

# Developing a Mentorship Program

## Between Al Akhawayn University and the Rita Zniber Foundation Orphanage



Abigail DaBoll-Lavoie  
Jacquelyn Fanning  
Fernando Galvez  
Richard Thyden



# **Developing a Mentorship Program Between Al Akhawayn University and the Rita Zniber Foundation Orphanage**

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The Rita Zniber Foundation Orphanage

Submitted To:  
Professor Frederick Hart

Submitted By:  
Abigail DaBoll-Lavoie  
Jacquelyn Fanning  
Fernando Galvez  
Richard Thyden

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# Abstract

The Rita Zniber Foundation Orphanage needs sustainable mentorship and financial outreach programs. We developed a volunteer program with the students at Al Akhawayn University for the children at the Foundation. Additionally, we began the development for funding the private education for select children. Outlined in this paper are the methods we used to create and implement these programs. This paper also presents our results and conclusions for these two programs, as well as our recommendations for the future.

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# Authorship

All parts of this paper were reviewed and edited by all members of the group. All members of the group contributed to sections of the paper not included on this Authorship Page.

<b>Abstract</b> .....	Galvez, Thyden
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# Executive Summary

## Background

Worldwide, there are more than 153 million orphaned children. These children are more likely to face challenges that children raised in a traditional family do not, such as having a sense of abandonment, a feeling of anxiety, and suicidal thoughts. There are orphanages around the world that are established to care for these children who do not have families. One of these institutions is the Rita Zniber Foundation Orphanage (the Foundation), located in Meknes, Morocco. The Foundation raises and cares for over 200 orphaned children, mostly males, between the ages of six and twenty-four years old. The Foundation strives to “**ensure the security, health, and future of children without families.**”

Children at the Foundation are provided with food, shelter, clothing, and other essentials. Additionally, they have access to computer, art, music, and recreational areas. There are, however, more aspects to success than material goods, one of which is proper motivation. Motivation helps to:

- Give direction when approaching a goal
- Increase energy and effort
- Enhance cognitive processing
- Improve performance

There are many organizations that aim to develop motivation in disadvantaged youth. The children at the Foundation would greatly benefit from experiencing a similar motivational program.

## Goals and Objectives

The goal of this project is to establish a lasting mentorship connection between the students at Al Akhawayn University (AUI) and the Rita Zniber Foundation Orphanage, as well as to begin the development for a financial outreach program to fund private education for select students. We created the following four objectives to accomplish this goal:

- Objective 1:** Encourage the children
- Objective 2:** Assist the orphans in academic studies
- Objective 3:** Fund the private education for gifted students
- Objective 4:** Establish a sustainability plan

Our **first objective** addressed encouraging the children at the Foundation. This was accomplished by bringing AUI students to the orphanage to **address social and educational skills**. These include:

- Learning the importance of education and how to study
- Helping the orphans feel connected to Moroccan society

- Developing social skills
- Developing additional skills such as music, art, and sports

Our **second objective** was to provide academic assistance to the orphans. Many of the children expressed interest in getting help with their academic studies. There are few options for students who do not succeed in their secondary education or develop vocational skills. By offering AUI students the option of tutoring the children, additional educational support is provided.

Our **third objective** involved researching and executing successful methods of funding the private education for selected children. Private institutions often have smaller classrooms, well-trained staff, and a nurturing educational environment. By providing a child the opportunity to study in such an institution, they are more likely to succeed in their education.

Our fourth and **final objective** was to develop a sustainability plan for our program. We want our project to continue benefiting the Foundation for years to come. By developing a sustainability plan, AUI volunteers will maintain their relationships with the children and continue serving for years to come. Additionally, developing a sustainable method of funding private education will ensure that the Foundation will be able to continue the enrollment of gifted students in private schools.

## Methods and Results

### Satisfying Objective 1

To encourage the children, we **identified the skills the children both want and need**. We did this through interviews with the director and focus groups with the children. We then needed to **attract student volunteers**. To get more advice on the best methods to do this, we met the following leaders at AUI:

- The director of the Student Activities Office
- The director of the student organization, Hand in Hand
- The director of the Community Involvement Program

Through these meetings, other advertising opportunities opened up to us. This included giving a 15-minute presentation to over 100 AUI students at a seminar. This then led to the opportunity to write a 750-word article about our project to be **published in over 150 newspapers across the world**

### Satisfying Objective 2

To aid the orphans in academic studies, we **determined the best methods of educational assistance**. We accomplished this by bringing in groups of volunteers and observed how the children responded to the lessons. We then **developed a Guidelines and Tips document** for student volunteers. This was created based upon both our observations and our research about effective tutoring lessons for different age groups.

### **Satisfying Objective 3**

To begin the funding of private education, we **raised awareness of our cause**. We did this by creating several advertisements. We made a Facebook page for AUI students who are interested in volunteering as well as posters, emails, handouts, and television advertisements. All of these methods included information about how to sponsor a child's education and how to make general donations to private education funds.

We also **used crowd source funding** to start raising money to send children to private schools. To do this, we created a GoFundMe page, which is an online campaign where donors from around the world can contribute to a cause. Our page gives information about the Foundation, the goal of our project, and information about sponsoring a child's education. During our time in Morocco, the GoFundMe page raised a total of \$950 to support this cause.

### **Satisfying Objective 4**

By working with the Community Involvement Program, we have ensured the Foundation will continue to be advertised as a viable community service option for AUI students. We have provided a Guidelines and Tips document to the Community Involvement Program and Student Activities Office directors for distribution to interested student volunteers. We created a Facebook page that allows student volunteers to continue to collaborate with each other about planning future trips. We also assigned a representative from the Foundation the responsibility of maintaining contact with AUI volunteers through our Facebook page. As an administrator to our page, he can answer questions from the students and provide appropriate updates. Additionally, our advertisements will remain on campus.

To **continue the funding of private education** we left the GoFundMe donation page live, so that donations can be accepted at any time. We will continue to check the GoFundMe page on a weekly basis, and transfer any further donations to the Foundation as they are received. However, since this was not the main focus of our project, the funding of private education could use some further development and more extensive means of reaching out to the community.

### **Conclusions and Recommendations**

Through the establishment of our volunteer program at the Rita Zniber Foundation, we were able to advertise, raise awareness, and learn about the effects that role models can have on a child's life.

At the end of our project, we were able to provide the following **deliverables**:

1. Sustainable mentorship program
2. Volunteer advertising materials
3. Guidelines and Tips document
4. Facebook page
5. GoFundMe page that raised \$950

Upon the end of our project, we also had recommendations for both the Rita Zniber Foundation, and Al Akhawayn University.

We made the following **recommendations to the Foundation**:

- Advertise around the city of Meknes
- Pair an older child with a younger child to act as an older sibling
- Develop a sustainable method of raising money for private education
- Continue relations with Al Akhawayn University

We made the following **recommendations to Al Akhawayn University**

- Continue and expand upon the advertisement of the Rita Zniber Foundation Orphanage
- Student volunteers should be provided with, read, and understand the Guidelines and Tips document

We also made **recommendations for future IQPs at the Foundation**. They are as follows:

- Creating a guidebook for employees of the Foundation which explains certain behaviors of orphaned children, and suggestions on how to respond to the behavior
- Developing a weight room for the children
- Developing a financial outreach program to fund private education for the children

By developing a mentorship connection between Al Akhawayn University and the Rita Zniber Foundation Orphanage, we provided a service that cannot be purchased. A mentor guides and influences a person's life, even more so in the life of an orphaned child. Upon the completion of our project, we hope that our mentoring program reaches its full potential and is able to positively influence the lives of all those involved.

# Chapter 1: Introduction

An orphan is a child who has lost one or both parents (Orphan, 2014), and with 153 million orphans worldwide, institutionalized care must step in and fulfill the role of a guardian (SOS Children's Villages – USA, 2014). These children are vulnerable members of society who may face distinct psychological challenges as a result of their lack of parents. This includes emotional abandonment, emotional vulnerability, and a lack of motivation (Lancer, 2012 & Mme Ouafae, personal communication, Sept 8, 2014). The institutions caring for these orphans need programs in place to combat these challenges.

The Rita Zniber Foundation Orphanage (2014) works towards bettering the lives of orphans in Morocco. Located in Meknes, Morocco, the Foundation houses over 200 children and does its utmost best to address the needs of children who have lost their parents. The Foundation has many facilities, including classrooms, a television room, an art room, a music room, and a room for psychological counseling. However, the orphanage lacks certain additional provisions that would enhance the lives of the children. The program director, Madame Ouafae, believes the children would benefit from successful college-aged mentors, as well as the attention and quality that come with private education.

The below video presents an overview of the goal and objectives of our project based on the needs presented to us by the Rita Zniber Foundation Orphanage. To view it, please download the video file listed on our IQP description page, save it on your desktop and click on the video title image below.



Figure 1: Project Overview Video

To fully understand the challenges faced by orphans in the Rita Zniber Foundation Orphanage, we researched the psychological disadvantages orphans face and the programs the Foundation currently had in place at the time. Then, to best understand how to assist these children, we looked into the skills that children in Morocco would need to lead successful lives. We determined that motivation for academic success was crucial because of the difficult education system and challenging economic environment in Morocco. Finally, we researched best practice programs both in the United States and Morocco to emulate the success of established organizations.

The Rita Zniber Foundation Orphanage sponsored our project, and as a team of four students from Worcester Polytechnic Institute (WPI) we created a mentorship program that brought Al Akhawayn University (AUI) students from Ifrane, Morocco to the Foundation. The mentorship program was a multifaceted program that included teaching, tutoring, and mentoring, as well as sustainability methods to ensure the success of the program long after our group left Morocco. We also began the development of a financial outreach program to fund the private education of select students. This was done mainly through advertisements and crowd source funding. Finally, we recommended various ways to continue and further develop the programs for both the Foundation and members of the AUI community.

# Chapter 2: Background

An orphan can be defined as a child who has had one or both parents die or permanently abandon them (Orphan, 2014). With no familial support, many orphans must rely on institutionalized care. The Rita Zniber Foundation Orphanage raises orphaned children in Meknes, Morocco who have been abandoned at birth. The Foundation attempts to substitute a familial upbringing, and constantly aims to provide additional services to help with emotional abandonment and to motivate students in order to guarantee the best possible life upon leaving the orphanage.

This chapter first discusses what life as an orphan is like and what unique challenges orphans face today, as well as where the Rita Zniber Foundation Orphanage steps in. It then shifts to the skills necessary for orphans to succeed in life beyond the orphanage, specifically, the motivation to learn and the importance of graduation in Morocco for future employment. Finally, best practice programs that develop these aforementioned skills are explored, with a focus on the programs' applicability to the Rita Zniber Foundation.

## 2.1 Orphans

Orphans can be considered among the most vulnerable members of society (Bailey, 2012), and with an estimated **153 million children** worldwide having lost one or both parents, often times institutional care is the only family these children know (SOS Children's Villages – USA, 2014). In order to develop a successful motivational program through this project, we must first attempt to understand the thoughts and lifestyle of the orphans at the Rita Zniber Foundation.

### 2.1.1 Disadvantages Faced by Orphans

Stripped of traditional family life, orphaned children are confronted with distinct challenges that children living in traditional homes do not face (Groark & McCall, 2011). Many orphans receive institutionalized care to substitute a family upbringing. Within these institutions, children are provided with an **environment that differs** from the family setting that other children are raised in. Large numbers of children in institutions are grouped within similar age and gender units to provide order and organization. This creates a much more homogenous environment than in a traditional household. Groark and McCall analyzed these contrasting environments and stated that less homogeneous, familial environments are “crucial for typical socio-emotional and other development” (p. 511).

**Unique psychological challenges** can present themselves in orphaned children, the most prominent being emotional abandonment (Lancer, 2012). This results from the lack of the emotional presence of a primary caretaker, such as a mother or father. According to Lancer, this may lead to emotional vulnerability, an abridged sense of security, and interference in reaching appropriate emotional maturity. A study conducted in 2011

examined the mental health symptom variations between orphaned children and children in traditional families (Whetten, Ostermann, Whetten, O'Donnell, & Thielman, The Positive Outcomes for Orphans Research Team, 2011). This study found that orphans were more likely to have

- Anxiety
- Sense of failure
- Suicidal thoughts

Because orphans are more vulnerable to these psychological issues, institutions must cater its programs to these challenges.

### 2.1.2 Rita Zniber Foundation Orphanage

The Rita Zniber Foundation Orphanage (2014) is located in Meknes, Morocco, and serves **over 200 children**, mostly males, ranging from six to twenty-four years old. This privately funded foundation strives to “ensure the security, health, and future of children without families” (par. 1). Single Muslim women and Muslim couples are eligible to adopt a child (Fondation Rita Zniber, *Kafala*, 2014). More information on adoption in Morocco can be found in Appendix A. Anyone is able to sponsor a child, which could include supporting him or her for a weekend, longer vacation, or holiday.

This establishment has a multitude of facilities. Children are given the opportunity to excel academically with provided classrooms, school materials, and tutors. In addition, recreational opportunities are also available, such as sports, gardening, arts and music,

television, computers, and the occasional day trip (R. Draper, personal communication, April 24, 2014). The Rita Zniber Foundation (2014) also has regular procedures to **ensure the health and safety of the children** in its care, including vaccinations, medical visits, and psychological counseling. The Foundation is staffed with a total of 110 employees who provide a range of services that cover all hours of the day.

The Rita Zniber Foundation Orphanage has also been given **additional support**. It has been the subject of two past Interactive Qualifying Projects (IQPs) involving fundraising and the development of an art and music program (Draper, R. A., Verdel-Ogden, C., & Westwater, K.G., 2012 and Landi, M., Noyes, M., Reed, K., Stolo, A., 2013). The Foundation also recently received an \$11,025.99 grant from Play Pals International at the University of Michigan in response to these projects and in an effort to fund educational toys, school supplies, clothing, art supplies, and musical instruments (T. El-Korchi, personal communication, Sept 15, 2014).

## 2.2 Skills for Success

Learning cognitive, social, and emotional skills at a young age makes learning more efficient and more likely to continue at an older age



Figure 2: Pictures of the Foundation. From top to bottom: outside of the building, bedroom, classroom



(Heckman, 2006). Motivation is key in getting children to enjoy learning and push themselves towards higher education. In Morocco, this self-motivation is especially important, since higher education or professional training are necessary for guaranteed future employment. More information on employment in Morocco can be found in Appendix B.

### 2.2.1 Motivation

As a child develops, they will learn and gain experience from everything they do. It is during the early years of life that children start to **create attitudes towards learning**, and their particular attitude will remain with them for the rest of their life (National Association of School Psychologists (NASP), 2014). This attitude depends on whether or not the exploration of learning brings them some type of happiness. With the right motivation and support, children **have the ability to become very successful learners**. Without motivation, children are much more likely to have a negative attitude towards learning new things later on in their life.

#### Why is motivation important?

- Directs how people act towards goals
- Increases energy and effort
- Enhances cognitive processing
- Improves performance

(Hurst, 2014)

The cycle of motivation can be displayed in the following graphic.

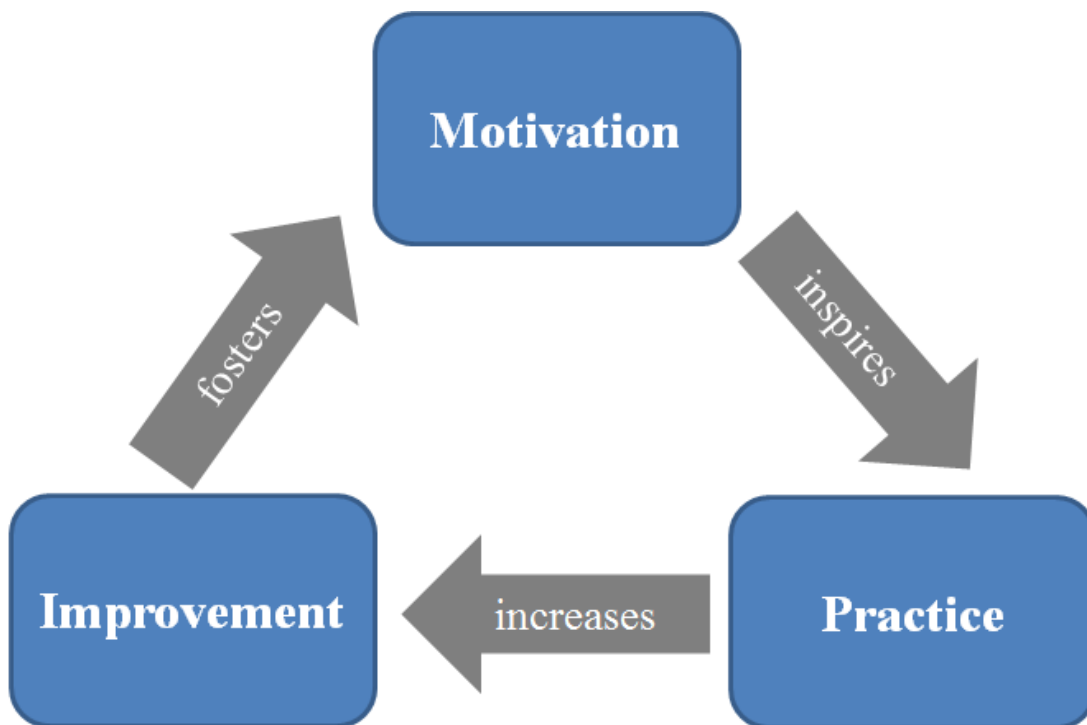


Figure 3: Cycle of Motivation

In order to best prepare the children at the Rita Zniber Foundation with a mentorship program, a main goal is to provide the motivation to succeed academically, socially, and in life after the orphanage.

### 2.2.2 Education

Law guarantees children in Morocco the first nine years of their basic education (Clark 2006). Upon entering primary school, the students will begin to follow one of two parallel tracks. The first of which focuses primarily on liberal arts and Moroccan nationalism. The second, more popular, track covers a broader range of educational topics. During secondary school, students take six biannual examinations of increasing weight that are averaged to determine if the student is deserving of their secondary school diploma, the baccalaureate. **In 2014 only 44 percent of students taking the exam received passing scores** (Allilou, 2014). Many students who fail to reach secondary education or fail their final examinations will turn to vocational studies to learn skills necessary for finding skilled labor jobs.

There are few options for students who do not pass their secondary school examinations or excel in a vocational field. The government offers little assistance for those struggling to find work. Its services are unknown among many, and only 8% of unemployed youth have benefitted from them (Lahcen, 2013). The lack of government involvement in the job market is accentuated for those who fail in education, with most employment policies still focusing on **graduates of higher education**. This difficult situation can often turn the unemployed or uneducated to the military or can lead to crime.

### 2.2.3 Public vs. Private Education

Private education is an option for families who can afford it. Currently, the minimum cost of attending private school in Meknes, Morocco is 600 Dirham per month with an initial enrollment fee of 1,200 Dirham (Mme Ouafae, personal communication, Sept 8, 2014). The director of the Rita Zniber Foundation Orphanage, Madame Ouafae, believes that **private schooling is well worth the monthly cost for promising children**.

Additionally, Madame Ouafae believes that students who study at private schools benefit from having:

- Smaller classes
- Well trained teaching staff
- Encouraging learning environments
- Fewer distractions
- Better educational tools
- Better human connections

Private schooling all around the world boasts better results on standardized testing than public schooling. America's National Assessment for Academic Progress (NAEP) exists to measure student ability (Council for American Private Education, 2014). NAEP results show that students enrolled in private schools scored significantly higher than students enrolled in public schools as seen in figure below.

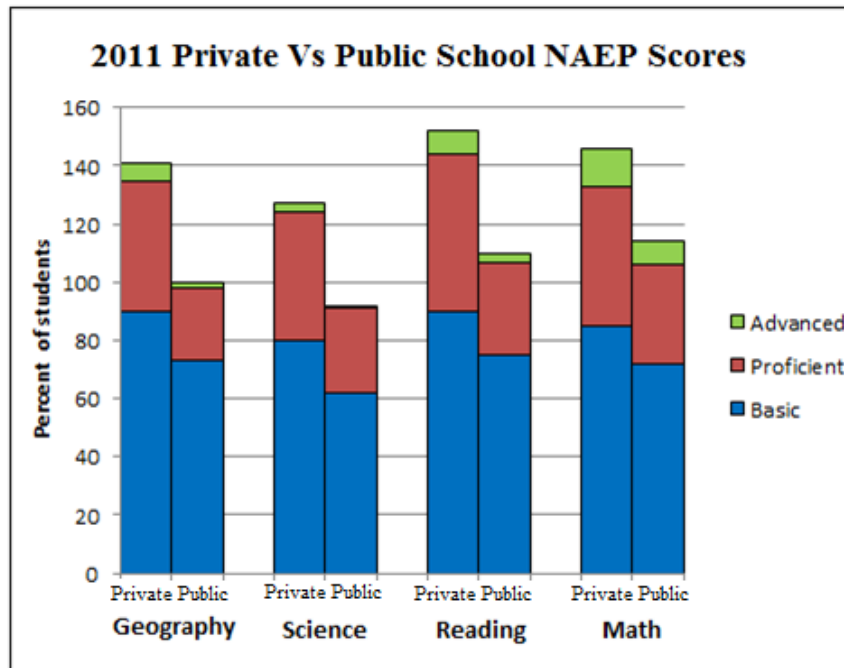


Figure 4: 2011 Private Vs Public School NAEP Scores

The director of the Foundation believes that providing the opportunity to study in a private school will provide encouragement to inspire the child to succeed.

## 2.3 Best Practice Programs

Researching programs that aid children in the United States, as well as programs that are in Ifrane, Morocco, helped achieve the goal of developing a sustainable mentorship program at the Rita Zniber Foundation Orphanage. These programs gave insight about how some successful mentoring programs are organized and run.

### 2.3.1 Foster Care to Success

Foster Care to Success (2014) is an American organization that helps foster youth enter adulthood after **leaving the social services program**. Its main focus is to work specifically with those who are college bound. Foster Care to Success aids these youth by helping them determine possible career paths and find support networks. They also offer tuition grants, book money, academic coaches, personal mentors, and internship opportunities.

One program that Foster Care to Success (2014) provides is the Aim Higher program. This is a **peer-to-peer mentoring program** that helps the youth in foster programs develop necessary skills to graduate from college. Foster Care to Success annually selects college students who were previously in foster care, known as Aim Higher Fellows. These mentors discuss important skills and techniques with the younger kids in the program, such as time management and studying tips. The idea of this program is that the

children will be more likely to listen to advice coming from older, successful college students with the same background as them. They **serve as important role models** to the foster children. The main goal of this program is to improve the graduation rates of foster children by preparing them for success at a young age.

The success of the Big Brothers Big Sisters program has been proven in the first-ever nationwide study of the impact of a mentoring organization. Below are the results from an independent Philadelphia-based national research institution, which observed 950 boys and girls from eight, geographically different BBBS agencies around the country (BBBS, 2014).

Compared to children not enrolled in the program, those that were enrolled in the program were:

- 52% less likely to skip school
- 37% less likely to skip class
- 33% less likely to hit someone
- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol

These findings conclude that the mentorship between Bigs and Littles makes a positive difference in the lives of the children in terms of constructive behavior.

### 2.3.2 Big Brothers Big Sisters Program

The Big Brothers Big Sisters Program (BBBS) is an organization whose mission is to provide an individual, professionally supported relationship for children facing adversity (Big Brothers Big Sisters of America, 2014). BBBS has been matching adult volunteers, known as “Bigs,” with children between the ages of 6 and 18, known as “Littles,” for over 100 years. The vision of the organization is for all children to achieve successful lives by providing accountability and support for positive behavior.

### 2.3.3 Hand in Hand

Hand in Hand is an association at Al Akhawayn University in Ifrane, Morocco. It was founded in 1996 and “aims to contribute to **improving the living conditions** of the Ifrane region and needy population” (Hand in Hand, 2014). Through this association, teachers, staff, students, and even international sponsors are able to contribute in order to help the poor. Hand in Hand does many activities, such as providing materials

to abandoned children, renovating classrooms, and helping to provide electricity and water to schools. They also participate in a Big Brother, Big Sister program where they sponsor Imouzzar, a boarding school for deaf and mute children. Hand in Hand helps to assist with proper management, incorporate new technologies into the educational system, organize extracurricular activities, and develop vocational training centers. All of these programs are in an attempt to assist with the “**social integration of disadvantaged children**” (par. 1).

## 2.4 Summary

This chapter reviewed the distinct challenges orphans face as a result of emotional abandonment. The Rita Zniber Foundation Orphanage is operating in Meknes, Morocco and attempts to help abandoned children in the area grow into their best possible self. These orphans need motivation, however, in order to push themselves academically and ultimately find employment upon graduation from the orphanage in Morocco. Analyzing successful programs provided insight as to what type of program the Rita Zniber

Foundation Orphanage can benefit from. The children at the Foundation would benefit from a motivational program that involves mentorship from successful young adults.

# Chapter 3: Methodology

The children of the Rita Zniber Foundation Orphanage need the best possible preparation for adulthood; this includes providing appropriate role models as well as the highest quality education available. The goal of this project was to establish a lasting mentorship connection between the students at Al Akhawayn University (AUI) and the Rita Zniber Foundation Orphanage, as well as to begin the development for a financial outreach program to fund private education for select students.

We created the following four objectives in order to accomplish this goal.

## **Objective 1: Encourage the students**

Our main focus for Objective 1 was to develop a mentorship program by bringing AUI students to the orphanage. This addressed the following academic and social skills:

- i. Learning the importance of education and how to study
- ii. Helping the orphans feel connected to Moroccan society
- iii. Developing social skills
- iv. Developing additional skills such as music, art, and sports

## **Objective 2: Assist the orphans in academic studies**

As a continuation of Objective 1, we added tutoring as a part of the AUI mentorship program to complete this objective.

## **Objective 3: Fund the private education for gifted students**

To begin the development for the funding of select students' private education, we first raised awareness of how one can donate to the Foundation. Then, we researched and collected data from existing models and considered available crowd source funding options.

## **Objective 4: Establish a sustainability plan**

Finally, to continue the program after our group's departure, we developed a sustainability plan and delegated promising students to manage various aspects of the programs.

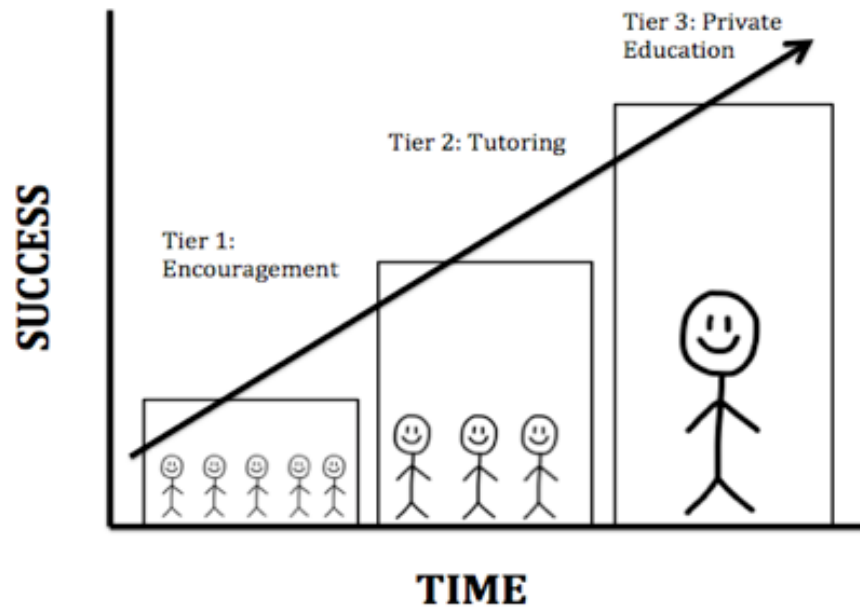


Figure 5: 3 Tier Approach Diagram

A visual representation of our first three objectives is shown above. We chose to portray these objectives as a three-tiered approach. As time continues, success increases as a child moves up the tiers. However, because the required resources of each tier also increases, the opportunities of the higher tiers are available to fewer children.

### 3.1 Encourage the Children

To encourage the children of the Rita Zniber Foundation Orphanage, we needed to determine what type of program to develop and then how to establish said program.

#### 3.1.1 Identify Skills the Children Both Want and Need to Learn

We identified the skills that the children both want and need, so that the program would be both enjoyable and beneficial for those involved. To do this, we first **interviewed the director of the Rita Zniber Foundation Orphanage**. The director, Madame Ouafae, was able to provide us with valuable information about the lives of the children and what disadvantages they face in their current situation. She gave us insights on what she believed to be holding the children back from success, as well as what she thought would be most helpful in overcoming these barriers. More information on our interview with Madame Ouafae can be found in Appendix C.

Next, we reached out to the children at the Foundation for their input. We held multiple **focus groups with the children** to accomplish this. We split up the children based on age and asked about their interests in and out of school, their goals, and what they would like help with. The protocol and questions we asked can be found in Appendix D. Their

responses helped us understand what the children wanted assistance with, which better allowed us to create a program that would be both helpful and enjoyable for them.

### **3.1.2 Attracting Volunteers as Student Mentors**

Once we determined the most suitable program to develop was a mentorship program with students at Al Akhawayn University (AUI), we then needed to attract student volunteers. We began by **reaching out to various community service leaders** at the university. We first met with the Director of Student Activities and the director of Hand in Hand (more information on the Hand in Hand organization can be found in section 2.3.3 of the Background). Their answers to our interview questions helped us understand the AUI students' community service requirement, the possibility of our program being integrated into the Student Activities department, and possible transportation challenges for volunteers hoping to visit the Foundation. We also met with the Community Involvement Program director at Al Akhawayn University. The director, Angela Del Puppo, was able to provide us information and assistance on how to reach out to students looking to complete community service hours. More information about our meeting with Angela Del Puppo can be found in Appendix F.

After gaining a further understanding of how our program could fit into AUI, we needed to **advertise the program**. Our outlook on advertising the program was that every visit was a success, and therefore we wanted to employ as many advertising methods as possible to get the word out. We did this through the following means:

- **Club meetings** – Our group attended the meetings of clubs that we believed could be interesting for the children at the Foundation to hear from.
- **Personally invited people** – We personally invited AUI students who expressed interest in the volunteer opportunity.
- **Posters** – We hung posters around campus to increase visibility. These advertising materials can be found in Appendix G.
- **Television advertisements** – We created an advertisement to be displayed on the televisions around campus. This advertisement was the same as the posters, and can also be found in Appendix G.
- **Emails** - We wrote a brief paragraph describing our project, and had that sent out to all undergraduate students at AUI. This email can be found in Appendix H.

## **3.2 Assist the Orphans in Academic Studies**

To assist the children at the Foundation in their academic studies, we determined the most effective way to tutor the children.

### **3.2.1 Determining the Best Type of Assistance**

To determine the best type of assistance for the children of the Foundation, we brought in a small group of volunteers and observed how the children responded to their lessons. The first group we brought in consisted of two volunteers from AUI. One of the volunteers gave French lessons to twelve young boys, ages six and seven. The other volunteer gave English lessons to ten older children, both girls and boys, ages eleven to



thirteen. Further details about these tutoring sessions and how the children responded can be found in Appendix I.

After the visit with the smaller group of volunteers, we then brought in a much larger group, consisting of eight students from AUI. Again, we observed how volunteers interacted with the children and drew conclusions from these observations. More information on this visit and what we learned can be found in Appendix J.

### 3.2.2 Developing Standard Guidelines and Suggestions Outline for Visits

We used our observations from volunteer visits to understand what works best to keep the children involved during lessons. We also researched teaching methods and suggestions for lesson plans for different age groups. We aimed to create a set of guidelines that any interested volunteer could read and then understand what was expected of them and be prepared for a visit. Below is a diagram that represents our process creating our Guidelines and Tips document for volunteers.

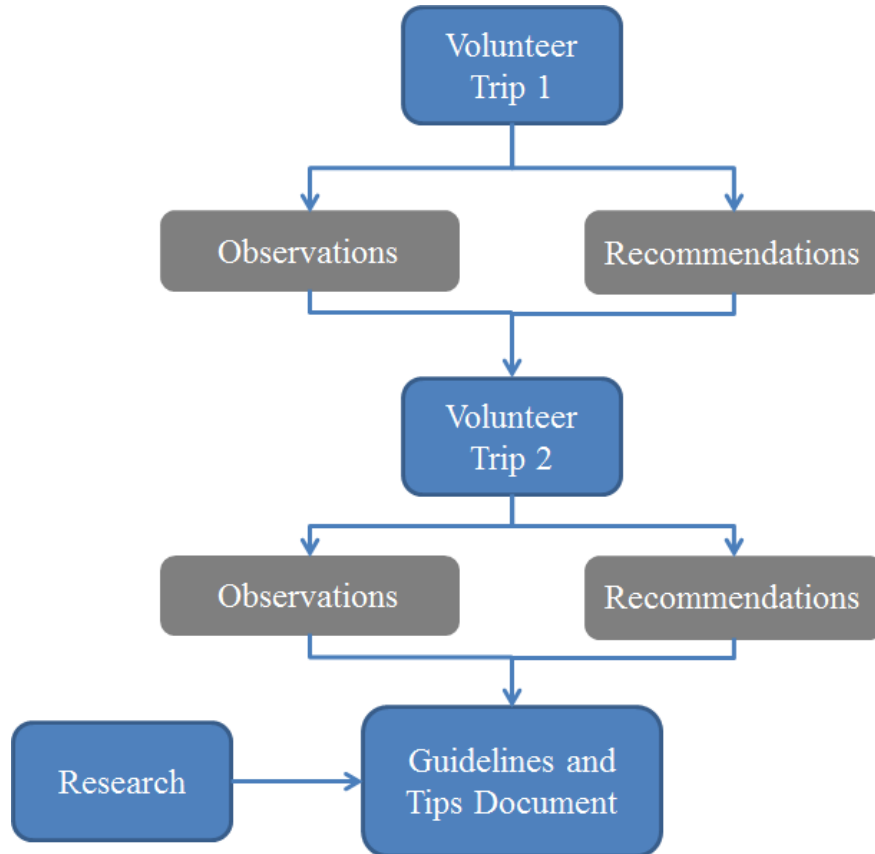


Figure 6: Volunteer Trip Iterations Flow Chart

### **3.3 Funding Private Education for Gifted Students**

To begin the development of the fundraising for private education for select students at the Foundation, we raised awareness of how to sponsor a child's education, as well as looked into crowd source funding options.

#### **3.3.1 Raise Awareness of Cause**

To raise awareness about the goal of our project, we turned to social media. We decided to create a Facebook page where AUI students are able to collaborate about helping the Rita Zniber Foundation. By creating a page, students interested in learning more about the Foundation would be able to log onto Facebook and "like" the page. Many students use Facebook, and check it on a daily basis for any updates. The Facebook page provides details about the Foundation and ways to assist the children, including information about how to sponsor a child's education. For more details and information about how to sponsor a child's private education, see Appendix T, and for more details about how a Facebook page works, see Appendix K.

#### **3.3.2 Consider Available Crowd Source Funding**

After researching many crowd source funding options, we concluded that GoFundMe would be the best choice. Through this website, we were able to start a campaign and raise monetary donations for the Foundation. On the page, we included information about our project, our video, and pictures of the Foundation and the children. All the donations raised went towards putting more children in private schools. We also included information about how to sponsor an individual child's education and who to contact to do so. For more information about how GoFundMe works, see Appendix L.

### **3.4 Establish a Sustainability Plan**

We took measures to ensure that AUI would stay as involved with the Foundation as possible, even after we had left Morocco.

#### **3.4.1 Creating a Sustainable Volunteer Program**

To ensure that the relations between Al Akhawayn University and the Rita Zniber Foundation remain sustainable, we met again with the community service leaders of AUI. First, we discussed our sustainability plan with the Student Activities Director. We chose to do this because he is in charge of coordinating certain school events and trips. Then, we met with the Community Involvement Program director, Angela Del Puppo, to find out her opinions on the sustainability of the mentoring program. Appendix F contains the notes from our discussion with her. We also talked to the director of the Foundation, Madame Ouafae, about choosing a student from the Foundation to run the Facebook page that we created. We would be able to give this student all permissions to post and make edits on the page. That way, the pictures and information could stay up to date. This student would also be able to chat with any AUI students through the page if they had any questions about visiting the Foundation.

### **3.4.2 Continuing the Funding of Private Education**

To continue the funding of private education, we left our GoFundMe page live so that donations could still come in at any time. After we leave Morocco, we will check the page about once a week, and then transfer any further donations to the Foundation at that time. Also, all of our advertisements around the AUI campus will stay posted, which all have information about how to donate, and who to contact to learn more about how to sponsor a child's education.

### **3.5 Conclusion**

These methods culminated in a sustainable mentorship program between AUI and the Rita Zniber Foundation, and in the start of a financial outreach program to fund private education for select students at the Foundation. The next chapter will discuss the results and findings from each of these methods.

# Chapter 4: Results and Analysis

We developed a mentorship program between the Rita Zniber Foundation Orphanage and Al Akhawayn University. In addition, we also began the creation of a financial outreach program for select students' private education. This chapter contains the results for each our objectives as well as our analysis and evaluations of each.

## 4.1 Encourage the Children

The objective for this section was to create a mentorship program by bringing AUI students to the orphanage. First, we determined what the children at the orphanage both wanted and needed from our program. Then, we employed different advertising methods to attract student volunteers.

### 4.1.1 Identify Skills the Children Both Want and Need to Learn

During our interviews with the director of the Foundation, Madame Ouafae, we learned that the children need more assistance emotionally. Madame Ouafae described the need for the children to be more motivated in school in order to obtain employment upon graduation. She also told us that they needed help looking past the fact that they are orphans and to know that they are capable of success. Upon hearing this, we believed that a mentorship program with Al Akhawayn students could be a perfect solution to address these needs. Those attending AUI are proof that hard work and studies pay off, and we hoped that these students could show this to the children of the Foundation.

In the **focus groups with the children** we asked the following questions:

- What is your favorite subject?
- What do you want to be when you grow up?
- What do you like to do for fun?
- If you could have help with anything, what would it be?

By asking these questions we gained a better understanding as to what the children's aspirations, goals, and wants were. We were excited to learn that all of the children had careers they wanted to pursue in the future, including careers such as police officers, pilots, and engineers. We also discovered that as the age groups got older, more children



Figure 7: Group member with Foundation student

wanted help with their academic studies. This want was satisfied by our work towards fulfilling Objective 2, which was to assist the orphans in academic studies. The full results of these focus



Figure 8: Group conducting focus group with children

groups can be found in Appendix E.

#### 4.1.2 Attracting Volunteers as Student Mentors

To determine how to start attracting student volunteers, we met with the director of the **Student Activities Office** and the director of the community service organization **Hand in Hand** (a full description of Hand in Hand can be found in Section 2.3.3 of the Background). These meetings did not produce as many results as we had hoped for. We found that we would be unable to collaborate with Hand in Hand because of their already extensive work schedule. We found more success with director of the Student Activities Office, who offered to advertise our volunteer program to students who needed to complete their community service hours and lived in the city of Meknes (where the Foundation is located). This also contributed to Objective 4, developing sustainability, because the director would continue advertising our program after our group left Morocco.

We also met with the director of the **Community Involvement Program (CIP)** at AUI, Angela Del Puppo. CIP focuses on community service, combining theory and practice. It requires that students attend two seminars that explain the theory behind community involvement. After these seminars, the students must complete 60 hours of fieldwork to complete the program. A further explanation of the Community Involvement Program at AUI can be found in Appendix M. Ms. Del Puppo was able to provide us with valuable information on advertising policies around AUI. She also offered to integrate our program with hers and suggest it as an option for those students in CIP who were looking to complete their fieldwork.

We were then **invited to speak at one of the two required seminars** for the CIP program that described community service and its role in civil society. We presented our project to over one hundred students and also showed them a video describing our project, the link to which can be found in the Introduction of this report. We spoke to the students about what this project meant to us and what they would be able to gain out of volunteering with this project. We also created handouts for the students who attended with additional information about how they could get involved, and how they can contact both the director of the Foundation and ourselves. This handout can be found in Appendix N and a summary of our presentation can be found in Appendix O. This opportunity to



Figure 9:  
Group  
presenting at  
CIP seminar

Left: Fernando  
and Abigail  
speaking

Right:  
Richard and  
Jacquelyn  
speaking

reach out to students was invaluable to our cause and we found our involvement with CIP integral to our project's success.

After this seminar, the president of the High Atlas Foundation, Youssef Ben Meir, approached us. The High Atlas Foundation is an organization in Morocco that works towards developing sustainable projects in local communities (more information on the High Atlas Foundation can be found in Appendix P). The president of the organization asked us to submit a 750-word article about our goal for the Rita Zniber Foundation Orphanage, and he would send it to **over one hundred newspapers around the world**. Because this seminar occurred later during our time in Morocco, at this date, we have sent him a summary and are awaiting news on the progress. Our summary can be found in Appendix Q.

Next, to begin attracting student volunteers, we employed as many **advertising techniques** as possible. Below are the results of the various methods.

- **Club meetings-** After contacting various clubs that we believed could become involved with the Foundation, we found success in reaching out to the Islamic Art and Culture club. This club focuses on discussing a multitude of subjects in regards to Islam and goes on community service trips. We discovered that this club already made weekly trips to another orphanage in the area. We reached out to members of this club to volunteer at the Foundation, and had 14 club members sign up in interest of a volunteer trip.
- **Personally invited people-** Throughout our time staying on campus at AUI we spread awareness of our project through word of mouth. This was helpful during the beginning of our project when we tried to first schedule volunteer visits. Our first two volunteers were students who had heard about the project by talking to us.
- **Posters -** We hung a total of 39 posters around the bulletin boards on campus. This advertisement was the same as our television advertisement and both brought attention to our cause.
- **Television advertisements-** Through our collaboration with the CIP director, we were able to create a landscape advertisement that would be displayed on the televisions all around the AUI campus. The advertisement was displayed in ten second intervals, and included basic information about volunteering and who to contact. These advertisements can be found in Appendix G. Although these methods raised awareness, we found more success with direct emails.
- **Emails-** Also through our collaboration with CIP, we were able to send out a school-wide email about our project. This email attracted many interested volunteers. We received over 35 email responses from interested volunteers in regards to this. The paragraph we emailed out to campus can be found in Appendix H.



Figure 10: Group's advertisement displayed on campus television

Attracting students as volunteers ended up being a very involved and lengthy process. There were a lot of unforeseen logistics involved in advertising and reaching out to the campus. However, we found much success with our advertising methods, attracting interest from across campus.

## 4.2 Assist the Orphans in Academic Studies

This objective of assisting the orphans in academic studies expanded upon Objective 1. To complete this, we added tutoring and teaching lessons to the mentoring program. We then determined the most successful way to assist the children academically.

### 4.2.1 Determining the Best Type of Assistance

After volunteering at the Foundation, through trial and error we realized what did and did not work. We determined that if the volunteer wished to teach a lesson on a subject matter, such as English or French, a lesson plan was necessary. We also found that for lessons, smaller groups with a member of the Foundation staff present worked best. On the other hand, if the volunteer wished to mentor a child or simply “hang out” at the Foundation, this was easy to do since children were constantly involved in different activities that a volunteer could jump in and participate with. Further notes on our volunteer visits can be found in Appendix I and Appendix J.

### 4.2.2 Developing Standard Guidelines and Suggestions Outline for Visits

The final result from developing standard guidelines and suggestions for volunteer visits was the creation of our **Guidelines and Tips document** for interested volunteers. This document includes our goal for volunteers, expectations from volunteers, and how to prepare for a visit. This document can be found in Appendix R.

## 4.3 Funding Private Education for Gifted Students

An additional part of our project was to begin the development of the funding of select

The screenshot shows a Facebook page for 'AUI Mentors at Rita Zniher Foundation Education'. The page header includes 'Page', 'Activity', 'Insights', 'Settings', 'Build Audience', and 'Help'. The cover photo features a collage of images showing children and adults interacting, with the text 'Give back, become a mentor, volunteer today.' and 'AUI Mentors at Rita Zniher Foundation Education'. Below the cover photo, there are navigation tabs for 'Timeline', 'About', 'Photos', 'Likes', and 'Manage Tabs'. The page has 11 Page Likes and 5 Post Reach. The timeline shows a post from 'AUI Mentors at Rita Zniher Foundation Education' with 34 likes and a post from 'Abby DaBoll-Lavoie'.

Figure 11:  
Screenshot of  
Facebook  
page

children’s private education. We did this by advertising to the AUI community and using the organization GoFundMe.

#### 4.3.1 Raise Awareness of Cause

To raise awareness of the Rita Zniber Foundation Orphanage and our project, we **created a Facebook page** for AUI students. The title of the page is “AUI Mentors at the Rita Zniber Foundation.” The goal of the page is to bring volunteers together and give them a place to collaborate. Through the Facebook page, students are able to post about possible dates they would like to visit the Foundation, and find others who would like to go with them. This way, the students can get a group together, and find transportation as a group rather than going by themselves. We encouraged AUI students to “like” the page through advertising the page in our emails, posters, television ad, and our presentation to the AUI students. As of the end of our time in Morocco the page had reached 50 “Likes,” and has the potential to continue growing.

We also raised awareness through **sharing our GoFundMe**, our crowd source-funding page (further explained in the next section). We did this by posting it on our personal Facebook pages, and reaching out to friends, family, colleagues, and members of the AUI community to also share the link. In total, the page got 177 total shares. This is a huge success because it means that many people have heard about our project and learned more about the Foundation, as well as how they can help just by visiting the website.

A final way we raised awareness was through our advertising descriptions. Since this objective was not the main goal of our project and rather an additional piece we were beginning the development of, we did not make the purpose of our advertisements about raising funds, but rather offered this as an alternative option to help out the Foundation. A brief description of this option is mentioned on our handouts, some advertisements, and the Facebook page.

#### 4.3.2 Consider Available Crowd Source Funding

After researching available crowd source funding options, and consulting prior IQP groups that had worked with these organizations before, we decided to create a

Figure 12:  
Screenshot of  
GoFundMe  
page





GoFundMe page to begin the fundraising. We included a description of our project and the Foundation, as well as pictures and descriptions to help viewers better understand our cause and what they were contributing to. The entire description that was on our page can be found in Appendix S. Our GoFundMe page ended up raising a total of 8312.5 Moroccan Dirhams or \$950<sup>1</sup>. This is equivalent to approximately a year and half of a child's private education. More information on the logistics of funding a child's private education can be found in Appendix T.

## **4.4 Establish a Sustainability Plan**

Our final objective was to make our programs sustainable. This was a huge goal for our group because we did not want this volunteer program or the fundraising to stop once we left Morocco. We developed sustainability by delegating various liaisons, keeping our online outreach sites available, and providing materials that could be used for general purpose after we left.

### **4.4.1 Creating a Sustainable Volunteer Program**

We had many modes of action to ensure the sustainability of our program at AUI. They were as follows:

- Offering the program as a community service option to students from Meknes
- Offering our program as part of the Community Involvement Program
- Providing our Guidelines and Tips document for interested volunteers to director of the Student Activities Office and the director of the Community Involvement Program, where it was explained how to get involved and prepare for a volunteer trip
- Continuing our Facebook page by delegating an older member of the Foundation to monitor it
- Keeping our advertising materials up and running at AUI

Through these various actions we believe AUI students will continue volunteering at the Rita Zniber Foundation Orphanage far into the future.

### **4.4.2 Continuing the Funding of Private Education**

We again used multiple methods to ensure the sustainability of our fundraising efforts. Our main results for this were to continue the running of our advertising materials and keeping the GoFundMe site active. In the future we would like the fundraising for children's private education to be further developed.

## **4.5 Conclusion**

The results of establishing our volunteer program provided insights to us about the logistics of advertising, raising awareness of a cause, and the difference mentors can make in a child's life. Our team agrees that the most rewarding result of our project was the reaction of the children during volunteer visits. The excitement when volunteers

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<sup>1</sup> Based on exchange rate as of October 15, 2014 (XE Market Analysis, 2014)

arrived was palpable throughout the Foundation. We created what we believe to be a sustainable mentorship connection between the Rita Zniber Foundation Orphanage and the students of Al Akhawayn University, as well as began the development for private education fundraising. The next chapter will discuss our conclusions from these results as well as suggestions we have for the continuation of our programs.

# Chapter 5: Conclusions and Recommendations

## 5.1 Conclusions

The results of establishing our volunteer program provided insights to us about the logistics of advertising, raising awareness of a cause, and the difference mentors can make in a child's life.

Some aspects of our project took longer than we had expected and planned for them to be. We had a lot of things to organize, such as transportation for the students and finding students who were willing to volunteer. It also took longer than anticipated to create a sustainability plan. We realized it would not be simply having a bus bring volunteers to the Foundation on a weekly basis. The students need to be gathered and organized, and the transportation needs to be scheduled by those who wish to travel there.

Overcoming these challenges, we created the following deliverables:

- A mentorship connection between Al Akhawayn University and the Rita Zniber Foundation Orphanage
- Volunteer advertising materials (posters, television advertisements, handouts, emails)
- Guidelines and Tips document for general volunteers at the Foundation
- Facebook page for volunteers to connect and plan trips
- GoFundMe page that raised \$950 to fund private education for select students

Although we created many deliverables, our team has further recommendations for both the Foundation as well as Al Akhawayn University.

## 5.2 Recommendations for the Rita Zniber Foundation Orphanage

**We recommend that the Foundation advertise around the city of Meknes.**

Because the Foundation is located in Meknes, we believe they would benefit from advertising for volunteers in and around the city. It is easier for volunteers to organize travel to visit when they live nearby. This simplicity will encourage volunteers to visit on a regular basis.

There are many methods and places that the orphanage can target their advertisements. These include:

- Local high schools
- Local universities and institutions of higher education such as:
  - Isa Meknes Study Center
  - University of Moulay Ismail
  - Conservatory of Meknes

**We recommend that the Foundation pairs an older child with a younger child to act as a big brother or a big sister.**

We recommend that the Foundation looks within itself for positive role models. By pairing them appropriately, the younger children would have an older child to befriend and look up to on a daily basis. Additionally, the older child would be given the responsibility to set a good example and be able to connect with the younger child. The older child could help the younger child in the following ways:

- Assist with homework
- Include them while playing games and sports
- Offer advice and guidance
- Teach them the difference between right and wrong
- Provide emotional support and care

As a result, the Foundation has the potential to become a closer community, with the children providing more support to one another.

**We recommend that the Foundation develop a more sustainable method to raise money for private education.**

Although we were able to use crowd source funding to raise money to go towards private education, the Foundation would benefit from a more sustainable method. We recommend that they develop other means of raising money, and spreading awareness about the donation bank accounts that they have available. Methods could include reaching out to the following people and organizations:

- Businesses and corporations (local and international)
- Local religious institutions
- Individuals
- Institutions of higher education

**We recommend that the Foundation continue relations with Al Akhawayn University.**

By keeping in touch with AUI, the Foundation has a better chance of continually having volunteers. Someone from the Foundation, such as the director, Madame Ouafae, can send emails to leaders over at AUI, such as the Community Involvement Program director, Angela Del Puppo. That way, AUI can stay up to date about how the Foundation has been doing and discuss volunteer trips.

We also recommend that the student from the Foundation that is the administrator of the Facebook page makes posts and edits to keep it up to date. Keeping the Facebook page updated will allow the AUI student volunteers to see the most recent pictures and stay in the loop as to what has been going on at the Foundation. The student could also act as another liaison between volunteers and the Foundation.

### **5.3 Recommendations for Al Akhawayn University**

**We recommend that Al Akhawayn University continue and expand upon the advertisement of the Rita Zniber Foundation Orphanage.**

The fate of this project relies heavily on the Al Akhawayn students' knowledge of the Foundation and willingness to leave their comfort zone. After advertising the Foundation for only seven weeks, we saw student interest in volunteering. We can attribute this interest to our posters, television advertisement, presentation, club visits, and emails. Over time, posters will fall or be covered up, the television ad may be changed, and students may forget why it is important that they visit the Foundation. We recommend that Al Akhawayn University, specifically the Community Involvement Program, maintain our advertisements, create new emails, and remind the student body that the orphanage exists and that the children need them today.

Additionally, we recommend that Al Akhawayn University formally acknowledge the Rita Zniber Foundation as a partnering organization. As partners Al Akhawayn would be able to:

- Advertise the Foundation
- Expand their community relations outside of Ifrane
- Increase student interest in volunteering
- Gather support for the Foundation from parents of students
- Provide educational support to the children at the Foundation

**We recommend that the Al Akhawayn University student volunteers use the guidelines and tips document that we created.**

Reading through and understanding the guidelines and tips sheet helps a volunteer understand more about their duties. It will help them become a better mentor and learn about how to give proper tutoring lessons. If they go in to volunteer without having first read this, then the visit may not go as smoothly as they planned.

### **5.4 Recommendations for Future IQPs**

We recommend that the topic for a future IQP be examining the psychological impacts of being an orphan and how it affects a child's behavior. The director of the Foundation suggests creating a guidebook for employees of the Foundation that explains certain behaviors of orphaned children with corresponding suggestions.

Another future IQP topic could be the development of a weight room at the Foundation. There are a few spare rooms that could be cleaned up and turned into something usable. A weight room would provide the children a fun activity, as well help to keep them physically fit and in shape.

A final suggestion for an IQP topic would be to further develop financial outreach program for funding the children's private education. Although there was a previous project on financial outreach, this addressed general needs of the Foundation. We believe that the Foundation would benefit from a future project that focuses on additional needs that could enhance the lives of the children academically.

### **5.5 Final Remarks**

Our team agrees that the most rewarding result of our project was the reaction of the children during volunteer visits. The excitement when volunteers arrived was palpable throughout the Foundation. We created what we believe to be a sustainable mentorship connection between the Rita Zniber Foundation Orphanage and the students of Al Akhawayn University, as well as began the development for private education fundraising. We hope that our project will sustain in the future and that we had a positive impact on the lives of the children at the Rita Zniber Foundation Orphanage.

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# Appendices

## Appendix A: Kafala

Orphanages in Morocco face area-specific challenges that can be attributed to the cultural views on adoption in the country (Bargach, 2002). Two years ago, there were an estimated **24 babies abandoned each day** in Morocco (Morocco News Board, 2012). This high rate of abandonment places greater pressure on orphanages. The process of legal adoption in Morocco is known as kafala. In contrast with Euro-American adoption, where a child becomes a part of the family, kafala is simply a guarantee for the care of a child (Bargach, 2002). This is a legal process that can only be undergone by a single Muslim woman or a Muslim couple. The purpose of this legal practice is to ensure the child is raised according to the teachings of Islam, and because of this, foreign adoption is both discouraged and unlikely (Jazouli, 2014). In fact, a decision was attempted in 2012 to exclude foreigners altogether from kafala, even if they were Muslim (Morocco News Board, 2012). This decision was later appealed, but demonstrates the Moroccan government's hostility towards foreign adoptions.

These aforementioned restrictions on kafala practices severely limit the number of adoptions that can take place in Morocco, placing a greater pressure on institutional care. The nature of adoption is more likened to a business transaction, ensuring the "engagement to physical needs (food, clothing), moral needs (education), but not the name" (Bargach, 2012, p. 30). Because kafala is less of an emotional transaction, one may infer that the adoption of a child's kafala must be viewed in an economic way, and therefore the adoption of a female's kafala is a less risky decision than the adoption of a male's kafala. This is inferred because a female will traditionally be married into another family, while a male is expected to uphold the family line. Therefore, adopting the kafala of a boy creates a more complicated situation where the family does not view the adopted boy as part of the family bloodline. These cultural facets have a direct effect on the Rita Zniber Foundation Orphanage, who has over 200 boys and just a few girls (Fondation Rita Zniber, *Statistics*, 2014). They also intake mostly abandoned children (Mme Ouafae, personal communication, May 2, 2014). In conclusion, the Foundation's composition can be attributed to the culture of adoption in Morocco.

## Appendix B: Employment in Morocco

Out of the 32.5 million people who live in Morocco, about 8.8% of the population are unemployed (The Heritage Foundation, 2014). According to The Heritage Foundation, “the labor market remains inefficient, and chronic unemployment and underemployment continue” (par. 7). Because of these high statistics, young adults must be prepared to the best of their ability upon entering the workforce.

Thirty percent of the Moroccan population is made up of youth between the ages of 15 and 24 (CIA, 2014). The unemployment rates of the youth are 18% among males, and 19% among females. The participation of Moroccan youth in civic and social life is low (Archy, 2013). A research study completed by the Gallup organization shows that “one out of every three Moroccans wants to leave the country or is planning to do so because of bad expectations or due to the poor available opportunities” (par. 4). The majority of the youth who are unemployed have little education or have not received education whatsoever. Typically, even when children are educated, they are still left without help when trying to find employment.

This hostile economic situation in Morocco makes it increasingly difficult for young people to successfully enter the job market. Coupled with these high unemployment rates is a strong sentiment of nepotism, with knowledgeable Moroccans either jobless or emigrated, and “inexperienced and inept, but well-connected, Moroccans land[ing] the good jobs” (Chaoui, 2012, par. 3). Cognitive, vocational, and social skills are important to the development of a child and are crucial abilities for a potential employee, but are less useful without the appropriate network in Morocco. In order to compete with the pattern of nepotism in Morocco, children must have the utmost preparation to enter the job market as well as the drive and self-motivation to compete in this tough environment.

## **Appendix C: Interview with Director of the Foundation**

Interview with Madame Ouafae  
Rita Zniber Foundation Director  
September 8th, 2014

### **Madame Ouafae was able to provide us with insight about the children at the Foundation and some of the problems that the Foundation encounters with the children**

- Many children at the Foundation, 36 to be exact, are mentally handicapped, and there's no other nearby orphanages that accept these children. There are currently no programs specifically devoted to mentally handicapped children.
- A lot of times the children have the attitude of thinking they don't have to do their schoolwork because "they are orphans and no one cares about them."
- When children get in trouble for bad behavior such as hitting another student, they say things like "you're punishing me just because I'm an orphan."
- Many students are not motivated to succeed in school and don't know the importance of doing well academically.

### **Madame Ouafae also explained to us about the children's schooling**

- All of the children at the Foundation attend school.
- Public school is free, so the majority of children are in public school systems.
- Private school is preferred, but they cannot afford to send that many children to private school. Currently there are ten students in private school.
- At the end of primary school, instead of going on to secondary school, some children choose to start professional training
  - Last year, 3 children took this route
- Most of the children stop public school before taking the Baccalaureate exam. The exam is very difficult and a lot of children want to start a job sooner than later. Instead they go to training in ironwork, shoemaking, carpentry, glasswork, etc.
  - 3 of 4 students passed the Baccalaureate this past year
- If the student chooses to remain in school and continue their education, they are encouraged to continue living at the Foundation
- If the student gets a job after the age of 18, they can no longer stay at the Foundation

## Appendix D: Children Focus Group Protocol

**Introductions:** Give introductions and summarize the following consent information to the children, making sure they understand it and have an older student translate if necessary

“We would like to invite you to participate in a focus group for a project that we are working on. This means that we will sit down in a room together with other children at the Foundation and ask you questions. The purpose of this project is to gain a better understanding of what types of organizations would be fun and beneficial for students like you to get involved in. We want to incorporate some organizations at Al Akhawayn University and get them involved with the Rita Zniber Foundation Orphanage. As a part of the focus group, we will be discussing what types of activities you enjoy doing, and why you enjoy them.

This project will be published as a report and be available online. Names will not be recorded or published, but the focus group you are in, which is children at the Rita Zniber Foundation, will be identified. This will take no more than one hour to complete the discussion.

This process is completely voluntary, and any question that you do not wish to answer may be skipped. Feel free to ask any questions about our research or these interviews before you participate.”

### **Protocols:**

Find a quiet room at the Foundation, and invite the children into the room, organized by age group. There will be 3 focus groups, one with ages 6-9, one with ages 10-13, and one with ages 14-18. Try to get about 15 students in each group. Sit in a circle and ask the questions one at a time, allowing each child to give their own response. Record his or her responses and move on to the next question once everyone has answered. If the children do not understand English, have an older child help by translating the questions for the other children

### **Questions:**

1. What is your favorite subject?
2. What do you want to be when you grow up?
3. What do you like to do for fun?
4. If you could have help with something, what would it be?

## Appendix E: Children Focus Group Results

We held 3 focus groups with the children at the Foundation consisting of:

- 18 children between the ages of 6 and 9
- 25 children between the ages of 10 and 13
- 16 children between the ages of 14 and 18

The following table shows how the children responded to the questions, with the children's responses on the left, and the number of children from each age group who answered with that response on the right.

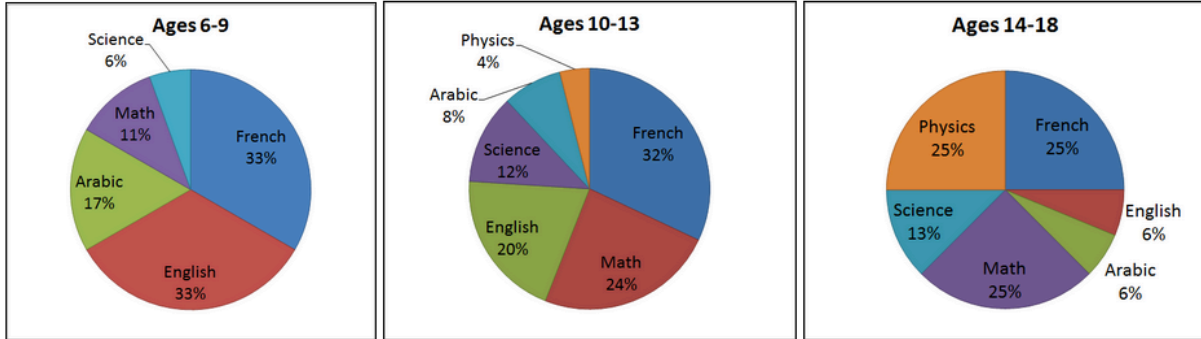
What is your favorite subject?	Ages 6-9	Ages 10-13	Ages 14-18
Math	2	6	4
French	6	8	2
Physics	0	1	4
Arabic	3	2	1
Science	1	3	2
English	6	5	1
What do you want to be when you grow up?	Ages 6-9	Ages 10-13	Ages 14-18
Lawyer	2	0	0
Police	8	7	4
Teacher	4	7	1
Engineer	2	3	1
Driver	1	2	0
Pilot	0	1	2
Doctor	0	3	0
Dentist	0	0	1
Athlete	0	1	0
Man of Islam	0	0	1

Accounting	0	0	1
Artist	0	0	1
Chef	0	0	1
Soldier	1	0	1
Vet	0	1	0
<b>What do you like to do for fun?</b>	<b>Ages 6-9</b>	<b>Ages 10-13</b>	<b>Ages 14-18</b>
Color/Draw	1	1	0
Sports	13	19	13
Write	2	0	0
Sing	1	2	0
Watch TV/movies/computer	1	2	1
Legos	0	1	0
<b>If you could have help with something, what would it be?</b>	<b>Ages 6-9</b>	<b>Ages 10-13</b>	<b>Ages 14-18</b>
Studies	8	8	12
Sports	10	14	0
Being more sociable	0	2	0
Computers	0	1	0
English	0	0	1
Help in the kitchen/help cooking	0	0	1

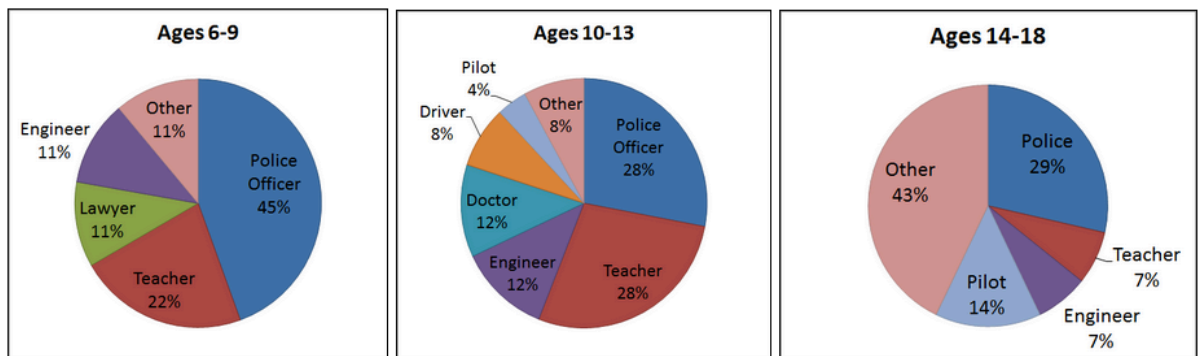
Table 1: Table of Focus Group Results

The following pie charts represent the same data as the above table.

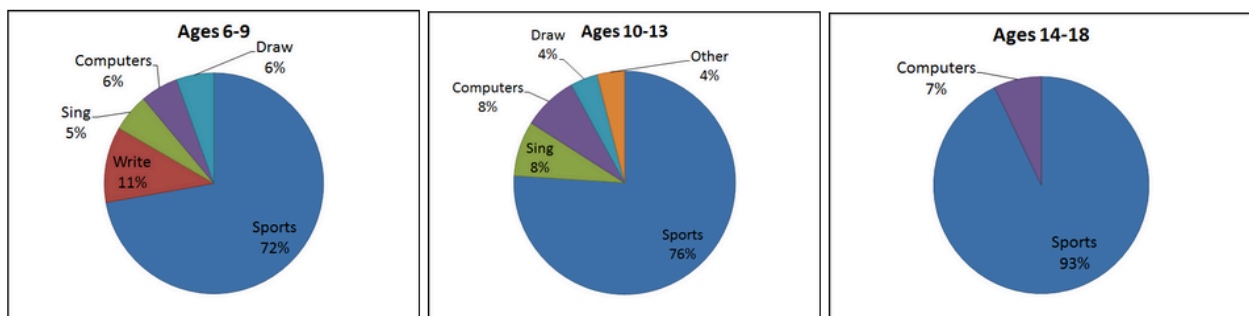
**What is your favorite subject to learn in school?**



**What do you want to be when you grow up?**



**What do you like to do for fun?**





**If you could have help with something, what would it be?**

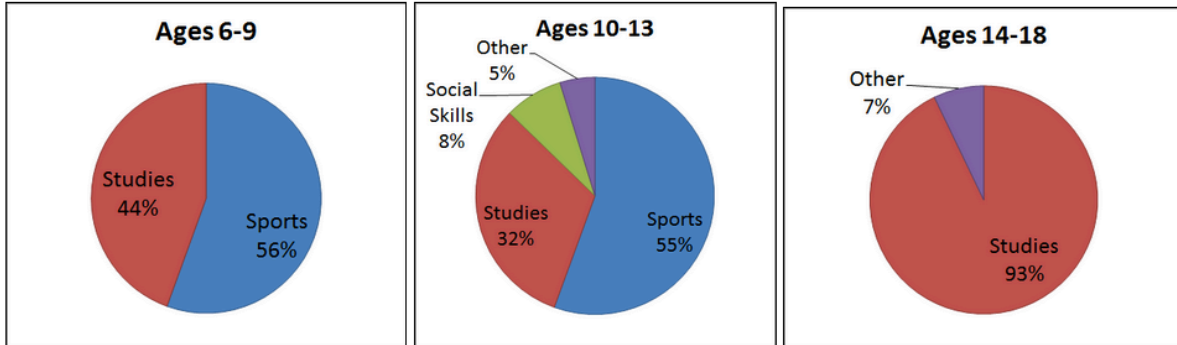


Figure 13: Pie Charts of Focus Group Results

## **Appendix F: Interview with Director of the Community Involvement Program**

Meeting with Angela Del Puppo  
Community Involvement Program Director  
Al Akhawayn University  
September 18, 2014

### **When meeting with Angela Del Puppo, she was able to give us some very valuable feedback about how to advertise our program to AUI students in order to find volunteers**

- Hang up posters around campus on bulletin boards in academic and community buildings
- Create a landscape advertisement and send it to her and she would have it displayed on televisions in ten second intervals around campus
- Write a brief paragraph explaining our project and she would send it out to all of the undergraduate students at AUI
- She invited us to speak at one of her seminars (See Appendix \_\_\_ for more information on the Community Involvement Program and the seminars)
  - Allowed us a 15 minute presentation to AUI students

### **She also offered us helpful advice on how to capture the AUI student's interest**

- Talk to the students about **why** we came to Morocco and **why** we chose to work with the Foundation
- Talk with them about our past experiences with volunteering at home, and how we felt about volunteering
- Let them know what else they will gain out of being a volunteer, besides just community service hours
  - Self-confidence
  - Feeling of accomplishment
  - Giving back to their community
- Tell them about the children at the Foundation, and their hopes and dreams

### **Angela Del Puppo gave us suggestions on sustainability of the program**

- Offer the program as a community service option to students from Meknes
- Offer the program as part of the Community Involvement Program at AUI
- Continue the advertising of the Foundation throughout the school year

## Appendix G: Poster and Television Advertising Materials



Fondation Rita Zniber  
kafala, parrainage, éducation

LOCATED IN MEKNES

*We need you!*

We're seeking **AUI students** interested in helping to **make a difference** in the life of an orphan

**Give back, become a mentor,  
volunteer today**

Please contact [ZniberOrphanage14@wpi.edu](mailto:ZniberOrphanage14@wpi.edu) or [cip@aii.ma](mailto:cip@aii.ma) and like us on Facebook for more information at [www.facebook.com/RitaZniberFoundation](http://www.facebook.com/RitaZniberFoundation)



Figure 14: Poster and Television Advertisement

## Appendix H: Email Advertisement

We need **you!**

We're seeking AUI students interested in helping to make a difference in the life of an orphan. Through this community service opportunity at the Rita Zniber Foundation, you have the chance to become a child's role model. **You** can lead by example and inspire a child's success. What you do is up to you! Tutoring, sports lessons, music lessons, computer help, or simply just hanging out, your contribution has an impact on the children you work with; a short amount of time can make a huge difference! Give back, become a mentor, volunteer today!

Please contact **ZniberOrphanage14@wpi.edu** or **cip@aui.ma** for more information!

## Appendix I: Notes From First Volunteer Trip

### First volunteer visit Rita Zniber Foundation September 21, 2014

During our first volunteer visit we had two students from Al Akhawayn University come to the Rita Zniber Foundation Orphanage to tutor some of the children. The first volunteer tutored French to twelve young boys, ages five, six and seven. Two of our group members went with her into the classroom to observe how the tutor session went.

What we learned from this session:

- It's difficult to hold the attention of younger kids, so smaller groups of children to tutor would be more efficient
- If young children are not engaged, and only lectured to, they will have a more difficult time paying attention
- Younger children love to write on the board
- It is important to have a staff member in the classroom, because it keeps the children under control and less rowdy

The other volunteer tutored English to ten older children, both girls and boys, ages eleven to thirteen. Our other two group members observed how this tutoring session went.

What we learned from this session:

- Older children tend to give the volunteer more of their attention than younger children
- Larger groups of this age group are relatively easy to handle
- Children get excited when they know the answers to questions and are willing to help out their peers if they do not understand

Figure 15:  
Photos  
from first  
volunteer  
trip



## Appendix J: Notes From Second Volunteer Trip

### Second volunteer visit Rita Zniber Foundation October 13, 2014

During our second volunteer visit, we booked an AUI owned van and brought eight volunteers to the Rita Zniber Foundation Orphanage. To book the van we took the following steps:

- Contact the transport manager of AUI
- Complete an informational document about the trip which includes:
  - Date and time of the trip
  - Destination of the trip
  - Who is in charge
- Pay for the bus at AUI's business office (Charge a rate of four Moroccan Dirhams per kilometer)
- Return receipt to the transport manager

The majority of our time was spent touring the Foundation and teaching the volunteers about the many ways that they can help the children. The volunteers were shown the courtyard, classrooms, television room, recreational area, art room, music room, and living quarters. Additionally, Madame Ouafae described how the Foundation runs on a daily basis, and why volunteers make such a big difference in the children's lives. Lastly, volunteers were given the contact information of the three head directors.

What we learned from this session:

- Booking a bus or van from AUI is simple, easy, and convenient
- It is important that volunteers know precisely the location of the Foundation
  - Bus or cab drivers might not know where to go
- Volunteers best interact with a single child or a small group
- Volunteers are impressed with the Foundation's cleanliness and organization and because of this, they are more willing to return
- Volunteers are more likely to return to the Foundation in groups rather than alone
- Volunteers are willing to connect with children via social media and over telephone



Figure 16: Photos from second volunteer trip

Left to right: volunteers meeting with Foundation staff, volunteers interacting with children, volunteers on bus going to Foundation

## **Appendix K: Information About Facebook**

Facebook (2014) is a mass social networking site that connects people around the globe. Through using various options on their user interface, one may create groups and posts, add friends, and connect with influential people. There are currently over one billion monthly active users. Approximately 30 million businesses within 190 countries have operating Facebook pages (Latka, 2014).

Similar to other social networking sites, creating a Facebook account is free and even guides you along a set of tutorials in the beginning to get in touch with friends in the area (Facebook, 2014). After creating a Facebook account, there are no surprise fees or surcharges for any action that one would like to complete. The Facebook account is linked to a primary email address that receives an email for each individual notification the user receives. Notifications are sent to users for various reasons, including friend requests, comments on the user's posts, or invitations to events or group pages.

Using Facebook pages as a means of advertising can bring together groups of people whom would be otherwise difficult to reach. Users who are a part of these pages are able to collaborate and give equal feedback. The Facebook page user interface includes an option to create events and schedules, in which all members of the page may discuss their availability. Additionally, on the group pages one may post additional advertising means, such as different pages with similar interests or websites.

Users can make posts about their thoughts, interests or pages that they are interested in. All people with whom they are connected can see these posts. When a user sees a post that they enjoy or agree with, they can acknowledge it by "liking" it. Additionally, users have the option to share another user's post to everybody that they are friends with. This may create a vast network in which millions of people are connected. Users can see how many people like or share one of their posts.

## **Appendix L: Information About GoFundMe**

GoFundMe (2014) is a personal online fundraising website. Anyone is able to start up a fundraising campaign, and then share it via social media to gain donations. An online payment from a donor is safe and the money is securely stored until the person running the campaign is ready to withdraw it. There are no restrictions or time limits to the fundraising. One is able to set up the account so that a beneficiary can have access to it. Then, the beneficiary is able to withdraw the money him or herself.

It is free to create and set up a GoFundMe account. However, a 5% fee from each donation will be deducted from GoFundMe. There is also a small processing fee of 3% deducted from each donation. This is all done automatically, so you never have to worry about owing money to GoFundMe. The donors are not charged anything extra, they only pay the amount they agree to donate, and that's it.

Each time there is a donation, there will be an email notification to the campaign creator. The GoFundMe campaign is able to accept donations from anywhere in the world. There is even a mobile app, where people can donate from their cell phones. If a donor wishes to donate privately, they have the option of keeping their donation hidden from the public. For all US-based campaigns, there is an option where donors can choose to give monthly.

GoFundMe has easy features to share one's campaign with friends and family, such as through Facebook. There is also a feature where one can easily send thank-you messages and personalize them to send out via email to those who helped support their cause.



## Appendix M: Information About the Community Involvement Program

The Community Involvement Program (2014) is a **required curriculum component** for all students enrolled at Al Akhawayn University. This program's vision is "To create a country of leaders who are change-makers, who realize their own potential and how to build capacity for the people with the people, and who can instill in each and every citizen a desire to make their lives and communities the best they can be" (Par 4).

This program requires that all AUI students attend two seminars and complete at least **sixty hours of community service**. The first seminar focuses on human development in Morocco and the needs of struggling communities. The second seminar focuses on the role of civil society in human development and the impact that students can make when they volunteer.

The director of the Community Involvement Program, Angela Del Puppo, advertises community service opportunities to students all over campus. She stresses that students do not serve to collect the required number of hours, but the students serve to "spark first hand understanding, reflection, and inspiration" (Par 5). Inspired students will often complete far more than the required sixty hours.

This program has outlined five core values:

- Help students understand themselves, their community and their role
- Help students develop personally, professionally and academically
- Help students apply their skills and knowledge to societal problems
- Help students build capacity for learning and leadership
- Enhance faculty capacity for research and teaching

By following these core values, the Community Involvement Program has assisted AUI students in completing over **65,000 community service hours at over 330 sites**.

## Appendix N: Presentation Handout



**Fondation Rita Zniber**  
kafala, parrainage, éducation

LOCATED IN MEKNES

We're seeking **AUI students** interested in helping to **make a difference** in the life of an orphan

**What would I be doing?**

- **Tutoring**
- **Teaching**
- **Mentoring**

... what you do, is up to you!

**How can I help?**

- **Contact us** about volunteering
- Check out our **GoFundMe** page, where we're trying to raise money for the orphanage ([www.gofundme.com/zniber-orphanage](http://www.gofundme.com/zniber-orphanage))
- If you can't volunteer, think about **sponsoring** a child's private education (contact [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr) for more information)

**Give back, become a mentor, volunteer today**

Please contact [ZniberOrphanage14@wpi.edu](mailto:ZniberOrphanage14@wpi.edu) or [cip@aii.ma](mailto:cip@aii.ma) and like us on Facebook for more information at [www.facebook.com/RitaZniberFoundation](http://www.facebook.com/RitaZniberFoundation)



Figure 17: Presentation handout

## Appendix O: Presentation Summary

During our presentation for the AUI students at the seminar we were invited to speak at, we presented about our project and our goals. The summary of what we presented about is as follows:

- We each introduced ourselves and explained why we came to Morocco, and why we decided to work with the Rita Zniber Foundation Orphanage
- Showed our video which gave an overall summary of our project and objectives
- Explained more details about the Foundation
  - Over 240 kids, ages 6-24
  - They have an art room, music room, computer room, recreation area, etc.
  - All the children attend school
- Discussed why the children need role models
  - They grew up with no parents
  - The kids feel abandoned
- Why are AUI students good role models?
  - AUI students attend classes, pay attention, care about their studies
  - They all want to find a good job upon graduation
  - They know and understand the importance of studying and academics
- Why should AUI students choose to volunteer at the Foundation?
  - The children did not choose the life they were given, they were just unlucky and the AUI student should give back to them
  - The children will immediately crave the attention of older, new faces of volunteers
  - You can see children's faces light up when working with the kids
- What will volunteers get out of volunteering?
  - Self-confidence
  - A feeling of accomplishment
  - Giving back to the community
  - New friends and lasting memories
  - Community service hours
- How to volunteer and who to contact
- We made handouts with all contact information (as shown in Appendix N)

## **Appendix P: Information About the High Atlas Foundation**

The High Atlas Foundation (HAF) (2014) is a non-profit organization established in 2003 in Marrakech, Morocco. Its mission is to “catalyze grassroots development in disadvantaged and vulnerable communities in Morocco” (par 1). This organization helps the international community identify areas needing improvement, and then provides them with the environment, education, and inspiration needed to begin development. They believe that grassroots initiatives are the most efficient means of aiding developing countries. However, it is rarely effective without support from a guiding association, such as themselves.

The HAF accents the importance of their participatory approach to service. This means that the community of interest is given complete control over what projects are to be undertaken, the mode of action, and who is going to serve. With this method, the community becomes the benefactor as well as the beneficiary. The HAF will facilitate group meetings, garner community support, and implant a vision of an end product to inspire the people. Additionally, the HAF will act as a connection between the community of interest, and private organizations that wish to help.

The HAF supports a variety of programs, all under their participatory approach. These include but are not limited to:

- Organic Agriculture
- Education
- Youth Development
- Women’s Programs
- Cultural Diversity
- Clean Water
- Clean Energy

## **Appendix Q: Article for High Atlas Foundation**

There are currently an estimated 153 million children worldwide who have lost one or both parents. These orphans face more hardships than those from a traditional home. In order for children to become successful, independent adults, they must develop a number of necessary life skills. Typically, parents or older siblings act as role models for children to learn these skills from. Unfortunately, orphans around the world are left with no such relationship.

The Rita Zniber Foundation Orphanage is an orphanage located in Meknes, Morocco that cares for over 200 children between the ages of six and twenty-four. They rely on the Foundation for housing, food, clothes, and other necessities. These children are fortunate enough to have access to classrooms, a music room, an art room, and a play area. Although they have access to these wonderful facilities, they lack positive role models to inspire them to excel in school and achieve their full potential.

We are four American students from Worcester Polytechnic Institute in Massachusetts who have traveled to Ifrane, Morocco, to develop a mentorship program between students from Al Akhawayn University (AUI) and the children at the Rita Zniber Foundation Orphanage.

Our group visited the Foundation several times during our stay in Morocco in order to learn the best ways to assist these children. During our interviews with the director, Madame Ouafae, we began to understand that the children are in need of motivation and guidance. Madame Ouafae explained to us that the children would excel if they were more motivated in school. She also noted that when the children show rebellious actions, such as not completing schoolwork or fighting with one another, they blame their poor behavior on the fact that they are orphans. Unfortunately, this often prevents the child from realizing his or her full potential.

We gathered the children's input through asking them questions about their interests, future plans, and what they thought they needed help with. We were excited to learn that all of the children had careers they wanted to pursue, ranging from police officers to engineers. We also discovered that as the age of the students increased, there was a greater interest in getting help with their academic studies.

Students at Al Akhawayn University seek service opportunities to fulfill a school requirement and to remain involved in their community. Creating a program for AUI students at the Rita Zniber Foundation Orphanage is a perfect opportunity for both the AUI students to satisfy their community service requirements while making a difference in a child's life. We created a connection that brought volunteers to the children. This involved spreading the word across the AUI campus about our project.

We targeted the AUI student body by advertising this volunteer opportunity across campus. We talked to students about the children, presented at club meetings, hung posters, created a television ad, and answered any questions that arose. Additionally, we

became involved with the university's Community Involvement Program, who allowed us to send an email to the entire student body. Finally, we delivered a presentation on our project to over 100 students involved in the Community Involvement Program.

As a result of the connection we built, we were able to bring AUI volunteers to the orphanage and introduce them to the staff and children. The volunteers were given a tour of the Foundation and met with the director to learn more about further opportunities. After meeting with employees and hanging out with the kids, many were excited to return for future volunteer trips.

This is a small example of how we were able to give back in Meknes, Morocco. However, there are countless opportunities to volunteer in communities all around the world. We learned through our experience inspiring AUI students to become mentors, that everybody has the potential to make a difference. Get out there and use your time well, it's worth more than you think.

Check out the Rita Zniber Foundation Orphanage's website at [www.fondationritazniber.org](http://www.fondationritazniber.org) for more information about how you can give back today!

Abigail DaBoll-Lavoie  
Jacquelyn Fanning  
Fernando Galvez  
Richard Thyden

## Appendix R: Guidelines and Tips Document

# Guidelines and Tips

for volunteering at the Rita Zniber Foundation Orphanage

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### Our Goal for Volunteers

Our goal for volunteers is to have an enjoyable experience giving back and to go outside one's comfort zone, as well as to make a difference in a child's life and hopefully gain a friendship in the process!

### How to Schedule a Visit

Please contact [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr) to schedule a visit to the Rita Zniber Foundation Orphanage. During the school year, the children are at school for the workday, so visits after 5:00pm during the week and at anytime on the weekend are ideal.

### Expectations

As a volunteer at the Rita Zniber Foundation Orphanage, there are certain expectations that the Foundation, AUI, and this program have of you.

These include:

- Preparation for the visit
  - **Tutoring:** a subject, age group, and number of children you would like to tutor
  - **Teaching a lesson:** a lesson plan outline, subject, age group, and number of children you would like to teach
  - **Mentorship:** an idea of some fun, interactive activities to occupy time, if you would like to leave the Foundation with a child for an activity you must have a planned timeline and locations for the trip
- Notice to the program director of visit and plan of activities at least 2 days before planned visit (Madame Ouafae, the Foundation's program director, can be reached at [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr))
- Assistance in funding transportation- currently those who are interested in individual trips must provide their own method of transportation to the Foundation
- A brief, written note to the program director, Madame Ouafae, explaining your interest in volunteering and reasoning why
- A positive attitude!

### Background on Learning Styles

Something that's important to remember if you decide to teach a lesson or tutor children during your volunteer visit is that not all children learn in the same way or at the same pace. There are seven different primary learning styles to take into account when educating the children:

1. Visual or spatial: those who learn best through pictures or images
2. Aural: those who learn best through sound and music
3. Verbal or linguistic: those who learn best through verbal and/or written words
4. Physical or kinesthetic: those who learn best through experience and a sense of touch
5. Logical or mathematical: those who learn best through logic and reasoning
6. Social or interpersonal: those who learn best in a group setting
7. Solitary or intrapersonal: those who learn best through self-study

Please contact [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr) or [cip@aii.ma](mailto:cip@aii.ma) and like us on Facebook for more information at [www.facebook.com/RitaZniberFoundation](https://www.facebook.com/RitaZniberFoundation)



When teaching a lesson to the children try to incorporate multiple types of learning styles so as to provide an effective lesson to the maximum amount of children.

### **Tips and Suggestions**

Ages 4-6 years old

- Make instructions easy to understand and direct
- Have an enthusiastic and excited attitude
- Be prepared with multiple short and directed games and activities, all with backup plans
- Don't be afraid to ask for assistance or a smaller group size
- Reward the children- high-five, pat on the back, candy, etc.

Ages 7-12 years old

- Be prepared with clear and structured lesson plans
- You may need to both teach as well as manage the classroom
- Take into account different learning styles (as described above)
- Motivate the children through positive re-enforcement
- Teach by example; remember you're becoming a role model!

Teenagers (13+)

- Try to find ways to make "boring" material more fun
- Become a leader for the group
- Get up and moving for part of the lesson
- Don't take yourself too seriously
- Teach by example; remember you're becoming a role model!

**All ages:** If you are trying to have a lesson during your volunteer session, try to have a clear, organized, and detailed lesson plan. Try to incorporate teaching, practicing the teaching, and fun activities so the children reach their full potential of learning.

Following these guidelines and tips will make the visit go along smoothly, as well as allow both you and the children to get the most out of the experience!

### **Affirmation Statement**

I, \_\_\_\_\_, agree to follow these guidelines and tips as well as live up to the aforementioned expectations throughout my visit at the Foundation.

**Signature:** \_\_\_\_\_

**Thank you for choosing to volunteer at the Rita Zniber Foundation Orphanage and for making a difference in a child's life.**

Please contact [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr) or [cip@aii.ma](mailto:cip@aii.ma) and like us on Facebook for more information at [www.facebook.com/RitaZniberFoundation](https://www.facebook.com/RitaZniberFoundation)



Figure 18: Guidelines and Tips document



## Appendix S: Our GoFundMe Page

Top of our page:

The screenshot shows the top portion of a GoFundMe fundraising page. At the top, the GoFundMe logo is on the left, with links for 'Search', 'Help', and 'Start a Fundraiser'. On the right, there are social sharing buttons for Facebook (SHARE), Twitter (TWEET), and a 'DONATE' button. The main title of the fundraiser is 'Rita Zniber Foundation Orphanage'. Below the title is a large group photo of children and adults. To the right of the photo, the location is listed as 'WORCESTER, MA' with a 'VOLUNTEER' link. The current amount raised is '\$950 of \$1,500', shown with a progress bar. Below this, it says 'Raised by 21 people in 18 days'. There are three prominent buttons: 'Donate Now' in orange, 'SHARE ON FACEBOOK' in orange, and the GoFundMe logo. At the bottom left, it shows '178 TOTAL SHARES' with '177' Facebook shares and '1' tweet. At the bottom right, it says 'Created September 25, 2014' and lists the creator as 'Jackie Fanning'.

### Screenshots of our page:

We are a group of four college students from Worcester, Massachusetts working on a project in Meknes, Morocco at the [Rita Zniber Foundation Orphanage](#). There are over 250 children at this orphanage, most of whom have been abandoned at birth. The goal of our project is to create a mentoring program between university students in Morocco, and the Rita Zniber Foundation Orphanage. Through this program, university volunteers will inspire the children and provide them with someone to look up to. **We also need to raise money and spread awareness about The Foundation. All donations through this website are used towards sending more children to private schools.** According to the Foundation director, there is a noticeable difference between children who attend private school, and children who attend public school. Private schools offer more individual attention and one-on-one help. In Morocco, a private school costs about 600 Moroccan Dirham per month, or about 72 U.S. dollars. With so many children, any donation amount will help! Thank you for your support!

**Check out our video for more info on our project!**



Feel free to contact our group alias with any questions:  
[Zniberorphanage14@wpi.edu](mailto:Zniberorphanage14@wpi.edu)

### **Sponsoring A Child's Education**

You can sponsor a child so that they would have the opportunity to attend private school! You would be responsible for one child and paying for their education. You will receive pictures and updates from the child, as well as hearing all about their accomplishments. If you are interested in sponsoring a child, please contact the director of the Foundation, Madame Ouafae, for more information at [fondationrz@yahoo.fr](mailto:fondationrz@yahoo.fr)



**An Outside View of the Foundation**



**Children Learning to Make Paper Airplanes**



**One of the Bedrooms**



**Children Getting Help With Writing**



**The Music Room**



**Children Hanging Out**



**Playing Basketball in the Outdoor Recreation Area**



Figure 19: Screenshot of entire GoFundMe page description

**To view our GoFundMe page, visit <http://www.gofundme.com/Zniber-Orphanage>.**

## **Appendix T: Information About Sponsoring a Child's Private Education**

During our meeting with Madame Ouafae, the director of the Foundation, she explained to us what it meant to sponsor a child's education, and how to do so. In Morocco, public school is free to all children, while private school is not (Mme Ouafae, personal communication, Sept 8th, 2014). The cost of a cheap private school is about 600 Moroccan Dirham per month of attending school, or approximately \$70 U.S. dollars per month. More expensive private schools cost upwards of 1200 Moroccan Dirham per month, or \$140 U.S. dollars<sup>2</sup>. Since the Foundation cannot afford to send all the children to private school, they reach out for financial help. According to Madame Ouafae, there is a noticeable difference between children who attend private school, and children who attend public school. Private schools give the children more individual and one-on-one attention when they need it.

The Foundation has an option where anyone from around the world can help by "sponsoring a child's education" (Mme Ouafae, personal communication, Sept 8th, 2014). This means that the sponsor would be responsible for putting one child through private education, at least through primary school. They would donate enough money to support the child, and could donate in a large lump sum, on a monthly basis, a weekly basis, or whichever works best for them. However, this is a big responsibility because if the child's benefactor stops donating, they can no longer afford to continue attending private school, which is not fair for the child.

When someone offers to become a sponsor, they will receive frequent pictures of the child that is benefiting from their help (Mme Ouafae, personal communication, Sept 8th, 2014). They will get to watch the child grow and get updates. The child's grades and accomplishments will be passed along to their benefactor. They will also receive emails from the child and be able to communicate with them.

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<sup>2</sup> Based on exchange rate as of October 15, 2014 (XE Market Analysis, 2014)