.
- Develop a cross-sectoral approach to analysis, design and programming for youth programs in Morocco leading to constructive economic and political engagement among young people aged 15 to 30.
- Test, validate, expand and improve upon the programming scenario concept that has been laid out by USAID/Morocco

B. Background
There is growing awareness among government, civil society and private-sector leaders in Morocco of the need to address increasing levels of political apathy, economic frustration, social marginalization, and cultural alienation among youth 15-24. Recent suicide attacks in Casablanca carried out by youth from marginalized peri-urban communities have presented a shocking but provocative glimpse into the sense of isolation and despair felt by many young Moroccans in the face of both poor prospects in school to work transition and in limited access to social services in areas such as flexible continuing education, civil society participation, or sport and recreation. Recent events also underscore the growing risk of a turn to extremism among youth who feel disenfranchised and without hope, and the need for proactive responses from key government and civil society actors. As one Moroccan political leader said after the April blast: “The answer to extremism is more political openness, more democracy, more human rights improvement, empowering young people, empowering women….With this I think Morocco will win this war”

C. Youth in Morocco
Seventy percent of Morocco’s 30 million people are under the age of 30. Fifty percent are less than 20 years old. A significant number of these young people are not gainfully occupied either in academic pursuits or in careers. Many young Moroccans are products

1 In just over a month from 3/11 to 4/14, 2007 six young men have killed themselves in 3 separate incidents in Casablanca
2 Mustapha Khalfi as quoted in the New York Times April 21, 2007
of the public education system which is seen by some observers to be producing graduates with skill sets that are irrelevant to the labor market. Many lack practical skills, work in the informal economy and live in peri-urban areas where they or their parents have emigrated from rural Morocco. Their time is spent idly. Their hopes are fenced in by the reality of their conditions. They are most often left to their own devices and are susceptible to messages that offer solutions based on rejection, intolerance and non-participation in the emerging democratic processes being adopted by Morocco.

For a small (but not negligible) segment of the population, prisons appear to be a vector in youth radicalization by simultaneously exposing them to abuse by agents of the state and proselytization by extremists held in the same quarters. Many youthful extremists who have become hardened in prisons get released into society through frequent royal amnesty programs, without appropriate monitoring and support. In the absence of effective social services in prison and afterwards, these young people often turn to those who offer group support, work and a cause with goals and objectives. This audience, in particular, may benefit from programs that would allow constructive participation in their economy, political and social lives.

D. USAID Morocco
USAID/Morocco has long placed an emphasis on addressing the needs of the country’s youth.
A cross-sectoral working group within USAID/Morocco comprised of members from the Economic Growth [EG], Education [ED], and Democracy and Governance [DG]) sectors have come together to develop an integrated cross sectoral youth programming strategy and to explore specific funding opportunities. This group’s membership has a solid track-record of investments in programming benefiting Moroccan youth and in building capacity within the Moroccan youth-serving sector. Illustrative examples of this work include:

- Ongoing youth workforce development activities in Morocco with the Education for Employment Alliance (EEA) as part of a regional pilot involving Morocco, Egypt, India and the Philippines
- E-Equality program which promotes employment, especially for women, in the IT sector through training
- ED’s Agriculture and Tourism vocational education programs and its IT training for inmates
- DG’s Election and civil society program, especially youth-oriented activities conducted with “2007 Daba”
- The EUCOM-funded Tanmia Alternative Media Program training young podcasters

E. USAID/W Collaboration
The Cross-Sectoral Youth (CSY) Project, a collaborator in this assessment, is a USAID intra-Agency initiative designed to incorporate youth as a strategic priority within the U.S. Government foreign assistance framework, and to promote cross-sectoral efforts to achieve these objectives. This project provides a platform for USAID/Washington, USAID country Mission teams from all development sectors and regions, and local
organizations to participate in youth program assessment, design, implementation and joint funding; as well as in the analysis and dissemination of lessons learned. More specifically, the objectives of this effort are to:

- Assist selected USAID Missions in identifying opportunities for innovative, synergistic, cross-sectoral, youth-oriented programs;
- Provide catalytic technical assistance to USAID Missions and local implementing partners in the design, management, and assessment of specific activities that can promote such programming; and
- Advance future efforts to design and implement cross-sectoral youth programming through documentation of successes and lessons learned.

The CSY effort aims to foster collaboration across multiple sectors in order to meet the holistic needs of youth in developing countries and to advance critical U.S. Government foreign assistance objectives in health, democracy and governance, education, peace and security, and economic growth. The CSY Project is a multi-country initiative that will involve three demonstration sites. In collaboration with USAID Missions and local implementing partner organizations, CSY will carry out two 12-month cross-sectoral projects along with a youth rapid assessment activity – all three of which will be designed to build upon existing efforts and to explore the cross-sectoral aspect of effective youth programming.

F. Strategic Direction

USAID/Morocco is currently in the ending stages of its current strategy (2003-2008). Based initially on supporting economic growth opportunities created by the Free Trade Agreement with the United States, that strategy was expanded when, just before it was adopted, terrorist attacks in Casablanca took Morocco by surprise and USAID adapted its proposed strategy to include a Democracy and Governance strategic objective as well as a revised Education objective aiming towards a better prepared workforce. In the execution of this tri-sectoral strategy, the gap in targeted programming addressing the needs of Morocco’s most at-risk population has been an emerging concern. Moreover, as the Moroccan state has responded to this emerging problem, it is clear that the message of intolerance and extremism is finding fertile soil for growth among certain segments of Morocco’s youth. Recognizing this phenomenon and the importance of addressing it, the USG has identified youth as its priority programming focus.

The FY09 Mission Strategic Plan developed by the US Mission to Morocco includes the observation that:

The most critical challenge for Morocco today is to address and implement changes to improve the lives and futures of its citizens, especially youth. Wide socio-economic differences and a poorly performing non-diversified economy have created opportunities for extremist recruitment, as illustrated by the 2003 Casablanca terrorist bombings.

Since the submission of that planning document there have been several additional security incidents in Casablanca and the state security services continue their efforts to disrupt terrorist cells and their plans. Programming that addresses the social, political and economic alienation suffered by Moroccan youth, programming that provides them...
with the skills they require to constructively engage towards their priority needs, is
required in order to mitigate against their susceptibility to messages of intolerance and
destructive action.

Identifying the Youth Gap in Current USAID/Morocco Programming -

Democracy/Governance: Given their numbers, youth in Morocco should be having a large and direct impact on the political life of the kingdom and its policy priorities, all the more so in light of the lowering of the voting age in 2003 from 20 to 18. Young people are at the center of key issues facing the country such as joblessness, illegal migration to Europe and concerns over growing radicalism. Young people, however, generally do not feel that the political process takes their interests seriously: in focus groups, 68 percent have indicated that they have no confidence in politics and a staggering 95 percent have indicated that they do not currently identify with any mainstream political movement in the country. Qualitative research has shown that they believe parties are out of touch and unresponsive to their needs. Moreover, the constructive engagement of young people through civil society, especially the engagement of socially, economically and politically disaffected segments of youth, is mostly absent from the scene leaving a vacuum that risks being filled through the vectors of extremism.

Education: The current ED program assists the GOM in addressing education and workforce reform issues through the formal education and vocational training systems. The current USAID education program combats early school drop-out through the improvement of relevance and quality while the workforce program aims at increasing employability, also through improved relevance and quality. Both efforts are successfully introducing innovations in pilot schools/vocational training institutions. It will take some years, however, before improved relevance can be expected to have a positive impact on school drop-out nationwide. In the meantime, the percentage of Moroccan children dropping out of school prior to age 15 remains excessively high. For these early drop-outs there is absolutely no formal education alternative. These kids' only hope is the dar chebbab or other such institution, to attend whatever program is offered, sports, non-formal education, theater. When talking to kids who come to dar chebbabs, 90% are early school drop-outs, 10% are in vocational training programs with little (read no) confidence that they will be able to find a job. Their level of energy is impressive, yet their hopes are down. They are eager to engage in Morocco's economic and civic development process and equally eager to learn the skills needed to do so.

Economic Growth: Although present EG programs address economic issues that cut across all age groups, the most evident issue involving youth is the fact that the Moroccan economy is not creating new jobs at a rate that is anywhere near high enough to absorb all the young people coming into the labor market, yet alone all the youth who might actively seek jobs in a vibrant economy with a plenitude of opportunities. Although it is difficult to verify, we have heard that
Moroccan firms are still reluctant to hire new employees due to rigidities in the labor law, i.e., it is too difficult and costly to shed labor when required for reasons of efficient management of a firm. This was certainly the case in the past; recent reforms were intended to address these problems, but there is some question regarding actual implementation. In our Integrated Agriculture and Agribusiness project, we are aware of rural youth returning to their homes in rural areas from urban areas when new employment opportunities there have been created by the Program. Another aspect to the issue of youth employment is the preponderance of opportunities that do exist lie in the informal sector, which often leads to youth dropping out of school.

G. Possible Programming Partnerships and Implementation Sites

1. **Dar Chebabs** (“Youth Houses”) aim to give young people relevant life skills. There are 280 Dar Chebabs in Morocco with 76 in rural areas and 204 in urban areas. The numbers are slowly expanding with an objective of the Secretary of State for Youth to have 1 Dar for 10,000 youngsters in rural areas and 1 for 20,000 in urban areas. The Dar Chebabs ostensibly offer educational activities, workshops, libraries, discussion group (on topics like HIV/AIDS), literacy classes, and scientific activities like computer skills, etc. but the reality is often different than the vision. The organized application of youthful energy towards civically-oriented objectives is rarely, if ever, found in the network. The buildings themselves are frequently uninviting and lack basic equipment and supplies to undertake effective programming. Additional work is needed for these youth centers to become more inclusive in their openness to all young people. Most of the Dar Chebabs, especially those in rural towns, are not very “girl friendly”. Unlike their male peers who can sit in cafés or cyber cafés, girls in small towns have no public space where they can gather. Activities specifically addressing the needs of adolescent girls and young women and providing a venue for them to express themselves in a public space are lacking. The assessment team will look at the programming environment provided by the Dar Chebbabs with an eye to achieving the aims of a program to build the constructive economic, social and political engagement of Moroccan youth.

2. **Youth-Serving Non-Governmental Organizations** across sectors, including such organizations as the National Federation of Moroccan Scouting (made up of 3 separate organizations: the Organization of the Moroccan Scout; Moroccan Hassan Scouting; and the Moroccan Organization of Scouts and Guides) may be relevant programming partners. These organizations may offer programming opportunities directly and independently or through the venue provided by the Dar Chebabs. Other opportunities might exist through NGOs with key capacities that are institutionally capable of developing their core activities with a particular emphasis on services to young people. These might include such micro-credit organizations such as Al Amana and Zakora. Populating a list of potential partners along these lines will be an outcome of the assessment.
3. Youth-led organizations
Youth-led organizations in Morocco tend to be either small, local organizations run as clubs through the Dar Chebabs or national groups that are organized by elite youth. The assessment may, however, be able to identify some other organization(s) that is youth-led and could serve as a potential programming partner.

4. Foyers
In some rural towns, the Ministry of Education and local associations have in recent years set up basic boarding houses for middle school girls, providing lodging and meals during the week for girls whose homes are located far from a middle school. These “foyers” could also serve as youth centers for girls, providing activities and “soft skills” training for adolescent girls in more rural areas. The girls’ homes opened under USAID’s Rural Girls’ Scholarship Program have already begun to offer activities such as computer classes, soft-skills training, academic support and even music lessons. They could serve as models for other regions and the activities could be expanded upon.

5. Prisons
have been identified as one of the critical vectors of radicalization of youth among urban and peri-urban poor. Royal amnesty programs will frequently release incarcerated youth back into society without significant oversight or support for assuring their constructive engagement in society. The Mohammed VI Foundation for the Re-insertion of Prisoners and other similar foundations and organizations may provide an opportunity for addressing the needs of this element of young Moroccan society, possibly with programming at the Dar Chebabs. Investigating programming along these lines will be a key aspect of the assessment.

H. Key Questions
The assessment team will develop substantive, key guiding questions in each sector or shared across sectors, such as:

1. What are the supply- and demand-side dynamics of challenges youth are facing in the context of the broader society?
2. What are the major trends in youth employment/unemployment?;
3. What opportunities exist for youth participation in civil society? Which ‘kinds’ of youth are participating?;
4. What formations have youth themselves created to organize themselves and generate a sense of belonging?;
5. Is it possible to identify which youth sub-groups are vulnerable to recruitment into specific terrorist organizations? or other “anti-social” activities?
6. At what point is major youth school drop-out occurring and why?
7. Elaborate how extremist actors appeal/reach out to/recruit youth. How is religion manipulated and how are political issues framed? What material/financial means are used? How have prisons served as a vector for radicalization and recruitment?
8. What roles do poverty, lack of education, limited economic opportunity, political marginalization, and apathy, perceptions of official corruption, “clash of cultures,” regional dynamics (e.g. Palestine, Lebanon, Iraq) play?
9. What factors may pull/push youth from moderate to extremist Islamism? What factors may encourage youth to terrorist violence?

10. To what extent do foreign Islamist have influence and a guiding role in Moroccan society? These could be other states, transnational Islamist ideologies/ideologues and extremist/terrorist groups/networks.

11. What public – private funding alliances have potential?

I. Outcomes Geographic Concentration and Targeting
The assessment team will examine the program design needs for urban, peri-urban and rural audiences though for assessment purposes these should be limited to the metropolitan areas of Rabat, Casa and (possibly) Meknes. The design recommendations should consider a replication approach whereby such innovations that are introduced with USAID assistance are adopted by Moroccan institutional partners on a wider scale.

J. Programming Options and Recommendations
The assessment team should identifying multiple strategic points of programming options and recommendations to test/validate the initial concept of programming through/with Dar Chebabs, to inform program design and development regarding the following points, among others:

- Within the menu of the proposed scenario(s) how to deliver activities in a cross-sectoral way, by strategically integrating D&G, Education, and Economic Growth components, and by tracking both sector-specific and cross-sectoral outcomes and impacts.
- Priority areas for new or expanded programming to meet both young people’s aspirations, and to foster the improvements in civic engagement, enfranchisement, and economic participation sought by the Mission as a counterweight to growing extremism and social alienation.
- How to promote gender equity in all programming.
- Appropriate mechanisms and venues for youth to participate in determining content and program governance.
- The perceived relevance, quality, accessibility, strategic significance, and cost-effectiveness of support to Dar Chebabs (youth centers) or other venues – from the perspective of all key stakeholders. The potential for program sustainability and scalability through the effective engagement of private sector, civil society, and government funders.
- The role of youth-serving non governmental organizations and youth-led organizations.
- How the State Secretariat for Youth and/or other relevant GOM actors could be used as vehicles for programming and resources.
- Feasibility of tailored programs aimed at youthful prisoners while incarcerated and upon their release.

K. Funding
The cross-sectoral working group within USAID/Morocco has identified a number of potential funding sources for supporting the youth program. To date these include: US Embassy, EUCOM, CMM, and ANE. Both the DG and ED office in Morocco have...
requested FY 08 funding for youth. A FY 2009 budget request for increased soft-side development programming under the counterterrorism program area has also been submitted. While none of these sources is confirmed, the USAID-Mission team is investing existing resources drawn from each of the participating sub-teams (DG, ED and EG) in order to supplement funding currently available for the proposed Youth Assessment/Scenario Testing activity from the DCHA/DG Cross Sectoral Youth project.

L. Key Stakeholders
USAID/Morocco is developing an initial key contact list along with a calendar for the assessment team. This expands on the work done during a series of initial CSY design and engagement sessions held with USAID-Morocco personnel in April 2007. Preliminarily, the following key stakeholders have been identified and more will be identified during the lead up to and conduct of the assessment activity:

- The State Secretariat for Youth, under whose auspices Dar Chebabs, designed to be community centers focusing on, but not exclusively for youth activities, are operated and partially funded.
- Other Moroccan government stakeholders interested in youth development (government officials at the national, regional, and local levels), for example, the “Entr’aide Nationale”, a secretariat in charge of marginalized populations.
- Dar Chebab staff and leaders.
- The Ministry of Justice
- The Mohamed VI Foundation for the Reinsertion of Prisoners
- Civil society youth-serving organizations such as: Reseaux Maillage, Fondation Orient-Occident, Fondation Banque Populaire; the National Federation of Moroccan Scouting (made up of 3 separate organizations: the Organization of the Moroccan Scout; Moroccan Hassan Scouting; and the Moroccan Organization of Scouts and Guides); and other independent scouting groups.
- Young people themselves, aged 15-30
- Parents and other adult community leaders with an interest in youth development opportunities.
- Peace Corps youth program staff (volunteers currently work in Dar Chebabs in rural Morocco).
- The Morocco Education/Employment Alliance (under cooperative agreement with IYF).
- UNDP and other international donors, including possibly the French, Spanish, Germans, Dutch, and EU.
- Youth led organizations
- Local and international actors working on prison/prisoner issues. This includes USAID/Morocco’s ALEF program, which provided some training in prisons for young inmates; Management System International (MSI)/Morocco.
- Local entrepreneurs to understand the potential for youth employment and employability.
- Majalis ulema and Muslim organizations.
- The local authorities
- Private schools/vocational training centers, etc Ministry of Education
- Local and national religious leaders
- Media leaders and journalists

All of these groups will need to be engaged in the proposed youth assessment activity and USAID/Morocco will play a lead role in inviting their participation.

**M. Overall Youth Assessment Approach**

(a) Engagement of key SO team leaders and key Mission personnel in the development of a Youth Assessment SOW. This work assists the Mission in clarifying objectives, surfacing existing internal knowledge/key assumptions, identifying key research questions and research methodologies, building links across sectoral teams, and highlighting potential sources of funding for ongoing work.

(b) Recruitment of the Youth Assessment Team. The assessment team will include: (a) a Team Leader – a youth development specialist responsible for team management, research management, and development of the final report. (b) Technical Specialists – with sector-specific expertise/experience: i.e. in DG, EG and relevant education/workforce development. Conflict and regional specializations will also be brought to bear to develop and integrate the extremism optic into the assessment and strategy. The technical specialist roles will be shared amongst a team of USAID/Washington and, as available, USAID/Morocco staff. The team will also likely include a Moroccan consultant who can facilitate and otherwise contribute to the team’s work. The local consultant will ideally be someone with experience in, and ties to, the youth development community.

(c) Appraisal of existing knowledge, and identification of areas for on the ground follow-up. This work will require the Assessment Team to (i) review existing knowledge germane to the youth assessment (such as reports, data bases, statistical analyses, and interviews with key Mission advisors); (ii) identify individuals and organizations for interview and consultation (with a focus on specialists in government, academia, NGO’s, the private sector and other donor organizations); and, (iii) develop qualitative and quantitative research tools and protocols, sampling strategies, and data tracking and analysis tools. The youth-extremism nexus will require some additional background work. USAID’s Office of Conflict Management and Mitigation (CMM) extremism assessments from several Sahel countries can inform this track of the process.

(d) Addressing of critical gaps in knowledge via in country qualitative and quantitative data collection activities which will provide a profile of youth in Morocco. These will focus on (i) Segmenting the youth population into specific cohorts of potential actors/beneficiaries by gender, place of living, educational attainment, economic status, social grouping, and based on both the particular strengths and needs for support of these sub-groups; (ii) Identifying both promising program models ready to go to scale, and priority areas in need of innovation, reform or pilot program development.

(e) Testing or validating the proposed programming scenario(s) based upon initial appraisal and strategic planning efforts carried out by USAID Mission personnel, and key
questions form the basis for a practical framework for individual interviews, site visits, focus group sessions, and survey work with key stakeholders (including those in the government, non-government, private sector and ODA communities, along with youth and their community supporters).

(f) Providing Mission personnel with the essential knowledge and recommendations to inform their articulation of more fully developed programming scenario(s); and, where appropriate, design a menu of possible program interventions or program options that could be used in the development of a Program Description or RFA type document. This work will involve both (a) engaging in an in-country de-brief with the Mission’s cross-sectoral team, including a presentation of preliminary findings and a review of scenario testing activities; and, (b) preparation of a final youth assessment report that draws on the integrated findings of the full assessment team.

N. Specific Activities and Phases of Work within the Proposed Morocco Youth Assessment
A detailed listing of specific activities to be carried out over the course of the Morocco Youth Assessment, along with the level of effort anticipated for the Morocco Youth Assessment’s Team Leader and Specialists, and highlights key deliverables to be achieved at the end of each phase of work.

O. Role of EQUIP3 / CSY Technical Team
[More details to come]

P. Role of USAID Mission Team
USAID staff will assist in the identification of individuals and organizations for interviews and consultations, and make the necessary contacts with Host Country Officials and participate in key meetings, focus groups and other discussions.
USAID/Morocco will provide for the following team members and functions:
  Jane Casewit/ED
  Driss Touijer/DG
  Fatine Bellamine/EG
  Aicha Mokrani/Admin Support
  Fatima El Ouchari/Admin Support
  Guilain Denoeux/M&E and PMP
  TBD/Moroccan Youth Expert – Sociologist
  TBD/Moroccan Youth Informant – Intern
  TBD/Moroccan Youth Informant – Intern
  TBD/Interpreter – Translator

Q. Deliverables
This cross-sectoral assessment team will deliver a report containing a description of the research methodology used, a detailed description of findings that respond to the framing questions described in the SOW, a recommendation for the proposed programming scenario based on work with the Dar Chebabs and a description of potential partners and programmatic building blocks.
R. Key Activities / LOE

Youth Assessment Team Leader:

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<th>Key Activities</th>
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| Phase 1–Development of Detailed Youth Assessment Implementation Plan: This will include:  
(a) Further articulation of Youth Assessment objectives and methodology (assumptions to be tested, questions to be answered, sampling strategy, identification of key stakeholders to engage in individual interviews / site visits, balance between qualitative and quantitative methods)  
(b) Ongoing collection and analysis of key desk review documents  
(c) Initial development of Youth Assessment tools and preparation of capacity building process for Youth Assessment Team members  
Deliverable(s) – Detailed Youth Assessment Implementation Plan | TBD | 4 Days |
| Phase 2 – Recruitment of Youth Assessment Team Members: This will include:  
(a) Identification of potential Assessment Team specialists by EQUIP3 and USAID Morocco – and the collection of both CV’s and 1420’s  
(b) Selection of Youth Assessment team members by Team Leader in consultation with key stakeholders  
(c) Development of individual SOW’s and contracts  
Deliverable(s) -- Formation of Youth Assessment Team | TBD | 2 days |
| Phase 3 – Recruitment of Youth Assessment Participants: This will include:  
(a) Work with USAID-Morocco in the identification and selection of youth serving organizations that can host FGD’s and/or the administration of surveys (with the need to engage youth both linked to existing programming and youth un-served by existing Dar Chebabs programming – following sampling matrix)  
(b) Finalization of key actors to be interviewed (via individual interviews and/or site visits)  
(c) Finalization of timeline and logistics for youth assessment  
Deliverable(s) – Development of Timetable for FGD’s / Individual Interviews / Site Visits | TBD | 3 Days |
| Phase 4 -- Delivery of Youth Assessment Activity: This will include:  
(a) Orientation of Youth Assessment Team and formation of 2-3 sub-teams  
(b) Administration of FGD tools and Individual Interview / Site Visit protocols  
(c) Collection and Preliminary Analysis of Qualitative Data – along with identification of key knowledge gaps and/or emerging patterns in responses  
(d) Refinement and Application of Quantitative Research tools and Collection of Data  
(e) Analysis of results and preliminary articulation of Youth Assessment findings and recommendations  
(f) In Country De-Briefing for USAID team  
Deliverable(s) -- In Country De-Briefing of USAID team | TBD | 18 Days |
| Phase 5– Development of Youth Assessment Report: This will include :  
(a) [more details to come]  
Deliverable(s)-- | TBD | 6 Days |
Phase 6 – Delivery of Follow-Up TA to USAID Morocco; This will include:
(a) [more details to come]
Deliverable(s) – TBD 3 Days

Phase 7 – Development of CSY Youth Assessment Case Study: This will include:
(a) [more details to come]
Deliverable(s) – TBD pending funding 12 Days

Key Activities and Level of Effort (LOE) for international Specialists:
[As per above with more details to come]

Key Activities and Level of Effort (LOE) for local Specialists:
[As per above with more details to come]

S. Timeframe
It is anticipated that the work of this proposed SOW will be completed between May 1, 2007 and August 31, 2007.

T. Funding Arrangements
T.1 EDC / CSY
At this juncture it is expected that EDC will cover the cost of:
LOE for two CSY technical team members (including the Team Leader and a Technical Specialist)
LOE for an additional International Youth Work Specialist to join the Assessment Team
International travel (including accommodations and per diems) for the two CSY technical team members and the additional International Youth Work Specialist
LOE for 1.5 local Specialists to join the Assessment Team
Internationally sourced supplies and materials
A portion of local travel costs and FGD expenses

T.2 USAID Morocco will provide support for the LOE and local expenses of the following team members (see illustrative budget):
   Jane Casewit/ED
   Driss Touijer/DG
   Fatine Bellamine/EG
   Aicha Mokrani/Admin Support
   Fatima El Ouchari/Admin Support
   Guilain Denoeux/M&E and PMP
   TBD/Moroccan Youth Expert – Sociologist
   TBD/Moroccan Youth Informant – Intern
   TBD/Moroccan Youth Informant – Intern
   TBD/Interpreter – Translator
CSYP Morocco -- Detailed Youth Assessment Implementation Plan

This document details the overall approach to the implementation of the planned Morocco Cross Sectoral Youth Assessment activity. It outlines the objectives and methodology of the assessment process; it describes key assessment activities; and, it addresses the roles and responsibilities of assessment team members. This detailed plan also lays out a sampling strategy for accessing a representative cross section of stakeholders; it describes a timeline for each of the assessment activity’s two weeks of intensive field work; and, it proposes a set of initial appraisal tools for use with both stakeholder groups and key individual informants.

A. Objectives and Methodology

The Morocco Cross Sectoral Youth Assessment is a partnership between USAID-Morocco, the D.C. based Cross Sectoral Youth Working Group, and the Education Development Center (EDC) – which serves as the technical lead on the Cross Sectoral Youth Project (CSYP). A detailed description of the broad intent of this activity can be found in the project’s SOW – but a few key areas to highlight in relationship to this Detailed Implementation Plan are as follows:

A.1 A Focus on Responding to Disaffected Youth Vulnerable to Extremism-- The primary objective of the planned Morocco CSY Assessment is to understand the interplay between three critical dimensions in the lives of marginalized youth 14-25:

- The overall **opportunity and vulnerability context** in which marginalized youth live, and the impact of this on their levels of social, political and economic disaffection
- Their existing **developmental assets**, and their **priority needs and aspirations** for positive youth development services and interventions
- The community **spaces and structures** that accompany young people as they respond to the vulnerability context in which they live and as they seek out positive youth development opportunities.

A.2 The Selection of a Scenario Testing Approach – A cross sectoral youth working group within USAID-Morocco has articulated a potential programming scenario involving support to Morocco’s network of Dar Chebabs. This Cross Sectoral Youth (CSY) Assessment thus falls into the category of a scenario testing activity, and as such and it has been designed to:

- Gain insight into how four key **stakeholder groups** (young people, government and non-government youth serving organizations, along with both policy makers and funders) understand the three critical dimensions cited in section A.1 above, and what each stakeholder group perceives to be both key strengths and weaknesses in existing programming for youth, and the likely essential factors for success in new youth development initiatives.
- Systematically explore the proposed support to Dar Chebabs approach to reaching disaffected youth -- addressing both the **merits and limitations** of this potential programming modality.
- Make a **recommendation** to USAID-Morocco vis a vis proceeding further with the proposed support to Dar Chebabs approach, or recommend an alternative programming
scenario emerging from the scenario-testing of the current one that shows greater promise.

A.3 The Use of a Cross Sectoral Youth Assessment Methodology -- The Cross Sectoral Youth Project (CSYP) draws on the experience of both an existing CSY activity in India, along with a wealth of pioneering cross sectoral youth initiatives delivered under the USAID-funded and EDC led EQUIP3 LWA mechanism. The CSY Youth Assessment Methodology focuses on three interlinked country-level program design and development components:

- CSY understands the need to facilitate a three-dimensional dialogue within Mission-level cross sectoral youth working groups that addresses the interplay between the Missions strategic plan, the sector-specific and/or cross-cutting technical programs the Mission’s sectoral teams might wish to support, and the funding/procurement mechanisms available to be drawn upon.
- CSY has developed an overarching CSY youth development framework that describes the interplay between the development of sector specific competencies and cross cutting youth development assets, the fostering of both promoting and protecting behavioral outcomes, and the contribution this positive youth development process can make to country level strategic plans.
- CSY recognizes the need to take a demand-driven approach to the assessment and design of youth development interventions – an approach that always looks to match priority needs with young people’s willingness and capacity to co-invest some of the time, efforts and resources available to them.

B. Key Assessment Activities:
The Morocco CSY Assessment will be advanced via 5 interconnected and interdependent field research activities:

B.1 A Desk Review of Existing Literature – In order to situate the proposed CSY scenario testing activity within the overall social, political and economic context of present day Morocco, a well constructed rapid situational analysis needs to be carried out via a desk review of existing literature. This review will draw upon the illustrative key questions found in the CSY Morocco SOW (see section H) and will be carried out, to the maximum extent possible, in advance of the 2 week intensive field activity. The Desk Review will culminate in a series of quick briefings and short (annotated) background reading assignments for team members. This Desk review process will also be summarized in a table format similar to the following:

**Figure #1 -- Desk Review Format**

<table>
<thead>
<tr>
<th>Critical Dimension</th>
<th>Existing Knowledge Base</th>
<th>Essential Gaps in Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vulnerability/Opportunity Context</td>
<td>- Annotated list of core documents</td>
<td>- Focused areas for field research</td>
</tr>
<tr>
<td></td>
<td>- Summary findings by document / theme</td>
<td>- Probes for FGD’s/ Roundtables , KII’s</td>
</tr>
<tr>
<td>2. Existing Assets and Priority Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Supportive Spaces and Structures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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3 See the EQUIP3 section of www.EQUIP123.net
B.2 Focus Group and Roundtable Discussions – The Morocco CSY Assessment Team will carry out a series of Focus Group Discussions (FGD's) and Roundtables as a first step in engaging key stakeholders (youth/YSO's/ policy makers/funders) in an interactive exploration of the (i) current vulnerability / opportunity context for youth in Morocco, (ii) existing assets and priority needs of marginalized youth; and (iii) community spaces and structures that already support (or could support) positive youth development programming for the target population of vulnerable youth.

Both FGD's and Roundtables will use standardized field research tools that will be developed by the EDC team and refined with input from Team Members and through feedback from initial sessions.

B.3 Key Informant Interviews – The Morocco CSY Assessment Team will look to carry out structured interviews with a representative sample of key stakeholders and actors drawn from the youth serving community – including direct service providers, policy makers and funders. Particular attention will be paid to groups currently serving youth from marginalized backgrounds, those with links to the Dar Chebabs system, and groups already receiving funding from USAID. Where appropriate these interviews will be carried out in conjunction with site visits to youth serving programs.

B.4 Use of Survey Instruments – It is anticipated that in order to validate the results from the roundtable, focus group and key informant interviews the Assessment Team may decide to develop a short survey tool for use with a broader sampling of respondents from the four stakeholder groups (youth, YSO's, policy makers and funders). The team might also decide to use the Search Institute's Developmental Assets Profile (DAP) tools as part of its inquiry into the existing asset base of vulnerable youth.

B.5 Analysis and Recommendation Process -- The four principal assessment activities described above will, in turn, feed into an ongoing process of
  - De-briefing – via regular sub-team and full team sessions
  - Reflection and Analysis – using field research content analysis tools and a series of guided analysis activities
  - Scenario Refinement / Reformulation -- at the level of the three key dimensions (vulnerability/opportunity context, assets and priority needs, and supportive spaces and structures), and at the level of integrated program design
  - Program Recommendations and Design Options – summarizing the output of the field research as it relates to the support to Dar Chebabs programming scenario being tested during the Morocco CSY Assessment activity.

C. Team Members – Roles and Responsibilities
The success of the Morocco CSY Assessment activity will depend on the mobilization and engagement of its full complement of planned team members.
C.1 Team Members-- At this juncture it is anticipated that there will be 12 members of the CSY Morocco Assessment Team. They are drawn from USAID-Washington, USAID-Rabat, EDC and from local research partners in Morocco. The current list includes:

- **USAID-Morocco** – Jane Casewit/ED, Driss Touijer/DG, and Fatine Bellamine/EG
- **USAID-Washington** – Mark Hannafin (CMM), Oliver Wilcox (ANE/TS), Christine Adamczyk (DG)
- **EDC- Newton** – David James-Wilson (Team Leader), Alejandra Bonifaz, and Joseph Sany
- **Morocco Researchers** – M’hammed Abderrebi, a Local Researcher TBD, an Interpreter TBD.

The Team will also draw on the administrative support of Aicha Mokrani and Fatima El Ouchari from USAID-Morocco, along with M&E / PMP support from Guilain Denoeux. The team may also draw on the inputs of a pair of Moroccan youth interns.

C.2 Proposed Sub-Teams -- In keeping with the three critical dimensions underlying this assessment activity (see A.1), the overall Morocco CSY Assessment Team will be broken into the following three Sub-Teams.

**Figure # 2-- CSY Morocco Assessment Sub-Teams**

<table>
<thead>
<tr>
<th>Team #1 - Opportunity and Vulnerability Context</th>
<th>Team #2 – Existing Assets and Priority Needs</th>
<th>Team #3 – Community Spaces and Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusion and Extremism</td>
<td>Assets and Aspirations</td>
<td>Accompaniment and support</td>
</tr>
<tr>
<td>EDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alejandra Bonifaz</td>
<td>Joseph Sany</td>
<td>David James-Wilson</td>
</tr>
<tr>
<td>USAID- Morocco</td>
<td>Driss Touijer</td>
<td>Fatine Bellamine</td>
</tr>
<tr>
<td>USAID- Washington</td>
<td>Mark Hannafin</td>
<td>Christine Adamczyk</td>
</tr>
<tr>
<td>Moroccan Partners</td>
<td>Translator TBD</td>
<td>M’hammed Abderrebi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Researcher TBD</td>
</tr>
</tbody>
</table>

This Sub-Team structure is designed to encourage cross-sectoral thinking, while at the same time maximizing sector-specific technical inputs and wisdom. Sub-Teams will carry out field research activities, share findings with other teams and work with the Team Leader to refine and develop assessment tools and analytical frameworks relevant to their cross-cutting perspective.

C.3 Roles and Responsibilities -- Each Assessment Team member will be expected to participate in five main assessment activities:

- **Assessment Planning Sessions** – Participation in the first day’s orientation session and subsequent Full Team and Sub-Team planning sessions will be essential.
- **Information Gathering Assignments** – Team Members will be asked to participate in as full a range of focus group and roundtable sessions, and key informant interviews, as possible. Members may also be asked to lead these sessions using standardized field research tools.
- **Documentation Responsibilities** – It will be of paramount importance that information gained from group and individual discussions be fully captured for sharing with the full team and for
application in content analysis / de-briefing sessions. Team Members will be expected to
commit to leading on the documentation of their fair share of information gathering sessions –
sharing this role with other sub-team members. Session notes will be required to be handed
in to the Team Leader within 24hrs of a given assignment.

- **Analysis and Recommendations** – All team members will be welcome to participate in CSY
Morocco’s analysis and recommendations sessions – culminating in the final Mission de-brief
on July 9th.

- **Final Reporting** – Team Members may be asked to develop blocks of writing for inclusion in
the final written report. They may also be asked to contribute to and/or provide editorial input
into the planned CSY Morocco Assessment case study and practical toolkit.

**D. Sampling Strategy**

In order to ensure the effective inclusion of a broad range of insights and experiences, the Morocco
CSY Assessment will look to engage in discussions with a full range of key stakeholders. The
following proposed sampling parameters will provide a sense of the overall breadth and depth of
contacts we will seek to put in place.

**D.1 Youth** – It will be important to reach a broad sample of youth vulnerable to disaffection --
drawn from the marginalized communities USAID-Morocco hopes to serve with the proposed
support to Dar Chebabs program. At this stage, the initial set of 16 FGD’s (to take place the first
week of the assessment) might be disaggregated in the following manner (by both age and gender)
-- and should draw on youth from peri-urban (8), marginalized urban (6) and rural communities (2).
To the degree possible, communities selected should include both those with existing Dar Chebabs
(10) and those without (6). These sessions do not need to take place in any particular order – but
should be set up in pairs so as to maximize the efficiency of field research travel.

**Figure #3 -- Sample Matrix for Initial Round of Youth FGD's**

<table>
<thead>
<tr>
<th>Young Males 15-18</th>
<th>Young Females 15-18</th>
<th>Young Males 19-24</th>
<th>Young Females 19-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1 – 8-10 members</td>
<td>Y5 – 8-10 members</td>
<td>Y9 – 8-10 members</td>
<td>Y13 – 8-10 members</td>
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<tr>
<td>Y2 – 8-10 members</td>
<td>Y6 – 8-10 members</td>
<td>Y10 – 8-10 members</td>
<td>Y14 – 8-10 members</td>
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<tr>
<td>Y3 – 8-10 members</td>
<td>Y7 – 8-10 members</td>
<td>Y11 – 8-10 members</td>
<td>Y15 – 8-10 members</td>
</tr>
<tr>
<td>Y4 – 8-10 members</td>
<td>Y8 – 8-10 members</td>
<td>Y12 – 8-10 members</td>
<td>Y16 – 8-10 members</td>
</tr>
</tbody>
</table>

It is anticipated that a second round of Youth FGD’s may need to place in Week Two of the CSY
Morocco Assessment activity, especially if there is a need to further scenario-test emerging
findings and recommendations.

**D.2 Direct Youth Service Providers** -- Service providers will be engaged via a range of field
research modalities including (i) roundtable sessions with groups of service providers (ii) key
informant interviews, and (iii) site visits. Just as with Youth FGD’s, these sessions will be carried
out using standardized field research tools so as to have a common point of comparison when it
comes time for analysis and recommendations. The Morocco Youth Assessment SOW details the full range of youth serving organizations (both government and non-governmental) that the sub-teams should attempt to engage.

D.3 Policy Makers and Funders—Key actors in this group will be accessed in the following manner:

- **USAID Mission Team** – it is currently expected that the broader USAID Mission Team will participate in a round table discussion on June 26
- **Donor Counterparts** – USAID-Morocco will set up a roundtable session for other donors on June 27th
- **USAID Grant Recipients** – roundtable sessions may be set up with current grantees of the EEA and other similar initiatives (another option will be to meet with such stakeholders for key informant interviews/site visits)
- **Government partners** – USAID-Morocco will weigh the advantages of having a roundtable discussion with government partners (similar to the one for other donors), or relying exclusively on key informant interviews

E. Illustrative Assessment Calendar –
The proposed pacing and focus of work is as follows. Blocks of work can be re-arranged as required and sub-teams can work in two sets of pairs to cover key informant interviews. The overall sampling between sessions in Rabat, Casablanca and communities in between is also open to local input/finalization.

<table>
<thead>
<tr>
<th>Phase 1 – Week One</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Morning</td>
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<tr>
<td>Afternoon</td>
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</table>
Phase 2 – Week Two

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat/Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Key informant interviews and/or roundtables 3 sub-teams conduct 2-4 sessions each</td>
<td>Key informant interviews and/or roundtables 3 sub-teams conduct 2-4 sessions each</td>
<td>Holiday</td>
<td>Analysis Session</td>
<td>Testing of Analysis Findings with Key Stakeholders</td>
</tr>
<tr>
<td>Afternoon</td>
<td>3 sub-teams carry out 2 Youth FGD's End of day check-in / documentation</td>
<td>Analysis Session</td>
<td>Holiday</td>
<td>Testing of Analysis Findings with Key Stakeholders</td>
<td>Formulation of recommendations</td>
</tr>
</tbody>
</table>

F. Assessment Tools

Currently under development - but will draw from the Demand Driven program design tools developed by EDC for rapid assessments in the West Bank, the Philippines, Haiti, and Uganda.

The Morocco CSY Assessment activity will also look to draw on a series of appraisal tools developed by USAID’s CMM Office.
3 Dimensions to Cross-Sectoral Youth Programming

Scenario Testing the Degree of Convergence Among Three Key Youth Development Dimensions

- Young People’s Assets and Aspirations
- Cross Sectoral Program Scenario
- USAID- Morocco’s Support to Dar Chebabs Initiative
- Young People’s Opportunity and Vulnerability Context
- Young People’s Access to Supportive Spaces, Structures and People
Cross Sectoral Programming Graphic

Country Mission’s Strategic Plan

Cross Sectoral Programming Opportunity

Sector(s) Technical Program

Funding Mechanism(s)
Cross-Sectoral Youth (CSY) Youth Development Framework

Contributions of Positive Youth Development Investments Towards the Achievement of Country Operational Plans
- where investments by society in youth, and by youth in society, together help achieve country level development priorities

“Promoting” Impacts
- increased contributions to household economic wellbeing (through employment, self employment and household-based economic activities)
- increased participation in civil society structures / spaces
- improved physical and mental health outcomes
- improved commitment to life-long learning and employability development

Positive Youth Development Outcomes
- Youth 15-24 are prepared and engaged for positive contributions to the world of work, family and community life

“Protecting” Impacts
- decreased social instability (linked to crime, violence or extremism)
- decreased public health burden (linked to STI’s, injuries, unwanted pregnancies or substance abuse)
- decreased abandonment of education
- decreased economic drag (linked to crime or ill prepared labor force)

“Prepared” – via the development of sector-specific competencies (knowledge / skills)
- Basic Education Competencies
  - Literacy & Numeracy
  - Higher order thinking
- Livelihood Competencies
  - Hard skills (technical and vocational)
  - Soft skills (employability)

“Engaged” – via the acquisition of cross-sectoral positive youth development assets
- Healthy Living Competencies
  - Health information
  - Life skills
- Civil Society Competencies
  - Democratic participation
  - Mediation / conflict resolution skills

Internal Assets
- Commitment to learning
- Positive Values
- Social Competencies
- Positive identity

External Developmental Assets
- Support
- Empowerment
- Boundaries & Expectations
- Constructive use of time

Underlying Operational Beliefs:
- Effective youth development programs foster the acquisition by youth of both competencies and assets.
- The overall targeting of competencies, and the relative balance within a program design between competency and asset development, is best determined by demand-driven cross sectoral assessment and design activities that (a) recognize broad context related opportunities and vulnerabilities; (b) build on young people’s existing assets/competencies; and (c) address the need for supportive spaces, structures and people in young people’s lives.

- For more on Positive Youth Development see the work of the Ford Foundation and AED’s Center for Youth Development.
- For more on Youth Developmental Assets see the work of the Search Institute
- For more on promoting/protecting impacts see the National Research Council’s “Growing Up Global” study
- For more on Youth Driven Rapid Appraisals see EQUIP3 at EQUIP123.net

APPENDICES
Morocco Cross-Sectoral Youth Assessment Report
Page 24 of 56
“Differences Between Marginalized and Disaffected”
Key Informant Discussion Tool

Date:   Place:
Facilitator:
Participants (description, e.g. NGO leaders, government, etc.):
No. of participants:

STEP 1:

<table>
<thead>
<tr>
<th>QUOTES</th>
<th>MARGINALIZED</th>
<th>DISAFFECTED</th>
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GENERAL COMMENTS:
### STEP 2:

<table>
<thead>
<tr>
<th>“PUSH” &amp; “PULL” FORCES</th>
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### STEP 3:

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<th>NEXT STEPS</th>
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### GENERAL COMMENTS:
“3 Ps: Profile, Process, and Prospects”
Key Informant Interview Tool

**Tool Introduction:** This is a guide for semi-structured interview with NGO designed to:
- Understand youth assets and factors of vulnerability from stakeholders
- Explore programs proposed by Youth Serving organizations

PROFILE – What are youth like when they come in?

How could you characterize the youth that you work with? (Assets, vulnerability)
- What strengths do these youth have when they join the program? Lacking sessions will come up.
- What kind of aspirations and/or expectations do youth have upon joining the program?
- Do you find that youth have the readiness to invest themselves when they join the program?
- If one of these young persons is in a difficult situation, where does he or she go to?
- Who does he or she reach out to? (Structures)
- Which structures do they have in place? How do they access them?

PROCESS – What does the intervention look like? What does it offer? How does the intervention take place?

Why do they join the program? (Assets, structures)
- What skills/assets does the program develop as a support structure?
- How do you reach out to youth and how do you keep them?

PROSPECTS – What happens next?

How do you connect youth to the next step? (Opportunities)
- How do you “sell” them? (Assets)
- How do you link them to other support structures?
- In the end of the program, what are the aspirations and goals that the youth leave with?
“Mobility Mapping – Exploring Community Spaces and Structures”
Focus Group Tool

**Tool Introduction:** This is a “market engagement” – style Focus Group Discussion tool designed to:
- Begin to explore with young people the spaces and structures in the community where they spend time
- Understand the amount of time young people spend in these spaces
- Help the group reflect on the the “gains” these spaces promote

**Greeting:** We are ________ and __________ from the Morocco Youth Assessment project – an initiative designed to help develop better programs and services for young people like you. We have been meeting with different groups this past week here in __________ and __________. We are especially pleased to be joining you here in __________ today.

Our team is made up of people from different countries such as ____________ and __________. We do similar work with young people where we live and are looking forward to finding out more about young people’s ideas and experience here in Morocco.

We appreciate you taking the time to join us and would like to say thank you to ____________ for inviting us to meet with you.

The use of the following facilitation tools is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation

**Facilitation Tools:** Because one of the goals of today's meeting is to include everyone’s participation, and to be sure all voices are heard, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

(i) First we have our Koosh – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for the Koosh if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.

(ii) If you are having to wait patiently for the Koosh and are excited to talk we will give you the “Stretchy Ball”. You can pull it and stretch it like this (show them) and it will help you relax as you wait your turn. For now let me

Remember.....
- Let the group do the work
- Let the tools do the work
- probes not prompts
- “tell me more about that....”
- “what does that look like....”
give it to ____________ who can pay attention to giving it to the first person who needs it, or share it with others who might like to hold it just for fun.

(iii) Next I would like to show you another tool. The “Chicken”. It is used to signal to someone that they might be speaking a little bit too much (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person (show them) or sometimes by gently tossing it to someone. For now let me give it to ____________ who can pay attention to the first person who needs it, or share it with others who might like to hold it just for fun.

(iv) Finally we have our “Lizard”. It is used to signal to someone that they are being too aggressive or are hurting another person’s feelings. We can use it by shaking it at someone who is getting a little aggressive – and we can even give it to them to pull and stretch in case they want to relax a little before carrying on.

We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

**Group Introduction:** Let’s use the Koosh now to introduce ourselves to the group. Please let us know your name and your age. ***(Do introductions now)***

**Getting Started:** When we meet with young people in a new community we find it helpful to start with trying to understand the things they are already doing, the places they spend time…..

**STEP 1 – Where Young People Like You Spend Time**

To get started we would like to you to give us examples of the different places in the community where young people like you spend time during an average (non vacation time) week. We will write your examples on these cards (show cards) so we can all remember the examples that have been given

**Write their answers on index cards and place in front of the group (place in a random order)**

**Write their answers in the language the group seems most comfortable with (put your own translation in small print at the bottom if necessary)**

**Combine similar comments/cards in order to keep the number of cards manageable**
**STEP 2 – Frequency and Level of Gain**

Now we would like to get a better understanding about these places that young people spend time. Working as a team, we would like you to take on two challenges:

First, using these yellow colored stones, please give us an idea of how much time young people like you spend in each type of place – with 1 stone representing very little time, and 5 stones representing a lot of time. You can use as many stones as you need.

*** give the group a chance to complete this first task

Second using these red stones, please give us an idea of how much you gain from spending time in each place -- with 1 stone representing very little gain and 5 stones representing a very high gain.

We ask you to work as a team using these facilitation tools, if needed, to make sure everyone gets a chance to speak. Since your scores will be done with these stones they can easily be changed – so anyone can get us started with their suggestions and then the group can decide together what the final scores should be.

**give the group time and space to work (let the group do the work)**
**support quiet members who might wish to speak by looking at body language**
**check to make sure the group has reached a consensus**
**ask for clarifications and insights after they have finished their work**
Probe for
- Differences between girls and boys, younger youth and older youth, poor and not so poor youth

Data Gathering Reminders:
- Make a chart showing the number of stones placed by each card
- Make notes as they make any informal comments about where they spend the most time, and how much they gain from spending time there

STEP 3 – Follow Up Questions

Divide the cards with the “how much do you gain” scores on them – into the top half and the bottom half. Then ask the groups their perceptions about

The Top Half
- In what ways do these people / places promote young people’s gains?

The Bottom Half
- What is missing from these places so that they do not promote many gains

**write the group’s answers on cards if you have time, or just make note of their comments in your notebook

Closure:
Thank the group for their participation and ask if they have any remaining observations they would like to share.
“Supportive People, Places and Programs”
Focus Group Tool

**Tool Introduction:** This is a “market description / definition”–style Focus Group Discussion tool designed to:

- Begin to explore with young people the kinds of supportive people, places and programs they might need in order be successful
- Understand young people’s perceptions about these people, places and programs
- Provide an opportunity for young people to reflect on the factors that make these people and places either supportive or not

**Greeting:** We are _______ and ________ from the Morocco Youth Assessment project – an initiative designed to help develop better programs and services for young people like you. We have been meeting with different groups this past week here in _________ and _________. We are especially pleased to be joining you here in __________ today.

Our team is made up of people from different countries such as ____________ and ___________. We do similar work with young people where we live and are looking forward to finding out more about young people’s ideas and experience here in Morocco.

We appreciate you taking the time to join us and would like to say thank you to ___________ for inviting us to meet with you.

*The use of the following facilitation tools is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation*

**Facilitation Tools:** Because one of the goals of today’s meeting is to include everyone’s participation, and to be sure all voices are heard, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

(i) First we have our **Koosh** – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for the Koosh if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.

Remember…..

- Let the group do the work
- Let the tools do the work
- Probes not prompts
- “tell me more about that....”
- “what does that look like....”
(iii) If you are having to wait patiently for the Koosh and are excited to talk we will give you the “Stretchy Ball”. You can pull it and stretch it like this (show them) and it will help you relax as you wait your turn. For now let me give it to ____________ who can pay attention to giving it to the first person who needs it, or share it with others who might like to hold it just for fun.

(iii) Next I would like to show you another tool. The “Chicken”. It is used to signal to someone that they might be speaking a little bit too much (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person (show them) or sometimes by gently tossing it to someone. For now let me give it to ____________ who can pay attention to the first person who needs it, or share it with others who might like to hold it just for fun.

(iv) Finally we have our “Lizard”. It is used to signal to someone that they are being too aggressive or are hurting another person’s feelings. We can use it by shaking it at someone who is getting a little aggressive – and we can even give it to them to pull and stretch in case they want to relax a little before carrying on.

We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

Group Introduction: Let’s use the Koosh now to introduce ourselves to the group. Please let us know your name and your age. ***(Do introductions now)

Getting Started: We have met with many young people in Morocco this week and have heard about the many ways young people contribute to the well being of their families and communities

STEP 1 – Youth Contributions

To get started we would like to you to give us examples of the different ways that young people like you contribute to the well being of their families and community. We will write your examples on these cards (use small ones—and show cards) so we can all remember the examples that have been given.

**Write their answers on index cards and place in front of the group (place in a random order)

**Write their answers in the language the group seems most comfortable with (put your own translation in small print at the bottom if necessary)

**Combine similar comments/cards in order to keep the number of cards manageable
**STEP 2 – Access to Support**

In talking with other young people here in Morocco and in other countries, we have heard that young people often need to have access to supportive people, places and programs in order to make a contribution to family or community wellbeing. Young people have told us that these people, places or programs can either be formal (taking place in or informal negative risks/chances or positive risks/chances).

Now we would like to get a better understanding about the people places and things you can where you can go to for support when you are trying to make a contribution to family or community wellbeing.

Working as a team, we would like you to take on three challenges:

**write “people”, “places” and “programs” on three separate cards**

First, under this card we are looking for examples of formal and informal **people** young people like you might be able to go to to get support as you are trying to make a contribution to family and community wellbeing.

Second, under this card we are looking for examples of formal and informal **places** young people like you might be able to go to to get support as you are trying to make a contribution to family and community wellbeing.
Third, under this card we are looking for examples of formal and informal programs young people like you might be able to go to to get support as you are trying to make a contribution to family and community wellbeing.

We ask you to work as a team using these facilitation tools, if needed, to make sure everyone gets a chance to speak.

**give the group time and space to work (let the group do the work)
**be prepared to let the group struggle to define “positive and negative risks” – if they are not sure then encourage them to think of some examples first and then decide where to put them
**support quiet members who might wish to speak by looking at body language
**check to make sure the group has reached a consensus
** ask for clarifications and insights after they have finished their work

**STEP 3 – How Accessible Are These People, Places and Programs**

*Focus first on the list of examples of people place and programs*

Now I would like to ask you to help me understand how accessible these people, places and programs are to you

Please use these stones to rank each example by their degree of accessibility – with one being very hard to access and five being very easy to access

Next I would like to ask you to help me understand how much you think you would gain by having access to each of these people places and programs -- -- with one being a very little gain and five being very big gain towards contributing to your family and community wellbeing.

Then ask the groups their perceptions about

**Closure:**

Thank the group for their participation and ask if they have any remaining observations they would like to share.
“Dar Chebabs: Funds and Decision Making”
Spaces and Structures Key Individual Informant Tool

This tool is designed by the Spaces and Structures Sub Team to understand the respondent’s perceptions about:
- Who they key actors are in the operation of Dar Chebabs
- The relationship between these actors (organigram)
- Who makes decisions about the operation and/or what is the money flow
- What makes a successful Dar Chebab run successfully
- How could the current system be improved

The tool can optionally be used to probe further re perceptions about:
- Where in the system should USAID introduce money and how
- What kind of youth do Dar Chebabs serve and which ones does it not serve (why)

Team Introduction – We are a team from USAID in Morocco trying to understand both
- different ways that young people contribute to family and community wellbeing in Morocco -- along with what young people’s aspirations and priorities are for the future
- the development opportunities young people need to become positive contributors
- the spaces and structures that support young people's development
- the ways that young people are impacted by the environment they live in

Tool Introduction – Today we would appreciate your help understanding one type of community space – the Dar Chebabs. After meeting with various youth serving organizations, young people and community leaders, we understand that there are many actors involved in the running of a Dar Chebabs, but we are not sure if we understand how all of these actors work together. We need your help and want to ask for your perceptions about Dar Chebabs.

Step #1 – the Organigram

** Lay out a series of cue cards labeled with the names of various actors in the Dar Chebabs system (using different colored markers or cards to distinguish between Sec State actors—Dar Chebabs Director, Dar Chebabs Building, Sec State for Youth,--and others such as community associations, youth, parents, Dar Chebabs Conseil).

**Place the cards in front of the respondent in the form of an organigram stating.
- We understand from others that these are some of the actors involved in the running of a Dar Chebabs.

Then Ask: What are your perceptions about
- Any other actors we have left out of (make new cards as needed)
- Where you (individual/group/institution) fit into this system
- Do we have these in the right places/order.
Step #2 – Money Flow

**Now prepare to provide the respondent with both some colored “chips” or counters. In a conversational format ask them to use the counting chips to show their perception of how money currently flows through the system.

**Then Ask: What is your perception about:
  - How does money flow through this system?
  - Who contributes money into the system, where and how?
  - Ask where the money is spent, when and how?

Step #3 – Decision Making (Gestion)

**Now provide the respondent with strips of paper and ask them to show who is involved in making decisions about the programming in Dar Chebabs.

Then Ask: What is your perception about:
  - Who is involved in making decisions about what programming takes place in Dar Chebabs (please use the strips of paper to show how/where they are linked in.

Step #4 – Analysis of the Current Situation

Ask the Respondent: What is your perception about:
  - How well is the current system functioning?
  - What are its strengths?
  - What are its weaknesses?
  - How could it be improved – where would you start?

Step #5  Where Should USAID Invest

**prepare some counting chip[s (of a different color) and ask
  - Where would you recommend that USAID introduce some new money into this system if it want to help it better serve marginalized youth.
  - What funding arrangement (s) would work best?
“Positive and Negative Risks”
Focus Group Tool

Tool Introduction: This is a “market description / definition” –style Focus Group Discussion tool designed to:
- Begin to explore with young people the kinds of positive and negative risks they might take in order to be successful
- Understand young people’s perceptions about these risks
- Provide an opportunity for young people to reflect on the forces in their environment that push or pull youth to take risks

Greeting: We are ________ and ________ from the Morocco Youth Assessment project – an initiative designed to help develop better programs and services for young people like you. We have been meeting with different groups this past week here in __________ and __________. We are especially pleased to be joining you here in ______________ today.

Our team is made up of people from different countries such as _____________ and ____________. We do similar work with young people where we live and are looking forward to finding out more about young people’s ideas and experience here in Morocco.

We appreciate you taking the time to join us and would like to say thank you to ____________ for inviting us to meet with you.

Facilitation Tools: Because one of the goals of today’s meeting is to include everyone’s participation, and to be sure all voices are heard, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

(i) First we have our Koosh – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for the Koosh if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.
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We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

**Group Introduction**: Let's use the Koosh now to introduce ourselves to the group. Please let us know your name and your age. ***(Do introductions now)***

**Getting Started**: We have met with many young people in Morocco this week and have heard about the many ways young people contribute to the well being of their families and communities.

**STEP 1 – Youth Contributions**

To get started we would like to you to give us examples of the different ways that young people like you contribute to the well being of their families and community. We will write your examples on these cards (use small ones—and show cards) so we can all remember the examples that have been given.

** Write their answers on index cards and place in front of the group (place in a random order)**

** Write their answers in the language the group seems most comfortable with (put your own translation in small print at the bottom if necessary)**

** Combine similar comments/cards in order to keep the number of cards manageable**
STEP 2 – Taking Risks to Succeed

In talking with other young people here in Morocco and in other countries, we have heard that young people often need to take risks or chances in order to make a contribution to family or community wellbeing. Young people have told us that these risks can either be negative risks/chances or positive risks/chances.

Now we would like to get a better understanding about the kinds of positive and negative risks or chances that young people like you have to take in order to make a contribution to family or community wellbeing. Working as a team, we would like you to take on two challenges: **write “positive risks/chances” on one card and “negative risks/chances” on another card**

First, under this card we are looking for examples of positive risks and chances young people like you might have to take to make a contribution to family and community wellbeing.

Second, under this card we are looking for examples of negative risks and chances young people like you might have to take to make a contribution to family and community wellbeing.

We ask you to work as a team using these facilitation tools, if needed, to make sure everyone gets a chance to speak.

**give the group time and space to work (let the group do the work)**

**be prepared to let the group struggle to define “positive and negative risks” – if they are not sure then encourage them to think of some examples first and then decide where to put them**

**support quiet members who might wish to speak by looking at body language**
STEP 3 – How Far Away Are The Positive and Negative Risks

Now we would like to get a better understanding about these positive and negative risks that young people like you might take. Working as a team, we would like you to take on the following challenge:

Using these colored stones, please give us an idea of **how far away** each of these risks is from young people like you. Place 1-5 stones beside each card— with 1 stone representing not very far away, and 5 stones representing very far way. You can use as many stones as you need to complete this task.

We ask you to work as a team using these facilitation tools, if needed, to make sure everyone gets a chance to speak. Since your scores will be done with these stones they can easily be changed – so anyone can get us started with their suggestions and then the group can decide together what the final scores should be.

**give the group time and space to work (let the group do the work)**
**support quiet members who might wish to speak by looking at body language**
**check to make sure the group has reached a consensus**
**ask for clarifications and insights after they have finished their work**

Closure:

Thank the group for their participation and ask if they have any remaining observations they would like to share.
Risk-Taking and Opportunity Matrix Tool

This matrix helps analyze the degree of risk-taking and opportunity context of an individual or a group. For this assessment, it was used to situate and better understand characteristics and behaviors of marginalized youth and youth at risk of disaffection.

Examples # 1 and # 2: The circles (which could also be dots) represent different levels of positive and negative risk-taking and high and low range opportunity context. Example # 1 shows a high range opportunity context (or “in the system”) with positive risk-taking. This may be someone who has a supportive home and education who takes the risk of opening his/her own small enterprise. Example # 2, on the other hand, may represent someone who has been left “out of the system” (school and/or acceptable employment) and takes negative risks by selling drugs.
Horizontal and Vertical Axis:

<table>
<thead>
<tr>
<th>Horizontal Axis: Individual Risk factors</th>
<th>Vertical axis Opportunity Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive risk-taking factors /internal assets (Right part of the axis):</strong></td>
<td><strong>High range context /external assets (Upper part of the axis):</strong></td>
</tr>
<tr>
<td>- Commitment to learning</td>
<td>- Supportive structures: Family support; positive adult relationship; caring neighborhood and schools; safe spaces</td>
</tr>
<tr>
<td>- Positive values such as caring, responsibility, honesty</td>
<td>- Empowerment: Community values youth; participation in community life</td>
</tr>
<tr>
<td>- Social competencies and problem-solving skills: decision making, empathy, resistance to peer pressure</td>
<td>- Boundaries and expectations: family and school nurture discipline and responsibility; neighborhood monitors behaviors; adult role models, positive peer influence</td>
</tr>
<tr>
<td>- Positive identity, such as self-esteem, sense of purpose, optimism for the future</td>
<td>- Constructive use of time</td>
</tr>
<tr>
<td><strong>Negative risk-taking factors (left part of the axis):</strong></td>
<td><strong>Low range context /external factors (lower part of the axis):</strong></td>
</tr>
<tr>
<td>- Antisocial behavior and delinquent beliefs/general delinquency involvement/drug dealing and use</td>
<td>- Dysfunctional family (violence, abuse, teen parents, etc...)</td>
</tr>
<tr>
<td>- Early onset of aggression/violence</td>
<td>- Inadequate school climate</td>
</tr>
<tr>
<td>- Victimization and exposure to violence</td>
<td>- Bad neighborhood (violence, High-crime, economic deprivation, disorganized and disadvantaged)</td>
</tr>
<tr>
<td>- Early sexual involvement</td>
<td>- Lack of positive adult relationships</td>
</tr>
<tr>
<td>- Pessimism and resignation</td>
<td>- No access to supportive spaces, places and structures.</td>
</tr>
</tbody>
</table>

*Source: Search Institute, “The Asset Approach, 40 elements of healthy Development”.

*Source: Helping America’s Youth “Introduction to Risks Factors and Protective Factors”.
[www.helpingamericasyouth.gov](http://www.helpingamericasyouth.gov)
## Donor Roundtable Tools

### Outil de Discussions de Groupe: #1

<table>
<thead>
<tr>
<th>Dimensions d'analyse</th>
<th>Comment comprenons-nous cette dimension</th>
<th>Les lacunes et les insuffisances au niveau de nos connaissances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Les opportunités et le contexte de vulnérabilité des jeunes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Morocco Cross-Sectoral Youth Assessment Report
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### Outil de Discussions de Groupe: #2

<table>
<thead>
<tr>
<th>Dimensions d’analyse</th>
<th>L’approche de notre organisation et les quelques exemples de nos interventions</th>
<th>Les lacunes et les insuffisances des programmes et modèles d’interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Les structures et les espaces de support dans la communauté pour les jeunes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Donor Roundtable: Follow-Up Sheet**

<table>
<thead>
<tr>
<th>Votre Nom et Organisation:</th>
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<tbody>
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<td></td>
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<tr>
<th>Addresse et contact:</th>
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<td></td>
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</table>

<table>
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<tr>
<th>Pouvez-vous suggérez:</th>
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</table>

<table>
<thead>
<tr>
<th>Des personnes ou organisations à rencontrer?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Des ressources ou lectures :</th>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Voulez-vous recevoir le rapport de cette réunion?</th>
<th>Oui / Non</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Votre e-mail:</th>
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<tr>
<td></td>
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</tbody>
</table>
Summary of the International Donor Roundtable Discussion
June 26, 2007

A. Participants
The international donor roundtable included the following participants:

- Aurélie Fert, Service de Coopération et d’Action Culturelle – Ambassade de France
- Aicha Yamani, UNFPA
- Leila Firdawcy, Secteur de l’Education, UNESCO
- Daniel Soil, Conseiller Déléguation Wallonie-Bruxelles
- Chaffika Affaq, Programme des Nations Unies pour le Développement (PNUD) – Rabat
- Mohamed Medouar, Banque Mondiale
- Yuri Obara Belfali, UNICEF
- Representative from the World Bank
- Representative from DANIDA

B. Summary
The following are the main points raised by participants during the international donor roundtable:

B.1 Understanding opportunity/vulnerability of youth
- Sense of lacking (resources, opportunities to grow, education) and exclusion (political and decision-making process on issues affecting young people)
- Insufficient preparation and support for transitioning into active and work life

B.2 Gaps in knowledge
“We don’t know what we don’t know since we lack enough proximity with the youth”
- Insufficient knowledge of different youth profiles (demographic, geographic)
- No knowledge of national youth policies and strategies (if they exist)
- Not sufficient knowledge on youth networks

B.3 Community support and spaces
B.3.1 Type of interventions: A number of current youth interventions were mentioned (for details, refer to each organization’s website). However, for the most part, such interventions did not seem to target / reach youth at risk of disaffection.

B.3.2 Gaps in programming
- Youth are not sufficiently involved in the design of the program and strategies on youth issues
- Interventions are punctual rather than continuous and systemic
- The Lack of resources limits the capacity of donors to go beyond pilot project
- No interventions with youth networks
- Lack of information sharing and coordination between donors on youth intervention
- Interventions are limited in terms of geographic areas and target groups(marginalized youth are often left out of interventions)
- The Government lacks the capacity for youth programming
## List of Stakeholder Meetings, Interviews, Site Visits and Roundtables

**June 25 - July 09, 2007**

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<tr>
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<th>Type</th>
<th>Key informant(s)</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Embassy</td>
<td>Donor</td>
<td>US Ambassador in Morocco</td>
<td>Presentation</td>
</tr>
<tr>
<td>French Cooperative Assistance</td>
<td>Donor</td>
<td>Fert Aurelie, Jean Mathiot</td>
<td>Interview</td>
</tr>
<tr>
<td>British, Belgians, French, Korean, UNDP, UNFPA</td>
<td>Donors</td>
<td>Reda Bajoudi, Daniel Soiry</td>
<td>Interview/meeting</td>
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<td>National Democratic Institute (NDI)/People’s Mirror</td>
<td>USAID implementer</td>
<td>Yasmina Sarhrrouny</td>
<td>Interview</td>
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<td>USAID implementer</td>
<td>Leaders of local associations</td>
<td>Group interviews; site visit</td>
</tr>
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<td>Management Systems International (MSI)- Morocco</td>
<td>USAID implementer</td>
<td>Anabel Azim (Coordinator); Mariam Montague (Representative)</td>
<td>Interview</td>
</tr>
<tr>
<td>RTI</td>
<td>USAID implementer</td>
<td>Christian Arandel (Director)</td>
<td>Interview</td>
</tr>
<tr>
<td>Int’l Youth Foundation (IYF)</td>
<td>USAID implementer</td>
<td>Mme. Rachida</td>
<td>Interview</td>
</tr>
<tr>
<td>Dar Chebab, Sale</td>
<td>Dirk Chebab</td>
<td>Director</td>
<td>Interview</td>
</tr>
<tr>
<td>Dar Chebab Takaddoum Hay el Farah (Rabat)</td>
<td>Dirk Chebab</td>
<td>Director</td>
<td>Meeting</td>
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<td>Horizons Ouvets</td>
<td>NGO</td>
<td>Mme. Moulay (Director)</td>
<td>Interview</td>
</tr>
<tr>
<td>Near East Foundation (NEF) – Nouacer</td>
<td>NGO</td>
<td>Leaders of associations</td>
<td>Meeting</td>
</tr>
<tr>
<td>CA Leaders, Nouacer</td>
<td>NGO</td>
<td>Leaders-Community Associa.</td>
<td>Meeting</td>
</tr>
<tr>
<td>Moroccan Observatory of Prisons (OMP)</td>
<td>NGO</td>
<td>Jawad Skalli (Director)</td>
<td>Interview/meeting</td>
</tr>
<tr>
<td>Scouts Organization, Sale (Communie Laayda)</td>
<td>NGO</td>
<td>Staff members</td>
<td>Meeting</td>
</tr>
<tr>
<td>Sidi Yahia – NGO</td>
<td>NGO</td>
<td>Leaders of associations</td>
<td>Meeting</td>
</tr>
<tr>
<td>Amal Association</td>
<td>NGO</td>
<td>Association members &amp; English class students</td>
<td>Group interview with staff; FGD with students; site visit</td>
</tr>
<tr>
<td>Elarbi Imad</td>
<td>NGO</td>
<td>University Students</td>
<td>Interview</td>
</tr>
<tr>
<td>Zakoura Foundation</td>
<td>Not for Profit Inst.</td>
<td>Leila Akchmisse</td>
<td>Interview</td>
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<tr>
<td>Planet Finance</td>
<td>Not for Profit Inst.</td>
<td>Marine Pointillart, Project Director, Meriem Taouzi</td>
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<tr>
<td>Richbond Corporation</td>
<td>Private Sector</td>
<td>Mr. Afifal (Dir. Of the Security)</td>
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<td>Mme. Amghar Khadjir</td>
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<td>Type</td>
<td>Key informant(s)</td>
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<td>Mr. Sama</td>
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<tr>
<td>Entraide Nationale (EN)</td>
<td>Government Inst.</td>
<td>Mr. Talbi Mohammed (Director)</td>
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<tr>
<td>Sidi Yahia - Commune</td>
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<td>Regional Delegate Entraide</td>
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<td>Mr. Abdelwalid Bouthouat</td>
<td>Meeting</td>
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<tr>
<td>Ministry of Youth</td>
<td>Government Inst.</td>
<td>Mr. Yacine Bellarab</td>
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<td>EN Center, Sale El Karia</td>
<td>Training Center</td>
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<td>US Government</td>
<td>Abdelghani Lamnaouar (Youth Prog Mgr.; Amina Fahim, Program Assistant)</td>
<td>Interview</td>
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<tr>
<td>U.S. Peace Corps</td>
<td>US Government</td>
<td>Peace Corps Volunteers (9 individuals)</td>
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## List of Youth Focus Group Discussions (FGDs)

### July 1st - July 6

<table>
<thead>
<tr>
<th>Focus Group Discussion (FGD)</th>
<th>Location</th>
<th>Community</th>
<th># Youth</th>
<th>Sex</th>
<th>Ages</th>
<th>Socio-economic group</th>
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<td>1 Peri-urban</td>
<td>Nouacer, Casablanca</td>
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<td>9</td>
<td>6, 4</td>
<td>18,20,22,22,23,25,17,17,19,24</td>
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<td>10</td>
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<td>16,18,18,20,21,16,17,19,21,22</td>
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<td>Mohammadia</td>
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<td>13 Urban</td>
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<td>15,18,23,24,16,17,17,19</td>
<td>Poor</td>
<td></td>
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<tr>
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<td>Layayada, Sale</td>
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<td>5, 3</td>
<td>16,18,20,21,17,19</td>
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<tr>
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<td>16,17,17,18,18,20,21,22,0</td>
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**TOTAL** 161 (109 boys & 52 girls)
Summary of Moroccan Population & Youth Statistics

I. OVERALL POPULATION STATISTICS

The population is currently estimated at 31,700,000 according to the Population Reference Bureau.

<table>
<thead>
<tr>
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<th>2001</th>
<th>2002</th>
<th>2003</th>
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<tbody>
<tr>
<td>Population (in thousand)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>14281</td>
<td>14512</td>
<td>14742</td>
<td>14972</td>
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<tr>
<td>Female</td>
<td>14424</td>
<td>14659</td>
<td>14889</td>
<td>15116</td>
</tr>
<tr>
<td>Total</td>
<td>28705</td>
<td>29170</td>
<td>29631</td>
<td>30088</td>
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<tr>
<td>Density per Km²</td>
<td>40.4</td>
<td>41.0</td>
<td>41.7</td>
<td>42.3</td>
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<tr>
<td>Urban (in thousand)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7787</td>
<td>8000</td>
<td>8217</td>
<td>8438</td>
</tr>
<tr>
<td>Female</td>
<td>8062</td>
<td>8307</td>
<td>8555</td>
<td>8806</td>
</tr>
<tr>
<td>Total</td>
<td>15849</td>
<td>16307</td>
<td>16772</td>
<td>17244</td>
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<tr>
<td>Rural (in thousand)</td>
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<td></td>
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<tr>
<td>Male</td>
<td>6494</td>
<td>6512</td>
<td>6525</td>
<td>6534</td>
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<tr>
<td>Female</td>
<td>6362</td>
<td>6351</td>
<td>6334</td>
<td>6310</td>
</tr>
<tr>
<td>Total</td>
<td>12856</td>
<td>12863</td>
<td>12859</td>
<td>12844</td>
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<tr>
<td>% of urban population</td>
<td>55.2</td>
<td>56.9</td>
<td>56.6</td>
<td>57.3</td>
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Structure of the population (in %)

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<th>2001</th>
<th>2002</th>
<th>2003</th>
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<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 15 yrs</td>
<td>32.3</td>
<td>31.6</td>
<td>30.9</td>
<td>30.2</td>
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<tr>
<td>15-24 yrs</td>
<td>21.3</td>
<td>21.3</td>
<td>21.2</td>
<td>21.1</td>
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<tr>
<td>25-59 yrs</td>
<td>39.1</td>
<td>39.8</td>
<td>40.4</td>
<td>41.1</td>
</tr>
<tr>
<td>60 yrs +</td>
<td>7.3</td>
<td>7.4</td>
<td>7.5</td>
<td>7.6</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 15 yrs</td>
<td>28.2</td>
<td>27.6</td>
<td>27.1</td>
<td>26.6</td>
</tr>
<tr>
<td>15-24 yrs</td>
<td>20.4</td>
<td>20.2</td>
<td>20.0</td>
<td>19.7</td>
</tr>
<tr>
<td>25-59 yrs</td>
<td>44.3</td>
<td>45.0</td>
<td>45.6</td>
<td>46.2</td>
</tr>
<tr>
<td>60 yrs et plus</td>
<td>7.1</td>
<td>7.3</td>
<td>7.4</td>
<td>7.6</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 15 yrs</td>
<td>37.4</td>
<td>36.7</td>
<td>35.9</td>
<td>35.1</td>
</tr>
<tr>
<td>15-24 yrs</td>
<td>22.4</td>
<td>22.6</td>
<td>22.9</td>
<td>23.0</td>
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<tr>
<td>25-59 yrs</td>
<td>32.8</td>
<td>33.2</td>
<td>33.6</td>
<td>34.2</td>
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<tr>
<td>60 yrs et plus</td>
<td>7.4</td>
<td>7.5</td>
<td>7.6</td>
<td>7.7</td>
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</table>

Source: - CERED 1997, "Situation et perspectives démographiques du Maroc".
- Direction de la Statistique, ENNVM98.
II. HOUSEHOLDS

Structure of households

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<tr>
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<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
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<tbody>
<tr>
<td><strong>Number of Households</strong></td>
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<tr>
<td>Urban</td>
<td>3283</td>
<td>3424</td>
<td>3570</td>
<td>3707</td>
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<tr>
<td>Rural</td>
<td>1933</td>
<td>1929</td>
<td>1930</td>
<td>1930</td>
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<tr>
<td><strong>Total</strong></td>
<td>5216</td>
<td>5353</td>
<td>5497</td>
<td>5637</td>
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<tr>
<td><strong>Size of household</strong></td>
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<tr>
<td>Urban</td>
<td>4.8</td>
<td>4.8</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Rural</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5.5</td>
<td>5.4</td>
<td>5.4</td>
<td>5.3</td>
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</table>

- Direction de la Statistique. ENNVM98.

III. EDUCATION

According to the latest census published in 2004 (CERED), close to 10 million Moroccans cannot read nor write. In addition, in a recent report, the Ministry of Education estimated that a little bit more than 1 million children aged between 9 and 14 years are out-of-school and more than 300,000 drop out every year (there were 368,000 drop-outs in 2004-2005). It was also estimated that 6% of Moroccan students dropped out in 2006, among which 58% were girls and 80% lived in rural areas.

Percentage of youth aged 15 to 24 with aptitude to read and write  
by gender and residence in 2000-2001

<table>
<thead>
<tr>
<th>Age</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>92.0</td>
<td>64.7</td>
<td>78.8</td>
</tr>
<tr>
<td>Female</td>
<td>81.6</td>
<td>29.4</td>
<td>58.0</td>
</tr>
<tr>
<td>Total</td>
<td>86.7</td>
<td>47.8</td>
<td>68.4</td>
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</table>


Illiteracy rate of youth aged 15 to 24  
by age and residence (2000-2001)

<table>
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<th>Age</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8.0</td>
<td>35.3</td>
<td>21.2</td>
</tr>
<tr>
<td>Female</td>
<td>18.4</td>
<td>70.6</td>
<td>42.0</td>
</tr>
<tr>
<td>Total</td>
<td>13.2</td>
<td>52.9</td>
<td>31.6</td>
</tr>
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4 Abderrahmane Berrada Gouzi and Noureddine El Aoufi “La non-scolarisation au Maroc: une analyse en terme de coût d’opportunité”, a study funded by the Division of Non formal education of the Ministry of National Education in cooperation with UNICEF, Morocco. May 2006.
### IV. UNEMPLOYMENT

Unemployment among youth age 15 to 24 by area of residence and gender between 1960 and 2003

<table>
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<td><strong>Urban</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>27.7</td>
<td>33.2</td>
<td>24.1</td>
<td>35.5</td>
<td>33.4</td>
</tr>
<tr>
<td>Female</td>
<td>4.5</td>
<td>33.9</td>
<td>19.9</td>
<td>46.1</td>
<td>37.7</td>
</tr>
<tr>
<td>Total</td>
<td>24.1</td>
<td>33.4</td>
<td>22.7</td>
<td>39.1</td>
<td>34.5</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7.2</td>
<td>8.5</td>
<td>16.6</td>
<td>19.4</td>
<td>6.7</td>
</tr>
<tr>
<td>Female</td>
<td>0.3</td>
<td>5.7</td>
<td>8.8</td>
<td>13.1</td>
<td>2.2</td>
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<td>Total</td>
<td>6.5</td>
<td>8.0</td>
<td>14.9</td>
<td>17.9</td>
<td>5.5</td>
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<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>11.6</td>
<td>15.0</td>
<td>19.1</td>
<td>26.0</td>
<td>17.4</td>
</tr>
<tr>
<td>Female</td>
<td>1.6</td>
<td>18.2</td>
<td>14.2</td>
<td>30.8</td>
<td>15.9</td>
</tr>
<tr>
<td>Total</td>
<td>10.5</td>
<td>15.7</td>
<td>17.9</td>
<td>27.3</td>
<td>17.0</td>
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Community Associations in Morocco and Youth Participation

A. Community Associations in Morocco

Community associations are a mix of community based organizations (CBOs) and youth-led and youth-serving associations. The field of CBOs and NGOs is relatively new in Morocco. It started to emerge in the 60s with the adoption of the 1958 Dahir\(^5\), which created the legal framework for these types of organization.

According to the latest statistics from the Department of Youth in the Ministry of Youth and Sport, in 2003, Morocco counted approximately 47 national youth associations and organizations with 2,019 offices across the country and about 5000 local youth-serving organizations at the local level. These associations cover a diverse range of activities, including culture and arts, education, child protection, health issues and political participation. However, it is important to note that these numbers may not reflect the current status.

B. Youth Involvement in NGOs and Youth Associations

<table>
<thead>
<tr>
<th>Involvement of youth in NGOs and Youth associations</th>
<th>Involvement (in %)</th>
</tr>
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<tbody>
<tr>
<td>Residence</td>
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<tr>
<td>Urban</td>
<td>20.9</td>
</tr>
<tr>
<td>Rural</td>
<td>8.4</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18.9</td>
</tr>
<tr>
<td>Female</td>
<td>10.5</td>
</tr>
<tr>
<td>Age</td>
<td></td>
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<tr>
<td>15-19</td>
<td>13.6</td>
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<tr>
<td>20-24</td>
<td>16.7</td>
</tr>
<tr>
<td>25-29</td>
<td>16.9</td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>96</td>
</tr>
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<td>Occupied</td>
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<tr>
<td>Students</td>
<td>20.5</td>
</tr>
<tr>
<td>Overall</td>
<td>15.2</td>
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</table>


According to a survey conducted by the Ministry of Youth and Sports in 2001 (table above), youth in urban areas (20.9%) are more engaged in community associations than youth in rural areas (8.4%). Men display slightly higher levels of participation than women, 18.9% and 10.5%, respectively. No significant difference in levels of participation was found across age groups between 15 and 29 year olds. Something that deserves attention, however, is the high level of participation among youth who are unemployed (96%) compared to those occupied (20.2%) or studying (20.5%). The survey also showed that NGOs involved in political activities do not attract youth; revealing that less than 2% of youth are members of these organizations; 80% of which are male and 66% live in urban areas.

\(^5\) The text of laws adopted on November 1958 regulating not-for-profit organizations.