



**USAID** | **MAROC**  
DU PEUPLE AMERICAIN

# NEAR EAST FOUNDATION

*Partners for Community Development since 1915*

## **FINAL ASSESSEMENT REPORT**

### *Empowering Youth in Poor Neighborhoods in the Region of Casablanca*

**DECEMBER 2010**

This publication was produced by the Near East Foundation for the U.S. Agency for International Development under contract number 608-A-00-08-00106-00.

Prepared by:  
Karen Cadondon  
Mohammed Aomorali

Revised by:  
Sarah Peterson

Near East Foundation

432 Crouse-Hinds Hall · 900 S Crouse Ave  
Syracuse, NY 13244 · (315) 428-8670

[www.neareast.org](http://www.neareast.org)

## Table of Contents

<b>About the Authors .....</b>	<b>3</b>
<b>List of Acronyms .....</b>	<b>4</b>
<b>Executive Summary .....</b>	<b>5</b>
<b>Background of Assessment .....</b>	<b>7</b>
A. Purpose .....	7
B. Audience.....	7
C. Methodology .....	7
D. Limitations.....	8
<b>Background of Project .....</b>	<b>8</b>
A. Context.....	8
B. Purpose .....	10
C. Approach.....	10
1. Target Population .....	10
2. Geographic Focus.....	10
3. Needs Assessment .....	10
4. Model .....	11
<b>Findings and Conclusions .....</b>	<b>13</b>
A. Program Design .....	13
1. How were the problems identified in the diagnostics linked to the larger objectives of reducing social isolation and political extremism?.....	13
2. How did the project communicate the objectives, particularly the broader themes of social isolation and political extremism, to relevant stakeholders? .....	13
3. In what way did the project recruit relevant stakeholders and how did they work to ensure their full participation and commitment?.....	14
4. In what way did the project target and recruit the intended beneficiaries?.....	15
5. How did the project monitor and evaluate the progress of their activities? .....	16
B. Empowering Youth to be Agents of Change .....	17
1. Building the Capacities of Youth – Becoming Agents of Change.....	17
2. Impact on Youth .....	17
3. Increasing the Dialogue and Interactions of Youth with their Communities .....	18
4. Lessons Learned.....	19
C. Connecting Youth to Economic Independence .....	20
1. Improving the Employability of Youth .....	20
2. Partnerships Focused on Youth Employability .....	20
3. Addressing the Varied Needs of Beneficiaries.....	21

4. Recognizing External Challenges to Beneficiaries.....	22
5. Impacts and Lessons Learned .....	22
D. Addressing the Social Isolation of Marginalized Youth .....	23
1. Addressing Social Isolation .....	23
2. Involving Youth in the Community .....	24
3. Lessons Learned – Addressing Social Isolation.....	25
E. Deterring Youth from Violence and Political Extremism .....	26
1. Addressing Violence and Extremism .....	26
2. Approach to Questions of Political Extremism.....	27
3. Changing the Behavior of Youth – Moving Away from Violence.....	27
4. Lessons Learned.....	28
F. Sustainability .....	28
1. Partnering with Local Organizations.....	28
2. Building the Capacity of Local Associations.....	28
G. Gender Considerations .....	29
<b>Conclusion – Lessons Learned .....</b>	<b>30</b>
A. Clarity in Project Design .....	30
B. Participatory Relationship with Beneficiaries .....	31
C. Strategic Programming .....	31
D. Monitoring and Evaluation .....	31
E. Vocational Training and Educational Support.....	32
F. Build New and Meaningful Partnerships with Local Businesses .....	32
G. Phase Out Strategy .....	32
H. Gender Consideration .....	33
<b>Annexes .....</b>	<b>34</b>
Annex 1 – Logical Framework .....	34
Annex 2 – Interview Protocol.....	38
Annex 3 – List of Interview/Focus Group Respondents.....	44
Annex 4 – List of Documents Analyzed.....	45
Annex 5 – Diagnostics .....	48

## About the Authors

**Mohamed Aomorali** is employed at the Centre Pédagogique Régional de Casablanca, and is a specialist in the philosophy of education. At the Centre Pédagogique, Mr. Aomorali provides training in the science of education and group dynamics. From 2003-2006, he was the Director of Literacy and Non-Formal Education for AREF in Casablanca. He has significant experience both working with youth and in conducting evaluations. Mr. Aomorali assisted NEF, as a consultant, in the development of its leadership trainings.

**Karen Cadondon** is a recent graduate of Syracuse University's Maxwell School of Citizenship and Public Affairs, where she earned a Master of Public Administration degree and a Master of Arts in International Relations degree. Ms. Cadondon's studies focused on International Administration and Development and Transnational Organizations; she received a Certificate of Advanced Study in Conflict Resolution. During her studies, Karen spent six months in Geneva, Switzerland working with the International Organization for Migration in their Emergency and Post Crisis Division and in Human Resources Management. Ms. Cadondon also completed an evaluation of disaster response efforts in Haiti for Plan International USA, and undertook 6 weeks of intense language study in France through a Foreign Language and Area Studies (FLAS) Fellowship.

### *Syracuse University Faculty Advisors*

**Bruce Winfield Dayton** holds several academic positions with the Maxwell School of Syracuse University. He is Adjunct Assistant Professor, Political Science, Associate Director of the Moynihan Institute of Global Affairs, and Research Director of the Program for the Advancement of Research on Conflict and Collaboration. Dayton heads research projects on transboundary crisis management, human security, and the de-escalation of violent intrastate conflict. He also serves as the Executive Director of the International Society of Political Psychology (ISPP), an international academic society with nearly one-thousand members across the globe dedicated to examining the relationship between political and psychological phenomena.

**Tosca Bruno-van Vijfeijken** is Director for Education and Practitioner Engagement of the Transnational NGO Initiative at the Moynihan Institute of Global Affairs. She teaches a graduate level course on Governance and Global Civil Society at the Maxwell School. As a former practitioner, Tosca worked at the European Center for Development Policy Management (ECDPM) in the Netherlands. She worked on grassroots democracy and human rights issues when serving as UN District Electoral Supervisor in Cambodia during the UNTAC peacekeeping operation. This experience was supplemented with assignments for UNDP and the US NGO PACT, both in Cambodia. Later, Tosca worked at the World Bank's headquarters in Washington D.C., where she was responsible for overseeing the 'mainstreaming' of public participation approaches. From 1997-2001, she was based in Vietnam, where she spearheaded the World Bank's social development agenda, coordinated the Bank's dialogue and collaboration with NGOs, and led the Bank's policy dialogue with the Government of Vietnam on civil society matters.

### *Revisions*

**Sarah Peterson** is Program Officer for the Near East Foundation. She received her Master in Public Administration and MA in International Relations from the Maxwell School at Syracuse University. She holds a BA from Macalester College in International Studies, with a minor in French and Francophone Studies.

## List of Acronyms

<b>ANAPEC</b>	National Agency for the Promotion of Work and Skills
<b>AREF</b>	Regional Academies for Education and Training
<b>CFA</b>	Centre de formation par apprentissage
<b>CJD</b>	Centre des Jeunes Dirigeants
<b>CV</b>	Curriculum Vitae
<b>INDH</b>	Initiative Nationale pour le Développement Humain
<b>IYF</b>	International Youth Foundation
<b>NEF</b>	Near East Foundation
<b>OFPPT</b>	Office for Professional Training and the Promotion of Work
<b>SMS</b>	Short Message Service (text messaging)
<b>USAID</b>	United States Agency for International Development

## Executive Summary

This assessment report was conducted under the auspices of the Near East Foundation (NEF), for the United States Agency for International Development (USAID), in order to gain insight and record lessons learned from the project *Empowering Youth in Poor Neighborhoods in the Region of Casablanca* (“Empowering Youth”). The primary objective of this two-year project was to reduce the risks of political extremism and social isolation among at-risk youth in the urban and peri-urban slums of Casablanca. Focusing on the districts of Sidi Moumen and Nouaceur, the project addressed this objective through the intermediary objectives of empowering youth and improving youth employability. Project activities included, but were not limited to, the trainings of youth participants in the two sites, the formation of youth committees, the creation of links with employers and employment agencies, and an annual summer camp.

NEF requested that this assessment focus on the overall impact and effectiveness of the project’s design, implementation, and sustainability. The assessment also investigates the extent to which the project’s objectives, both overall and intermediary, were achieved. Lastly, the assessment captures lessons learned and provides recommendations to benefit other projects with similar objectives and/or working in similar contexts. With these considerations, the evaluation team reviewed its data and identified the significant accomplishments:

### *Program Design*

The Empowering Youth project was effective in its participatory approach with stakeholders. From the outset, the project held workshops with the targeted beneficiaries, partners, and other stakeholders. These initial workshops served not only to communicate the project terms, but also helped to elicit support and participation. The project was also effective in recruiting and mobilizing youth to create youth committees. The project used these committees as its primary vehicle to incorporate more youth, replicate trainings, and ultimately, expand the project’s impact.

### *Empowering Youth to be Agents of Change*

The project was able to build the capacities of youth through training courses and activities that emphasized leadership, teamwork, and self-governance. A general consensus was noted among the stakeholders interviewed that the project directly contributed to positive changes in the overall behavior of the participants. Partners described “a new dynamic” among youth in the targeted communities as a result of the project. One partner stated that participants were more engaged and more accountable to themselves and their education, a significant change from the start of the project.

### *Connecting Youth to Economic Independence*

To increase the employability of youth, the project offered trainings, connected youth to training and internship opportunities through other organizations (ex, ANAPEC and OFPPT), and introduced the “Souktel” software to share job and training announcements with youth. The project offered the youth courses in entrepreneurship, and worked to provide youth with access to credit. Partners agreed that these

opportunities helped to improve the employability of youth, although a number of challenges were noted in working with both youth and employers on these issues.

#### *Addressing Social Isolation of Marginalized Youth*

In addition to trainings introducing leadership and life skills, the project implemented a number of initiatives that connected youth to their immediate communities, as well as neighboring communities. Examples of this include the formation of youth committees and sub-committees, and the annual summer camp. Youth had primarily positive views of the summer camps, as they valued the opportunity to interact and build relationships with youth from other regions of Casablanca. The event worked to promote the acceptance and, moreover, the integration of marginalized youth within the broader community.

#### *Deterring Youth from Political Extremism*

Because there is a negative perception of political extremism in the targeted communities, it was necessary for the project to be subtle in its approach to this sensitive issue. The project utilized trainings and activities as the primary tool to elicit positive behavioral changes that, in theory, would lead to a reduction of violence and/or political extremism among youth. While the approach was indirect, 64% of participants interviewed stated the trainings did contribute to a reduction of political extremism in their community through overall changes in behavior among the youth.

#### *Sustainability*

The project was highly effective in building the capacities of local associations. There was universal praise among partners who attributed the trainings to the improved governance and productivity of their associations. Some partners have already begun efforts in similar initiatives, utilizing the learnings from this project--as well as incorporating the established youth committees.

There were also a number of challenges identified through the project. One major challenge was the difficulty of building connections between the project and area employers to help create employment opportunities for the youth. Other challenges included vague and broad definitions of the target beneficiaries, limited utilization of monitoring tools, inadequate activities to ensure the full development of the capacities of youth, and a low level of participation among young women and girls. While these challenges do not detract from the overall achievements of the Empowering Youth project, it is important to consider and learn from these difficulties. The assessment team identified several key lessons learned that should be considered in projects dealing with similar themes. These include:

- Provide clarity in program design and clearly define target beneficiaries;
- Adopt a participatory relationship with all relevant stakeholders, not just partners;
- Integrate strategic programming that takes into consideration the diversity of beneficiaries and external challenges for participation;
- Implement comprehensive monitoring and evaluation mechanisms and ensure the information is accessible to the stakeholders as well as the greater public;
- Execute a phase out strategy to increase the project's sustainability; and
- Perform a gender analysis and develop a strategy to ensure equal representation and participation of female and male beneficiaries.

## Background of Assessment

### A. Purpose

The purpose of this assessment is to review the efforts made by the *Empowering Youth in Poor Neighborhoods in the Region of Casablanca* (“Empowering Youth”) project in working to reduce the social isolation and vulnerability to political extremism of youth in the urban and peri-urban slums of Casablanca. The assessment provides an overview of the accomplishments and challenges of the project, including its design, implementation, impact, and sustainability. The assessment focuses the most attention on how these activities relate to the project objectives of empowering youth and improving the employability of youth. As guided by the Logical Framework found in Annex 1, the assessment investigates the extent to which the project objectives were achieved. Finally, the assessment captures lessons learned and provides recommendations in order to benefit other projects.

### B. Audience

The primary audience of this assessment is government agencies and development organizations working with marginalized youth. The document will be disseminated to broader partners working in development who would benefit from the findings identified by this assessment.

### C. Methodology

Guided by the logical framework created by the Empowering Youth project, the methodology for this assessment employed four approaches in data collection:

#### 1. Document Analysis

The document analysis provided the assessment team with a thorough understanding of the project and provided the foundation for the assessment. The review of program reports allowed the assessment team to identify the progress made, the key achievements, and the major issues encountered in the program’s implementation. Additionally, records from the participant database provided figures for a general analysis of performance indicators. An exhaustive list of the documents reviewed can be found in Annex 4. The findings collected in this process were compared to those found through the other methods of this assessment.

#### 2. Interviews

The interviews provided the assessment team with insight directly from the stakeholders involved with this project. The assessment team conducted semi-structured interviews with program leaders, participants, partners, local government, and other relevant stakeholders. The interview protocol included open-ended interview questions, in combination with more structured questions. The interviews also provided the opportunity for the assessment team to examine and develop case studies of youth participants that have demonstrated the impact of the project. A complete list of questions used is in Annex 2. A complete list of interviewees is included in Annex 3.

#### 3. Focus group discussions

To complement the data collected from the interviews and allow for greater feedback from the stakeholders, the assessment team conducted focus groups at each of the

project sites. The focus groups were largely guided by questions derived from the interview protocol and allowed for a more participatory approach in the assessment process. A complete list of the discussion questions is included in Annex 2. A complete list of focus group participants is included in Annex 3.

#### 4. Site visits

To provide the assessment team with a better understanding of the scope and logistics of the project, visits were conducted at each of the project sites in Sidi Moumen and Nouaceur. The site visits included community centers, schools, and visits to the offices of partner who were involved in the project.

### D. Limitations

The following section highlights some of the limitations encountered during the assessment. First, there were data limitations from missing project documents to incomplete database records of participants. Second, there were time and resource constraints that effected the selection of candidates for the interview and focus group discussions. The availability of the candidates became a principal factor in their selection. As a result, the selection of candidates may not entirely be representative of the beneficiaries as a whole, but rather representative of the beneficiaries who were still actively involved with the project. Lastly, there was a language barrier that required a translator to be present during the interviews and focus groups. Due to limited resources, Naima El Abdellaoui (Project Manager) and Ouarda Boujradi (Field Coordinator for Nouaceur) had to alternate in providing translation services to the assessment team. Their presence during these processes may have had an influence on the responses provided by the participants.

Despite these constraints, the assessment team is confident that they were able to collect sufficient data to draw meaningful conclusions.

## Background of Project

### A. Context

Morocco's current population is approximately 31 million. It is estimated that 7 percent of the country's urban population (or 250,000 households) resides in slums.<sup>1</sup> Approximately one third of these slums are located in Morocco's largest city—Casablanca. The urban and peri-urban slums of Casablanca are associated with overcrowding, drugs, crime, and disease. As a result, slum dwellers are often stigmatized by the greater Moroccan society and are viewed as the source of urban problems, rather than the effect of broader, intrinsic issues.



Figure 1: Youth in Thomas.

<sup>1</sup> www.UNHABITAT.org

Morocco's demographic profile is also particularly young, with approximately one third of Moroccan society between the ages of 15 and 29. The experiences of youth in urban and peri-urban slums in Casablanca are characterized by persistent poverty, unemployment, social exclusion, drugs, crime, and a lack of access to adequate housing, infrastructure, training, and services. Unemployment, a challenge faced in all of Morocco, is particularly high in slums—and particularly pronounced among youth.

The Empowering Youth project worked in three areas: the Ennakhil district in Nouaceur, and the Thomas and Sekouila districts in Sidi Moumen.

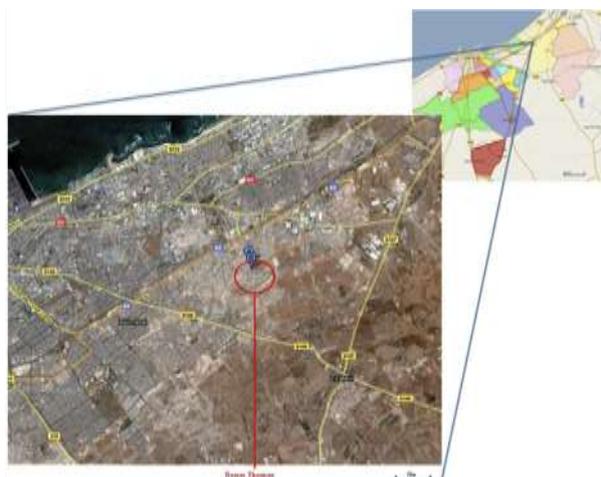


Figure 2: Thomas-Sidi Moumen



Figure 3: Sekouila - Sidi Moumen

Diagnostics (see Annex 5) completed at the project's outset emphasized many of the challenges faced by youth in these areas, including a lack of financial resources, housing security, personal security (violence and aggression), social services, and adequate educational services. Youth noted challenges in daily life, such as finding safe water, problems with housing structures, and animals in the streets. The lack of available employment opportunities and trainings was also frequently mentioned by youth, who cited challenges of prejudice, a lack of training centers, and a lack of financial resources to undertake professional trainings. Less than 1% of residents in these areas had benefited from professional training.

These problems manifested in feelings of inferiority, exclusion, and a lack of self-respect. Youth participating in focus groups during the diagnostic frequently stated that they felt ignored by elected officials and leaders, and cited intolerance and prejudice towards them in the media. Youth said that associations did not frequently include them, and youth often did not participate when they were invited.

These feelings and experiences of marginalization and exclusion can have serious consequences. Among the approximately two-dozen politicized Islamist associations in the country, and over 150 religious associations that promote Islamizing Moroccan society,

several have taken to provide social and economic services to these communities--often filling the gap of state programs.<sup>2</sup> While few of these groups have been linked to political radicalism, there have been incidents where youth from these communities have been recruited into extremist agendas. In 2003 and 2007, suicide bombers terrorized the streets of Casablanca. These bombers were youth from Sidi Moumen, one of the larger and more notorious urban slums in the city. Many attribute the participation of the youth in the bombings to extremist groups who have capitalized on the socio-economic and political disenfranchisement of youth living in these communities.

The Empowering Youth project was designed to address the marginalization and specific challenges of youth in Casablanca's urban and peri-urban slums. The goal of these activities was to reduce problems of political extremism and social isolation.

## B. Purpose

The Empowering Youth project's overall objective is to contribute to a reduction of social isolation and political extremism among at-risk youth in the targeted communities in Sidi Moumen and Nouaceur. The project worked to achieve this objective through two intermediary goals: (1) empowering youth through leadership and civic engagement initiatives and (2) creating pathways for economic independence for youth. The project is supported by USAID under cooperative agreement 608-A-00-08-00106-00 with an obligated amount of \$559,000; NEF provides a cost-share of \$22,000.

The project is based on a theory of change, which proposes that given the appropriate skills, resources, opportunities for engagement, and access to employment, at-risk youth can develop behaviors that will reduce their social isolation and prevent them from turning to political extremism. Further, these youth can become positive agents of change in their communities. To advance this theory, the project's activities were rooted in leadership trainings to increase civic engagement and workforce development efforts to improve employability. These activities are outlined in the project's logical framework (Annex 1).

The project also served to develop the awareness of youth-related issues and increase the capacity of local associations, businesses, and government to address these issues.

## C. Approach

### 1. Target Population

The primary target population is at-risk youth between the ages of 15-25 residing in urban slums. The secondary target population is youth between the ages of 10-14.

### 2. Geographic Focus

The project operates in the Ennakhil neighborhood of Nouaceur, and the Thomas and Sekouila neighborhoods of Sidi Moumen in Casablanca.

### 3. Needs Assessment

The project is largely guided by the participatory diagnostics performed at the outset of the project (see Annex 5). The diagnostics served to identify the issues faced by youth in these communities. Consultants met with youth and community members to understand the

---

<sup>2</sup> Azzedine Layachi, *Militant Islam in Morocco: The Perils of Exclusion and the Risks of Inclusion*. Working Paper: NITLE Arab Culture and Civilization Project, 2002.

problems youth faced in their communities and explored possible solutions to address such problems. The diagnostics identified three areas of concern: education, civic engagement, and employment. Guided by these findings, the project designed activities that integrated these three areas of concern into its broader objectives of reducing social isolation and political extremism among youth in the target communities.

#### 4. Model

The project model is presented in Figure 4. It highlights the activities planned to achieve the intermediary objectives of empowering youth and creating pathways to economic independence. Through these intermediary objectives, the project works to address the causes of social isolation and political extremism.

The model utilizes a participatory approach, with the creation of youth committees (and subcommittees) as its main vehicle for change. The committees serve to better incorporate youth, replicate the trainings, and ultimately, expand the project’s impact. The project planned for the creation of 5 youth committees with 30 members each: 3 in Sidi Moumen and 2 in Nouaceur. These youth committees were provided with the skills to facilitate trainings for other youth. Additionally, the youth committees were responsible for developing and supporting subcommittees of 5 to 10 members each, who would then be trained in the same training modules. It should be noted this was a development that evolved during the course of the project to better integrate more youth. The training modules included:

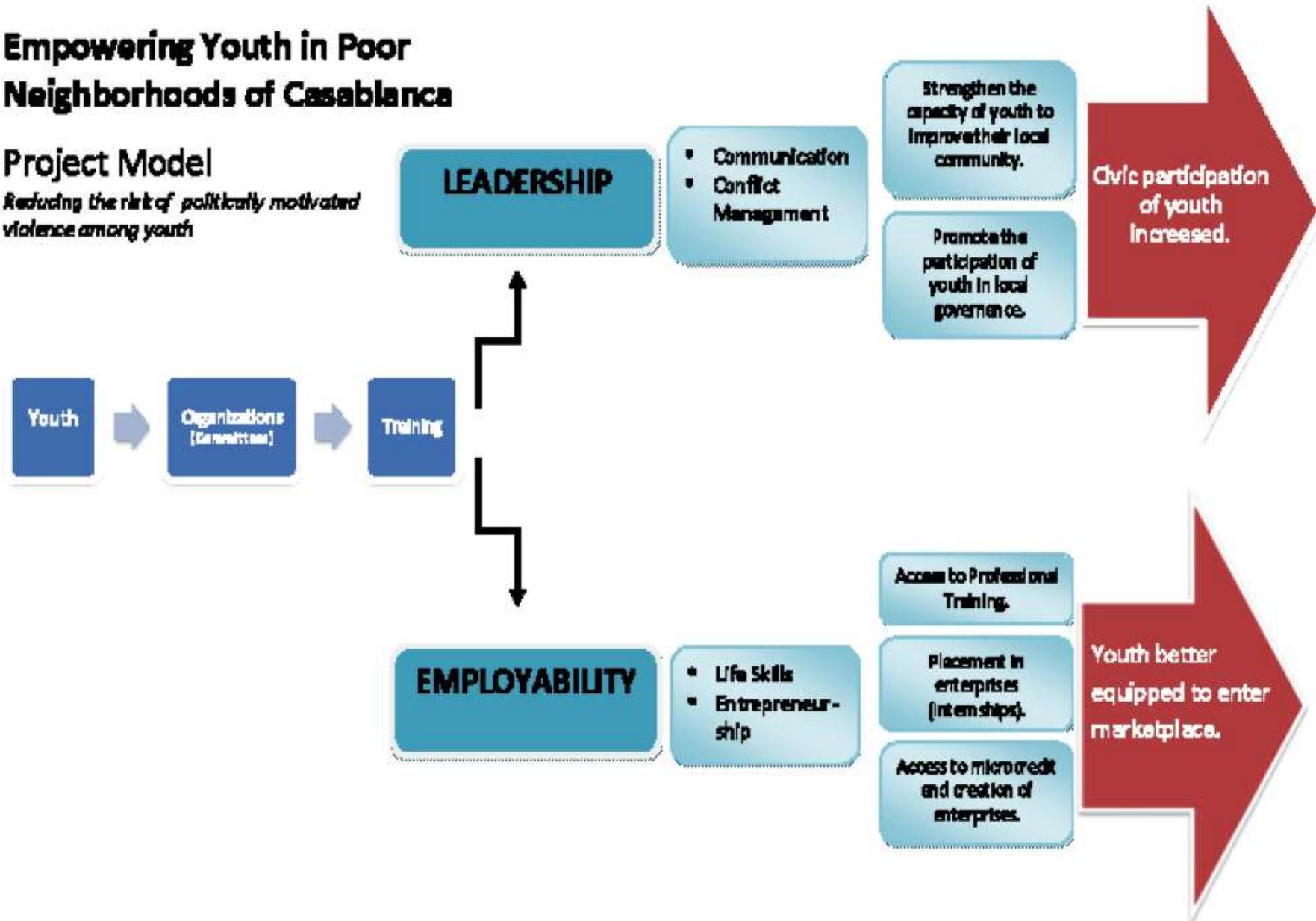
TRAINING NAME	TRAINING MODULES AND ELEMENTS	LANGUAGE(S)	TRAINING DEVELOPED BY
ENTREPRENEURSHIP	La Conduite de Seminaire (Conducting a Meeting)	French	NEF
	Brainstorming	French Arabic	NEF
	Gerez Mieux Votre Entreprise (GERME) <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Procurement</li> <li>• Inventory Management</li> <li>• Accounting</li> <li>• Personnel and Productivity</li> <li>• Financial Planning</li> </ul>	French	Bureau International Du Travail; Financed by the Swiss Agency for International Development
LEADERSHIP	Leadership Training	French	NEF
LIFE SKILLS	Life Skills Training	French	Developed by IYF/Modified for context by NEF
EDUCATEUR PAR LES PAIRS	Peer Educators		NEF

FIGURE 4

## Empowering Youth in Poor Neighborhoods of Casablanca

### Project Model

*Reducing the risk of politically motivated violence among youth*



## Findings and Conclusions

### A. Program Design

#### *1. How were the problems identified in the diagnostics linked to the larger objectives of reducing social isolation and political extremism?*

Through the diagnostics, the project was able to identify three principal issues that concerned youth in the targeted communities: (1) lack of civic participation, (2) unemployment, and (3) low levels of education. To incorporate these findings in to the design of the project, these issues had to be connected to the overall project objectives of reducing social isolation and political extremism among youth in the targeted communities. The project accomplished this by incorporating activities that responded to the issues raised by the targeted youth, while also addressing these larger issues.

For example, to address the issue of social isolation, the project incorporated activities that facilitated increased social interactions between youth and their community--as well as neighboring youth communities in Casablanca. The activities were guided by the diagnostic's themes of civic engagement and employability and, ultimately, provided the opportunity for the youth to be more engaged with their community. Similarly, to address issues of violence and political extremism, the project integrated trainings focused on life skills, communication, and conflict mitigation. The trainings were guided by the intermediary objectives of civic engagement and employability, but designed to ultimately address the overall objectives of reducing social isolation and political extremism. It should be noted that the trainings were based on the assumption that positive transformations in the behavior of the youth would ultimately deter them from behavior associated with social isolation, violence, and/or political extremism.

The key lesson learned from this experience is that projects with ambitious and complex goals must establish and ensure that there is coherence between vision and capacity, the needs of intended beneficiaries, and the design and implementation of the project.

#### *2. How did the project communicate the objectives, particularly the broader themes of social isolation and political extremism, to relevant stakeholders?*

From the project's inception, the project team held workshops with beneficiaries, partners, and other relevant stakeholders. The workshops were effective in providing the stakeholders an overview of the project, its goals, and its relevance to the community. Such workshops included a Start-up Workshop for partners and an Awareness Day for the youth.

The primary challenge the project faced was communicating a project that was ambitious in its intermediary goals, and conceptual in its larger objectives. Furthermore, the project needed to communicate these goals, particularly the themes of violence and political extremism, in a manner that was sensitive to communities that have been afflicted and stigmatized by these very issues. As anticipated, the project was able to communicate the intermediary goals of civic

engagement and employability, but did not fully impart the message of reducing social isolation and political extremism. From the focus groups and interviews conducted, this may have been a strategic move on the part of project leaders, as the beneficiaries did not view themselves--nor did they want others to view their community--as susceptible to violence or political extremism. Based on this, it is quite probable that the project may have risked losing community participation if it had taken a more candid approach in communicating the ultimate goals of the project.

Taking this into consideration, projects addressing more conceptual and socially sensitive issues must be strategic in the communication of a project's goals. As demonstrated through this project, a participatory approach aids in understanding the context of the community and its relationship with the very issues the project seeks to address. This understanding can benefit a project greatly in communication.

### *3. In what way did the project recruit relevant stakeholders and how did they work to ensure their participation and commitment?*

As previously mentioned, the project held a Start-up Workshop at the beginning of the project to target potential partners. The workshop served not only to communicate the project objectives, but also worked to effectively recruit community support and participation. The workshop had over 50 participants, including government officials and representatives, national and local associations, and private sector organizations. The event demonstrated the importance of partnerships to the project. As one local association noted, the project was strategic in their partnerships by complementing the efforts made by the local associations, rather than competing with them.

To garner more support from the private sector, the project delivered another workshop to fully impart the relevance of the project specific to this group. The event served to share the results of a job market study conducted by the project in the targeted communities. The study served as another communication tool that urged these organizations and businesses to become more involved in the project, particularly in the employability of youth. Moreover, it increased the awareness of youth unemployment issues in these communities, and initiated a dialogue focused on exploring possible solutions. The participants who attended the workshop were receptive to the findings and agreed that their participation would be beneficial in the project's efforts.

While thorough in their recruitment strategy for partners, the retention efforts by the project did not reach their full potential. Missed opportunities included a decline in communication as the project advanced, particularly between existing partners and potential new partners. As stated by one government official, it was the lack of communication from the project that resulted in the local government's minimal investment in the project. In this regard, the project could have shared the developments of the project with their partners as a means to showcase the overall benefits of the project, as well as to identify where progress was lacking and where assistance from the partners was needed.

From this experience, it is clear a participatory approach is an effective way to garner the support and participation of community partners. While initiating dialogue with the community is important, it is only the first step in building and strengthening these relationships. Continued communication and the exchange of information, ideas, and expectations are essential to the development of such partnerships.

*4. In what way did the project target and recruit the intended beneficiaries?*

For any project, the difficulty in the recruitment of beneficiaries is ensuring that the intended population is actually targeted. The identified beneficiaries for this project were “at-risk youth prone to social isolation and political extremism.” This definition was broad and fairly subjective in nature, with the mere identification of “youth” open to diverse interpretations. For example, the project manager interpreted “at-risk” youth as any youth living in such communities, which are characterized by endemic factors such as poverty, low levels of education, high crime rates, and drug use. Conversely, a government partner suggested that this is a rather broad category of young people to target, one that ultimately exceeded the capabilities of the program.

Despite the ambiguity in definitions, the project opted for a more inclusive approach to the recruitment of beneficiaries, targeting the entire youth population in these communities whose ages ranged from 10 to 25. The recruitment efforts commenced with an Awareness Day held in both sites of the project. The event informed the youth about the project, and moreover, how they could participate in the programs. A total of 138 youth took part in the event as noted in the table below. Shortly thereafter, the project formed 5 youth committees, each consisting of 30 members. Because of the positive reception of the youth committees, the project modified its original model to expand the membership of committees. In this effort, the youth committees were tasked to form additional sub-committees consisting of 5 to 10 members. At the end of the project, the network of youth recruited by these efforts totaled 1243.

AWARENESS DAY		END OF PROJECT	
Sidi Moumen	75	Sidi Moumen	993
Nouaceur	63	Nouaceur	250
<b>Total</b>	<b>138</b>	<b>Total</b>	<b>1243</b>

From this experience, it is clear this approach was effective in increasing the project’s recruitment of youth from 138 to over 1243 participants. The question remains, however, whether the youth recruited were, in fact, the intended population—the socially marginalized and “at-risk” youth targeted by the project model. To validate these recruitment efforts, the project could have utilized its new partnerships with the community to help identify and target “at-risk youth.” Ultimately, this is a valuable lesson for any project: to reach its intended

population, it must provide a clear and concrete profile of the intended beneficiaries at the onset of the project and enlist the larger community to assist in recruitment strategies.

### *5. How did the project monitor and evaluate the progress of their activities?*

The project recognized the necessity for monitoring and evaluation and integrated components in its initial design. The primary method of monitoring was the production of reports on a monthly, quarterly, and annual basis. The reports tracked the accomplishments made, challenges encountered, and future activities planned for the project. Moreover, the reports provided a space to highlight individual youth participants who had benefited from the project and how they applied their learnings in their community.

The project also created a database to track information about the participants (e.g. name, site, gender, age, education level, etc). The database was intended to provide an accurate profile of the participants, their activities over the duration of the project, and their current status upon completion of the project. Moreover, there were sections of the database that served to measure more intangible aspects of the program such as opinions from the participants on how they benefited from the program. Unfortunately, the database was not used from the beginning of the project, nor was it used to its full extent.

Lastly, the project worked to incorporate stakeholders' views in the second year of the program. The project facilitated a workshop that evaluated the training modules and included youth and area educators in the discussion. It was an opportunity for the project, the teachers, as well as the youth, to reflect on the impact of the trainings. The workshop also served to recognize the efforts of youth trainers of youth sub committees. Despite the usefulness of the workshop, the project did not conduct future workshops.

While the project had tools in place, it is apparent they were not able to use them to their fullest extent. The major limitations to monitoring and evaluation efforts were the lack of a formal reporting protocol and the need for a person or unit to be accountable for the consistency and accuracy of the reporting. The project could have also placed more efforts in sharing the information with the stakeholders, utilizing reports as a tool to garner more support and participation. Based on this experience, future projects should consider creating monitoring and evaluation systems that identify the successes and limitations of their projects in a clear, consistent way. This can be accomplished through formal reporting protocols, regular maintenance of reporting tools, and the accessibility of the information (e.g. translation of documents in to relevant language(s) and ensuring public access to documents). A more comprehensive approach to monitoring and evaluation can help to ensure the overall transparency and accountability of the project.

## B. Empowering Youth to be Agents of Change

### 1. Building the Capacities of Youth – Becoming Agents of Change

The project designed training courses focused on leadership, teamwork and self governance to empower youth. These courses introduced a diverse set of skills, including public speaking, team building, and conflict mitigation techniques. The project utilized the youth committees and sub-committees as spaces for the youth to apply and develop the skills that were learned in the trainings.

The project also facilitated activities that emphasized concepts of teamwork and civic responsibility. An example of this is an environmental awareness campaign initiated by a youth



Figure 5: Earth Day Campaign

committee in Sidi Moumen. The campaign included a community event to coincide with Earth Day, which aimed to educate youth on the importance of protecting the environment. More than 60 participants attended. Through this event, the youth were able to mobilize students, teachers, and school administrators to further participate in the implementation of a cleanliness campaign on their school grounds. This was a major success in the development of the project's theory on how youth become agents of change; that is, through

the development of behaviors associated with leadership and empowerment.

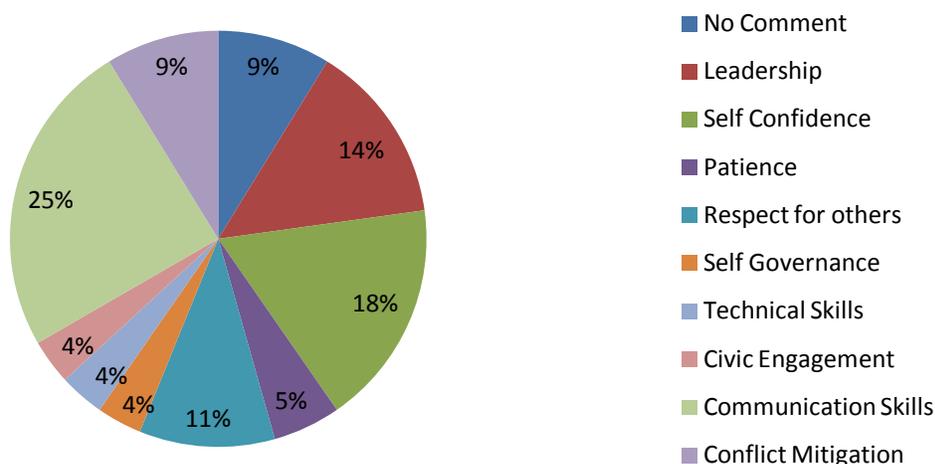
The challenge in designing a program focused on the development of youth is determining the needs of a diverse group of participants. In a focus group of youth participants, respondents discussed how there was a lack of additional trainings or activities to apply and further develop their newly acquired skills. This highlights an important lesson learned through this project. In addition to providing the youth with the skills and knowledge of leadership and empowerment, the project needed a sufficient number of subsequent trainings or activities to fully build the capacities of youth to become agents of change. Alternatively, projects need to determine how to direct youth to other opportunities offered through schools or other organizations.

### 2. Impact on Youth

There is a general consensus among the stakeholders interviewed that the project directly contributed to overall positive changes in the behavior of participants. The following chart illustrates the changes experienced by the youth participants who were interviewed. The participants were asked if the project had an impact on them, and if so, to elaborate on areas/behaviors that were affected.

## CHART 2

Question posed to youth - In what areas/behaviors did the project improve your capacity?



From these results, one can conclude that the trainings were effective in eliciting an overall positive transformation in the youth participants. Among the youth interviewed, the major changes occurred in improved communication skills, and an increase in self-confidence and leadership skills. The major limitation to these results is the lack of baseline data, and the subjectivity of the responses. As a result, it is difficult to discern the actual extent of changes in the youth. To mitigate the difficulty of measuring the project's impact, the project should have better collected baseline information on the capacities of youth in these areas, and tracked these throughout the project.

### 3. Increasing the Dialogue and Interactions of Youth with their Communities

The project utilized trainings and activities to elicit certain behaviors in the youth, and to increase the dialogue and interaction of youth with their communities. From the interviews with youth, there are important achievements to be noted in this area:

- 61% of youth participants interviewed attributed the program to their increased participation in their community, especially in the guidance of other youth.
- 81% of the participants attributed the trainings to having increased their confidence to speak in public.

Paired with new skills and a network of support, it is clear the youth were interacting with their community in a new way. Many participants explained that the project created a space that allowed the youth to be heard and that it facilitated a dialogue between the youth and the community that did not exist before the project. Partners described "a new dynamic" among the youth as a result of the project. A high school educator stated that students were more engaged and more accountable to her institution. The recognition of changes in youth by the community is also a significant fact. This contributed to a positive change in the opinions

toward youth of the community. It allowed the community to receive youth in a different way, acknowledging the youth as active and valued members of society.

#### 4. Lessons Learned

The major lesson learned through an analysis of the project is that its theory of change is probable, and moreover, potentially effective. As highlighted in the profile of Hanan Kellal, there were, in fact, youth participants who become prominent agents of change in their community.

The major limitation of the project and model is that it needs to better incorporate more youth. The project needs a more comprehensive approach for the youth to fully achieve this idea of becoming an “agent of change.” Most importantly, it is essential that trainings that introduce skills related to empowerment and leadership be paired with subsequent activities to reinforce and further develop skills learned.

The project could have been more strategic in its programming. For instance, in addition to their own activities related to empowerment, the project could have partnered with local associations or government offices to create youth focused initiatives and have youth participants assist in these efforts. This would allow youth participants to apply their newly acquired skills, as well as become acquainted with the processes of creating change in their community.

### An Agent Of Change:

#### HANAN KELLAL



Hanan Kellal, 24, is an exemplary model of the project’s theory of change. One of nine children, Hanan entered the project unemployed and discouraged at the limited job prospects that existed.

Through the project, she acquired new skills, became an active member of the youth committees, and sought membership and involvement in a local association, *Ajjal*. Her increased civic participation and new-found confidence led her to pursue an elected position within her province, Nouaceur. Members of her association, alongside the project’s youth committees, mobilized to actively campaign on her behalf.

As a result, she was elected to the position and serves today--providing a voice to the needs and interests of youth in her community. She is optimistic about her future and continues to advocate for the empowerment of youth.

## C. Connecting Youth to Economic Independence

### *1. Improving the Employability of Youth*

To increase the employability of youth, the project offered a variety of trainings that introduced skills such as team building, public speaking, CV instruction, and interviewing. Other activities included open house days, on-site trainings with local businesses, and the piloting of the Souktel software. The project also offered youth participants entrepreneurship courses and access to credit to start their own business.

While trainings did strengthen the capacity of youth in these areas, it did not necessarily result in the actual employment of youth. Because there were relatively few youth placed in jobs or internships as a result of this project, it is difficult to discern to what extent the project increased the capacity of youth in this area. Many youth participants are still pursuing their education, and it is therefore challenging to determine the percentage of youth searching for work who were successfully aided. A better monitoring system of the employment needs and status of project participants would have allowed for better tracking of the impact of these efforts.

Most businesses that partnered with the project required a certain level of education, specific certifications, or French language proficiency--which excluded many of the youth who participated in the project. Among participants who were interviewed, there was a general consensus that the trainings did not fully address this qualification gap, which prohibits the youth from obtaining employment. The project could have taken this opportunity to provide additional trainings or initiate activities with other partners that would address these needs.

Ultimately, the project needed to reconcile the needs of the youth, with the needs of employers, to increase opportunities for job placement. The project did make progress in introducing youth to the requirements of jobs. The Souktel software, which allowed SMS job alerts to be sent to youth participants, provided youth with information on job requirements. Similarly, job visits and trainings provided greater information to youth on the needs and expectations of employers.

### *2. Partnerships Focused on Youth Employability*

The project was able to leverage its partnerships with businesses and other organizations by providing youth with opportunities for vocational trainings and internships. A prime example of this is the project's partnership with ANAPEC, a national employment agency designed to build the workforce competencies of citizens and facilitate employment. Partnered to this project, ANAPEC offered its services to participants, including business development trainings and an entrepreneurial course, through the Moukawalati program (which coordinated the training and guidance for youth who wanted to start their own business).

The entrepreneurship initiatives proved to be limited because the youth did not want to take out loans. This was first addressed in the diagnostics where the majority of youth preferred a fixed salary rather than creating their own enterprise.

Under precarious living conditions, income stability is an understandable priority for youth. Unfortunately, as mentioned in the previous section, the project's partnerships with the area employers did not result in many employment opportunities. Some local associations attribute this to a lack of commitment and investment to the project by the area employers. The project could have placed more efforts in making these partnerships with area employers more engaging or accountable by simply tracking the number of job placements made and continuing the dialogue with the employers on how to improve job placement.

In the cases that the project did provide employment, the experience was meaningful. The profile on Karima Amazir provides a good illustration of how the project facilitated this process.

### *3. Addressing the Varied Needs of Beneficiaries*

The project conducted a job needs assessment to guide the creation of its employment development programs. The challenge was utilizing the findings from this study in an effective and meaningful way. For example, if French proficiency was the main factor excluding the youth from employment opportunities, the project could have offered a language course to address this gap. Instead, the project elected to offer trainings in sewing or carpentry. It is evident that such trainings did not reach their intended potential, as there were no jobs created or obtained from them.

#### *Pathways to Economic Independence:*

#### **KARIMA AMAZIR**



Karima Amazir, 24, was among the first youths in Nouaceur to join the project. She became actively involved with the youth committees and extended her new leadership and civic involvement to a local association, Ajial.

Through her participation in the project, Karima has benefited from the trainings, particularly in the development of her career. Through trainings, she has learned how to effectively complete a job application, write a resume, and interview effectively.

As a result of these trainings, Karima was able to start an internship. She now has a more positive outlook on her future employment opportunities.

Because the trainings were designed to serve a larger audience, the trainings were not able to take into full account the diversity of the participants in age, education, and experience. Many of the youth interviewed attributed the gradual abandonment rate of the project to the higher education level needed to benefit from the trainings. In this regard, the project could have facilitated brief, evaluative surveys for the participants upon completion of the trainings to identify, and ultimately address, the different needs, capabilities, and interests of the participants.

#### *4. Recognizing External Challenges to Beneficiaries*

The Empowering Youth project did take some external challenges in to consideration in the design of their trainings. It did recognize that youth had other priorities, such as work or school, during the weekdays. As a result, the project scheduled the trainings in the evenings and on the weekends to accommodate these schedules. Moreover, the project understood that transportation was not readily available to youth, and as such, conducted the trainings on site at the available community centers.

The project, however, did not provide options for transportation for the activities outside of the communities, particularly with local employers and employment agencies. In this regard, the project could have played a larger role in providing options to the youth. For instance, it could have facilitated mobile training units for the employment agencies and organizations that offered trainings. It could have also partnered with local youth associations on a carpool program for youth who sought trainings or internships outside of the community. Whether or not these options are feasible, the ultimate lesson learned here is that a project must recognize and be responsive to the overall needs and limitations of their beneficiaries.

#### *5. Impacts and Lessons Learned*

The objective of increasing employability had several challenges that made it difficult to achieve. In addition to the ones mentioned earlier, the primary challenges identified by partners included: youth were under-qualified for positions, the youth faced discrimination by hiring companies due to the location of their residence, the youth did not have transportation to work, and the business organizations with which the project partnered were not invested or accountable to the project. The project certainly could have played a greater role in addressing these challenges by providing further trainings for the youth that addressed their lacking qualifications (ex, language trainings) or strengthening the partnerships with the area employers.

Another significant challenge was the low level of compensation offered to youth when they were offered employment. In an interview, the program manager explained that there was no incentive for the youth to accept jobs that paid 1000 – 2000 MAD (\$120 - 240 USD) per month when they could easily engage in informal income generating activities where they would earn

double to salary. She stated there were instances where she was able to connect youth participants with such jobs, only to have them reject the opportunity because of the salary.

It appears that the problem is not entirely a lack of employment opportunities, but a lack of desired opportunities. Youth, however, lack the qualifications necessary to receive employment at the salary level they require. In this regard, projects must develop a diverse vocational training program that addresses these key issues—while also communicating to youth the importance of developing these skills. Training might need to include courses that would address the French language requirements needed by most employers.

Through integrating training programs that provided the youth with additional skill sets and capabilities as well as strengthening their existing partnerships with area employers, the project could make considerable progress in their efforts in improving the employability of youth.

## D. Addressing the Social Isolation of Marginalized Youth

### *1. Addressing Social Isolation*

To address social isolation among the youth, the project designed activities that would connect the youth to their immediate communities—as well as neighboring communities. Such activities included the formation of youth committees, trainings grounded in ideas of civic engagement and teamwork, team oriented races, and annual summer camps.

A prime example of how the project addressed this issue is the involvement of its participants in community events such as the annual community marathon organized by the Centre des Jeunes Dirigeants D'Entreprise (CJD). The marathon required participants to be dispersed among teams comprised of individuals from various socio-economic backgrounds and educational levels. The event worked to promote the acceptance and, moreover, the integration of marginalized youth in the larger community. At the conclusion of the event, prizes were awarded. One youth committee member from Nouaceur was part of a winning team.

A similar example of the project's efforts in this area was the annual summer camp. The summer camp connected the participants to other youth from neighboring communities in Casablanca. The summer camps were held over a three-day period in a location outside of the targeted communities. The activities held in the camp addressed a variety of topics, such as leadership, health, and violence. There was a positive reception from the youth, as well as the parents of the youth, as they both valued the opportunity to be able to interact and build relationships with youth from other regions of Casablanca. Similar to the marathon, the event worked to promote the integration of marginalized youth in the larger community. What is not clear, however, is the impact on youth beyond the conclusion of these events. In this regard, it may have been beneficial if the project monitored whether the relationships formed at the camps continued and were meaningful after its conclusion.

Taking this all into consideration, future projects need a more comprehensive approach in addressing abstract goals such as social isolation. Rather than addressing the issue through sporadic and isolated events, future projects should continually revisit their efforts to achieve the most impact.

## 2. Involving Youth in the Community

In a focus group of youth committee members, participants explained the disengagement of youth with the community prior to the project--mainly because the youth did not have a space to voice their opinions or express their ideas. The project was able to address this gap through the formation of youth committees. The mere propagation of the committees is a testament to the impact it has made on the participants. Through the committees, the youth were able to facilitate their own trainings, initiate outside projects with local associations, and build relationships with other youth inside and outside of their communities. Among the youth interviewed, the chart below illustrates how the project contributed to the youth's sense of value and/or involvement in their community.

CHART 3

Question posed to youth - As a result of the project, do you feel you are a valued and/or active member of your community?

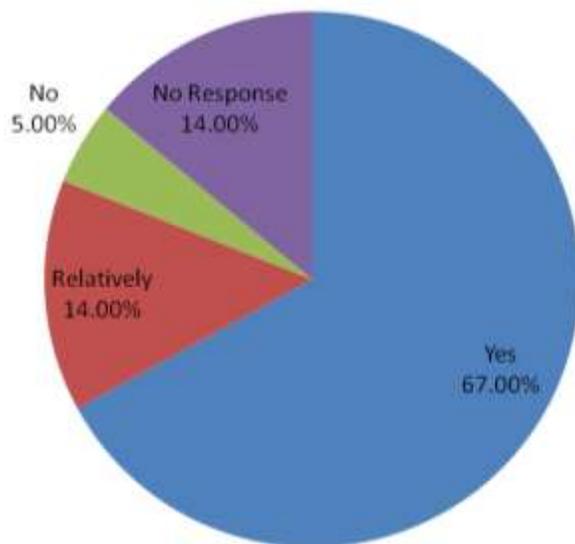
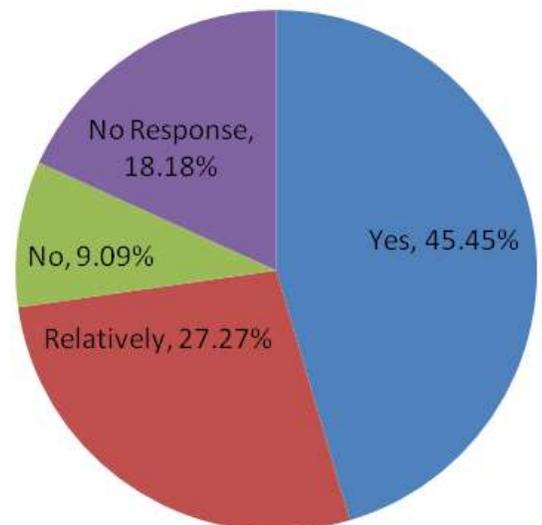


CHART 4

I now have a more positive relationship with the Commune.



Over 80% of those interviewed felt more valued in their community. Additionally, over 70% of youth interviewed said that they had a more positive relationship with the Commune. From these results, it is evident that the youth participating in the project experienced an increased sense of value in their communities—both internally and externally—as a result of the program.

Internally, the youth expressed that they felt they were an active and valued member due to their personal changes in behavior, including increased self-confidence and leadership. Externally, the youth noted that they felt they were valued members because of the increasingly positive image of youth in their community. It is important to note that as the youth felt more respected by their community, they stated that they were then further encouraged to continue and increase their efforts in civic participation.

### *3. Lessons Learned – Addressing Social Isolation*

As with the objective of empowering youth, the project's efforts in decreasing the social isolation of marginalized youth is driven by the assumption that changing the behaviors of youth will lead to less isolated youth. It is difficult to gauge if the program was effective in reducing the social isolation of youth as there is no quantitative baseline data with which to compare the perceptions of the youth and their relationship to their community. The project should consider taking better stock of the participants and their feelings of social isolation at both the onset and conclusion of the project, in order to provide a better picture of the real impact of the programs—as well as noticeable areas of improvement.

The Empowering Youth project also demonstrated the need to strategically plan activities over time, and not on sporadic occasions. Maintaining youth engagement activities over time would contribute to an improved momentum in the community, and would better allow youth to fully internalize their experiences from the project and gain perspective on the effect it has had on them and their relationships with others.

From these results, it is clear that the project had a considerable positive impact on youth, with youth feeling more connected and feeling a better sense of worth in their communities. To this end, the profile

## *Youth Empowering Youth:*

### MEHDI SABAH



MEHDI SABAH, 21, was among the first youth to become a member of the youth committees in Sidi Moumen. Upon completing trainings in Leadership and Life Skills, Mehdi began facilitating the trainings in his community.

Through this new role, Mehdi feels satisfaction in being able to positively influence others and give back to his community. He attributes his new sense of confidence and determination to the trainings, and has sought other opportunities to apply the skills in his community. For instance, Mehdi and his friends have initiated and successfully executed the mediation of conflicts in his community.

Mehdi is currently facilitating weekly leadership sessions while also pursuing a university degree.

on Mehdi Sabah provides more insight on how the project's youth committees, in particular, allowed him to become more involved in his community-- resulting in true sense of citizenship, public service, and social inclusion.

## E. Deterring Youth from Violence and Political Extremism

### 1. Addressing Violence and Extremism

The project approached the issues of violence and political extremism with the view that positive behavior changes lead to a reduction in these problems among youth. The project utilized trainings as a primary tool to elicit the intended positive changes in the behaviors of youth, and activities to promote and support these changes.

There was a general consensus among the stakeholders interviewed that the trainings did, in fact, positively change the behaviors of youth. Youth, teachers, parents, and community leaders all cited positive behavioral changes among youth—including increased involvement and a reduction in aggressive behavior. However, the question still remains if these behavioral changes ultimately contribute to a reduction in violence and political extremism. Much research is currently being conducted on just this question; the short and long-term outcomes of this project's activities can help to contribute to this examination.

A second important question is whether the positive behavioral changes noted actually occurred in the intended target population--specifically, at-risk youth who are vulnerable to political extremism. During a focus group, local associations provided some insight to this question by explaining that the project was not able to reach the group of youth who are most vulnerable to violence and political extremism. According to local association members interviewed, a minimal engagement exists between this group of highly vulnerable youth and the larger community. This makes it difficult for any project or activity to include these youth. As this group of youth also tends to have lower educational levels, the trainings designed by the Empowering Youth project may not have been appropriate for these youth. Many of the trainings appear to better address the needs of participants with a slightly more advanced level of education.

Considering these questions, the Empowering Youth project could have taken appropriate steps to try to engage this particular group of highly vulnerable youth. This could have been achieved through stronger (or more defined) recruitment efforts or a modification of the training modules to accommodate the needs of this specific group. Improved monitoring and tracking of project participants also could have helped to elicit greater information on the impact of the project among all youth, from various backgrounds in the target communities, benefiting from the project. A deeper engagement with local associations and community partners could also facilitate a more targeted selection of particularly marginalized and vulnerable groups—who are considered to be most susceptible to violence and political extremism.

## *2. Approach to Questions of Political Extremism*

Because there is an overall negative perception of political extremism in the targeted communities, it was necessary for the project to be subtle in its approach. During interviews, some participants stated that violence and/or political extremist activities did not exist in their communities. The participants that did state that violence and/or political extremism existed provided little commentary on the subject aside from agreeing that the project helped in this effort. Based on these responses of outright rejection and extreme reservation on the discussion of political extremism, it is safe to conclude there was a potential risk that the community would have been less receptive to the project knowing that its activities targeted “at-risk youth prone to political extremism”. From their experience, future projects should be able to recognize and be sensitive to the social environment of each community it serves.

## *3. Changing the Behavior of Youth – Moving Away from Violence*

While it is difficult to quantify conflict mitigation efforts, it is evident that trainings contributed to the increased application of communication and negotiation over violence in disputes among youth. During a focus group discussion, partners conceded that youth were less aggressive and were more positive in their behavior and outlook as a result of the trainings. One youth described how the trainings strengthened his communication skills to the extent that he now is able to communicate with his friends, rather than resorting to violence when settling disputes. Among the youth interviewed, two questions were proposed to gain some insight on the ideas of violence and its links to political extremism.

The results are interesting in both the responses and lack of response:

- When asked if the project helped reduce drugs and violence in their community: 50% of respondents stated that the trainings contributed to a reduction of violence in their community. 22% of respondents provided no comment.
- When asked if the project helped reduce political extremism in their community: 64% stated that the trainings have contributed to a reduction of political extremism. 32% of respondents provided no comment.

From these findings, it is difficult to fully determine whether the trainings had real impact on the objective of reducing violence and political extremism. Of the 64% of respondents who agreed that the project contributed to a reduction in political extremism, many placed a caveat that the trainings had an indirect effect on this objective, as it did not address it directly. Those who did not agree with it having an effect on the youth argued the project did not involve the youth who generally participate in such activities. Finally, the marked increase in youth not responding to this particular question (approximately 15-20% higher than other questions), can serve to reinforce the previous assumptions that the youth did not perceive themselves as vulnerable to political extremism or they did not want to be attached to such stereotypes.

#### *4. Lessons Learned*

The primary lessons learned in this area are that projects that largely rely on behavioral changes to address more abstract issues (such as violence or political extremism) can be effective if they implement a comprehensive and strategic approach. First and foremost, the project needs to identify and target the correct beneficiaries. In this regard, it should utilize the assistance of local partners and governments to identify at-risk youth prone to violence and political extremist activities. Next, the project should be strategic in its recruitment through understanding the social perceptions of political extremism in the community, and moreover, framing the project as to not alienate these beneficiaries. Once recruited, the project should be sensitive to the needs and interests of these beneficiaries and should tailor the programs to suit these needs. Finally, the project should take qualitative stock of the participants and their propensities to political extremism and/or violence before, during, and after their participation in the project.

### *F. Sustainability*

#### *1. Partnering with Local Organizations*

As discussed earlier, the Empowering Youth project enlisted support from both private and public organizations, as well as local governmental bodies. These partnerships helped to ensure that there was broad support from all sectors. The project was able to foster real and meaningful relationships with local associations, many of which already had an established rapport with the youth population. This network of local organizations provided a useful structure through which to achieve the project's goals in a sustainable and lasting manner.

#### *2. Building the Capacity of Local Associations*

The Empowering Youth project provided trainings and support to local associations, in order to build their capacity to support and engage youth. There was universal praise among local association members who received and benefited from these trainings. They attributed the trainings to the improved governance and productivity of their associations. In Nouaceur, there was general consensus among the associations that the project initiated a dialogue between the associations, and as such, resulted in stronger relationships and collaboration between the organizations. One association described the improved performance of its members through the adoption of the communication and negotiation techniques that were presented in the trainings. A government official reported that their province experienced a 30% increase in meetings with associations who have benefited from the trainings. Moreover, the official noted a 50% increase in the number of associations who are currently in contact with the municipality.

While the local associations have built a strong foundation for the continuation of the project, there are still sustainability challenges that exist. One of the primary challenges is the ability to recruit and engage other partners (for example, from the private sector and government), to support the new efforts of these associations. These associations also face challenges of

funding and logistics. Without the proper resources, local associations stated it would be difficult to put substantial effort in to the continuation of the project. In this regard, it is important to note that projects must support local associations in applying for grants or finding alternative funding. By supporting associations in this process, these organizations can be better prepared to increase their resources and alleviate future financial constraints.

Despite these challenges, some associations have already begun efforts in continuing youth initiatives—utilizing the learnings from this project. A high school teacher discussed how he has already introduced and plans to continue the trainings from this project within his institution. Similarly, the president of a local association stated that he already has a project in progress, integrating the learnings from the trainings.

In addition to their pledges to continue the project, local organizations said that they would continue to work to incorporate the youth committees in their efforts. One organization has already taken steps to integrate the youth committees in their organization by providing them space in their building.

The project’s participatory approach, and the strengthening of the capacity of local organizations and youth committees, has helped to ensure that the efforts of the project will be continued after the end of the project. Youth, local associations, and local governments have stated that the trainings and activities of the project will continue to impact their lives. The project has also shown areas for improvement in building sustainability, including providing increased support to associations in determining where and how to find funding and resources. Further follow-up with local associations and youth in the short and longer-term will provide greater information on the sustainability of project activities.

## G. Gender Considerations

While the Empowering Youth project worked to ensure gender parity in its program, it did not undertake greater analysis or efforts to respond to the needs of participants of different genders. Because there was no gender analysis performed at the outset of the project, nor was a gender specialist consulted in the design or implementation of the programs, there is limited data available on this issue. While there are some reports that document gender disaggregated data, no further insight or conclusions were provided in the interpretation of the data. What is evident is the overall under-representation of females to males in the project.

TOTAL YOUTH PARTICIPANTS BY GENDER	
Females	476
Males	767
Total	1243

According to staff members, the lower levels of participation are partly due to the culturally prescribed roles of women in Morocco. They explained that most Moroccan women share the larger part of domestic responsibilities, precluding them from participation in other activities outside of the home. Another issue was that some trainings were scheduled during the evening. There was a considerable risk for young females to walk alone to the youth or community centers where trainings were held.

There were, however, unintended positive outcomes of gender equity that occurred over the course of the project. For example, one youth stated that she acquired membership in an association that previously did not accept membership of females. The leadership and other trainings had special impacts on female participants, who were especially able to increase their self-confidence and speaking skills.

This discussion underscores the importance of undertaking a gender analysis at the beginning of any project, and the necessity of considering how a project impacts males and females differently. Such efforts would help identify the different needs, issues, and interests of the participants, resulting in an improved impact on both of males and females. In doing so, the project would be able to address weaknesses and implement necessary strategies to achieve better outcomes for these groups.

Future projects should recognize the importance of a gender analysis at the beginning of a project, as well as a continued monitoring of the impact of the project on males and females. Projects should work to ensure that gender disaggregated data is collected over the duration of the program to identify gender gaps and areas of achievement. These efforts would serve to enhance a project's activities and contribute to its overall sustainability.

## Conclusion – Lessons Learned

This assessment has highlighted the achievements and impacts of the Empowering Youth project, as well as opportunities missed in its implementation. In concluding this report, this section summarizes the key lessons learned through this project. These lessons are provided to benefit other projects, particularly those focused on youth.

### *A. Clarity in Project Design*

An analysis of the Empowering Youth project has demonstrated the necessity of clearly defining a project's targeted beneficiaries. As described above, the project did not have clear definition of what constituted "at risk" youth. A more clearly defined target would better allow a project to address the needs of this community, while fulfilling its own objectives.

The project has also demonstrated the importance of developing a clear logical framework from the outset of a project, to define overall objectives, outputs, and performance indicators. A clear framework can ensure that activities are planned and implemented in a coherent

manner, to ensure a sustainable and meaningful impact. It is also important that a project's framework be clearly communicated to all staff members, as well as potential stakeholders.

### *B. Participatory Relationship with Beneficiaries*

The Empowering Youth project demonstrated the importance of utilizing a participatory approach with partners and beneficiaries. The relationships that the project established with local associations, youth, local governments, and other partners, increased the impact of the Empowering Youth project, as well as its sustainability.

In these important relationships, there were also several missed opportunities. In a participatory approach, it is important that information is shared with partners throughout the project through a strong communication mechanism. This communication should include project updates and information on progress. An improved and on-going dialogue can help to better gauge and share the change that a project has made.

Moreover, projects should be receptive and responsive to the external challenges and needs of beneficiaries--and alter its program appropriately. By regularly incorporating feedback from beneficiaries, a project can improve its overall impact. This feedback can be found through surveys, focus groups, or town hall sessions. On-going evaluations of partnerships and participation can lead to further benefits in the participatory approach.

### *C. Strategic Programming*

Both through its successes and missed opportunities, the Empowering Youth project demonstrated the importance and necessity of strategic planning. In planning, a project must clearly define targets and take into consideration the age, education level, and experience level of the participants and tailor the programs accordingly. The project should leverage relationships with partners, when appropriate, to collaborate on programs. Projects must also take into consideration the local context, identifying potential challenges for participation (ex, work, school, gender) and schedule programs accordingly. Moreover, projects must expand on the number of trainings and activities to ensure that there is a thorough understanding and full application of the learnings. Projects should also consider providing participants with certificates or diplomas to validate their efforts and provide an incentive for completion and continuation.

### *D. Monitoring and Evaluation*

The Empowering Youth project also demonstrated the importance of developing and consistently utilizing a monitoring and evaluation system. At the project's outset, comprehensive monitoring and evaluation mechanisms should be put in place. These mechanisms should be systematic to ensure that progress is measured accurately and consistently. This information should be available and accessible to beneficiaries, partners and other relevant stakeholders. The project should share and discuss this information with stakeholders on a regular basis to ensure accountability. A midterm evaluation and final

evaluation should be conducted by an external evaluator who is proficient in the local languages, as well as knowledgeable of the local context and fundamental themes of the project.

#### *E. Vocational Training and Educational Support*

Given the challenges faced by the Empowering Youth project in regards to youth and employment, there are a number of lessons that should be considered by other projects. First, the greatest challenges for youth in finding employment are language barriers (in French and English) and technology barriers. The Empowering Youth project was able to address some of these issues through the introduction of IT trainings (Word, Excel) and other related vocational training to improve youth employability.

Projects should also recognize the importance of providing participants with certificates or diplomas, upon completion of trainings, to validate their experience to potential employers.

This project also showed the importance of partnering with local education institutions to collaborate on trainings and activities that would contribute to education of youth, and ultimately, increase their employability. Projects should work in concert with existing structures and support local education institutions in their efforts to retain students and communicate the importance of education, particularly as it relates to employability.

#### *F. Build New and Meaningful Partnerships with Local Businesses*

In order to improve employability, the Empowering Youth project demonstrated both the importance and challenges of developing partnerships with businesses and employment/training organizations. The creation of such partnerships requires the development of a mutual understanding of goals and benefits of participation, in order to ensure the full participation and commitment of these partners. The Empowering Youth project recognized the challenge of convincing private enterprises that project participation is of value to them; future programs will need to consider how to best address this issue with potential private business partners. Regular meetings and the exchange of information related to the progress of the project could facilitate this process. Projects must continue to strengthen these relationships throughout the duration of the activities by sharing information and collaboration on future activities.

#### *G. Phase-Out Strategy*

Projects must include a timetable for phasing out efforts to ensure sustainability in the community. Beyond technical support and trainings, it is recommended that projects consider offering direct assistance to the local partners who have invested in the project and its continuation. This could include the provision of appropriate materials and resources to conduct future programs. Examples might include: meeting places to facilitate trainings, transportation, program materials, or basic resources (such as office supplies). This would serve

not only sustain the project's efforts beyond its original closing date, but perhaps expand the reach to more beneficiaries.

#### *H. Gender Consideration*

The experience of the Empowering Youth project has highlighted the importance of adopting a gender strategy in the design and implementation of programs to ensure greater participation by women in project activities. Such studies would not only benefit the project and the female participants, but it would likely benefit local partners who also have unintentionally disregarded gender in their programming.

# Annexes

## Annex 1 – Logical Framework

Narrative Description of Objective/Outcome	Output/Activity Intended to Induce Outcome	Performance Indicators	Source of Data	Means of Obtaining Data
<i>Project Objective: Risk of politically motivated violence reduced through youth empowerment and increased economic access.</i>				
Young people empowered to act as agents of change in their communities through youth-led initiatives that address the causes of social isolation.	Leadership development of youth through the empowerment of youth committees to become active in the community.	<p># of youth committees created/# of active youth members of committees (Note: active youth=youth who participate in at least 5 meetings/events per year).</p> <p># of activities/meetings initiated by youth that demonstrate involvement</p> <p>Quality of youth committee engagement increases</p> <p># of interactions between youth and youth associations and/or local government.</p>	<p>Records of committee membership.</p> <p>Records of meetings held/meeting minutes.</p> <p>Discussions with youth committee members and leaders.</p> <p>Agreements, partnerships, dialogue conducted between youth committee leadership, youth associations, and local government</p>	<p>Committee registration lists from office.</p> <p>Records from office/youth; interviews with members.</p> <p>Focus groups and individual interviews with committee members &amp; leaders. Surveys.</p> <p>Records, interviews, and surveys</p>
	Outcomes-oriented training program focused on leadership, teamwork, and self-governance provided to benefit youth.	<p># of youth attending at least 3-day training session</p> <p># of training sessions held (total &amp; by focus)</p> <p>Skills learned in trainings are used by youth.</p>	<p>Training sign-in sheets</p> <p>Training records</p> <p>Discussions with training participants and focus groups</p>	<p>Sign-in sheets</p> <p>Office records from trainings</p> <p>Focus groups and individual interviews with youth and leaders.</p>

Narrative Description of Objective/Outcome	Output/Activity Intended to Induce Outcome	Performance Indicators	Source of Data	Means of Obtaining Data
	Strategic activities fund developed to enable youth committees to put their skills into practice.	# of activities developed Youth apply skills in creating successful projects.	Record of funded projects. Discussions with youth participants.	Office records/photos. Interviews with youth/focus groups.
	Improve youth governance component that integrates youth into Local Coordinating Units created by the USAID-supported LGP.	# of youth integrated Quality of integration	Records of youth integrated. Discussions with youth/LCUs.	Office records. Interviews with youth/LCUs.
	Youth brought together through annual summer camp.	# of summer camps held # of youth participants (by gender/region/age/socio-economic background) Qualitative analysis of camp learnings.	Records of summer camp. Record of participants. Discussions/surveys of youth participants.	Office records. Participant lists. Interviews/focus groups with youth participants.
Pathways to economic independence created for youth through school-to-work, micro-credit, and other workforce development initiatives.	Market-based job skills needs assessment conducted to facilitate creation of workforce development curriculum.	Needs assessment conducted Needs assessment used	Needs assessment report produced. Report used to develop workforce curriculum.	Report from Casablanca office. Workforce Development Curriculum/Interviews with local organizations and/or employers.

Narrative Description of Objective/Outcome	Output/Activity Intended to Induce Outcome	Performance Indicators	Source of Data	Means of Obtaining Data
	Job placement achieved through creation of ongoing relationships with area employers.	<p># of employers with which relationship established</p> <p># of youth placed in internships, jobs, etc.</p> <p>% of trained youth obtaining employment</p>	<p>List of meetings/discussions with employers; discussions with employers.</p> <p>List of youth placed in internships, jobs, etc. Discussions with youth placed in jobs.</p> <p>Follow-up with database of trained youth. (Note: employment includes long-term, full-term, and part time direct jobs and jobs created from youth-initiated start-up businesses.)</p>	<p>Records from office; meetings with employers.</p> <p>Records from office; meetings with youth.</p> <p>Follow-up interviews with youth in database.</p>
	Entrepreneurship training and access to credit provided for participants active in the informal sector.	<p># of entrepreneurship trainings held (length/description)</p> <p># of participants (by gender/by region)</p> <p># of youth accessing credit/amount accessed</p>	<p>Records of trainings held.</p> <p>Sign-in sheets/database of participants.</p> <p>Records of youth accessing credit/discussions with youth and/or credit providers (disaggregated by gender, age, and socio-economic background)</p>	<p>Office records.</p> <p>Office records.</p> <p>Office records; interviews with youth/credit providers.</p>
	Comprehensive life and job skills training for youth.	<p># of trainings held</p> <p># of participants attending at least 3 days of training (by region/by gender)</p> <p>Youth use skills learned.</p>	<p>Records of trainings held.</p> <p>Sign-in sheets/database of participants.</p> <p>Discussions with youth.</p>	<p>Office records.</p> <p>Office records.</p> <p>Interviews/surveys of youth participants.</p>
Project has impact and is sustainable.	Capacity of Moroccan associations built to address specific needs of at-risk youth.	<p># of associations addressing needs of at-risk youth.</p> <p>Associations working together to address youth issues: # of activities/# of meetings</p>	<p>Survey of local associations.</p> <p>Survey/discussions with local associations.</p>	<p>Survey/interviews.</p> <p>Survey/interviews/focus groups.</p>

Narrative Description of Objective/Outcome	Output/Activity Intended to Induce Outcome	Performance Indicators	Source of Data	Means of Obtaining Data
	Youth committees institutionalized with partner associations.	# of youth committees working with partner associations.	Office records/discussions with youth committees and partner organizations.	Office records/surveys and interviews.

## Annex 2 – Interview Protocol

### INTERVIEW/ FOCUS GROUP PROTOCOL: YOUTH

#### **I. Informations générales**

Questionnaire n°:

1. Nom et prénom
2. Niveau d'études : primaire collégial secondaire supérieur
3. Age
4. Lieu de résidence
5. Nombre de frères et sœurs
6. Travail actuel

#### **II. Relation avec la commune**

7. Quels sont les grands problèmes que connaît votre commune ?
8. D'après vous, qu'est ce qu'il faut faire pour améliorer la situation des jeunes dans votre commune ?
9. Croyez-vous que le programme de renforcement des capacités des jeunes a contribué à résoudre ces problèmes et à améliorer la situation des jeunes dans votre commune ?  
Donnez des exemples.
10. Quel fut la réaction des parents et des grands envers le programme ?
  - a) Refus
  - b) Acception
  - c) Reserve
  - d) Adhésion

#### **III. Participation des jeunes**

11. Comment vous avez adhéré à ce programme ?
12. Quelle a été votre participation à ce programme ?
13. Etes-vous membre d'un comité ou d'un sous-comité de jeunes ?
14. Quelles sont les formations dont vous avez bénéficié ?
15. Combien de fois vous avez bénéficié d'une formation ?quelle était la durée de chaque formation ?
16. Comment notez vous ces formation sur une échelle de 1 à 10 sachant que 1= intérêt faible et 10 = intérêt excellent ?
17. Quelle est la formation qui était utile pour vous ?

18. A quelle activité vous avez participé ?
19. Comment vous avez utilisé les habilités acquis pendant les formations ? Donnez des exemples.
20. Quel a été l'impact du programme sur votre vie ?
21. Quelle serai la différence si vous n'avez pas bénéficié de ce programme ?
22. Comment voyez-vous-même dans l'avenir ?
23. Le programme a-t-il changé votre vision de vous-même dans l'avenir ?.
24. Quelles sont vos préoccupations actuelles ?

#### **IV. Employabilité**

25. Est-ce que vous travaillez maintenant ou vous êtes à la recherche du travail ?
26. Si vous travaillez, quel genre de travail ?
  - Formel ?.....
  - Non formel ?.....
27. Ce programme vous-a-il aidé à trouvez du travail ?
28. Si oui, comment?
29. Si non, pourquoi ?

#### **V. Qualité du programme**

30. Le programme vous-a-t-il aidé à renforcer vous capacités ? Dans quel sens ?
31. Quels sont vos suggestions pour un tel programme dans l'avenir ?

#### **VI. Impact**

32. Comment décrivez-vous votre relation avec la commune ? Considérez-vous que le programme a contribué à améliorer cette relation ?comment ?
33. L'impact du programme vous a-t-il donné la sensation que vous êtes un membre actif et valorisé dans votre commune ?
34. Comment le programme a contribué au renforcement de votre capacité de prendre la parole devant le publique?
35. Considérez vous que le programma vous a aidé à influencer les autres, surtout les décideurs, à prendre des initiatives positives envers votre commune ?
36. Le programme a-t-il influencé vos pensées de telle sorte que vous cherchez à améliorer votre environnement ?
37. Considérez-vous que ce programme a contribué à réduire la violence et la drogue dans votre commune ?
38. Considérez-vous que de tels programmes réduisent l'extrémisme et la violence dans votre commune ? Expliquez-vous.

## INTERVIEW/ FOCUS GROUP PROTOCOL: PARTNERS

### **I. Informations générales**

N°:

1. Nom et prénom
2. Niveau d'études : primaire collégial secondaire supérieur
3. Age
4. Adresse de l'association ou de l'organisme
5. Nombre d'adhérant
6. Nombre de jeunes parmi les adhérents
7. Domaine d'intervention
8. Territoire d'intervention

### **II. Relation avec la commune**

9. Quels sont les grands problèmes que connaît votre commune ?
10. D'après vous, en tant qu'organisme, qu'est ce qu'il faut faire pour améliorer la situation des jeunes dans votre commune?
11. Croyez-vous que le programme de renforcement des capacités des jeunes a contribué à résoudre ces problèmes et à améliorer la situation des jeunes dans votre commune ?  
Donnez des exemples.
12. Quel fut la réaction des parents et des grands envers le programme ?
  - a. Refus
  - b. Acception
  - c. Reserve
  - d. Adhésion

### **III. Participation des jeunes**

13. Comment vous avez adhéré, comme organisme, à ce programme ?
14. Quelle a été votre participation à ce programme ?
15. Quelles sont les formations dont vous avez bénéficié ?

16. Combien de fois vous avez bénéficié d'une formation ?Quelle était la durée de chaque formation ?
17. Comment notez vous ces formation sur une échelle de 1 à 10 sachant que 1= intérêt faible et 10 = intérêt excellent ?
18. Quelle est la formation qui était utile pour vous ?
19. Quelle genre de formation avez-vous attendu du programme ?
20. A quelle activité vous avez participé ?
21. Quel été l'impact du programme sur la performance de votre organisme ?
22. Quelle serai la différence avec cette performance si vous n'avez pas bénéficié de ce programme ?
23. Quel est l'impact du programme sur votre commune ?

#### **IV. Employabilité**

24. Le programme a – il contribué au développement de l'employabilité dans votre commune ?
25. Quelle fût la contribution des entreprises dans ce développement ?
26. S'elles ont contribué , comment ?
  - Stages ?
  - Embauches ?
27. Quelles sont les difficultés rencontrées lors de cette contribution ?
28. Est-ce que le programme a influencé les entreprises dans leur façon de sélectionner les candidats au travail ?
29. Si, non, quelles sont les causes ?

#### **V. Qualité du programme**

30. Le programme vous-a-t-il aidé à renforcer vous capacités en tant qu'organisme ? Dans quel sens ?
31. Quels sont vos suggestions pour un tel programme dans l'avenir ?

#### **VI. Impact**

32. Avez –vous constaté un changement dans le comportement des jeunes à cause de ce programme ? Expliquez-vous.

33. A quel degré le programme a poussé les jeunes à introduire un changement leur commune ?
34. Le programme a-t-il contribué à l'émergence de leaders parmi les bénéficiaires ? Donnez des exemples.
35. Avez-vous constaté que le programme a renforcé le penchant vers des comportements tolérants et pacifistes Chez les jeunes ?
36. Avez-vous envisagé des programmes en court ou dans l'avenir pouvant assurer la durabilité de ce programme ? Donnez des exemples.

**\*Questions aux entreprises**

37. Avez-vous embauché des jeunes qui ont bénéficié de ce programme ?
38. Si la réponse est oui, comment vous évaluez le comportement de ces jeunes en comparaison avec les autres ?

**\*Questions pour les autorités locales**

39. Avez-vous constaté un changement dans le nombre de réunions avec les associations qui ont bénéficié du programme ? Donnez des chiffres.
40. Avez-vous constaté in changement dans la façon de dialoguer et de négocier chez les organismes touchés par le programme ?

INTERVIEW/ FOCUS GROUP PROTOCOL: STAFF

**Informations générale**

Questionnaire n°:

1. Nom et prénom
2. Niveau d'études : primaire collégial secondaire supérieur
3. Age
4. Lieu de résidence
5. Fonction dans le projet
6. Tâche (s) dans le projet
7. Durée de de la fonction dans la fonction
8. Durée de travail avec NEF
9. Durée de travail dans le projet
10. La façon d'ambauche dans NEF

## II. Le projet

11. Quelle est l'idée directrice du projet ?
12. Le projet a-t-il répondu aux besoins et aux problèmes soulevés par le diagnostic ?
13. L'exécution du projet a-t-il exigé des rectifications dans le projet ?
14. Quel fut la réaction des participants envers le programme ?
  - a. Refus
  - b. Acception
  - c. Reserve
  - d. Adhésion
15. Quel fut la réaction des partenaires envers le programme ?
  - a. Refus
  - b. Acception
  - c. Reserve
  - d. Adhésion
16. Votre vision du projet a-t-elle changé après sa mise en œuvre ?
17. Quel est le plus que le programme a ajouté aux programmes déjà sur place ?
18. Quelles sont les difficultés rencontrées pendant la mise en œuvre du projet ?
  - Subjectives.....
  - Relationnelles.....
  - Autres.....
19. Le travail sur la mise en œuvre du projet vous-a-t-il influencé ? Comment ?
20. Quels sont vos suggestions pour un tel programme dans l'avenir ?
21. Comptez-vous continuer dans un tel projet ?
22. Si oui, quelles sont vos motivations ?
23. Si non, quelles sont les causes ?
24. Quels sont les points forts et les points faibles du projet ?

## Annex 3 – Summary of Interviews & Focus Groups

### A. Interviews

Category	Type	Nouaceur	Sidi Moumen	Total	
Youth	Youth	9	12	21	23
Employed Youth		1	1	2	
Associations	Partners	2	3	5	14
Province		1	1	2	
Elected Officials		2	0	2	
President of Cooperatives		1	0	1	
Director of a « centre d'écoute » at a high school		0	1	1	
Director of a School		2	0	2	
OFPPT staff		1	0	1	
<b>Total</b>			<b>16</b>	<b>12</b>	

## B. Focus Groups

Category	Nouaceur	Sidi Moumen	Total
Youth	1	4	5
Associations	1	1	2
Summer Camp Participants	1	2	3
<b>Total</b>	<b>3</b>	<b>7</b>	<b>10</b>

## Annex 4 – List of Documents Analyzed

1. Technical Proposal: “Naseer Mortabitun, Empowering At-Risk Youth in Moroccan Shantytowns” Conflict Mitigation and Reconciliation Program
2. Work Plans
  - a. May 2009
  - b. January 2010
3. Midterm Project Implementation Progress Report
4. Diagnostic Reports
  - a. Sekouila
  - b. Thomas
  - c. Ennakhil
5. Job Market Needs Assessment
6. Annual Reports
  - a. 2009
  - b. 2010
7. Quarterly reports
  - a. Q1 October – December 2008
  - b. Q2 January – March 2009
  - c. Q3 April – June 2009
  - d. Q5 October – December 2009
  - e. Q6 January – March 2010
  - f. Q7 April – June 2010
8. Monthly reports
  - a. 2008 : October - December

- b. 2009 : January – April ; August – November
  - c. 2010 : January – May ; August - September
9. Improving the Lives of Slums Dwellers, Millennium Project
10. Guilain Denoeux, *Violent Religious Extremism in Morocco: Vectors, Themes, Recruiting Mechanisms and Their Implications for a Counter-terrorism Strategy*. Written for USAID/Rabat, Program Office May 10, 2010.
11. Participant Database
12. Leadership Training Manual

## Annex 5 – Diagnostics

- |     |          |
|-----|----------|
| (1) | Ennakhil |
| (2) | Thomas   |
| (3) | Sekouila |